

ELA





Johnson City Schools CFA 2024-2025

	New Teachers In-service
AD	Administrative Day
IS	In-service Day for all teachers. 4 additional in-service days will be planned, outside the school calendar at the school level. CFA
	Student ½ Day Dismissal times: Elementary 11:30 am Middle 11:00 am High School 11:00 am
	Student Day
H	Holiday for students and staff
FB	Fall Break
	End of nine-week term
SB	Spring Break
V	Vacation
TPC	Teacher/Parent Conference Day (not a student day; appointments vary by school)
	2 snow days are built into the calendar.

July 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	Curr Prof Devel	TECH ACAD	27
28			AD			

August 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				IS	AD	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4★	5
6	FB	FB	FB	FB	FB	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	TPC	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	V	H	V	30

December 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20★	21
22	V	V	H	V	V	28
29	V	V				

January 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			H	V	V	4
5	AD	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16		18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7★	8
9	10	11	12	13	14	15
16	SB	SB	SB	SB	SB	22
23	24	25	26	27	28	29
30	31					

April 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3		5
6	7	8	9	10	11	12
13	14	15	16	17	V	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22		AD
25	H	27	28	29	30	31

June 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

RI 1
RI 4
RI 3
RI 2
RL 3
RL 2
RL 4
RL 1
CP
 review
RI 7
RI 2
RI 1
RL 5-6
RL 5, 7
RL 3
W
CP

Review
RI 6
RI 8
RI 9
RI 5
RL 2
RL 9
W
RI 4
CP
TCAP
TCAP

Grade 3 Master ELA Pacing Calendar

2024-2025 English Language Arts Assessment Guide
Tennessee Academic Standards
Grade 3

	Quarter	1	2	3	4
READING STANDARDS					
Key Ideas and Details—Standard #1					
3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	A	A	A		
3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	A	A	A		
Key Ideas and Details—Standard #2					
3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.			A		
3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	A	A	A		
Key Ideas and Details—Standard #3					
3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	A	A	A		
3.RI.KID.3 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 . compare/contrast	A	AA	AA	A	
Craft and Structure—Standard #4					
3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).	A	A	A		
3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	A	A	A		
Craft and Structure—Standard #5					
3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.		A	A		
3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.			A		
Craft and Structure—Standard #6					
3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.		A	A		
3.RI.CS.6 Distinguish reader point of view from that of an author of a text.			A		

Integration of Knowledge and Ideas—Standard #7				
3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.		A	A	
3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.		A	A	
Integration of Knowledge and Ideas—Standard #8				
3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.			A	
Integration of Knowledge and Ideas—Standard #9				
3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.			A	
3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.			A	
Range of Reading and Level of Text Complexity—Standard #10				
3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	*	*	*	*
3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	*	*	*	*
FOUNDATIONAL LITERACY STANDARDS				
Phonics and Word Recognition—Standard #3				
3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
a. Identify and define the meaning of the most common prefixes and derivational suffixes.			A	
b. Decode words with common Latin suffixes, such as -ly, -less, and -ful.				A
c. Decode multi-syllable words.	A	A	A	
d. Read grade-appropriate irregularly spelled words.		A	A	
Word Composition—Standard #4				
3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.		A	A	
b. Use conventional spelling for high frequency words, including irregular words.		A	A	
c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.			A	
d. Write legibly in manuscript; write all lower and uppercase cursive letters.	*	*	*	*
Fluency—Standard #5				
3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.				

a. Read grade-level text with purpose and understanding.	*	*	*	*
b. Read grade-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 of words; reread as necessary.	*	*	*	*
Sentence Composition—Standard #6				
3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.				
a. Explain the function of nouns , pronouns , verbs , adjectives , and adverbs as used in general and in particular sentences.	A	A	A	
b. Form and use regular and irregular plural nouns.	A	A		
c. Use abstract nouns.	A			
d. Form and use regular and irregular verbs.	A			
e. Form and use simple verb tenses.		A		
f. Ensure subject-verb and pronoun-antecedent agreement.	A	A		
g. Form and use comparative and superlative adjectives and adverbs correctly.			A	
h. Use coordinating and subordinating conjunctions.		A	A	
i. Produce simple , compound , and complex sentences.		A	A	
j. Capitalize appropriate words in titles.			A	
k. Use commas in addresses.			A	
l. Use commas and quotation marks in dialogue.		A		
m. Form and use possessives.		A		
n. Write a cohesive paragraph with a main idea and detailed structure.	*	*	*	*
Vocabulary Acquisition—Standard #7				
3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				
i. Use sentence-level context as a clue to the meaning of a word or phrase.	A			
ii. Determine the meaning of the new word formed when a known affix is added to a known word.			A	
iii. Use a known root word as a clue to the meaning of an unknown word with the same root.			A	
iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.			A	
3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.				
i. Distinguish the literal and nonliteral meanings of words and phrases in context.	A			
ii. Identify real-life connections between words and their use.			A	

iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.		A		
3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.	*	*	*	*
WRITING STANDARDS				
Text Types and Protocol—Standard #1				
3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.			A	
a. Introduce a topic or text.			A	
b. Develop an opinion with reasons that support the opinion.			A	
c. Create an organizational structure that lists supporting reasons.			A	
d. Provide a concluding statement or section.			A	
e. Use linking words and phrases to connect opinion and reasons.			A	
f. Apply language standards addressed in the Foundational Literacy standards.			A	
Text Types and Protocol—Standard #2				
3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.	A			
a. Introduce a topic.	A			
b. Group related information together, including illustrations when needed to provide clarity to the reader.	A			
c. Develop the topic with facts, definitions, and details.	A			
d. Provide a conclusion.	A			
e. Use linking words and phrases to connect ideas within categories of information.	A			
f. Use precise language to inform about or explain the topic.	A			
g. Apply language standards addressed in the Foundational Literacy standards.	A			
Text Types and Protocol—Standard #3				
3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.		A		
a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.		A		
b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.		A		
c. Use temporal words and phrases to signal event order.		A		
d. Provide a sense of closure.		A		
e. Apply language standards addressed in the Foundational Literacy standards.		A		

Production and Distribution of Writing—Standard #4				
3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)	*	*	*	*
Production and Distribution of Writing—Standard #5				
3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	*	*	*	*
Production and Distribution of Writing—Standard #6				
3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.	*	*	*	*
Research to Build and Present Knowledge—Standard #7				
3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic.	*	*	*	*
Research to Build and Present Knowledge—Standard #8				
3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.	*	*	*	*
Research to Build and Present Knowledge—Standard #9				
3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.	*	*	*	*
Range of Writing- Standard #10				
3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	*	*	*	*
SPEAKING AND LISTENING STANDARDS				
Comprehension and Collaboration—Standard #1				
3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.	*	*	*	*
Comprehension and Collaboration—Standard #2				
3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	*	*	*	*
Comprehension and Collaboration—Standard #3				
3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	*	*	*	*
Presentation of Knowledge and Ideas—Standard #4				
3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	*	*	*	*
Presentation of Knowledge and Ideas—Standard #5				
3.SL.PKI.5 Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.	*	*	*	*

Presentation of Knowledge and Ideas—Standard #6				
3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	*	*	*	*

2024-2025 Tennessee Academic Standards

Quarter 1

ELA—Third Grade

Reading Standards		
Literature	Informational Text	
3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	
	3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	
3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	3.RI.KID.3 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. (compare/contrast only)	
3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).	3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	
Foundational Literacy Standards		
Phonics & Word Recognition	Sentence Composition	Vocabulary Acquisition
3.FL.PWR.3c Decode multi-syllable words.	3.FL.SC.6a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. (nouns and verbs only)	3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.
	3.FL.SC.6b Form and use regular and irregular plural nouns. (regular only)	3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context.
	3.FL.SC.6c Use abstract nouns.	
	3.FL.SC.6d Form and use regular and irregular verbs.	
	3.FL.SC.6e Form and use simple verb tenses.	
	3.FL.SC.6f Ensure subject-verb and pronoun-antecedent agreement. (subject-verb agreement only)	

Writing Standards

Text Types & Protocol

3.W.TTP.2

Write informative/explanatory texts to examine a topic and convey ideas and information.

- a. Introduce a topic.
- b. Group related information together, including illustrations when needed to provide clarity to the reader.
- c. Develop the topic with facts, definitions, and details.
- d. Provide a conclusion.
- e. Use linking words and phrases to connect ideas within categories of information.
- f. Use precise language to inform about or explain the topic.
- g. Apply language standards addressed in the Foundational Literacy standards.

2024-2025 Tennessee Academic Standards

Quarter 2

ELA—Third Grade

Reading Standards			
Literature		Informational Text	
3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.		3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	
		3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	
3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.		3.RI.KID.3 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. (compare/contrast, sequence, and cause/effect only)	
3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).		3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	
3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.			
3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.			
3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.		* 3.RI.IKI.7* Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	
Foundational Literacy Standards			
Phonics & Word Recognition	Word Composition	Sentence Composition	Vocabulary Acquisition
3.FL.PWR.3c Decode multi-syllable words.	3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.	3.FL.SC.6a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. (pronouns only)	3.FL.VA.7b.iii Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
3.FL.PWR.3d Read grade-appropriate irregularly spelled words.	3.FL.WC.4b Use conventional spelling for high frequency words, including irregular words.	3.FL.SC.6b Form and use regular and irregular plural nouns. (irregular only)	
		3.FL.SC.6f	

		Ensure subject-verb and pronoun-antecedent agreement. (pronoun-antecedent agreement only)	
		3.FL.SC.6h Use coordinating and subordinating conjunctions. (coordinating only)	
		3.FL.SC.6i Produce simple, compound, and complex sentences. (simple and compound only)	
		3.FL.SC.6l Use commas and quotation marks in dialogue.	
		3.FL.SC.6m Form and use possessives.	

Writing Standards

Text Types & Protocol

3.W.TTP.3

Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

- a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.
- b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.
- e. Apply language standards addressed in the Foundational Literacy standards.

2024-2025 Tennessee Academic Standards

Quarter 3

ELA—Third Grade

Reading Standards			
Literature		Informational Text	
3.RL.KID.1		3.RI.KID.1	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.		Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	
3.RL.KID.2		3.RI.KID.2	
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		Determine the main idea of a text; recount the key details and explain how they support the main idea.	
3.RL.KID.3		3.RI.KID.3	
Describe characters in a story and explain how their actions contribute to the sequence of events.		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. (compare/contrast, sequence, and cause/effect only)	
3.RL.CS.4		3.RI.CS.4	
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).		Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	
3.RL.CS.5		*3.RI.CS.5*	
Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.		Use text features to locate information relevant to a given topic efficiently.	
3.RL.CS.6		*3.RI.CS.6*	
Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.		Distinguish reader point of view from that of an author of a text.	
3.RL.IKI.7		3.RI.IKI.7	
Explain how illustrations in a text contribute to what is conveyed by the words.		Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	
		3.RI.IKI.8	
		Explain how reasons support specific points an author makes in a text.	
3.RL.IKI.9		*3.RI.IKI.9*	
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		Compare and contrast the most important points and key details presented in two texts on the same topic.	
Foundational Literacy Standards			
Phonics & Word Recognition	Word Composition	Sentence Composition	Vocabulary Acquisition
3.FL.PWR.3a	3.FL.WC.4a	3.FL.SC.6a	3.FL.VA.7a.ii
Identify and define the meaning of the most common	Use spelling patterns and generalizations in writing	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in	Determine the meaning of the new word formed when

prefixes and derivational suffixes.	one-, two-, and three-syllable words.	particular sentences. (adjectives and adverbs only)	a known affix is added to a known word.
3.FL.PWR.3c Decode multi-syllable words.	3.FL.WC.4b Use conventional spelling for high frequency words, including irregular words.	3.FL.SC.6g Form and use comparative and superlative adjectives and adverbs correctly.	3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root.
3.FL.PWR.3d Read grade-appropriate irregularly spelled words.	3.FL.WC.4c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.	3.FL.SC.6h Use coordinating and subordinating conjunctions. (subordinating only)	3.FL.VA.7a.iv Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
		3.FL.SC.6i Produce simple, compound, and complex sentences. (complex only)	3.FL.VA.7b.ii Identify real-life connections between words and their use.
		3.FL.SC.6j Capitalize appropriate words in titles.	
		3.FL.SC.6k Use commas in addresses.	

Writing Standards

Text Types & Protocol

3.W.TTP.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce a topic or text.
- b. Develop an opinion with reasons that support the opinion.
- c. Create an organizational structure that lists supporting reasons.
- d. Provide a concluding statement or section.
- e. Use linking words and phrases to connect opinion and reasons.
- f. Apply language standards addressed in the Foundational Literacy standards.

Questioning to TN Academic Standards for Reading (Literature & Informational Text)

**Grade 3
2024-2025**

3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	<p>Which detail from the passage best supports the idea that ____? (Linked to 3.RI.KID.2)</p> <p>Based on the passage, which ____ would most likely result in ____? (Linked to 3.RI.KID.3)</p> <p>Based on the topic sentence of each paragraph, where is the best place to find information about ____? (Linked to 3.RI.CS.5)</p> <p>How does the author best support the point that ____? (Linked to 3.RI.IKI.8)</p> <p>What does the picture of ____ help the reader understand? (Linked to 3.RI.IKI.7)</p> <p>Part A: Which sentence best states the author's point of view about ____?</p> <p>Part B: Which detail from the passage best supports the answer to Part A? (Linked to 3.RI.CS.6)</p>
3.RL.KID.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<p>What lesson does ____ learn in the passage?</p> <p>Which sentence best states the central message of the passage?</p> <p>What happens after ____?</p> <p>Part A: What lesson does ____ learn in paragraphs ____ through ____?</p> <p>Part B: Which sentence from the passage supports the answer to Part A?</p> <p>Part A: What message does ____ learn in this story?</p> <p>Part B: Which sentence from the passage supports the correct answer to Part A?</p>

3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Which detail from the passage best supports the idea that ____? (Linked to 3.RI.KID.1) How do the details in paragraph ____ best support the main idea of the passage?
3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.	Part A: Which word best describes ____ in paragraphs ____ through ____? Part B: Which detail from the passage supports the answer to Part A? What do paragraphs ____ through ____ show about ____? Which sentence best explains the relationship between ____ and ____? Part A: What does paragraph ____ most show about ____? Part B: Which detail from paragraph ____ best supports the answer to Part A? In paragraph ____, what does the word ____ show about ____?
3.RI.KID.3	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.	According to the process described in the passage, what happens after ____? Which happens first in the text? Based on the passage, which ____ would most likely result in ____? (Linked to 3.RI.KID.1)
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., <i>feeling blue</i> versus <i>the color blue</i>).	Part A: What is the meaning of the word ____ in paragraph ____? Part B: Which sentence from the passage helps the reader understand the meaning of ____?
3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	Which phrase helps the reader understand the meaning of the word ____ as it is used in paragraph ____? (Paired with 3.FL.VA.7a.i) What is the meaning of the word ____ as it is used in paragraph ____? Part A: What is the meaning of the word ____ as it is used in paragraph ____? Part B: Which word from paragraph ____ helps the reader understand the meaning of the word ____?

3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.	<p>Why are paragraphs ____ through ____ important to the passage?</p> <p>Why are paragraphs ____ and ____ important to the story?</p>
3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.	<p>Based on the topic sentence of each paragraph, where is the best place to find information about ____? (Linked to 3.RI.KID.1)</p> <p>Which part of the passage is the best place to find information about ____?</p>
3.RL.CS.6	Distinguish reader perspective from that of a narrator or the perspectives of the characters and identify the point of view of a text.	<p>Part A: Which sentence best describes ____'s point of view in the passage?</p> <p>Part B: Which detail from the passage supports the answer to Part A?</p> <p>What is ____'s point of view about ____?</p> <p>Part A: What is ____'s point of view toward ____?</p> <p>Part B: Which sentence from the passage best supports the correct answer to Part A?</p>
3.RI.CS.6	Distinguish reader point of view from that of an author of a text.	<p>Part A: Which sentence would the author most likely agree with?</p> <p>Part B: Which sentence from the passage best supports the answer to Part A?</p> <p>Part A: Which sentence best states the author's point of view about ____?</p> <p>Part B: Which detail from the passage best supports the answer to Part A? (Linked to 3.RI.KID.1)</p>
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.	
3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	<p>What does the picture of ____ help the reader understand? (Linked to 3.RI.KID.1)</p>
3.RI.IKI.8	Explain how reasons support specific points an author makes in a text.	<p>Part A: How does the author support the point that ____?</p> <p>Part B: Which sentence from the passage supports the answer to Part A?</p> <p>How does the author best support the point that ____? (Linked to 3.RI.KID.1)</p>

3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	
3.RI.IKI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	
3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	
3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	

* = No Released TCAP Items for This Standard, Historical JCS Checkpoint Stems Shared



**Questioning to TN Academic Standards for Foundational Literacy
Grade 3
2024-2025**

3.FL.PWR.3	<p>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ol style="list-style-type: none">Identify and define the meaning of the most common prefixes and derivational suffixes.Decode words with common Latin suffixes, such as <i>-ly</i>, <i>-less</i>, and <i>-ful</i>.Decode multi-syllable words.Read grade-appropriate irregularly spelled words.	<p>Which word from the passage can be made into a new word by adding the prefix/suffix _____?</p> <p>Read this sentence about the passage. Based on the prefix/suffix _____, what is the meaning of the word _____? (a)</p> <p>In paragraph _____, what is the meaning of the prefix/suffix _____ in the word _____? (b)</p> <p>Based on the suffix _____, what does the word _____ mean? (b)</p> <p>Read the sentence from paragraph _____. What does the prefix/suffix _____ in the word _____ mean? (b)</p> <p>What is the correct way to divide the word _____ into syllables? (c)</p>
3.FL.WC.4	<p>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ol style="list-style-type: none">Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.Use conventional spelling for high-frequency words, including irregular words.Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.Write legibly in manuscript; write all lower and uppercase cursive letters.	<p>What change, if any, is needed to the underlined text?</p>
3.FL.F.5	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none">Read grade-level text with purpose and understanding.Read grade-level prose and poetry orally with accuracy, appropriate rate, and	

	<p>expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>	
3.FL.SC.6	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use simple verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs correctly.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>j. Capitalize appropriate words in titles.</p> <p>k. Use commas in addresses.</p> <p>l. Use commas and quotation marks in dialogue.</p> <p>m. Form and use possessives.</p> <p>n. Write a cohesive paragraph with a main idea and detailed structure.</p>	<p>What change, if any, is needed to the underlined text?</p>
3.FL.VA.7a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when</p>	<p>Which phrase from the passage best shows the meaning of the word ____?</p> <p>Based on the prefix/suffix ____, what does the word ____ mean in paragraph ____?</p> <p>What is the meaning of the word ____ in paragraph ____?</p>

	<p>a known affix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Part A: What does ____ mean as it is used in paragraph ____?</p> <p>Part B: Which sentence from the passage supports the correct answer to Part A?</p> <p>Read this sentence from paragraph ____. Based on the meaning of the prefix/suffix ____, what does the word ____ mean?</p> <p>Which phrase helps the reader understand the meaning of the word ____ as it is used in paragraph ____? (Paired with 3.RI.CS.4)</p> <p>Read this sentence about the passage. Based on the meaning of the root word ____, what does the word ____ mean?</p>
3.FL.VA.7b	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>ii. Identify real-life connections between words and their use.</p> <p>iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>	<p>Read this sentence from paragraph ____. What does ____ mean when he/she describes ____ in this sentence?</p> <p>Read this sentence from the passage. Which word best replaces the phrase ____ in the sentence?</p>
3.FL.VA.7c	<p>Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and time relationships.</p>	



Johnson City Schools
English Language Arts
Protected Texts List for Grades 3 – 8 (2024 - 2025)

This list was created by and for JCS English Language Arts teachers in grades 5-8 in order to assist in vertical planning and text selection. Please refer to this list and use professional courtesy when choosing a text for whole group instruction.

Grade	Extended Text Titles	Additional Aligned Titles from Publisher	Renowned Short Text Titles
3 rd ELA	<i>The Chocolate Touch</i> by Patrick Catling <i>The War with Grandpa</i> by Robert Kimmel Smith <i>Sarah, Plain and Tall</i> by Patricia MachLahlan <i>I Survived Hurricane Katrina</i> by Lauren Tarshis		<i>Move on Up That Beanstalk, Jack!</i> by Thomas Kingley Troupe
4 th ELA	<i>A Long Walk to Water</i> by Linda Sue Park <i>Wonder</i> by RJ Palacio <i>Shiloh</i> by Phyllis Reynolds Naylor <i>Holes</i> by Louis Sacher		<i>Hidden Figures</i> by Margot Lee Shetterly
5 th ELA	<i>Esperanza Rising</i> by Pam Munoz Ryan <i>Hugo Cabret</i> by Brian Selznick <i>Ugly</i> by Robert Hogue <i>The True Confessions of Charlotte Doyle</i> by Avi		
6 th ELA	<i>The Boy Who Harnessed the Wind</i> by William Kamkwamba <i>The House of Dies Drear</i> by Virginia Hamilton <i>The Phantom Tollbooth</i> by Norton Juster <i>The War That Saved My Life</i> by Kimberly Brubaker Bradley <i>Percy Jackson: The Lightning Thief</i> by Rick Riordan	<i>The Secret Garden</i> by Frances Hodgson Burnett <i>Bud, Not Buddy</i> by Christopher Paul Curtis <i>The Young Landlords</i> by Walter Dean Myers <i>The Jungle Book</i> by Rudyard Kipling <i>Where the Red Fern Grows</i> by Wilson Rawls <i>Black Beauty</i> by Anna Sewell <i>Charlie and the Chocolate Factory</i> by Roald Dahl <i>The Sword and the Circle</i> by Rosemary Sutcliff <i>Watership Down</i> by Richard Adams <i>Anything but Typical</i> by Nora Raleigh Baskin <i>Around the World in 80 Days</i> by Jules Verne <i>The House of Dies Drear</i> by Virginia Hamilton <i>Maniac Magee</i> by Jerry Spinelli	

Grade	Extended Text Titles	Additional Aligned Titles from Publisher	Renowned Short Text Titles
7 th ELA	<p><i>The Boy on the Wooden Box</i> by Leon Leyson <i>The Giver</i> by Lois Lowry <i>My Side of the Mountain</i> by Jean Craighead George <i>Serafina and the Black Cloak</i> by Robert Beatty</p>	<p><i>Stand Tall</i> by Joan Bauer <i>Fair Weather</i> by Richard Peck <i>Ribbons</i> by Laurence Yep <i>Incarceron</i> by Catherine Fisher <i>Crater</i> by Homer Hickam <i>James and the Giant Peach</i> by Roald Dahl <i>Hatchet</i> by Gary Paulsen <i>Hoot</i> by Carl Hiaasen <i>Hush</i> by Jacqueline Woodson <i>The Cay</i> by Theodore Taylor <i>Letters From Rifka</i> by Karen Hesse <i>No Promises in the Wind</i> by Irene Hunt <i>The Clay Marble</i> by Minfong Ho</p>	<p>“The Lottery” Shirley Jackson “The Landlady” Roald Dahl “The Monsters are Due on Maple Street” by Rod Serling</p>
8 th ELA	<p><i>House of the Scorpion</i> by Nancy Farmer <i>Crossover</i> by Kwame Alexander <i>Taking Flight</i> by Elaine and Michaela DePrince <i>Unbroken</i> (YA adaptation) by Laura Hillenbrand <i>The Outsiders</i> by S.E. Hinton <i>Chasing Lincoln’s Killer</i> by James L. Swanson</p>	<p><i>Rules of the Road</i> by Joan Bauer <i>All Quiet on the Western Front</i> by Erich Maria Remarque <i>The Devil’s Arithmetic</i> by Jane Yolen <i>The Boy in the Striped Pajamas</i> by John Boyne <i>Ender’s Game</i> by Orson Scott Card <i>A Mango-Shaped Space</i> by Wendy Mass <i>Queen’s Own Fool</i> by Jane Yolen and Robert J. Harris <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor <i>Does My Head Look Big in This?</i> by Randa Abdel-Fattah <i>Farewell to Manzanar</i> by James D. Houston and Jeanne Houston <i>The Time Machine</i> by H. G. Wells <i>20,000 Leagues Under the Sea</i> by Jules Verne <i>Boy: Tales of Childhood</i> by Roald Dahl</p>	<p>“The Gift of the Magi” O. Henry “My Mother Never Worked” Bonnie Smith-Yackel “The Tell-Tale Heart” by Poe</p>



2024-2025

**ELA Week-at-a-Glance Document
Grade 3: Quarter 1**

Please note: Standards in **bold** could appear on the Quarter 1 Checkpoint.

Week 1: August 5-9, 2024

Primary Resource	Reading		Writing		Phonics and Word Study	Language
	Read Aloud and Book Discussion	Independent Reading	Writing	Independent Writing		
Benchmark Advance Review and Routines Days 1-5, 10-12 Other Options: Star Testing, Spelling Inventory, IXL Diagnostic, BOY Writing RTI	Focus standard: 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. Day 1 <i>Choosing a Good Book for Independent Reading</i> 3.SL.CC.1 Prepare for collaborative	Day 1 <i>Introduce Independent Reading</i> 3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently. 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band indep. and proficiently.	Day 1-2 <i>Writing to Sources and Model: A Response to Reading</i> 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for	Day 1-2 <i>Response Journals</i> 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	Day 1-2 <i>Closed and Open Syllables</i> 3.FL.PWR.3c Decode multi-syllable words. Day 3 <i>Final e Syllable Pattern</i> 3.FL.PWR.3c Decode	<i>Extension: Ready Reading Language Handbook Lesson 1 Nouns</i> 3.FL.SC.6a Explain the function of nouns, as used in general and in particular sentences.

<p>Screener, Reading Interest Inventory, Set AR Goals, Introduce RACE strategy</p>	<p>discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <hr/> <p>Day 2 <i>Build Good Listening Habits</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <hr/> <p>Day 3 <i>Understanding Author's Purpose (to entertain)</i></p> <p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for</p>	<hr/> <p>Day 2 <i>Practice Independent Reading</i></p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <hr/> <p>Day 3 <i>Previewing Books</i></p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p>3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p> <p>3.RL.RRTC.10 Read and comprehend stories and</p>	<p>writing types are defined in standards 1-3 above.)</p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <hr/> <p>Day 3 <i>Writing to Sources and Model: A Response to Reading</i></p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and</p>	<p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <hr/> <p>Day 3 <i>A Response to Reading</i></p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>3.W.RBPK.8 Recall information from experiences or</p>	<p>multi-syllable words.</p> <hr/> <p>Day 4 <i>Long a Syllable Patterns</i></p> <p>3.FL.PWR.3 c Decode multi-syllable words.</p> <hr/> <p>Day 5 <i>Long o Syllable Patterns</i></p> <p>3.FL.PWR.3 c Decode multi-syllable words.</p> <hr/> <p>Day 10 <i>-r Controlled /ur/ Syllable patterns</i></p> <p>3.FL.PWR.3 c Decode multi-syllable words.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 6 Plural Nouns</i></p> <p>3.FL.SC.6b Form and use regular and irregular plural nouns</p>
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<p>the answers.</p> <hr/> <p>Day 4 <i>Understanding Author's Purpose (to persuade)</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <hr/> <p>Day 5 <i>Understanding Author's Purpose (to inform)</i></p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <hr/> <p>Day 10 <i>Introduction to Questioning</i></p>	<p>poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <hr/> <p>Day 4 <i>Use a Reading Log</i></p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <hr/> <p>Day 5 <i>Introduce the Reading Workstation</i></p> <p>3.RL.RRTC.10 Read and comprehend stories and</p>	<p>style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <hr/> <p>Day 4 <i>Writing to Sources</i></p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <hr/> <p>Days 4-5 <i>Persuasive Writing</i></p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific</p>	<p>Day 11</p> <p><i>Vowel Teams /oi/ and /ou/ Syllable Patterns</i></p> <p>3.FL.PWR.3 c Decode multi-syllable words.</p> <hr/> <p>Day 12</p> <p><i>Vowel Teams /oo/ and /o~ o~/ Syllable Patterns</i></p> <p>3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p>	
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<p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <hr/> <p>Day 11 <i>Using Questioning to Understand Text</i></p> <p>3.RL.KID.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners,</p>	<p>poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <hr/> <p>Day 10 <i>Recording Questions About Reading</i></p> <p>3.RL.KID.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <hr/> <p>Day 11 <i>Questioning to Understand Text</i></p>	<p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <hr/> <p>Day 5 <i>Model: Persuasive Writing</i></p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>expectations for writing types are defined in standards 1-3 above.)</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <hr/> <p>Day 10 <i>Introduce the Computer Workstation</i></p> <p>3.RL.KID.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>3.RI.KID.1 Ask and answer questions to demonstrate</p>		
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<p>building on others' ideas and expressing their own ideas clearly.</p> <hr/> <p>Day 12</p> <p><i>Making Predictions</i></p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>3.RL.KID.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <hr/> <p>Day 12</p> <p><i>Reading Workstation: Practice Making Predictions</i></p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Day 10</p> <p><i>Writing to Sources Thick and Thin Questions</i></p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>b. Group related information together, including illustrations when needed to provide clarity to the reader.</p> <hr/> <p>Day 11</p> <p><i>Writing to Sources A Response to Reading</i></p> <p>3.RL.KID.1 Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a</p>	<p>understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <hr/> <p>Day 11</p> <p><i>Establishing Workstation Routines</i></p> <p>Standard: n/a</p>		
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			<p>text, referring explicitly to the text as a basis for the answers.</p> <hr/> <p>Day 12</p> <p><i>Writing to Sources</i></p> <p><i>Model: Writing a Book Recommendation</i></p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Day 12</p> <p><i>Writing a Book Recommendation</i></p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1-3 above.)</p>		
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Week 2: August 12-16, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 1</p> <p><i>Animal Adaptations</i></p>	<p>Focus standard: 3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>EQ: How do I determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area?</p> <p><i>Benchmark Comprehension Intervention Lesson 29: Determine the Meaning of General Academic Vocabulary</i></p> <p><i>Benchmark Comprehension Intervention Lesson 30: Determine the Meaning of Social Studies Vocabulary</i></p> <p><i>Benchmark Comprehension Intervention Lesson 31: Determine the Meaning of Science Vocabulary</i></p> <p>Day 1: <i>Unit 1, Week 1, Mini Lesson #1 Introduce Unit 1: Animal Adaptations</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p><i>Unit 1, Week 1, Mini Lesson #2 "Animal Disguises" First Reading: Ask Questions</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers</p>	<p>Introduce Informative/Explanatory Writing</p> <p>Options:</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 1: Writing to Inform: Report: Steps 1-4</i></p> <p>22-23 CP Writing Supplement: "Jump!" Writing in Response to Literature: Explain</p> <p>21-22 CP Writing Supplement: "Seeds of All Sizes": Explain</p> <p>Use Benchmark Lessons (below) I Do/We Do/You Do</p> <p><i>Unit 1, Week 1, Mini Lesson #3 Write an Informative/Explanatory Essay: Read a Mentor Text</i></p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p>	<p><i>Unit 1, Week 1, Mini Lesson #5 Review Short Vowels and Reading Big Words Strategy</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 7 Abstract Nouns</i></p> <p>3.FL.SC.6c Use abstract nouns.</p>

<p>Day 2: <i>Unit 1, Week 1, Mini Lesson #4 “Animal Disguises” Determine Main Idea and Recount Key Details</i></p> <p>3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><i>Unit 1, Week 1, Mini Lesson #7 “Animal Disguises” Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary Using Context Clues</i></p> <p>3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.</p> <hr/> <p>Day 3: <i>Unit 1, Week 1, Mini Lesson #10 “Animals’ Tools for Survival” First Reading: Create Mental Images</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 1, Week 1, Mini Lesson #12 “Animals’ Tools for Survival” Describe Compare-and-Contrast Relationships and Connections in a Text</i></p> <p>3.RI.KID.3 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> <hr/> <p>Day 4: <i>Unit 1, Week 1, Mini Lesson #13 Compare and Contrast the Most Important Points in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><i>Unit 1, Week 1, Mini Lesson #6 Write an Informative/Explanatory Essay: Analyze Facts and Details from a Print Source</i></p> <p>3.W.TTP.2c Develop the topic with facts, definitions, and details.</p> <p><i>Unit 1, Week 1, Mini Lesson #9 Write an Informative/Explanatory Essay: Analyze Facts and Details from a Video</i></p> <p>3.W.TTP.2c Develop the topic with facts, definitions, and details.</p> <p><i>Unit 1, Week 1, Mini Lesson #11 Write an Informative/Explanatory Essay: Analyze an Author’s Organization</i></p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>Informative writing prompt: Write an informative/ explanatory essay in which you explain the different ways camouflage helps animals survive. Be sure to include an introduction, relevant facts and</p>	<p>Spelling List:</p> <p>Pattern: short vowels</p> <p>Grammar skill: concrete/ abstract nouns</p> <ol style="list-style-type: none"> 1. contract 2. product 3. listen 4. expect 5. upset 6. helpful 7. object *8. dismiss *9. address *10. connect
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	<p>Day 5: <i>Unit 1, Week 2, Mini Lesson #1 “Animal Coverings” First Reading: Ask Questions</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p><i>Unit 1, Week 2, Mini Lesson #4 “Animal Coverings” Recount Key Ideas and Determine Main Idea</i></p> <p>3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Benchmark Assessment: Unit 1, Week 1 (Do together.)</p>	<p>details from “Animal Disguises”, and a conclusion related to the information presented.</p> <p>Other prompt options:</p> <p>Narrative: You have read <i>Animal Disguises</i> by Maria Guerro. Pretend you are one of the animals from the text. Write a story about using your camouflage to hide from predators or prey.</p> <p>Opinion: You have read <i>Animals’ Tools for Survival</i> by Sue Qin. Think about which animal from the text would be best adapted to live in Johnson City, TN. Write to tell your opinion. Be sure to support your opinion with reasons and facts from the text.</p>		
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Week 3: August 19-23, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 1</p> <p><i>Animal Adaptations</i></p>	<p>Focus standard: 3.RI.KID.3 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>EQ: How do I 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><i>Benchmark Comprehension Intervention Lesson 25: Identify Relationships (Time, Sequence, Cause and Effect)</i></p> <p><i>Benchmark Comprehension Intervention Lesson 26: Describe the Relationship Between Historical Events in a Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 27: Describe the Relationship Between Scientific Ideas in a Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 28: Describe the Relationship Between Technical Procedures in aText</i></p> <p>Day 1: <i>Unit 1, Week 2, Mini Lesson #5 “Animal Coverings” Refer Explicitly to the Text to Draw Inferences</i></p>	<p>Continue Informative/Explanatory Writing Introduce Writing Rubric</p> <p>Options:</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 1: Writing to Inform: Report: Steps 5-8</i></p> <p>Use Benchmark Lessons (see below) I Do/We Do/You Do</p> <p><i>Unit 1, Week 2, Mini Lesson #3 Write an Informative/Explanatory Essay: Read and Analyze the Text-Based Prompt</i></p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p><i>Unit 1, Week 2, Mini Lesson #6 Write an Informative/Explanatory Essay: Find Facts and Details in a Print Source</i></p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p>	<p><i>Unit 1, Week 2, Mini Lesson #2 Review Long a (VCe, ai, ay, a)</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 3 Verbs</i></p> <p>3.FL.SC.6a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.</p>

<p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p><i>Unit 1, Week 2, Mini Lesson #8 “Animal Coverings” Close Reading: Describe Compare-and-Contrast Relationships and Connections in a Text</i></p> <p>3.RI.KID.3 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> <hr/> <p>Day 2: <i>Unit 1, Week 2, Mini Lesson #10 “Animal Coverings” Close Reading: Describe Compare-and-Contrast Relationships and Connections in a Text</i></p> <p>3.RI.KID.3 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><i>Unit 1, Week 2, Mini Lesson #12 Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <hr/> <p>Day 3: <i>Unit 1, Week 3, Mini Lesson #1 “One Body, Many Adaptations” First Reading: Create Mental Images</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p>	<p><i>Unit 1, Week 2, Mini Lesson #9 Write an Informative/Explanatory Essay: Gather Evidence from a Video Source</i></p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p><i>Unit 1, Week 2, Mini Lesson #11 Write an Informative/Explanatory Essay: Organize Your Ideas</i></p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Informative Writing Prompt Options: Write an informative/explanatory essay in which you explain the different ways fur helps some animals survive. Be sure to include an introduction, facts and details from “Animal Coverings”, and a conclusion related to the information presented.</p> <p>Write an informative/explanatory essay in which you compare and contrast the adaptations that help penguins and camels survive in their different environments. Be sure to include an introduction, facts and details from “One Body, Many Adaptations”, and a conclusion related to the information presented.</p>	<p>Spelling List:</p> <p>Pattern: long a</p> <p>Grammar skill: regular verbs and verb tenses</p> <ol style="list-style-type: none"> 1. able 2. became 3. chain 4. narrate 5. spray 6. afraid 7. blame 8. hooray 9. raise *10. indicate *11. explained *12. Tuesday 	
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<p><i>Unit 1, Week 3, Mini Lesson #4 “One Body, Many Adaptations” Close Reading: Recount Key Details and Explain How They Support the Main Idea</i></p> <p>3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <hr/> <p>Day 4: <i>Unit 1, Week 3, Mini Lesson #7 “One Body, Many Adaptations” Close Reading: Refer Explicitly to the Text to Draw Inferences</i></p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p><i>Unit 1, Week 3, Mini Lesson #9 Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <hr/> <p>Day 5: <i>Unit 1, Week 3, Mini Lesson #11 “Something Told the Wild Geese” Introduce the Genre: Poetry</i></p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p>Benchmark Assessment: Unit 1, Week 2 (Do together.)</p>	<p>Other prompt options:</p> <p>Narrative: You have read <i>Animal Coverings</i> by Anna Miller. Imagine you are a duck. Write a story about a morning on the water. Be sure to include facts and details from the text about how your feathers help you survive.</p> <p>Opinion: You have read <i>Animal Coverings</i> by Anna Miller. Think about which animal covering you would rather have: fur, smooth skin, scales, or feathers, and why. Be sure to use facts and details from the text to support your opinion.</p>		
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Week 4: August 26-30, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p style="text-align: center;"><i>Ready Reading</i></p> <p>*Give CFA on Friday: G3 CP1 Nonfiction Practice on paper and in Illuminate.</p>	<p>Focus standard: 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><i>Ready Reading Lesson 2</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p> <p>EQs: How do I determine the main idea of a text? How do I recount the key details and explain how they support the main idea?</p> <p><i>Benchmark Comprehension Intervention Lesson 22: Determine Main Idea of Informational Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 23: Recount Key Details of Informational Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 24: Explain How Key Details Support the Main Idea of Informational Text</i></p>	<p>22-23 CP Writing Supplement: “Jump!” Writing in Response to Literature: Explain</p> <p>21-22 CP Writing Supplement: “Seeds of All Sizes”: Explain</p> <p><i>Benchmark Advance: Unit 1 Assessment I Do/We Do/You Do</i></p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>a. Introduce a topic. b. Group related information together, including illustrations when needed to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.</p> <p>Use the writing rubric to score. Conference with students about their writing.</p>	<p><i>Benchmark Advance: Unit 1, Week 3, Mini Lesson #2 Review Long o (VCe, oa, ow, o) and Long u (VCe, ue, ew, u)</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading</p> <p>Spelling List: Pattern: long o and u</p> <p>Grammar skill: subject/verb agreement</p> <ol style="list-style-type: none"> 1. broken 2. few 3. music 4. review 5. window 6. continue 7. float 8. obey 9. united *10. reunion *11. contribute *12. tomorrow 	<p><i>Extension: Ready Reading Language Handbook Lesson 8 Simple Verb Tenses</i></p> <p>3.FL.SC.6e Form and use simple verb tenses.</p>

Week 5: September 3-6, 2024 (4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 2</p> <p>Ways Characters Shape Stories</p>	<p>Focus standard: 3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>EQ: How do I describe characters in a story and explain how their actions contribute to the sequence of events?</p> <p><i>Benchmark Comprehension Intervention Lesson 6: Describe Characters</i></p> <p><i>Benchmark Comprehension Intervention Lesson 7: Explain How Characters' Actions Contribute to Plot</i></p> <p>Day 1: <i>Unit 2, Week 1, Mini Lesson #1 Introduce Unit 2: Ways Characters Shape Stories</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly</p> <p><i>Unit 2, Week 1, Mini Lesson #2 "Two Fables from Aesop" First Reading: Draw Inferences</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p>	<p>Introduce Opinion Writing</p> <p>Options:</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 5: Writing to Inform: Article: Steps 1-4</i></p> <p>Use Benchmark Lessons (below) I Do/We Do/You Do</p> <p><i>Unit 2, Week 1, Mini Lesson #3 Write an Opinion Essay: Read a Mentor Opinion Essay</i></p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.</p> <p><i>Unit 2, Week 1, Mini Lesson #6 Write an Opinion Essay: Analyze an Author's Reasons</i></p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p>	<p>Day 1: <i>Unit 2, Week 1, Mini Lesson #5 Review Long e (VCe, ea, ee, ey, y, ie, e)</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 9 Regular Verbs</i></p> <p>3.FL.SC.6d Form and use regular and irregular verbs</p>

<p>Day 2: Unit 2, Week 1, Mini Lesson #4 <i>“Two Fables from Aesop” Recount Story Details (Fable)</i> 3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p>Unit 2, Week 1, Mini Lesson #7 <i>“Two Fables from Aesop” Describe Characters and Explain How Their Actions Contribute to Events</i></p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <hr/> <p>Day 3: Unit 2, Week 1, Mini Lesson #10 <i>“Two Famous Poems” First Reading: Make Connections</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p>Unit 2, Week 1, Mini Lesson #12 <i>“Two Famous Poems” Build Vocabulary: Distinguish Literal from Nonliteral Language--Similes</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p> <p>3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context.</p>	<p>3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.</p> <p><i>Unit 2, Week 1, Mini Lesson #9 Write an Opinion Essay: Analyze an Author’s Evidence</i></p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p> <p>3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.</p> <p><i>Unit 2, Week 1, Mini Lesson #11 Write an Opinion Essay: Analyze an Author’s Organization</i></p> <p>3.W.TTP.1a Introduce a topic or text.</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>Opinion Writing Prompt: After reading “Two Fables from Aesop,” write a paragraph in which you give your opinion about which fable has the more important message. Support your opinion with details from the</p>	<p>Spelling List:</p> <p>Pattern: long e</p> <ol style="list-style-type: none"> 1. cheese 2. either 3. only 4. please 5. season 6. compete 7. monkey 8. piece 9. really *10. medium *11. believe *12. succeed 	
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	<p>Day 4: <i>Unit 2, Week 1, Mini Lesson #13 Cross-Text Analysis: Compare and Contrast the Plots of Stories</i></p> <p>3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <hr/> <p>Day 5: <i>Unit 2, Week 2, Mini Lesson #1 “The Tale of King Midas: A Greek Myth” First Reading: Draw Inferences</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 2, Week 2, Mini Lesson #4 “The Tale of King Midas: A Greek Myth” Recount Story Details (Myth)</i></p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p>Benchmark Assessment: Unit 2, Week 1</p>	<p>fables. Be sure to include: an introduction; support for your opinion using information from the selections; a conclusion that is related to your opinion.</p> <p>Other Prompt Options:</p> <p>Narrative: You have just read <i>The Ant and the Dove</i>. Write a paragraph that retells the story from the dove’s point of view. Make sure you use details from the text to support your response.</p> <p>Informational: You have read an excerpt from “The Village Blacksmith” by Henry Wadsworth Longfellow. Write to describe a character trait of the blacksmith. Be sure to include details from the poem to support your writing.</p>		
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Week 6: September 9-13, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 2</p> <p><i>Ways Characters Shape Stories</i></p>	<p>Focus standard: 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p> <p>EQ: How do I determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language?</p> <p><i>Benchmark Comprehension Intervention Lesson 8: Determine the Meaning of Words and Phrases</i></p> <p><i>Benchmark Comprehension Intervention Lesson 9: Distinguish Literal from Nonliteral Language</i></p> <p>Day 1: <i>Unit 2, Week 2, Mini Lesson #5 “The Tale of King Midas: A Greek Myth” Explain How Illustrations Contribute to a Story</i></p> <p>3.RL.IK1.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p> <p><i>Unit 2, Week 2, Mini Lesson #8 “The Tale of King Midas: A Greek Myth” Close Reading: Distinguish Literal from Nonliteral Language--Similes</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p>	<p>Options:</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 5: Writing to Inform: Article: Steps 5-8</i></p> <p>Use Benchmark Lessons (below) I Do/We Do/You Do</p> <p><i>Unit 2, Week 2, Mini Lesson #3 Write an Opinion Essay: Read and Analyze the Text-Based Prompt</i></p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><i>Unit 2, Week 2, Mini Lesson #6 Write an Opinion Essay: Develop Opinion and Reasons</i></p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><i>Unit 2, Week 2, Mini Lesson #9 Write an Opinion Essay: Gather Text Evidence</i></p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p>	<p>#2 Review <i>Long i (i_e, igh, y, ie, i)</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p><i>Extension</i></p> <p><i>Ready Reading Language Lesson 10 Irregular Verbs</i></p> <p>3.FL.SC.6d Form and use regular and irregular verbs</p>

	<p>3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <hr/> <p>Day 2: Unit 2, Week 2, Mini Lesson #10 <i>"The Tale of King Midas: A Greek Myth"</i> Close Reading: <i>Describe Characters and Explain How Their Actions Contribute to Events</i></p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p><i>Unit 2, Week 2, Mini Lesson #12 Close Reading: Compare and Contrast the Plots of Stories</i></p> <p>3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</p> <hr/> <p>Day 3: Unit 2, Week 3, Mini Lesson #1 <i>"Uncle Parrot's Wedding: A Cuban Folktale"</i> First Reading: <i>Make Connections</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 2, Week 3, Mini Lesson #4 "Uncle Parrot's Wedding: A Cuban Folktale" Close Reading: Explain How Illustrations Contribute to a Story</i></p> <p>3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p>	<p><i>Unit 2, Week 2, Mini Lesson #11 Write an Opinion Essay: Organize Your Opinion Essay</i></p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Opinion Writing Prompts: <i>Two Famous Poems</i> After reading the two poems, write a paragraph in which you give your opinion about which poem created a more vivid character. Support your opinion with details from the poem. Be sure to include an introduction, support for your opinion using information from the selections, and a conclusion that is related to your opinion.</p> <p><i>The Tale of King Midas</i> After reading "The Tale of King Midas: A Greek Myth", write a paragraph in which you give your opinion of whether or not you would like to have "The Midas Touch." Support your opinion with details from the story. Be sure to include an introduction, support for your opinion using information from the text, and a conclusion that is related to your opinion.</p> <p><i>Uncle Parrot's Wedding: A Cuban Folktale</i> After reading "Uncle Parrot's Wedding," write a paragraph in which you give your opinion about which character helped Little Rooster the most. Support your opinion with details from the story. Be sure to include an introduction, support for your opinion using information from the selection, and a conclusion that is related to your opinion.</p>	<p>Spelling List:</p> <p>Pattern: long i</p> <p>Grammar skill: irregular past tense verbs</p> <ol style="list-style-type: none"> 1. find 2. minus 3. science 4. tonight 5. write 6. bright 7. myself 8. title 9. tries *10. recycling *11. dissatisfied *12. triangular 	
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	<p>Day 4: <i>Unit 2, Week 3, Mini Lesson #7 “Uncle Parrot’s Wedding: A Cuban Folktale” Close Reading: Describe Characters and Explain How Their Actions Contribute to Events</i></p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p><i>Unit 2, Week 3, Mini Lesson #9 Close Reading: Compare and Contrast the Plots of Stories</i></p> <p>3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <hr/> <p>Day 5: <i>Unit 2, Week 3, Mini Lesson #11 “The Walrus and the Carpenter” Analyze Poetic Structure and Nonliteral Language</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p>Benchmark Assessment: Unit 2, Week 2</p>	<p>Other Prompt Options:</p> <p>Narrative: You have read “The Tale of King Midas: A Greek Myth.” In the story, Midas accidentally turns his daughter, Marigold, into gold. Write a paragraph in which you retell the story from Marigold’s perspective. Be sure to include details and events from the original story in your writing.</p> <p>Opinion: After reading “The Tale of King Midas: A Greek Myth,” think about whether or not King Midas regretted his wish. Write a paragraph in which you tell your opinion. Support your writing with details from the story. Be sure to include an introduction, reasons to support your opinion, details from the text, and a conclusion.</p> <p>Informational: (option 1) You have read “The Tale of King Midas: A Greek Myth.” Write a paragraph explaining how King Midas changed from the beginning to the end of the story. Be sure to include details from the story to support your writing.</p> <p>Informational: (option 2) You have read “The Tale of King Midas: A Greek Myth.” Write a paragraph to describe a character trait King Midas exhibits in the story. Be sure to include details from the story to support your writing.</p>		
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Week 7: September 16-20, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p style="text-align: center;"><i>Ready Reading</i></p> <p>*Give CFA on Friday: G3 CP1 Fiction Practice on paper and in Illuminate.</p>	<p>Focus standard: 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p><i>Extension: Ready Reading Lesson 5</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p> <p>EQ: How do I ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers?</p> <p><i>Benchmark Comprehension Intervention Lesson 1: Ask Questions About Literary Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 2: Answer Questions About Literary Text</i></p> <p><i>Ready Reading Lesson 8</i></p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Benchmark Advance: Unit 2 Assessment I Do/We Do/<u>You Do</u></p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.</p> <p>Use the writing rubric to score. Conference with students about their writing.</p>	<p><i>Benchmark Advance: Unit 2: Week 3: Mini Lesson #2 Review Compound Words</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>Spelling List:</p> <p>Pattern: compound words</p> <p>Grammar skill: future tense verbs</p> <ol style="list-style-type: none"> 1. birthday 2. everyone 3. inside 4. something 5. underline 6. cardboard 7. homemade 8. overdue 9. sometimes *10. underwater *11. firefighter *12. whatever 	<p><i>Extension: Ready Reading Language Handbook Lesson 11 Subject-Verb Agreement</i></p> <p>3.FL.SC.6f Ensure <u>subject-verb</u> and pronoun-antecedent agreement.</p>

Week 8: September 23-27, 2024

Primary Resource	Reading	Writing	Phonics & Word Study	Lang uage
<p>Novel: <i>The Chocolate Touch</i></p> <p>*Give CFA on Friday: G3 CP1 Editing Practice on paper and in Illuminate</p>	<p>Review Q1 Skills Checkpoint Review</p> <p>Practice Options:</p> <p>We Are Ready Booklets</p> <p>Previously Administered Checkpoints and Common Formative Assessments in Illuminate</p> <p>G3 CP1 Fiction Practice</p> <p>G3 CP1 Nonfiction Practice</p> <p>G3 CP1 Editing Practice</p>	<p><i>Extension: Ready Reading Unit 2 Interim Assessment Extended Response</i></p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>a. Introduce a topic.</p> <p>b. Group related information together, including illustrations when needed to provide clarity to the reader.</p> <p>c. Develop the topic with facts, definitions, and details.</p> <p>d. Provide a conclusion.</p> <p>e. Use linking words and phrases to connect ideas within categories of information.</p> <p>f. Use precise language to inform about or explain the topic.</p> <p>g. Apply language standards addressed in the Foundational Literacy standards.</p> <p><u>Novel Study- <i>The Chocolate Touch</i></u></p> <p>Narrative: (option1) You have read <i>The Chocolate Touch</i>. Pretend that you are John Midas. In the story, John accidentally ruins the bobbing for apple game. Rewrite this part of the story from Susan's point of view.</p> <p>Narrative (option 2): You have read <i>The Tale of King Midas</i> and <i>The Chocolate Touch</i>. Write a story in which you tell about a character receiving a special "touch" power that they later regret.</p> <p>Opinion: After reading <i>The Chocolate Touch</i> by Patrick Catling, write a paragraph in which you give your opinion of whether or not you would like to have "The Chocolate Touch."</p> <p>Informational: (option 1) You have read <i>The Tale of King Midas</i> and <i>The Chocolate Touch</i>. Write an informational essay to compare and contrast the stories.</p> <p>Informational: (option 2) After reading <i>The Chocolate Touch</i> write to describe John Midas's thoughts and feelings in the story. Be sure to include details from the text to support your writing.</p>	<p>Review Q1 Skills</p>	<p>Review Q1 Skills Checkpoint Review</p>

Week 9: September 30-October 4, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
Novel: <i>The Chocolate Touch</i>	Checkpoint Assessment and Error Analysis			



2024-2025

**ELA Week-at-a-Glance Document
Grade 3: Quarter 2**

*Please note: Standards in **bold** could appear on the Quarter 2 Checkpoint.*

Week 1: October 14-18, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
Benchmark Intervention Ready Reading Old Checkpoints	<p style="text-align: center;"><i>Flexible Review Week with Q1 Standards - Data Analysis</i></p> <p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue)</p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.KID.3 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>3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a Grade 3 topic or subject area.</p>			

Week 2: October 21-25, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 3</p> <p><i>Government for the People</i></p>	<p>Focus standard: 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p> <p>EQ: How do I use information gained from illustrations and the words in a text to demonstrate understanding of a text?</p> <p><i>Benchmark Comprehension Intervention Lesson 34: Use Information from Illustrations and Words in a Text to Demonstrate Understanding</i></p> <p>Day 1: <i>Unit 3, Week 1, Mini Lesson #1 Introduce Unit 3: Government for the People</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p><i>Unit 3, Week 1, Mini Lesson #2 "Working Together" First Reading: Distinguish Between Important and Unimportant Information</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2: <i>Unit 3, Week 1, Mini Lesson #4 "Working Together" Describe Cause/Effect Relationships and Connections in a Text</i></p> <p>3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in</p>	<p>Informative/ Explanatory Writing</p> <p>Options: Use Benchmark Lessons (below) I Do/We Do/You Do</p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>3.W.TTP.2c Develop the topic with facts, definitions, and details.</p> <p>3.W.TTP.2c Develop the topic with facts, definitions, and details.</p> <p>Informative writing prompt: Election Day Informative Writing Prompt (See student booklet, page 10)</p> <p>The last paragraph on page 8 states, "Voting is also a</p>	<p><i>Unit 3, Week 1, Mini Lesson #5 Review r-controlled vowels (ar, or) and Reading Big Words Strategy</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.PWR.3d Read grade-appropriate irregularly spelled words.</p> <p>3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 2 Pronouns</i></p> <p>3.FL.SC.6a Explain the function <u>pronouns</u> as used in general and in particular sentences</p>

<p>technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><i>Unit 3, Week 1, Mini Lesson #7 "Working Together" Use Information Gained from Graphic Features: Maps, Photos, and Captions</i></p> <p>3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p> <hr/> <p>Day 3: <i>Unit 3, Week 1, Mini Lesson #10 "Election Day" First Reading: Summarize and Synthesize</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 3, Week 1, Mini Lesson #12 "Election Day" Describe Sequential Relationships and Connections in a Text</i></p> <p>3.RI.KID.3 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> <hr/> <p>Day 4: <i>Unit 3, Week 1, Mini Lesson #13 Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary</i></p> <p>3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a Grade 3 topic or subject area.</p> <p>3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>responsibility." Write an informative/explanatory paragraph to explain what that means. To support your answer, cite at least three examples from the text, including at least one from the timeline.</p> <p>Other Optional Prompts:</p> <p>Narrative: You have read <i>Working Together</i> by Sarah Glasscock. In the text, citizens volunteer to help their community during a flood. Pretend you are one of the volunteers helping to protect your community. Write a story to tell about your afternoon volunteering. Be sure to include: beginning, middle, and end; transition words; and dialogue.</p> <p>Opinion: You have read <i>Working Together</i> by Sarah Glasscock. In the text, citizens volunteer to help their community during a flood. Write to tell why you think it is important to volunteer in your community.</p>	<p>three-syllable words.</p> <p>3.FL.WC.4b Use conventional spelling for high frequency words, including irregular words.</p> <p>Spelling List</p> <p>Pattern: r controlled vowels /är/, /ôr/</p> <ol style="list-style-type: none"> 1. alarm 2. carton 3. ornament 4. chart 5. import 6. pardon 7. dormant 8. march 9. report *10. forgotten *11. author *12. carnivore 	
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	<p><u>Day 5:</u> <i>Unit 3, Week 2, Mini Lesson #1 "Fighters for Rights" First Reading: Distinguish Between Important and Unimportant Information</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding. <i>Unit 3, Week 2, Mini Lesson #4 "Fighters for Rights" Recount Key Ideas and Determine Main Idea</i></p> <p>3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Benchmark Assessment: Unit 3, Week 1</p>	<p>Include information from your own experiences and the text to support your opinion.</p>		
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Week 3: October 28-November 1, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 3</p> <p><i>Government for the People</i></p>	<p>Focus standard: 3.RI.KID.2 Determine the main idea of a text; recount key details and explain how they support the main idea.</p> <p>Focus standard: 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p>EQs: How do I refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza? How do I describe how each successive part of a text builds on earlier sections?</p> <p><i>Benchmark Comprehension Intervention Lesson 10: Refer to Parts of Stories</i></p> <p><i>Benchmark Comprehension Intervention Lesson 11: Refer to Parts of Poems</i></p> <p><i>Benchmark Comprehension Intervention Lesson 12: Refer to Parts of Dramas</i></p> <p><i>Benchmark Comprehension Intervention Lesson 13: Describe How a Text Build Successively</i></p> <p>Day 1: <i>Unit 3, Week 2, Mini Lesson #4 "Fighters for Rights" Close Reading: Recount Key Details and Main Idea</i></p> <p>3.RI.KID.2 Determine the main idea of a text; recount key details and explain how they support the main idea.</p>	<p>Continue Informative/ Explanatory Writing</p> <p>Options: I Do/We Do/You Do</p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>Informative Writing Prompt Options:</p> <p><i>Fighters for Rights: Rosa Parks and Cesar Chavez</i> Informative</p>	<p><i>Unit 3, Week 2, Mini Lesson #2 Review r-controlled vowels (-er, -ir, -ur) and Review Big Words Strategy</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.FL.PWR.3d Read grade-appropriate</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 12 Pronoun-Antecedent Agreement</i></p> <p><i>Week 3, Mini Lesson #5 Grammar in Context: Ensure Pronoun-Antecedent Agreement</i></p> <p>3.FL.SC.6f Ensure subject-verb and pronoun-antecedent agreement</p>

	<p><i>Unit 3, Week 2, Mini Lesson #5 "Fighters for Rights" Use Information Gained from Graphic Features: Timelines</i></p> <p>3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p> <p><i>Unit 3, Week 2, Mini Lesson #8 "Fighters for Rights" Close Reading: Describe Cause/Effect Relationships and Connections in a Text</i></p> <p>3.RI.KID.3 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> <hr/> <p>Day 2: <i>Unit 3, Week 2, Mini Lesson #10 "Fighters for Rights" Close Reading: Use Text Evidence to Draw Inferences</i></p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p><i>Unit 3, Week 2, Mini Lesson #12 Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <hr/> <p>Day 3: <i>Unit 3, Week 3, Mini Lesson #1 "African Americans and Women Get the Right to Vote" First Reading: Summarize and Synthesize</i></p>	<p>Writing Prompt (See student booklet, page 18)</p> <p>Write an informative paragraph in which you compare and contrast the effects of Rosa Parks's and Cesar Chavez's actions. How are they similar? How are they different? Cite specific text evidence to support your answer.</p> <p>Other Prompt Options:</p> <p>Narrative: You have read <i>Fighters for Rights: Rosa Parks and Cesar Chaves</i>. Imagine you are Rosa Parks. Write a paragraph describing your experience on the bus in Montgomery, Alabama. Be sure to include dialogue and your thoughts and feelings. Use details from the text to support your response.</p> <p>Opinion: (option 1) You have read <i>Fighters for Rights: Rosa Parks and Cesar Chaves</i>. Write a paragraph that gives your opinion about why Rosa Parks is a hero and the reasons that you think that. Make sure that you use evidence from the passage to support your response.</p>	<p>irregularly spelled words.</p> <p>3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p>3.FL.WC.4b Use conventional spelling for high frequency words, including irregular words.</p>	
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<p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 3, Week 3, Mini Lesson #4 “African Americans and Women Get the Right to Vote” Close Reading: Analyze Sequential Relationships and Connections in a Text</i></p> <p>3.RI.KID.3 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> <hr/> <p>Day 4: <i>Unit 3, Week 3, Mini Lesson #7 “African Americans and Women Get the Right to Vote” Close Reading: Use Information Gained from Graphic Features to Demonstrate Understanding</i></p> <p>3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p> <p><i>Unit 3, Week 3, Mini Lesson #9 Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <hr/> <p>Day 5: <i>Unit , Week 3, Mini Lesson #11 “Lincoln Monument: Washington” Analyze Nonliteral Language in a Poem</i></p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p> <p>Benchmark Assessment: Unit 3, Week 2</p>	<p>Opinion: (option 2) You have read <i>Fighters for Rights: Rosa Parks and Cesar Chaves</i>. Write a paragraph that gives your opinion about why Cesar Chavez is a hero and the reasons that you think that. Make sure that you use evidence from the passage to support your response.</p> <p>Opinion: (option 3) You have read <i>African Americans and Women Get the Right to Vote</i>. Write a paragraph that gives your opinion about why it is important for citizens to have the right to vote and the reasons why you think that. Make sure that you use evidence from the passage to support your response.</p>	<p>Spelling List</p> <p>Pattern: r controlled vowels -er, -ir, -ur</p> <ol style="list-style-type: none"> 1. jersey 2. return 3. summer 4. nerve 5. serve 6. thirteen 7. occur 8. stir 9. turtle *10. caterpillar *11. circus *12. dangerous 	
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Week 4: November 4-8, 2024 (4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p><i>Ready Reading</i></p> <p>*Give CFA on Friday: G3 CP2 Nonfiction Practice New Version on paper and in Illuminate.</p>	<p>Focus standard: 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>EQ: How do I ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers?</p> <p><i>Benchmark Comprehension Intervention Lesson 20: Ask Questions About Informational Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 21: Answer Questions About Informational Text</i></p> <p><i>Extension: Ready Reading Lesson 1 Ask and Answer Questions About Key Ideas</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction</p>	<p><i>Benchmark Advance: Unit 3 Assessment I Do/We Do/You Do</i></p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>3.W.TTP.2a Introduce a topic.</p> <p>3.W.TTP.2b Group related information together, including illustrations when needed to provide clarity to the reader.</p> <p>3.W.TTP.2c Develop the topic with facts, definitions, and details.</p> <p>3.W.TTP.2d Provide a conclusion.</p> <p>3.W.TTP.2e Use linking words and phrases to connect ideas within categories of information.</p> <p>3.W.TTP.2f Use precise language to inform about or explain the topic.</p> <p>3.W.TTP.2g Apply language standards addressed in the Foundational Literacy standards.</p> <p>Use the writing rubric to score. Conference with students about their writing.</p> <p>“African Americans and Women Get the Right to Vote” Informative Writing Prompt</p>	<p><i>Benchmark Advance: Unit 3, Week 3, Mini Lesson #2 Review Closed Syllable Pattern</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.</p> <p>3.FL.PWR.3d Read grade-appropriate irregularly spelled words.</p> <p>3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 6 Plural Nouns (focus on irregular plurals)</i></p> <p>3.FL.SC.6b Form and use regular and irregular plural nouns.</p>

	<p>Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p>	<p>You have read “<i>African Americans and Women Get the Right to Vote.</i>” Write a paragraph in which you explain the actions that African Americans and women took to gain the right to vote.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> ● answer the prompt completely. ● write at least one paragraph. ● use correct spelling and grammar. ● use correct capitalization and punctuation. ● use evidence from the passage to support your response. 	<p>3.FL.WC.4b Use conventional spelling for high frequency words, including irregular words.</p> <p>Spelling List</p> <p>Pattern: closed syllables</p> <ol style="list-style-type: none"> 1. after 2. collect 3. hunger 4. button 5. elbow 6. lesson 7. challenge 8. forgive 9. suddenly *10. problematic *11. projection *12. mentioned 	
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Week 5: November 11-15, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 4</p> <p><i>Comparing Points of View</i></p>	<p>Focus standard: 3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p> <p>EQ: How do I distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text?</p> <p><i>Benchmark Comprehension Intervention Lesson 14: Distinguish Point of View</i></p> <p>Day 1: <i>Unit 4, Week 1, Mini Lesson #1 Introduce Unit 4: Comparing Points of View</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly</p> <p><i>Unit 4 Week 1, Mini Lesson #2 "Cinderella's Very Bad Day" First Reading: Ask Questions About Characters and Events</i></p> <p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring</p>	<p>Introduce Narrative Writing</p> <p>3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>3.W.TTP.3a Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.</p> <p>3.W.TTP.3b Use Dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</p> <p>3.W.TTP.3c Use temporal words and phrases to signal event order.</p> <p>3.W.TTP.3d Provide a sense of closure.</p> <p>3.W.TTP.3e Apply language standards addressed in the Foundational Literacy standards.</p> <p>Options:</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 4: Writing a Narrative: Folktale: Steps 1-4</i></p> <p>22-23 Narrative Writing Checkpoint Supplement: <i>Trouble in a Fur Coat: Continue the Story</i></p> <p>21-22 Narrative Writing Checkpoint Supplement: <i>A Sweet Deal: Narrative from Nonfiction</i></p>	<p>Day 1: <i>Unit 4, Week 1, Mini Lesson #5 Review Open Syllable Pattern</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.FL.PWR.3d Read grade-appropriate irregularly spelled words.</p> <p>3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 19 Punctuating Dialogue</i></p> <p>3.FL.SC.6I Use commas and quotation marks in dialogue.</p>

	<p>explicitly to the text as a basis for the answers</p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2: Unit 4, Week 1, Mini Lesson #4 <i>“Cinderella’s Very Bad Day” Distinguish Reader’s Point of View from That of the Narrator or the Characters</i></p> <p>3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p> <p>Unit 4, Week 1, Mini Lesson #7 <i>“Cinderella’s Very Bad Day” Distinguish Literal from Nonliteral: Hyperbole</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue)</p> <p>3.FL.VA.7b.iii Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <hr/> <p>Day 3: Unit 4, Week 1, Mini Lesson #10 <i>“Cinderella, Too Much for Words” First Reading: Create Mental Images of Characters and Events</i></p>	<p>Use Benchmark Lessons (below) LDo/We Do/You Do</p> <p><i>Unit 4, Week 1, Mini Lesson #3: Write a Narrative Journal Entry: Read a Prompt and Mentor Text</i></p> <p>3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p><i>Unit 4, Week 1, Mini Lesson #6: Write a Narrative Journal Entry: Use Events and Details from a Source Text</i></p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p><i>Unit 4, Week 1, Mini Lesson # 9: Write a Narrative Journal Entry: Develop the Character</i></p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p><i>Unit 4, Week 1, Mini Lesson #11: Write a Narrative Journal Entry: Develop the Character’s Voice</i></p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>3.FL.WC.4b Use conventional spelling for high frequency words, including irregular words.</p>	
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	<p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 4, Week 1, Mini Lesson #12 "Cinderella, Too Much for Words" Describe How Each Part of a Drama Builds on Previous Parts</i></p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections</p> <hr/> <p>Day 4: <i>Unit 4, Week 1, Mini Lesson #13 Distinguish Literal from Nonliteral Language: Idioms</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue)</p> <hr/> <p>Day 5: <i>Unit 4, Week 2, Mini Lesson #1 "Rabbit and Coyote" First Reading: Ask Questions About Characters and Events</i></p> <p>3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p>	<p>Narrative Writing Prompt:</p> <p>You have read "Cinderella's Very Bad Day." Rewrite the story from the point of view of one of the stepsisters.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> • write at least one paragraph. • include dialogue. • use correct spelling and grammar. • use correct capitalization and punctuation. • use evidence from the passage to support your response. <p>Other Prompt Options:</p> <p>Narrative: (option 1) You have read <i>Cinderella's Very Bad Day</i>. Pretend you are Cinderella. Write a new diary entry to tell about what happens the next day. Be sure to incorporate details from the original story into your response.</p> <p>Narrative: (option 2 can be used with a traditional Cinderella story) You have read <i>Cinderella</i>. Write a new ending for the fairy tale in which Cinderella didn't leave the ball before midnight. Be sure to incorporate details from the original story into your response.</p> <p>Opinion: (option 1 can be used after reading a traditional Cinderella story) You have read about Cinderella. In the story, Cinderella's Stepmother forbids her from attending the ball. Do you think Cinderella should have gone to the ball? Write to tell</p>	<p>Spelling List</p> <p>Pattern: open syllables</p> <ol style="list-style-type: none"> 1. because 2. fiber 3. open 4. receive 5. future 6. remove 7. demand 8. locate 9. unit *10. decreasing *11. patient *12. potatoes 	
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	<p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 4, Week 2, Mini Lesson #4 "Rabbit and Coyote" Recount Story Details (Folktale)</i></p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Benchmark Assessment: Unit 4, Week 1</p>	<p>your opinion. Be sure to include reasons to support your opinion.</p> <p>Opinion: (option 2 can be used after reading several different versions of Cinderella) You have read several different versions of Cinderella. Write to tell about which version is your favorite and why.</p> <p>Opinion: (option 3) After reading <i>Cinderella, Too Much for Words</i>, write to tell whether or not you think Cinderella's stepmother should allow her to go to the ball. Support your opinion with reasons and evidence from the text.</p> <p>Informational: After reading <i>Cinderella's Very Bad Day</i> and <i>Cinderella, Too Much for Words</i>. Write to describe a character trait of Cinderella. Use evidence from both stories to support your writing.</p>		
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Week 6: November 18-22, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 4</p> <p><i>Comparing Points of View</i></p>	<p>Focus standard: 3.RL.IK1.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p> <p>EQ: How do I explain how illustrations in a text contribute to what is conveyed by the words?</p> <p><i>Benchmark Comprehension Intervention Lesson 15: Explain How Illustrations Contribute to Mood of a Story</i></p> <p><i>Benchmark Comprehension Intervention Lesson 16: Explain How Illustrations Contribute to Story Setting</i></p> <p>Day 1: <i>Unit 4, Week 2, Mini Lesson #5 “Rabbit and Coyote” Explain How Illustrations Contribute to a Story</i></p> <p>3.RL.IK1.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p> <p><i>Unit 4, Week 2, Mini Lesson #8 “Rabbit and Coyote” Close Reading: Distinguish Reader’s Point of View from That of the Narrator</i></p> <p>3.RL.CS.6 Distinguish Reader’s Perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p>	<p>Options:</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 4: Writing a Narrative: Folktale: Steps 5-8</i></p> <p>Use Benchmark Lessons (below) I Do/We Do/You Do</p> <p><i>Unit 4, Week 2, Mini Lesson #3: Write a Narrative Journal Entry: Read the Prompt and Checklist</i></p> <p>3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p><i>Unit 4, Week 2, Mini Lesson #6: Write a Narrative Journal Entry: Use Events and Descriptions from a Source Text</i></p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p><i>Unit 4, Week 2, Mini Lesson #9: Write a Narrative Journal Entry: Develop the Character</i></p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as</p>	<p><i>Unit 4, Week 2, Mini Lesson #2 Review Consonant -le Syllable Pattern and Review Reading Big Words Strategy</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.FL.PWR.3d Read grade-appropriate irregularly spelled words.</p> <p>3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 20 <u>Possessive Nouns</u></i></p> <p>3.FL.SC.6m Form and use possessives.</p>

	<p>Day 2: Unit 4, Week 2, Mini Lesson #10 “Rabbit and Coyote” Close Reading: Distinguish Reader’s Point of View from That of the Character</p> <p>3.RL.CS.6 Distinguish Reader’s Perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p> <p><i>Unit 4, Week 2, Mini Lesson #12 Close Reading: Compare and Contrast Stories with Similar Characters</i></p> <p>3.RL.IK1.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</p> <hr/> <p>Day 3: <i>Unit 4, Week 3, Mini Lesson #1 “The Trial of Rabbit” First Reading: Create Mental Images of Characters and Events</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 4, Week 3, Mini Lesson #4 “The Trial of Rabbit” Close Reading: Distinguish Literal from Nonliteral</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (eg- feeling blue versus the color blue)</p>	<p>needed by planning, revising, and editing.</p> <p><i>Unit 4, Week 2, Mini Lesson #11: Write a Narrative Journal Entry: Develop the Character’s Voice</i></p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Narrative Writing Prompts: You have read “Rabbit and Coyote.” Imagine that Coyote caught on to Rabbit’s tricks. Write a different ending in which Coyote tricks Rabbit in return.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> ● write at least one paragraph. ● include dialogue. ● use correct spelling and grammar. ● use correct capitalization and punctuation. ● use evidence from the passage to support your response. <p>3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>3.W.TTP.3a Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.</p>	<p>syllable words.</p> <p>3.FL.WC.4b Use conventional spelling for high frequency words, including irregular words.</p> <p>Spelling List</p> <p>Pattern: Consonant -le Syllable</p> <ol style="list-style-type: none"> 1. gentle 2. tackle 3. candle 4. juggle 5. needle 6. fable 7. maple 8. riple 9. triple *10. bicycle *11. terrible *12. mishandle 	
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	<p>3.FL.VA.7b.iii Distinguish shades of meaning among related words that describe states of mind or degrees of certainty</p> <hr/> <p>Day 4: <i>Unit 4, Week 3, Mini Lesson #7 “The Trial of Rabbit” Close Reading: Describe How Each Part of a Drama Builds on Previous Parts</i></p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections</p> <p><i>Unit 4, Week 3, Mini Lesson #9 Close Reading: Compare and Contrast Stories with Similar Characters</i></p> <p>3.RL.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p> <hr/> <p>Day 5: <i>Unit 4, Week 3, Mini Lesson #11 “Fish in a Bowl” Analyze Point of View in a Poem</i></p> <p>3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text</p> <p>Benchmark Assessment: Unit 4, Week 2</p>	<p>3.W.TTP.3b Use Dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</p> <p>3.W.TTP.3c Use temporal words and phrases to signal event order.</p> <p>3.W.TTP.3d Provide a sense of closure.</p> <p>3.W.TTP.3e Apply language standards addressed in the Foundational Literacy standards.</p> <p>Other Prompt Options:</p> <p>Opinion: You have just read <i>Rabbit and Coyote</i>. Think about whether or not Rabbit was right to trick Coyote. Write a paragraph to share your opinion and the reasons why you think that. Make sure you use details from the passages to support your response.</p> <p>Informational: You have just read <i>Rabbit and Coyote</i>. Think about Rabbit and Coyote. How are they similar? How are they different? Write an informative paragraph that compares and contrasts the characters Rabbit and Coyote. Make sure you cite text evidence from the story in your response.</p>		
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Week 7: November 25-29, 2024 (2-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
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Use these two days for catch-up, review, MOY RTI testing, writing conferences, etc.

Review: 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.

Week 8: December 2-6, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p style="text-align: center;"><i>Ready Reading</i></p> <p><i>Ready Reading</i></p> <p>*Give CFA on Friday: G3 CP2 Fiction Practice New Version on paper and in Illuminate.</p>	<p><i>Extension: Ready Reading Lesson 6 Describing Characters</i></p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>EQ: How do I describe characters in a story and explain how their actions contribute to the sequence of events?</p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice</p>	<p>Benchmark Advance: Unit 4 Assessment</p> <p>Options: Use Benchmark Lessons (below) I Do/We Do/You Do</p> <p><i>Unit 4, Week 3, Mini Lesson #3: Write a Narrative Journal Entry: Use Dialogue to Dramatize Events</i></p> <p>3.W.TTP.3b Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</p> <p><i>Unit 4, Week 3, Mini Lesson #6: Write a Narrative Journal Entry: Use Description and Temporal Language to Develop Events</i></p> <p>3.W.TTP.3b Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</p> <p><i>Unit 4, Week 3, Mini Lesson #8: Write a Narrative Journal Entry: Revise to Improve Dialogue</i></p> <p>3.W.TTP.3b Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>	<p><i>Unit 4, Week 3, Mini Lesson 2: Review Vowels Team Syllable Pattern and Review Big Words Strategy</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 21 Possessive Pronouns</i></p> <p>3.FL.SC.6m Form and use possessives</p>

	<p>Day 4: Independent Practice</p> <p>Day 5: Independent Practice</p>	<p><i>Unit 4, Week 3, Mini Lesson #10: Write a Narrative Journal Entry: Edit for Correct Form and Use of Comparatives and Superlatives</i></p> <p>3.FL.SC.6g Form and use comparative and superlative adjectives and adverbs correctly.</p> <p><i>Unit 4, Week 3, Mini Lesson #12: Write a Narrative Journal Entry: Evaluate and Reflect on Writing</i></p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p> <p><u>Optional Writing Prompt:</u> “The Trial of Rabbi” Narrative Writing Prompt:</p> <p>You have read “The Trial of Rabbit.” Based on what you know about Rabbit and details from the play, write a paragraph that tells what happens next in the story. Your writing should be in the form of a paragraph and not a drama.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> ● write at least one paragraph. ● include dialogue. ● use correct spelling and grammar. ● use correct capitalization and punctuation. ● use evidence from the passage to support your response. <p>Use the writing rubric to score. Conference with students about their writing.</p>	<p>3.FL.PWR.3d Read grade-appropriate irregularly spelled words.</p> <p>3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p>3.FL.WC.4b Use conventional spelling for high frequency words, including irregular words.</p>	
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		<p>3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>3.W.TTP.3a Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.</p> <p>3.W.TTP.3b Use Dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</p> <p>3.W.TTP.3c Use temporal words and phrases to signal event order.</p> <p>3.W.TTP.3d Provide a sense of closure.</p> <p>3.W.TTP.3e Apply language standards addressed in the Foundational Literacy standards.</p>	<p>Spelling List</p> <p>Pattern: vowel team syllables</p> <ol style="list-style-type: none"> 1. booth 2. coach 3. couch 4. groan 5. oatmeal 6. release 7. remaining 8. toilet 9. youth *10. exhausted *11. highlighter *12. protein 	
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Week 9: December 9-13, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Novel: <i>The War with Grandpa</i></p> <p>*Give CFA on Friday: G3 CP2 Editing Practice New Version on paper and in Illuminate.</p>	<p>Review Q2 Skills Checkpoint Review</p> <p>Practice Options:</p> <p>We Are Ready Booklets</p> <p>Previously-Administered Checkpoints and Common Formative Assessments in Illuminate</p> <p><i>G3 CP2 Fiction Practice New Version on paper and in Illuminate</i></p> <p><i>G3 CP2 Nonfiction Practice on paper and in Illuminate</i></p>	<p>Review Narrative Writing to a Prompt to prepare for Checkpoint Assessment</p> <p>Use any sources. Prompts are available in ELA 3rd Grade Coaches' Resources Canvas Course. Anchor papers are available in the Writing Resource Book for Teachers.</p> <p>22-23 Narrative Writing Checkpoint Supplement: <i>Trouble in a Fur Coat</i>: Continue the Story</p> <p>21-22 Narrative Writing Checkpoint Supplement: <i>A Sweet Deal</i>: Narrative from Nonfiction</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 4: Writing a Narrative: Folktale</i></p> <p>Use the writing rubric to score. Conference with students about their writing.</p> <p>Novel Study-<i>The War with Grandpa</i></p> <p>Narrative: You have read <i>The War with Grandpa</i>. Imagine that you are Grandpa Jack. Retell part of the story beginning with your arrival at Peter's house and ending with receiving the declaration of war (chapters 9-15). Be sure to use details from the story in your retelling.</p> <p>Opinion: You have read <i>The War with Grandpa</i>. Think about whether or not Peter should have been forced to give up his room. Write a paragraph that tells your opinion and the reasons you think that. Use details from the story to support your response.</p>	<p>Review Q2 Skills</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 14 Coordinating Conjunctions</i></p> <p><i>Extension: Ready Reading Language Handbook Lesson 15 Simple and Compound Sentences</i></p> <p>3.FL.SC.6h Use <u>coordinating</u> and subordinating conjunctions.</p> <p>3.FL.SC.6i Produce simple, <u>compound</u>, and complex sentences.</p>

	<p><i>G3 CP2</i> <i>Editing</i> <i>Practice</i> on paper and in Illuminate</p>	<p>Informational: You have read <i>The War with Grandpa</i>. Peter does not want to change rooms when his grandpa comes to live with his family. Write a paragraph that describes Peter's reaction to the change. Make sure to use details from the story in your response.</p>		
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Week 10: December 16-20, 2024

Primary Resource	Reading	Writing	Phonics and Word Study	Language
Novel: <i>The War with Grandpa</i>	Checkpoint Assessment			Continue Coordinating Conjunctions and Compound Sentences 3.FL.SC.6h Use <u>coordinating</u> and <u>subordinating</u> conjunctions. 3.FL.SC.6i Produce simple, <u>compound</u> , and complex sentences.



2024-2025
ELA Week-at-a-Glance Document
Grade 3: Quarter 3

*Please note: Standards in **bold** could appear on the Quarter 3 checkpoint.*

Week 1: January 6-10, 2025 (4-day week)				
Primary Resource	Reading	Writing	Phonics and Word Study	Language
Benchmark Intervention Ready Reading Old Checkpoints	<i>Flexible Review Week with Q2 Standards - Data Analysis</i> 3.RI.KID.2 Determine the main idea of a text; recount key details and explain how they support the main idea. 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections. 3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. 3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.			

Week 2: January 13-17, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Novel Study</p> <p><i>Sarah, Plain and Tall</i></p>	<p>Read/discuss novel <i>Sarah, Plain and Tall</i></p> <p>Focus Standard: 3.RI.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p> <p>EQ: How do I distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text?</p> <p><i>Benchmark Comprehension Intervention Lesson 33: Distinguish One's Point of View from That of the Author</i></p>	<p>Opinion Writing</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 3: Writing an Opinion: Essay</i></p> <p>Day 1 <i>Ready Writing: Lesson Introduction and Step 1: Study a Mentor Text</i></p> <hr/> <p>Day 2-3 <i>Ready Writing: Step 2: Unpack Your Assignment and Review The Research Path</i></p> <hr/> <p>Day 3 <i>Ready Writing: Read source texts</i></p> <hr/> <p>Day 4 <i>Ready Writing: Step 3: Find Text Evidence and Reread source texts</i></p> <hr/> <p>Day 5 <i>Continue Ready Writing: Step 3: Find Text Evidence and Reread source texts</i></p> <p>Review elements of opinion writing. 22-23 CP Writing Supplement “Greenland and the Faroe Islands” and “Exploring Tropical Islands”</p> <p>21-22 CP Writing Supplement “Earthworms: Nature’s Recyclers”</p> <p>Support your students with opinion writing as much or as little as needed.</p>	<p><i>Unit 7, Week 1, Mini Lesson #5 Suffixes -er, -or in Context and Reading Big Words Strategy</i></p> <p>3.FL.PWR.3a Identify and define the meaning of most common prefixes and derivational suffixes.</p> <p>3.FL.PWR.3b Decode words with common Latin suffixes, such as -ly, -less, and -ful</p> <p>3.FLVA.7a (ii) Decode multi-syllable words.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 4 Adjectives</i></p> <p>3.FL.SC.6 a Explain the function <u>adjectives</u>, as used in general and in particular sentences.</p>

		<p>Opinion Writing Prompt (can use after chapters 5-6)</p> <p>You have read “<i>Sarah, Plain and Tall.</i>” Think of a time when you had to learn something new. Also, think about all the new things Sarah had to learn on the farm. Give your opinion to this statement: <i>Learning new things is easy.</i> Write a paragraph in which you give your opinion of this statement.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> ● answer the prompt completely. ● write at least one paragraph. ● use correct spelling and grammar. ● use correct capitalization and punctuation. ● use evidence from the passage to support your opinion. ● use your own experiences to support your opinion. <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.TTP.1a Introduce a topic or text.</p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p> <p>3.W.TTP.1c Create an organizational structure that lists supporting reasons.</p> <p>3.W.TTP.1d Provide a concluding statement or section.</p> <p>3.W.TTP.1e Use linking words and phrases to connect opinion and reasons.</p> <p>3.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards</p>	<p>Spelling List</p> <p>Pattern: Suffixes -er and -or</p> <ol style="list-style-type: none"> 1. actors 2. emperor 3. inventor 4. narrator 5. painters 6. players 7. soldier 8. together 9. visitor *10. character *11. janitor *12. neighbor 	<p><i>Extension: Ready Reading Language Handbook Lesson 29- Using a Dictionary or Glossary</i></p> <p>3.FL.VA.7a.iv Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
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Week 3: January 20-24, 2025 (4-day week)

Primary Resource	Reading	Writing	Phonics & Word Study	Language
<p>Benchmark Advance</p> <p>Unit 7</p> <p>Communities Then and Now</p>	<p>Focus Standard: 3.RI.IK1.8 Explain how reasons support specific points an author makes in a text.</p> <p>EQ: How do I explain how reasons support specific points an author makes in a text?</p> <p><i>Benchmark Comprehension Intervention Lesson 35: Describe Connections in a Comparison Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 36: Describe Connections in a Cause-and-Effect Text</i></p> <p><i>Benchmark Comprehension Intervention Lesson 37: Describe Connections in a Sequence Text</i></p> <p>Day 1: <i>Unit 7, Week 1, Mini Lesson #1 Introduce Unit 7: Communities Then and Now</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p><i>Unit 7, Week 1, Mini Lesson #2 "My St. Augustine Journal" First Reading: Apply Metacognitive and Fluency Strategies</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p>Day 2: <i>Unit 7, Week 1, Mini Lesson #4 "My St. Augustine Journal" Identify Real-Life Connections Between Words and Their Uses</i></p>	<p>Continue Opinion Writing</p> <p>Options: Review elements of opinion writing. Support your students as much or as little as needed.</p> <p><i>Curriculum Associates Ready Writing Lesson 3: Writing an Opinion: Essay</i></p> <p>Day 1 <i>Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <hr/> <p>Day 2 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <hr/> <p>Day 3 <i>Ready Writing: Step 5: Draft</i></p> <hr/> <p>Day 4 <i>Continue Ready Writing: Step 5: Draft</i></p> <hr/> <p>Day 5 <i>Ready Writing: Steps 6-7 Revise</i></p> <p>Prompt Option: You have read, "My St. Augustine Journal" and "A New Life in Vermont." In which area would you rather live? Use</p>	<p><i>Unit 7, Week 2, Mini Lesson #2 Review Homophones and Review Big Words Strategy</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>Spelling List</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 13 Comparative and Superlative Adjectives</i></p> <p>3.FL.SC.6g Form and use comparative and superlative adjectives and adverbs correctly</p>

<p>3.FL.VA.7b (ii) Demonstrate understanding of word relationships and nuances in word meanings, Identify real-life connections between words and their use.</p> <p><i>Unit 7, Week 1, Mini Lesson #7 “My St. Augustine Journal”</i> Explain How Reasons Support an Author’s Point of View</p> <p>3.RI.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p> <p>3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.</p> <hr/> <p>Day 3: <i>Unit 7, Week 1, Mini Lesson #10 “A New Life in Vermont” First Reading: Apply Metacognitive and Fix-up Strategies</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 7, Week 1, Mini Lesson #12 “A New Life in Vermont”</i> <i>Explain How Characters’ Actions Contribute to Events</i></p> <p>3.RL.KID.3 Describe the characters in a story and explain how their actions contribute to the sequence of events.</p> <hr/> <p>Day 4: <i>Unit 7, Week 1, Mini Lesson #13 Explain How a Text’s Illustrations Contribute to the Story</i></p> <p>3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p> <p><i>Unit 7, Week 2, Mini Lesson #1 “All Kinds of Communities”</i> <i>First Reading: Apply Metacognitive and Fluency Strategies</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p>	<p>details from both texts to support your opinion.</p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.TTP.1a Introduce a topic or text.</p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p> <p>3.W.TTP.1c Create an organizational structure that lists supporting reasons.</p> <p>3.W.TTP.1d Provide a concluding statement or section.</p> <p>3.W.TTP.1e Use linking words and phrases to connect opinion and reasons.</p> <p>3.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards</p> <p>Other Prompt Options:</p> <p>Narrative: You have read <i>My St. Augustine Journal</i>. Pretend you are a resident of St. Augustine. Write a story to tell about your day. Be sure to include a series of events, dialogue, and details from the text.</p>	<p>Pattern: homophones</p> <ol style="list-style-type: none"> 1. ate 2. beat 3. do 4. tail 5. wood 6. beet 7. bored 8. tale 9. would *10. board *11. eight *12. due 	
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	<p>Day 5: <i>Unit 7, Week 2, Mini Lesson #4 “All Kinds of Communities”</i> Identify Real-Life Connections Between Words and Their Uses</p> <p>3.FL.VA.7b (ii) Demonstrate understanding of word relationships and nuances in word meanings, Identify real-life connections between words and their use</p> <p>Benchmark Assessment: Unit 7, Week 1</p>	<p>Opinion: You have read <i>My St. Augustine Journal</i>. Think about whether or not you would want to live there. Write to tell your opinion. Support your opinion with reason and examples from the text.</p> <p>Informational: After reading <i>My St. Augustine Journal</i>, write an informational paragraph that describes the city of St. Augustine. Be sure to include details from the text to support your text.</p>		
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Week 4: January 27-31, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 7</p> <p>Communities Then and Now</p>	<p>Focus Standard: 3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>EQ: How do I compare and contrast the most important points and key details presented in two texts on the same topic?</p> <p><i>Benchmark Comprehension Intervention Lesson 38: Compare and Contrast Information in Two Texts</i></p> <p>Day 1: <i>Unit 7, Week 2, Mini Lesson #5 “All Kinds of Communities” Use Text Features to Locate Information</i></p> <p>3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p> <p><i>Unit 7, Week 2, Mini Lesson #8 “All Kinds of Communities” Close Reading: Use Information Gained from Illustrations and Words</i></p> <p>3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p> <hr/> <p>Day 2: <i>Unit 7, Week 2, Mini Lesson #10 “All Kinds of Communities” Close Reading: Explain How Reasons Support an Author’s Point of View</i></p> <p>3.RI.CS.6 Distinguish reader point of view from that of an author of a text</p> <p>3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.</p>	<p>Opinion Writing I Do/We Do/You Do</p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.TTP.1a Introduce a topic or text.</p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p> <p>3.W.TTP.1c Create an organizational structure that lists supporting reasons.</p> <p>3.W.TTP.1d Provide a concluding statement or section.</p> <p>3.W.TTP.1e Use linking words and phrases to connect opinion and reasons.</p> <p>3.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards</p> <p>Use the writing rubric to score. Conference with students about their writing.</p> <p>Prompt options: You have read “All Kinds of Communities.” Based on the text, which student lives in the best community? Use evidence from the text to support your opinion.</p>	<p><i>Benchmark Advance: Unit 7, Week 3, Mini Lesson #2 Variant Vowel /o/</i></p> <p>3.FL.PWR.3c Decode Multi- syllable words.</p> <p>3.FL.VA.7a Use context as a clue to the meaning of a word or phrase.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 5 Adverbs</i></p> <p>3.FL.SC.6a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.</p>

<p><i>Unit 7, Week 2, Mini Lesson #12 Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <hr/> <p>Day 3: <i>Unit 7, Week 3, Mini Lesson #1 “Sarah and the Chickens” First Reading: Apply Metacognitive and Fix-Up Strategies</i> 3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 7, Week 3, Mini Lesson #4 “Sarah and the Chickens” Close Reading: Explain How a Text’s Illustrations Contribute to the Story</i></p> <p>3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p> <hr/> <p>Day 4: <i>Unit 7, Week 3, Mini Lesson #7 “Sarah and the Chickens” Close Reading: Explain How Characters’ Actions Contribute to Events</i></p> <p>3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p><i>Unit 7, Week 3, Mini Lesson #9 Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic</i></p> <p>3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>Narrative: You have read <i>Sarah and the Chickens</i>. Imagine you are one of the chickens. Retell the story from the chicken’s point of view. Be sure to include a series of events, dialogue, and details from the text.</p> <p>Opinion: After reading <i>Sarah and the Chickens</i>, think about whether or not you would like to live on the prairie. Write a paragraph that tells your opinion and reasons why you think that. Remember to use details from the story to support your opinion.</p>	<p>Spelling List</p> <p>Pattern: Variant Vowel /o/</p> <ol style="list-style-type: none"> 1. called 2. crawl 3. ought 4. pitfall 5. taught 6. cause 7. pause 8. straw 9. thawing *10. astronaut *11. audience *12. musical 	
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	<p>Day 5: <i>Unit 7, Week 3, Mini Lesson #11 "City" Understand Nonliteral Language: Metaphor</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue)</p> <p>Benchmark Assessment: Unit 7, Week 2</p>			
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Week 5: February 3-7, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p><i>Ready Reading</i></p> <p>*Give CFA on Friday: G3 CP3 Nonfiction Practice on paper and in Illuminate.</p>	<p>Focus Standard: 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p> <p>EQ: How do I use text features to locate information relevant to a given topic efficiently?</p> <p><i>Benchmark Comprehension Intervention Lesson 32: Use Text Features to Locate Information</i></p> <p><i>Extension: Ready Reading: Lesson 10: Text Features</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p> <p><i>Benchmark Advance: Unit 7 Assessment</i></p>	<p>Opinion Writing:</p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.TTP.1a Introduce a topic or text.</p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p> <p>3.W.TTP.1c Create an organizational structure that lists supporting reasons.</p> <p>3.W.TTP.1d Provide a concluding statement or section.</p> <p>3.W.TTP.1e Use linking words and phrases to connect opinion and reasons.</p> <p>3.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards</p> <p>Prompt Options:</p> <p>Opinion: You have read “<i>Sarah and the Chickens</i>.” In the story, Maggie said, “There are always things to miss, no matter where you are.” Do you agree or disagree with her statement? Write a paragraph in which you give your opinion of this statement.</p> <p>Informational: You have read <i>Sarah and the Chickens</i>. Write a paragraph to describe how Maggie feels when Sarah talks about Maine and the Sea. Make sure you use details from the story to support your response.</p>	<p>Review (or choose a skill from Unit 5 or 6)</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 13 <u>Comparative/Superlative Adverbs</u></i></p> <p>3.FL.SC.6g Form and use comparative and <u>superlative</u> adjectives and <u>adverbs</u> correctly.</p>

Week 6: February 10-14, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance Unit 8</p> <p><i>Weather and Climate</i></p>	<p>Focus Standard: 3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message or lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>EQ: How do I recount stories, including fables, folktales, and myths from diverse cultures, determine the central message or lesson, or moral and explain how it is conveyed through key details in the text?</p> <p><i>Benchmark Comprehension Intervention Lesson 3: Recount the Story</i></p> <p><i>Benchmark Comprehension Intervention Lesson 4: Identify Central Message</i></p> <p><i>Benchmark Comprehension Intervention Lesson 5: Explain How Central Message Is Conveyed Through Key Details</i></p> <p>Day 1: <i>Unit 8, Week 1, Mini Lesson #1 Introduce Unit 8: Weather and Climate</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p><i>Unit 8 Week 1, Mini Lesson #2 "Fairweather Clouds" First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p>	<p>Informative Writing</p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>3.W.TTP.2a Introduce a topic.</p> <p>3.W.TTP.2b Group related information together, including illustrations when needed to provide clarity to the reader.</p> <p>3.W.TTP.2c Develop the topic with facts, definitions, and details.</p> <p>3.W.TTP.2d Provide a conclusion.</p> <p>3.W.TTP.2e Use linking words and phrases to connect ideas within categories of information.</p> <p>3.W.TTP.2f Use precise language to inform about or explain the topic.</p> <p>3.W.TTP.2g Apply language standards addressed in the Foundational Literacy standards.</p>	<p><i>Unit 8, Week 1, Mini Lesson #5 Review Hard and Soft c</i></p> <p>3.FL.PWR.3c Decode multi-syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 16</i></p> <p><u><i>Subordinating Conjunctions</i></u></p> <p>3.FL.SC.6h Use Coordinating and subordinating conjunctions</p>

<p>Day 2: <i>Unit 8, Week 1, Mini Lesson #4 "Fairweather Clouds" Determine the Central Message</i></p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message or lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><i>Unit 8, Week 1, Mini Lesson #7 "Fairweather Clouds" Distinguish Literal from Nonliteral Language: Metaphors</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).</p> <p>3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context.</p>	<p>Use the writing rubric to score.</p> <p>Conference with students about their writing.</p> <p>Practice any specific skills needed for informative writing. (examples- hook, topic sentence, details, evidence, conclusion, etc.)</p> <p>Optional Informative Writing Prompt: You have read the story "Earth's Weather and Climate." Write a paragraph to explain the difference between weather and climate. Use details from the text to support your response.</p>	<p>Spelling List</p> <p>Pattern: Hard and soft c</p> <ol style="list-style-type: none"> 1. accent 2. innocent 3. certain 4. conceal 5. scarf 6. cancel 7. complete 8. concerned 9. sentence *10. celebrate *11. computer *12. accident 	
<p>Day 3: <i>Unit 8, Week 1, Mini Lesson #10 "Earth's Weather and Climate" First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 8, Week 1, Mini Lesson #12 "Earth's Weather and Climate" Use Information Gained from Illustrations and Words</i></p> <p>3.RI.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p> <p>3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p>	<p>Opinion: You have read <i>Earth's Weather and Climate</i>. Do you think it is important for scientists to make predictions about the weather? Write a paragraph to tell your opinion and reasons why you think that. Make sure you use details from the text to support your response.</p> <p>Narrative: You just read <i>Earth's Weather and Climate</i>. Pretend you are a scientist or meteorologist predicting the weather. Write a story about using tools and observations to predict a bad storm. Make sure to include details from the text to support your response.</p>		
<p>Day 4: <i>Unit 8, Week 1, Mini Lesson #13 "Earth's Weather and Climate" Describe the Relationship Between a Series of Scientific Ideas</i></p>			

	<p>3.RI.KID.3 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><i>Unit 8, Week 2, Mini Lesson #1 “After the Storm” First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <hr/> <p><u>Day 5:</u> <i>Unit 8, Week 2, Mini Lesson #4 “After the Storm” Recount Story Details</i></p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Benchmark Assessment: Unit 8, Week 1</p>			
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Week 7: February 17-21, 2025 (possible 4-day week)

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Benchmark Advance</p> <p>Unit 8</p> <p><i>Weather and Climate</i></p>	<p>Focus Standard: 3.RL.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>EQ: How do I compare and contrast the most important points and key details presented in two texts on the same topic?</p> <p><i>Benchmark Comprehension Intervention Lesson 17: Compare and Contrast Themes of Two Texts by an Author</i></p> <p><i>Benchmark Comprehension Intervention Lesson 18: Compare and Contrast Settings of Different Texts by an Author</i></p> <p><i>Benchmark Comprehension Intervention Lesson 19: Compare and Contrast Plots of Different Texts by an Author</i></p> <p>Day 1: <i>Unit 8, Week 2, Mini Lesson #5 “After the Storm” Distinguish Reader’s Point of View from That of the Narrator or Characters</i></p> <p>3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspective of the characters and identify the point of view of a text.</p> <p><i>Unit 8, Week 2, Mini Lesson #8 “After the Storm” Close Reading: Distinguish Literal from Nonliteral Language</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue).</p> <p>3.FL.VA.7b (i) Distinguish the literal and nonliteral meanings of words and phrases in context.</p>	<p>Informative Writing</p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>3.W.TTP.2a Introduce a topic.</p> <p>3.W.TTP.2b Group related information together, including illustrations when needed to provide clarity to the reader.</p> <p>3.W.TTP.2c Develop the topic with facts, definitions, and details.</p> <p>3.W.TTP.2d Provide a conclusion.</p> <p>3.W.TTP.2e Use linking words and phrases to connect ideas within categories of information.</p> <p>3.W.TTP.2f Use precise language to inform about or explain the topic.</p> <p>3.W.TTP.2g Apply language standards addressed in the Foundational Literacy standards.</p>	<p><i>Unit 8, Week 2, Mini Lesson #2 Review Hard and Soft g</i></p> <p>3.FL.PWR.3c Decode multi syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p><i>Extension: Ready Reading Language Handbook</i></p> <p><i>Lesson 16 Complex Sentences</i></p> <p>3.FL.SC.6 i Produce simple, compound, and complex sentences.</p>

<p>Day 2: Unit 8, Week 2, Mini Lesson #10 “After the Storm” Close Reading: Determine the Central Message</p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><i>Unit 8, Week 2, Mini Lesson #12 Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and the key details presented in two texts on the same topic.</p>	<p>Use the writing rubric to score.</p> <p>Conference with students about their writing.</p> <p>Practice any specific skills needed for informative writing. (examples- hook, topic sentence, details, evidence, conclusion, etc)</p> <p>Optional Informative Writing Prompt: You have read the story, “After the Storm.” Write a paragraph to explain how hurricanes form. Use details from the text to support your response.</p> <p>Narrative: You have read <i>After the Storm</i>. In the story Valeria and her grandmother experience a storm in South Florida. Think about what could happen next in the story. Write to tell what happens next. Make sure to use details from the text in your story.</p> <p>Opinion: After reading the story <i>After the Storm</i> think about whether or not you would like to live in South Florida. Write to tell your opinion and reasons why you think that. Be sure to include</p>	<p>Spelling List</p> <p>Pattern: Hard and soft g</p> <ol style="list-style-type: none"> 1. again 2. gadget 3. germs 4. orange 5. change 6. great 7. revenge 8. damage 9. strange *10. generous *11. gentleness *12. management
<p>Day 3: Unit 8, Week 3, Mini Lesson #1 “The Tropical Rain Belt” First Reading: Apply Strategies</p> <p>3.FL.F.5a Read grade-level text with purpose and understanding.</p> <p><i>Unit 8, Week 3, Mini Lesson #4 “The Tropical Rain Belt” Close Reading: Use Information Gained from Illustrations and Words</i></p> <p>3.RI.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p> <p>3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p>		
<p>Day 4: Unit 8, Week 3, Mini Lesson #7 “The Tropical Rain Belt” Close Reading: Describe the Relationship Between a Series of Scientific Ideas</p> <p>3.RI.KID.3 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</p>		

	<p>time, sequence, and cause/effect.</p> <p><i>Unit 8, Week 3, Mini Lesson #9 Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic</i></p> <p>3.RL.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <hr/> <p>Day 5: <i>Unit 8, Week 3, Mini Lesson #11 "Who Has Seen the Wind?" Analyze Personification and Imagery in a Poem</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue).</p> <p>3.FL.VA.7b(i) Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>Benchmark Assessment: Unit 8, Week 2</p>	<p>details from the story to support your response.</p>		
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Week 8: February 24-28, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Novel: <i>I Survived Hurricane Katrina</i></p> <p>Curriculum Associates Ready Reading</p> <p>*Give CFA on Friday: G3 CP3 Fiction Practice on paper and in Illuminate.</p>	<p>Read/discuss novel <i>I Survived Hurricane Katrina</i></p> <p><i>Extension: Ready Reading Language Handbook Lesson 28- Root Words</i></p> <p>3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p><i>Lesson 16</i></p> <p><i>Point of View</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction</p>	<p>Benchmark Advance: Unit 8 Assessment</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 6: Writing an Opinion: Letter</i></p> <p>Day 1 <i>Continue Ready Writing: Step 1-3: Find Text Evidence and Reread source texts</i></p> <p>Day 2 <i>Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>Day 3 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>Day 4 <i>Continue Ready Writing: Think It Through and Step 4: Organize Your Evidence</i></p> <p>Day 5 <i>Ready Writing: Step 5: Draft</i></p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.TTP.1a Introduce a topic or text.</p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p> <p>3.W.TTP.1c Create an organizational structure that lists supporting reasons.</p>	<p><i>Unit 8, Week 3, Mini Lesson 2: Review Diphthongs</i></p> <p>3.FL.PWR.3 c Decode multi-syllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p><i>Extension: Ready Reading Language Handbook Lesson 17 Capitalizing Titles</i></p> <p>3.FL.SC.6j. Capitalize appropriate words in titles</p> <p><i>Extension: Ready Reading Language Handbook Lesson 18 Commas in Addresses</i></p> <p>3.FL.SC.6k Use commas in addresses</p>

<p>Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p> <p>3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspective of the characters and identify the point of view of a text.</p>	<p>3.W.TTP.1d Provide a concluding statement or section.</p> <p>3.W.TTP.1e Use linking words and phrases to connect opinion and reasons.</p> <p>3.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards</p> <p>Opinion Writing Prompt:</p> <p>You have read, "I Survived Hurricane Katrina." Think about the decision Barry and his family had to make. Do you think they made the right decision? Why or why not? Write a paragraph to explain your opinion.</p> <p>Be sure to:</p> <ul style="list-style-type: none"> ● answer the prompt completely. ● write at least one paragraph. ● use correct spelling and grammar. ● use correct capitalization and punctuation. ● use evidence from the passage to support your opinion. ● use your own experiences to support your opinion. <p><u>Novel Study- <i>I Survived: Hurricane Katrina, 2005</i></u></p> <p>Narrative: You have read <i>I Survived Hurricane Katrina</i>. Using details from the story, write a letter from Barry to his friend Jay about his experience and how he stayed brave.</p> <p>Opinion: You have read <i>I Survived Hurricane Katrina</i>. In the story, Barry and his family move to New York City after the hurricane. Barry believes that they will return to New Orleans one day. Do you think that his family should move back to New Orleans or stay in New York? Write a paragraph to share your opinion.</p> <p>Informational: You have read <i>I Survived Hurricane Katrina</i>. Choose one of the main characters. Think about a character trait that the character exemplifies and why. Write a paragraph to describe your chosen character and their character trait. Be sure to support your character trait with evidence from the text.</p>	<p>Spelling List</p> <p>Pattern: diphthongs</p> <ol style="list-style-type: none"> 1. choices 2. outside 3. downloaded 4. mountain 5. sprout 6. browse 7. enjoyment 8. noisy 9. thousand *10. annoying *11. moisture *12. appointment 	
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Week 9: March 3-7, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p>Curriculum Associates</p> <p><i>Ready Reading</i></p> <p>Novel:</p> <p><i>I Survived Hurricane Katrina</i></p> <p>*Give CFA on Friday: G3 CP3 Editing Practice on paper and in Illuminate.</p>	<p>Read/discuss novel</p> <p><i>I Survived Hurricane Katrina</i></p> <p><i>Extension: Ready Reading Lesson 9- Unfamiliar Words</i></p> <p>Day 1: Introduction Day 2: Modeled and Guided Instruction Day 3: Guided Practice Day 4: Independent Practice Day 5: Independent Practice</p> <p>3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area</p> <p>Review Q3 Skills</p> <p>Checkpoint Review Practice Options:</p> <p>We Are Ready Booklets</p> <p>Previously Administered Checkpoints and Common Formative Assessments in Illuminate</p>	<p>Review Opinion Writing to a Prompt to prepare for Checkpoint Assessment</p> <p><i>Extension: Curriculum Associates Ready Writing Lesson 6: Writing an Opinion: Letter</i></p> <p>Day 1 <i>Ready Writing: Steps 6-7 Revise</i></p> <hr/> <p>Day 2 <i>Continue Ready Writing: Steps 6-7 Revise</i></p> <hr/> <p>Day 3 <i>Ready Writing: Step 8: Edit</i></p> <hr/> <p>Day 4 <i>Ready Writing: Prepare to Publish/Interact and Collaborate</i></p> <hr/> <p>Day 5 <i>Ready Writing: Present and Writing Reflection</i></p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.TTP.1a Introduce a topic or text.</p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p> <p>3.W.TTP.1c Create an organizational structure that lists supporting reasons.</p> <p>3.W.TTP.1d Provide a concluding statement or section.</p> <p>3.W.TTP.1e Use linking words and phrases to connect</p>	<p>Review Q3 Skills</p>	<p>Review Dialogue</p> <p>3.FL.SC.6I Use commas and quotation marks in dialogue</p>

		<p>opinion and reasons.</p> <p>Use any sources. Prompts are available in ELA 3rd Grade Coaches' Resources Canvas Course. Anchor papers are available in the Writing Resource Book for Teachers.</p> <p>22-23 CP Writing Supplement "Greenland and the Faroe Islands" and "Exploring Tropical Islands"</p> <p>21-22 CP Writing Supplement "Earthworms: Nature's Recyclers"</p> <p>Use the writing rubric to score. Conference with students about their writing.</p>		
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Week 10: March 10-14, 2025

**Primary
Resource**

Reading

Writing

**Phonics and Word
Study
(Spelling)**

Language

Checkpoint Assessment



2024-2025
ELA Week-at-a-Glance Document
Grade 3: Quarter 4

Week 1: March 24-28, 2025				
Primary Resource	Reading	Writing	Phonics and Word Study	Language
Benchmark Advance Unit 10 Forces and Interactions	<p>Day 1: <i>Unit 10, Week 1, Mini Lesson #1 Introduce Unit 10: Forces and Interactions</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p><i>Unit 10, Week 1, Mini Lesson #2 "Poems of Movement" First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade level text with purpose and understanding.</p> <hr/> <p>Day 2: <i>Unit 10, Week 1, Mini Lesson #4 "Poems of Movement" Build Language: Distinguish Literal from Nonliteral Language</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue).</p> <p>3.FL.VA.7b (j) Distinguish the literal and nonliteral meanings of words and phrases in context.</p>	<p>Narrative Writing Review elements of narrative writing in writing resource book</p> <p>Writing Options: Use Prompts and Anchor Papers: from TDOE found the the JCS writing resource teacher book</p> <p>"The Lost Egg"</p> <p>"Dog Sense"</p> <p>3.WTTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>3.WTTP.3a Establish a situation by using a narrator, including characters, and organizing an</p>	<p><i>Unit 10, Week 1, Mini Lesson #5 Review Unaccented Final Syllables (-en, -on, -ain, -in)</i></p> <p>3.FL.PWR.3c Decode multisyllable words.</p> <p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content.</p>	<p><i>Review Dialogue</i></p> <p>3.FL.SC.6i Use commas and quotation marks in dialogue.</p>

<p><i>Unit 10, Week 1, Mini Lesson #7 "Poems of Movement" Distinguish Reader's Point of View from That of the Narrator</i></p> <p>3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p>	<p>event sequence that unfolds naturally.</p> <p>3.WTTP.3b Use dialogue and/or descriptions of actions, thoughts, and feelings, to develop experiences and events, or to show the response of characters to situations.</p>	<p>Spelling List</p> <p>Pattern: Unaccented final syllables: -en, -on, -ain, -in</p>	
<p>Day 3: <i>Unit 10, Week 1, Mini Lesson #10 "What Makes Things Move?" First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade level text with purpose and understanding.</p> <p><i>Unit 10, Week 1, Mini Lesson #12 "What Makes Things Move?" Build Vocabulary: Use Context Clues to Determine the Meaning of Words</i></p> <p>3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.FL.VA.7a(i) Use sentence level context as a clue to the meaning of a word or phrase.</p>	<p>3.WTTP3c Use temporal words and phrases to signal event order</p> <p>3.WTTP.3d Provide a sense of closure.</p> <p>3.WTTP.3e Apply language standards addressed in the Foundational Literacy standards.</p> <p>Other Prompt Options:</p> <p>Narrative: You have read <i>The Energy of the Thunder Beings</i>. At the end of the story, Saloli vows to keep the Little People and Thunder Beings a secret from his mother. Write a story to tell what happens next when Saloli returns home. Be sure to use details from the original story to support your writing.</p>	<p>1. chosen 2. curtain 3. direction 4. fountain 5. heaven 6. muffin 7. reason 8. ribbon 9. sudden *10. imprison *11. opinion *12. tradition</p>	
<p>Day 4: <i>Unit 10, Week 1, Mini Lesson #13 Describe the Relationship Between A Series of Steps in a Procedure</i></p> <p>3.RI.KID.3 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><i>Unit 10, Week 2, Mini Lesson #1 "The Energy of the Thunder Beings" First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade level text with purpose and understanding.</p>	<p>Opinion: You have read <i>The Energy of the Thunder Beings</i>. In the last paragraph, Saloli states that he plans to keep the Little Person and Thunder Beings a secret. Write a paragraph that gives your opinion about whether or not Saloli should keep it a secret or not.</p>		
<p>Day 5: <i>Unit 10, Week 2, Mini Lesson #4 "The Energy of the Thunder Beings" Recount Story Details</i></p>			

	<p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Benchmark Assessment: Unit 10, Week 1</p>	<p>Informational: You have read <i>The Energy of the Thunder Beings</i>. Think about the character Saloli. Write to describe a character trait for Saloli. Be sure to support your character trait with evidence from the text. Make sure you use details from the text to support your response.</p>		
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Week 2: March 31-April 4, 2025 (4-day week)

Primary Resource	Reading	Writing	Phonics & Word Study	Language
<p>Benchmark Advance</p> <p>Unit 10</p> <p>Forces and Interactions</p>	<p>Day 1: <i>Unit 10, Week 2, MIni Lesson #5 “The Energy of the Thunder Beings” Build Vocabulary: Use Context Clues to Determine the Meaning of Words</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.FL.VA.7a(i) Use sentence level context as a clue to the meaning of a word or phrase.</p> <p><i>Unit 10, Week 2, MIni Lesson #8 “The Energy of the Thunder Beings” Close Reading: Distinguish Literal from Nonliteral Language</i></p> <p>3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <hr/> <p>Day 2: <i>Unit 10, Week 2, MIni Lesson #10 “The Energy of the Thunder Beings” Close Reading: Distinguish Reader’s Point of View from That of the Narrator</i></p> <p>3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p> <p><i>Unit 10, Week 2, MIni Lesson #12 Close Reading: Compare and Contrast Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and Contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <hr/> <p>Day 3: <i>Unit 10, Week 3, Mini Lesson #1 “Magnetic Fields” First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade level text with purpose and understanding.</p>	<p>Opinion Writing</p> <p>Review elements of opinion writing in writing resource book</p> <p>Writing Options:</p> <p>Use Prompts and Anchor Papers: from TDOE found in JCS writing resource book for teachers</p> <p>“Secret Place”</p> <p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.TTP.1a Introduce a topic or text.</p> <p>3.W.TTP.1b Develop an opinion with reasons that support the opinion.</p> <p>3.W.TTP.1c Create an organizational structure that lists supporting reasons.</p> <p>3.W.TTP.1d Provide a concluding statement or section.</p> <p>3.W.TTP.1e Use linking words and phrases to connect opinion</p>	<p><i>Unit 10, Week 2, MIni Lesson #2 Review Derivational Suffixes (-ing, -ment, -ness)</i></p> <p>3.FL.PWR.3c Decode multisyllable words.</p> <p>3.FL.VA.7a(ii) Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p><i>Review nouns: concrete/ abstract, possessives, plurals, subject/verb agreement</i></p> <p>3.FLSC.6a Explain the functions of nouns..</p> <p>3.FL.SC.6b Form and use regular and irregular plural nouns</p> <p>3.FL.SC.6c Use abstract nouns.</p> <p>3.FL.SC.6f Ensure subject-verb agreement.</p> <p>3.FL.SC.6m Form and use possessives.</p>

<p><i>Unit 10, Week 3, Mini Lesson #4 “Magnetic Fields” Close Reading: Describe the Relationship Between a Series of Steps in a Procedure</i></p> <p>3.RI.KID.3 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>and reasons.</p> <p>3.W.TTP.1f Apply language standards addressed in the Foundational Literacy standards.</p>	<p>Spelling List</p> <p>Pattern: Suffixes: -ing, -ment, -ness</p>	
<p>Day 4: <i>Unit 10, Week 3, Mini Lesson #7 “Magnetic Fields” Close Reading: Draw Inferences from a Procedural Text</i></p> <p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RI.KID.3 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><i>Unit 10, Week 3, Mini Lesson #9 Close Reading: Compare and Contrast Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and Contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>Other Writing Options:</p> <p>Narrative: You have read <i>Magnetic Fields</i>. Imagine that you have two dogs that are always fighting, making loud noises, and disturbing the whole neighborhood. Luckily you know how magnetic poles repel each other. Write a story about how you used your knowledge of magnetic poles to keep those two dogs apart. Remember to describe the problem and how you thought of the solution. Use information from the passage.</p> <p>Opinion: You have just read “Magnetic Fields.” Think about whether or not you think magnets are important. Write a paragraph that states your opinion and the reasons why you think that. Make sure you use details from the passages to support your response.</p>	<p>1. approaching 2. carrying 3. expecting 4. improvement 5. kindness 6. sadness 7. settlement 8. warning 9. weakness *10. amusement *11. happiness *12. judgment</p>	
<p>Day 5: <i>Unit 10, Week 3, Mini Lesson #11 “The Wind” Analyze Nonliteral Language in a Poem</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue).</p> <p><i>Unit 10, Week 3, Mini Lesson #13 Unit Wrap-Up: Share Real-World Perspectives (optional)</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts: engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly.</p> <p>Benchmark Assessment: Unit 10, Week 2</p>	<p>Informational: You have just read “Magnetic Fields.” Write a paragraph explaining how magnetic fields help us in our everyday life. Be sure to use details from the text to support your writing.</p>		

Week 3: April 7-11, 2025

Primary Resource	Reading	Writing	Phonics & Word Study	Language
<p><i>Trade Book: Move On Up That Beanstalk, Jack</i></p> <p>(Could do a STEM challenge with this book!)</p>	<p><i>Extension: Ready Reading</i></p> <p>Any lessons that match the needs of your class</p>	<p>Benchmark Advance: Unit 10 Assessment</p> <p>Informative Writing- Review elements of opinion writing in writing resource book</p> <p>Writing Options:</p> <p>Use Prompts and Anchor Papers: from TDOE found in writing resource book for teachers</p> <p>“Air is Everywhere”</p> <p>“Hurricanes”</p> <p>“It’s a Deal”</p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>3.WTTP.2a Introduce a topic.</p> <p>3.WTTP.2b Group related information together, including illustrations when needed to provide clarity to the reader.</p> <p>3.W.TTP.2c Develop the topic with facts, definitions, and details.</p> <p>3.W.TTP.2d Provide a conclusion.</p> <p>3.WTTP.2e Use linking words and phrases to connect ideas within categories of information.</p> <p>3.WTTP.2f Use precise language to inform about or explain the topic.</p> <p>3.WTTP.2g Apply language standards addressed in the Foundational Literacy Standards.</p> <p>Other Prompt Options:</p>	<p><i>Unit 10, Week 3, Mini Lesson #2 Introduce Related Words</i></p> <p>3.FL.PWR.3c Decode multisyllable words.</p> <p>3.FL.VA.7a(ii) Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p><i>Review simple, compound, and complex sentences, including coordinating and subordinating conjunctions</i></p> <p>3.FL.SC.6h Use coordinating and subordinating conjunctions.</p> <p>3.FL.SC.6i Produce simple, compound, and complex sentences.</p>

		<p>Narrative: You have read <i>Move on Up That Beanstalk Jack!</i> Think about what could happen after Dennis the giant gets stuck living with Jack and his mom. Write a story to tell what happens next. Use details from the text and your own knowledge to help you write.</p> <p>Opinion: You have read <i>Move on Up that Beanstalk, Jack.</i> Think about whether or not Jack should have climbed the beanstalk. Make sure you use evidence from the story to support your response.</p> <p>Informational: You have read <i>Move on Up That Beanstalk Jack!</i> Write a paragraph describing the actions and feelings of Jack. Be sure to use evidence from the story.</p>	<p>Spelling List</p> <p>Pattern: Related words</p> <ol style="list-style-type: none">1. compare2. comparison3. explain4. invent5. invention6. nature7. sacred8. solve*9. solution*10. explanation*11. natural*12. sacrifice	
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Week 4: April 14-18, 2025 (possible 4-day week)

TCAP Testing Week

Week 5: April 21-25, 2025

TCAP Testing Week

Week 6: April 28-May 2, 2025

TCAP Testing Week

Week 7: May 5-9, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p><i>Benchmark Advance</i></p> <p><i>Unit 9 Spending Time and Money</i></p>	<p>Day 1: <i>Unit 9, Week 1, Mini Lesson #1 Introduce Unit 9: Spending Time and Money</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p><i>Unit 9, Week 2, Mini Lesson #2 "Making Choices" First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade level text with purpose and understanding.</p> <hr/> <p>Day 2: <i>Unit 9, Week 1, Mini Lesson #4 "Making Choices" Determine the Central Lesson</i></p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</p> <p><i>Unit 9, Week 1, Mini Lesson #7 "Making Choices" Build Vocabulary: Distinguish Literal from Nonliteral Language: Proverbs</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue).</p> <p>3.FL.VA.7b(i) Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <hr/> <p>Day 3: <i>Unit 9, Week 1, Mini Lesson #10 "Let It Grow" First Reading: Apply Strategies</i></p>	<p>Choose any mode (narrative, informative, opinion)</p> <p>Teach the aspects of a 5 paragraph essay to prepare for 4th grade</p> <p>Prompt Options:</p> <p>Narrative: You have read <i>Let It Grow: The Booming Business of Farmer's Markets</i>. Pretend you are spending the morning shopping at the farmer's market. Write a story about your experience. Make sure you use details from the passage in your story.</p> <p>Opinion: After reading <i>Let It Grow: The Booming Business of Farmer's Markets</i>, think about whether you would prefer to shop at a grocery store or a farmer's market. Write a</p>	<p><i>Unit 9, Week 1, Mini Lesson #5 Review Suffixes: -able, -ful, -less</i></p> <p>3.FL.PWR.3a Identify and define the meaning of the most common prefixes and derivational suffixes.</p> <p>3.FL.PWR.3b Decode words with common Latin suffixes; such as -ly, -less, and -ful.</p> <p>3.FL.VA.7a(i) Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p>Teach cursive writing</p> <p>3.FL.WC.4d Write legible in manuscript; write all lower and uppercase cursive letters.</p> <p>Review any needed skills or preview 4th grade language skills</p>

	<p>3.FL.F.5a Read grade level text with purpose and understanding.</p> <p><i>Unit 9, Week 1, Mini Lesson #12 "Let It Grow" Describe Procedural Text Connections</i></p> <p>3.RI.KID.3 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> <hr/> <p>Day 4: <i>Unit 9, Week 1, Mini Lesson #13 Compare and Contrast Key Details in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><i>Unit 9, Week 2, Mini Lesson #1 "Lucky Hans" First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade level text with purpose and understanding.</p> <hr/> <p>Day 5:</p> <p>Benchmark Advance Unit 9, Week 1 Assessment</p>	<p>paragraph to share your opinion and reasons why. Make sure to use details from the text to support your response.</p> <p>Informational: After reading <i>Let It Grow: The Booming Business of Farmer's Markets</i>, write an informational paragraph about the benefits of shopping at a farmer's market. Support your response with details from the text.</p>	<p>Spelling List</p> <p>Pattern: Suffixes: -able, -ful, -less</p> <ol style="list-style-type: none"> 1. careless 2. dependable 3. harmless 4. reckless 5. sizable 6. truthful 7. useful 8. wireless 9. worthless *10. comfortable *11. valuable *12. wonderful 	
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Week 8: May 12-16, 2025

Primary Resource	Reading	Writing	Phonics and Word Study	Language
<p><i>Benchmark Advance</i></p> <p><i>Unit 9 Spending Time and Money</i></p>	<p>Day 1: <i>Unit 9, Week 2, Mini Lesson #4 “Lucky Hans” Recount Story Details</i></p> <p>3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</p> <p><i>Unit 9, Week 2, Mini Lesson #5 “Lucky Hans” Build Vocabulary: Distinguish Literal from Nonliteral Language: Idioms</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue).</p> <p>3.FL.VA.7b(i) Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <hr/> <p>Day 2: <i>Unit 9, Week 2, Mini Lesson #8 “Lucky Hans” Close Reading: Explain How Illustrations Contribute in a Story</i></p> <p>3.RL.KID.3 Determine characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.</p> <p><i>Unit 9, Week 2, Mini Lesson #10 “Lucky Hans” Close Reading: Distinguish Literal from Nonliteral Language</i></p> <p>3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g. feeling blue versus the color blue).</p>	<p>Choose any mode (narrative, informative, opinion)</p> <p>Teach the aspects of a 5 paragraph essay to prepare for 4th grade</p> <p>Prompt Options:</p> <p>Narrative: After reading <i>Lucky Hans</i>, write a story about what happens next when Hans finally returns home. Make sure you include details from the passage in your response.</p> <p>Opinion: You have just read <i>Lucky Hans</i>. Do you think Hans was wise or foolish? Write a paragraph that tells your opinion and the reasons why you think that. Be sure to use details from the story to support your response.</p> <p>Informational: After reading <i>Lucky Hans</i>, write a paragraph to describe Hans’ thoughts and actions in the story.</p>	<p><i>Unit 9, Week 2, Mini Lesson #2 Review</i> <i>Prefixes: dis-, un-</i></p> <p>3.FL.PWR.3a Identify and define the meaning of the most common prefixes and derivational suffixes.</p> <p>3.FL.VA.7aiiD Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p>Teach cursive writing</p> <p>3.FL.WC.4d Write legible in manuscript; write all lower and uppercase cursive letters.</p> <p>Review any needed skills or preview 4th grade language skills</p>

	<p>3.FL.VA.7b(i) Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <hr/> <p>Day 3: <i>Unit 9, Week 2, Mini Lesson #12 Close Reading: Compare and Contrast the Themes of Stories on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><i>Unit 9, Week 3, Mini Lesson #1 "From Fruit to Jam" First Reading: Apply Strategies</i></p> <p>3.FL.F.5a Read grade level text with purpose and understanding.</p> <p><i>Unit 9, Week 3, Mini Lesson #4 "From Fruit to Jam" Close Reading: Describe Procedural Text Connections</i></p> <p>3.RI.KID.3 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> <hr/> <p>Day 4: <i>Unit 9, Week 3, Mini Lesson #7 "From Fruit to Jam" Close Reading: Use Text Features to Locate Information Relevant to a Topic</i></p> <p>3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p> <p>3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p> <p><i>Unit 9, Week 3, Mini Lesson #9 Close Reading: Compare and Contrast Key Details in Two Texts on the Same Topic</i></p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Be sure to use evidence from the text to support your description.</p>	<p>Spelling List</p> <p>Pattern: Prefixes: dis-, un-</p> <ol style="list-style-type: none"> 1. disagree 2. dishonest 3. dislike 4. displease 5. distract 6. unable 7. unhappy 8. unused 9. unveil *10. disappear *11. disconnect *12. unknown 	
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	<p>Day 5: <i>Unit 9, Week 3, Mini Lesson #11 “Pet Shopping” Read a Poem: Analyze How Stanzas Build on Earlier Sections</i></p> <p>3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza, describe how each successive part of a text builds on earlier sections.</p> <p>3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p><i>Unit 9, Week 3, Mini Lesson #13 Unit Wrap-Up: Share Real World Perspectives</i></p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>Benchmark Advance Unit 9, Week 2 Assessment</p>			
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Week 9: May 19-23, 2025

Reading	Writing	Phonics and Word Study	Language
<p>Options: <i>Ready Reading</i>—any skill needed to review or prepare for 4th grade</p> <p>Any novel for novel study</p> <p>Benchmark Advance Unit 5 or 6 stories</p> <p>Benchmark Advance Unit 9 Assessment</p>	<p>Choose any mode (narrative, informative, opinion)</p> <p>Teach the aspects of a 5 paragraph essay to prepare for 4th grade</p>	<p><i>Unit 9, Week 3, Mini Lesson #2 Review</i> <i>Prefixes pre-, re-</i></p> <p>3.FL.PWR.3a Identify and define the meaning of the most common prefixes and derivational suffixes.</p> <p>3.FL.PWR.3b Decode words with common Latin suffixes, such as -ly, -less, and -ful.</p> <p>3.FL.VA.7a(ii) Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p>Teach cursive writing</p> <p>3.FL.WC.4d Write legible in manuscript; write all lower and uppercase cursive letters.</p> <p>Review any needed skills or preview 4th grade language skills</p>

TN ELA Standards Guide Grade 3

Foundational Literacy Standards

The Foundational Literacy standards are designed to equip students with a working knowledge of print concepts, phonological awareness, phonics and word recognition, word and sentence composition, and fluency. These provide a foundation for and integrate with the Language standards to prepare students to engage with and produce texts of increased complexity and sophistication.

For standards FL 6 and 7, reference the Language and Grammar Progression chart for skills and understandings from lower grade levels that students should retain or further develop as students advance through the grades and work with increasingly complex texts.

Standard 3.FL.PWR.3

3.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

- a. Identify and define the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes, such as *-ly*, *-less*, and *-ful*.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Category: Phonics and Word Recognition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Use grade-appropriate strategies to decode words in and out of context. <p>When decoding words at this grade level, students focus on the following:</p> <ul style="list-style-type: none"> • Recognizing and using the six syllable types to decode multisyllabic words • Recognizing and knowing the meaning of the most common prefixes and suffixes • Using common Latin suffixes • Reading words with more than one syllable • Reading grade-appropriate words that do not follow normal spelling patterns 	<p>phonics - method of teaching the code-based portion of reading and spelling that stresses symbol-sound relationships; especially important in beginning reading instruction</p> <p>word analysis skills - a detailed examination of the components of a word to understand its meaning and/or nature as a whole</p> <p>decoding - the process of translating printed words into speech</p> <p>connected text - text that features multiple related sentences (as distinguished from isolated and disconnected words, phrases, or sentences)</p>	<p><i>In reading tasks:</i> As students read text, they may apply skills they have learned to decode unknown words. Students may decode words in and out of context.</p> <p><i>In speaking/listening tasks:</i> Teachers may dictate multisyllabic words and students encode/write words using correct syllable patterns. Students discuss the meaning of multisyllabic words.</p> <p><i>In writing tasks:</i> Students may be given sentences to rewrite and add prefixes or suffixes to root words to change the meaning of sentences.</p>

<p>Each of the components of the standard (listed a-d) appears for the first time at this grade level.</p> <p>This Foundational Literacy standard is unique in that it can be taught both in isolation from text as well as in connected text.</p>	<p>prefix - a word part added to the beginning of a root word to change the meaning; e.g., to the root word <i>respect</i> may be added the prefix <i>-dis</i></p> <p>suffix - a word part added to the end of a root word to change the meaning; e.g., to the root word <i>respect</i> may be added the suffix <i>-ful</i></p> <p>irregularly spelled words - phonetically irregular words that differ in sound from their spellings (e.g., earth, said, people, what, etc.)</p> <p>*root - the unit that provides the core meaning to a word and to which affixes may be attached; e.g., to the root word <i>read</i> can be added the prefix <i>-un</i> and/or the suffix <i>-able</i></p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for FL 3

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Vertical Alignment

Grade Span	Standard
4	<p>4.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
3	<p>3.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as <i>-ly</i>, <i>-less</i>, and <i>-ful</i>. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.
2	<p>2.FL.PWR.3 - Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. g. Decode grade-level texts with purpose and understanding.

Standard 3.FL.WC.4

- 3.FL.WC.4** - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
 - Use conventional spelling for high-frequency words, including irregular words.
 - Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.
 - Write legibly in manuscript; write all lower and uppercase cursive letters.

Category: Word Composition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Apply grade-level phonics and word analysis skills when encoding words. Spell grade-appropriate words correctly. Write legibly in manuscript and cursive. <p>There are three parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> Use conventional spelling for <i>high-frequency words, including irregular words</i>. Consult reference materials, including a dictionary and <i>thesaurus</i>, as needed to check and correct spellings. <i>Write</i> legibly in manuscript; write <i>all</i> lower and uppercase cursive letters. 	<p>encoding – the process of breaking down spoken words into individual sounds (phonemes) in spelling and writing</p> <p>spelling patterns - the letters that are commonly seen together in a certain position in words</p> <p>spelling generalizations - concepts that help students to read, spell, and say a word correctly based on spelling patterns</p> <p>syllable - a unit of sound made by the joining of vowels and consonants that create meaning in language</p> <p>high-frequency words - common words that appear often in texts</p> <p>irregular words - words that do not follow common spelling patterns</p> <p>manuscript - printed handwriting, as opposed to cursive</p>	<p><i>In reading tasks:</i> Students may identify irregularly spelled words in a passage and tell why the spelling is considered irregular.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups and call out the phonemes for words to each other. The other students in the group then write the correct letters that form the words and share responses with the group.</p> <p><i>In writing tasks:</i> Teachers may give students daily journal writing activities to focus on forming letters properly in manuscript or cursive.</p>

Cornerstone Standard for FL 4

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Vertical Alignment

Grade Span	Standard
4	<p>4.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
3	<p>3.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters.
2	<p>2.FL.WC.4 - Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Use conventional spelling for one-syllable words, including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. c. Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. d. Write most common, frequently used words and most irregular words. e. Consult reference materials, including beginning dictionaries, to check and correct spelling. f. Print legibly in manuscript; write many upper and lowercase letters in cursive.

Standard 3.FL.F.5

3.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-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 of words; reread as necessary.

Category: Fluency

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Read and understand grade-level text with a specific purpose in mind (e.g., to learn new information, for entertainment, etc.). • Read literary and informational texts with accuracy, maintain a suitable rate, and use voice to show changes and feelings on successive readings. • Reread and use context to confirm or self-correct understanding of a word. 	<p>fluency - the ability to read a text accurately, quickly, and with expression</p> <p>prose - written or spoken language that follows standard grammatical rules and that does not follow a meter or rhyme scheme</p> <p>poetry - language written in verse that follows a particular meter or rhyme scheme</p> <p>accuracy (in fluency) - the ability to correctly decode a word on sight</p> <p>rate (in fluency) - words read accurately at a pace that reflects conversational speech; measured in words per minute</p> <p>expression (aka prosody) - reading aloud with feeling; this involves timing, phrasing, emphasis, and intonation (how the voice rises and falls in speech)</p> <p>word recognition - the ability of a reader to quickly and correctly recognize written words</p> <p>self-correct - when a reading error is corrected without prompting or support</p>	<p>In reading tasks: Students may read an informational text with their partners and evaluate each other on the different elements of fluency (accuracy, rate, expression). The teacher and students could use a rubric that was prepared ahead of time to provide feedback.</p> <p>In speaking/listening tasks: The teacher may model fluent reading during a read-aloud. During the reading, the teacher may comment on the accuracy and pace of the reading, and the enunciation when appropriate. The teacher could also model how to do it incorrectly (e.g., too slow or too fast, with a lack of expression, with mistakes), and then reiterate how to read the text correctly. Once modeling is complete, students may practice this reading in pairs and offer feedback on each of the fluency elements.</p> <p>In writing tasks: Students may write an informative/explanatory text and work with a partner to practice reading with the elements of fluency (accuracy, rate, expression). Students may also discuss which parts of the text were most difficult to express at a good pace when reading.</p>

Cornerstone Standard for FL 5

Read with sufficient accuracy and fluency to support comprehension.

Vertical Alignment

Grade Span	Standard
4	<p>4.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-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 of words; reread as necessary.
3	<p>3.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-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 of words; reread as necessary.
2	<p>2.FL.F.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Standard 3.FL.SC.6

3.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns.
- d. Form and use regular and irregular verbs.
- e. Form and use simple verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs correctly.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.
- j. Capitalize appropriate words in titles.
- k. Use commas in addresses.
- l. Use commas and quotation marks in dialogue.
- m. Form and use possessives.
- n. Write a cohesive paragraph with a main idea and detailed structure.

Category: Sentence Composition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • <i>Explain the function of</i> standard English grammar and usage conventions. • When writing or speaking, <i>use</i> standard English grammar and usage conventions effectively. • <i>Explain the function of</i> standard English capitalization, punctuation, and spelling conventions. • When writing, <i>use</i> standard English capitalization, punctuation, and spelling conventions effectively. <p>There are multiple parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Explain the function of</i> parts of speech as used in general and in particular sentences. • Use abstract nouns. 	<p>plural nouns</p> <ul style="list-style-type: none"> • regular - nouns that are typically pluralized by adding -s or -es • irregular - nouns that are pluralized in other ways (e.g., child/children, shelf/shelves, mouse/mice) <p>abstract nouns - nouns that refer to intangible ideas or things (e.g., childhood) rather than a concrete object</p> <p>verbs</p> <ul style="list-style-type: none"> • regular - verbs whose simple past and past participle forms add -ed to the suffix • irregular - verbs whose simple past and past participle forms do not use -ed 	<p><i>In reading tasks:</i> As students are reading, the teacher may call attention to particular word(s) and have students explain the function of the word in the sentence.</p> <p><i>In speaking/listening tasks:</i> When discussing the text, students may practice <i>using</i> regular and irregular plural nouns.</p> <p><i>In writing tasks:</i> In their daily journal reading log, students may respond to an informative or argumentative prompt addressing the text. The teacher may select a specific grammatical focus when writing, such as correctly using coordinating and subordinating conjunctions or producing simple, compound, and complex sentences.</p>

<ul style="list-style-type: none"> • Ensure subject-verb and pronoun-antecedent agreement. • Correctly form and use comparative and superlative adjectives and adverbs. • Use <i>subordinating</i> conjunctions. • Produce <i>complex</i> sentences. • Capitalize <i>appropriate words in titles</i>. • Use commas <i>in addresses</i> and <i>in dialogue</i>. • Use quotation marks <i>in dialogue</i>. • Use possessives. • <i>Without prompting and support</i>, write a cohesive paragraph with a main idea and detailed structure. <p>In Grades K-5, standard FL.SC.6 serves as the precursor to standards L.CSE.1 and L.CSE.2 in Grades 6-12.</p>	<p>simple verb tenses - simple present (e.g., writes), simple past (e.g., wrote), and simple future (e.g., will write)</p> <p>adjectives and adverbs</p> <ul style="list-style-type: none"> • comparative - compares two things (e.g., larger) • superlative - compares three or more things (e.g., largest) <p>conjunctions</p> <ul style="list-style-type: none"> • coordinating - connects two independent clauses • subordinating - connects a dependent clause to an independent clause <p>sentences</p> <ul style="list-style-type: none"> • simple - connects only one independent clause • compound - contains at least two independent clauses • complex - contains at least one independent clause and at least one dependent clause 	
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Cornerstone Standard for FL 6

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Vertical Alignment

Grade Span	Standard
4	<p>4.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> a. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs, such as can, may, and must, to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.
3	<p>3.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and detailed structure.

2	<p>2.FL.SC.6 - Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none">a. Use collective nouns.b. Form and use frequently occurring irregular plural nouns.c. Use reflexive pronouns, such as myself and ourselves.d. Form and use the past tense of frequently occurring irregular verbs.e. Use adjectives and adverbs correctly.f. Produce, expand, and rearrange simple and compound sentences.g. Use common coordinating conjunctions.h. Capitalize holidays, product names, and geographic names.i. Use commas in the greeting and closing of a letter.j. Use an apostrophe to form contractions and frequently occurring possessives.k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
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Standard 3.FL.VA.7a

3.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- i. Use sentence-level context as a clue to the meaning of a word or phrase.
- ii. Determine the meaning of the new word formed when a known affix is added to a known word.
- iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
- iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students determine the denotative meaning of unknown and multiple-meaning words and phrases by using the following strategies:</p> <ul style="list-style-type: none"> • Using context clues • Analyzing meaningful word parts • Consulting reference materials <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. • The intent of FL 7a and FL 7b is for students to acquire and build vocabulary for use in speaking and writing (FL 7c). • Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. • The intent of RL/RI 4 is for students to move closer to understanding how authors use words/phrases to shape a text's meaning and tone, a primary emphasis in Grades 6-12. 	<p>affix - a morpheme attached to the beginning (prefix) or ending (suffix) of a root word and alters its meaning</p> <p>*denotative meaning - the precise, literal meaning of a word (i.e., definition), as opposed to the feelings or ideas the word might suggest (i.e., connotation)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may be prompted to read an informational text and write down unknown words they encounter. Using a list of strategies (as outlined in the standard), students will use each of the strategies, as appropriate, to determine the meaning of the word.</p> <p><i>In speaking/listening tasks:</i> Students may work in pairs to share which strategies they used to determine meaning. When different conclusions are made, they may troubleshoot by using a different strategy to accurately determine the word's meaning.</p> <p><i>In writing tasks:</i> Students may be tasked with recording some of the words and meanings in a notebook. As students write in response to prompts to texts, they may be tasked with using these words in their responses.</p>

In Grades K-5, standard FL.VA.7a serves as the precursor to standard L.VAU.4 in Grades 6-12.		
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Cornerstone Standard for FL 7

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.

Vertical Alignment

Grade Span	Standard
4	<p>4.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
3	<p>3.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
2	<p>2.FL.VA.7a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Standard 3.FL.VA.7b

3.FL.VA.7b - Demonstrate understanding of word relationships and nuances in word meanings.

- i. Distinguish the literal and nonliteral meanings of words and phrases in context.
- ii. Identify real-life connections between words and their use.
- iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the L.VAU.5 Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Determine the figurative meanings of words and phrases. • Distinguish shades of meaning among related words. • Use the relationship between particular words to better understand each word. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Distinguish the literal and figurative meanings of words and phrases in context. • Distinguish shades of meaning among related words <i>that describe states of mind or degrees of certainty</i>. <p>Examples for each sub-number (i-iii) are as follows:</p> <ul style="list-style-type: none"> i. Distinguish between the literal and figurative meaning of <i>take steps</i>. ii. Use knowledge gained from real-life experiences to describe the difference between people who are <i>friendly</i> and people who are <i>helpful</i>. iii. Explain the differences in meaning among the following words: <i>knew, believed, suspected, heard, wondered</i>. 	<p>word relationships - the relationship between particular words that contributes meaning to each word individually (e.g., cause/effect, part/whole, item/category, synonym/antonym)</p> <p>literal (denotative) meaning - the explicit, actual (dictionary) definition of a word or phrase; does not require interpretation or inference</p> <p>nonliteral (figurative) meaning - any meaning associated with a word or phrase that is different from the literal meaning</p> <p>*connotative meaning - the idea or feeling associated with a word, in addition to its literal or primary meaning</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a story and be prompted to identify and explain the literal and nonliteral meanings of certain words in the text.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups and share knowledge gained from real-life experiences to describe nuanced differences in the meanings of certain words found in the text.</p> <p><i>In writing tasks:</i> Students may be tasked with recording some of the literal and nonliteral meanings of words in a notebook. As students write in response to prompts to texts, they may be tasked with correctly using the words (and their variations in meaning) in their responses.</p>

<p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none">• Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning of unknown words/phrases in text.• Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text.• The intent of FL 7a and FL 7b is for students to acquire and build vocabulary for use in speaking and writing (FL 7c).• Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>.• The intent of RL/RI 4 is for students to move closer to understanding how authors use words/phrases to shape a text’s meaning and tone, a primary emphasis in Grades 6-12. <p>In Grades K-5, standard FL.VA.7b serves as the precursor to standard L.VAU.5 in Grades 6-12.</p>		
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Cornerstone Standard for FL 7 and L 5

FL 7 - 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.

L 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Vertical Alignment

Grade Span	Standard
4	<p>4.FL.VA.7b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
3	<p>3.FL.VA.7b - Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
2	<p>2.FL.VA.7b - Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words.

Standard 3.FL.VA.7c

3.FL.VA.7c - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and time relationships.

Category: Vocabulary Acquisition

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the L.VAU.6 Cornerstone) is the end goal of the language standards:</p> <ul style="list-style-type: none"> Students become increasingly independent as they acquire and use a wide range of vocabulary to strengthen their reading and listening comprehension and to enhance their written or oral expression. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <i>Acquire</i> and accurately use grade-appropriate <i>general academic (Tier 2)</i> words and phrases, including those that signal spatial and time relationships. <i>Acquire</i> and accurately use <i>domain-specific (Tier 3)</i> words and phrases, including those that signal spatial and time relationships. <p>In Grades K-5, standard FL.VA.7c serves as the precursor to standard L.VAU.6 in Grades 6-12.</p>	<p>general academic - words and phrases that students encounter in academic study across multiple subjects and disciplines; also known as Tier 2 vocabulary</p> <p>domain-specific - words and phrases that are unique to a particular subject or discipline; also known as Tier 3 vocabulary</p> <p>phrase - a natural group of words that work together to fill a slot within a sentence frame</p> <p>spatial relationship - a word or phrase that indicates how one object is located in physical space in relation to another object; often indicated by prepositions such as <i>inside, on, above, beside</i>, etc.</p> <p>time relationship - a word or phrase that indicates how one object is located in time in relation to another object; often indicated by prepositions such as <i>before, during, after, soon</i>, etc.</p>	<p><i>In reading tasks:</i> As students read various texts over a unit, they may record in their notebooks important Tier 2 and Tier 3 vocabulary meanings that they encounter and learn in texts.</p> <p><i>In speaking/listening tasks:</i> Students may be tasked with using these Tier 2 and Tier 3 vocabulary words in whole or small group discussions.</p> <p><i>In writing tasks:</i> Students may be tasked with revising an informative or argumentative text they have written by adding, as appropriate, words that signal spatial and time relationships.</p>

Cornerstone Standard for FL 7 and L 6

FL 7 - 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.

L 6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vertical Alignment

Grade Span	Standard
4	4.FL.VA.7c - 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 and that are basic to a particular topic.
3	3.FL.VA.7c - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and time relationships.
2	2.FL.VA.7c - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

TN ELA Standards Guide Grade 3

Reading Literature Standards

Standard 3.RL.KID.1

3.RL.KID.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What happens in this story, poem, etc.? • What are the elements of this text and what inferences can you draw from them? • Which specific details demonstrate your understanding of the text? <p>There are two key elements of this standard:</p> <ul style="list-style-type: none"> • When asking and answering questions about a text, students identify and describe its elements. This represents their understanding of the text. • When students speak or write their understanding of a text, they explicitly refer to details in it to demonstrate that understanding. <p>This standard is the foundation of the reading standards in that it represents basic comprehension of the text.</p>	<p>explicitly - clearly and directly</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may engage in partner reading of a short story. As they read the text, each student could annotate the text for details that indicate the text elements.</p> <p><i>In speaking/listening tasks:</i> After students read a text and annotate portions that include text elements, students may share their annotations with each other to ensure they have correctly identified the key elements of the story and which details support those elements.</p> <p><i>In writing tasks:</i> Students may be tasked with writing an informative text that describes the story's text elements and includes important details that demonstrate those elements.</p>

<p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should explicitly refer to the text as a basis for their understanding of it.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the story by describing its essential elements: characters, events, places, etc. • In R 2, students synthesize these elements to recount the story and to determine its central message, lesson, or moral. • In R 3, students describe how text elements interact and how this affects the story. 		
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Cornerstone Standard for RL 1	
Read closely to determine what a 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.	
Vertical Alignment	
Grade Span	Standard
4	4.RL.KID.1 - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
3	3.RL.KID.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
2	2.RL.KID.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Standard 3.RL.KID.2

3.RL.KID.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What themes emerge from the text? What is a central idea of the text? • How does the theme/central idea develop over the course of the text? • What details contribute most to the theme or central idea’s development? • What information is important to include in a summary? <p>The semicolon indicates two components of the standard:</p> <ul style="list-style-type: none"> • Students identify the central message, lesson, or moral along with the key details that convey it. • When students recount the story, they include its essential elements. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Recounting <i>myths</i> from diverse cultures • Explaining how the central message, lesson, or moral <i>is conveyed through key textual details</i> <p>Conveying the central message of a text is not equivalent to recounting the text’s contents. The central message is a prominent idea conveyed by the whole of the text whereas a recounting must include <i>all</i> the essential text elements.</p>	<p>recount - to reconvey, orally or in written form, the essential elements of the text in chronological order; may include some subjective language</p> <p>fables - short tales that usually involve animals or inanimate objects acting like humans, and express morals or truths about life</p> <p>folktales - traditional stories within a culture that are passed orally from generation to generation</p> <p>myths - traditional legends that feature supernatural beings, heroes, and/or ancestral figures and often answer a question about the world or the history and culture of a people</p> <p>central message/lesson - the prominent concept within a given text to which all text elements directly or indirectly relate. When expressed by students, central messages should be in the form of a complete thought. (Example from <i>Charlotte’s Web</i> - The character relationships in this book demonstrate that friendship is an essential part of healthy living and a reason for hope.)</p> <p>moral - message or lesson demonstrating right from wrong behavior or good from bad character</p>	<p>In reading tasks: Students may read a myth and describe in their reading log the central message the author is attempting to convey and indicate which key details convey that message.</p> <p>In speaking/listening tasks: Students may work together in small groups to compare reading logs and discuss the best way to articulate the central message and which details are the most important.</p> <p>In writing tasks: Students may write an essay in which they recount the myth and describe its essential elements. Using their discussion notes from earlier, students could also identify the central message and indicate which key details convey the message.</p>

<p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the story by describing its essential elements: characters, events, places, etc. • In R 2, students synthesize these elements to recount the story and to determine its central message, lesson, or moral. • In R 3, students describe how text elements interact and how this affects the story. <p>As R 2 progresses upward through Grades K-8, there is a shift in language regarding summary (retell → recount → summarize → objectively summarize). This is best seen as a continuum wherein students move from more informal, subjective retellings of the text to more formal, objective summaries of the text.</p>	<p>details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for RL 2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Vertical Alignment	
Grade Span	Standard
4	4.RL.KID.2 - Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.
3	3.RL.KID.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
2	2.RL.KID.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Standard 3.RL.KID.3

3.RL.KID.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How do the elements of the text interact with each other over the course of the text? • How do these interactions develop the elements of the text? • How do these interactions and developments impact meaning? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Describing how characters’ actions add to the plot of the story. <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the story by describing its essential elements: characters, events, places, etc. • In R 2, students synthesize these elements to recount the story and to determine its central message, lesson, or moral. • In R 3, students describe how text elements interact and how this affects the story. 	<p>characters - persons who take part in the action of a story or drama; may also be animals or imaginary creatures. A narrator who participates in the action may be considered a character.</p> <p>sequence of events - also known as <i>plot</i></p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a short story or novel and use a graphic organizer to compare characters before and after key events. Students may use this graphic organizer to identify how the characters add to the plot of the story.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups to develop a clear explanation for how various characters’ actions led to important events.</p> <p><i>In writing tasks:</i> Students may expand the group work explanation into a multi-paragraph essay that demonstrates how the sequence of events was formed by characters’ actions.</p>

<p>At this grade level, students describe characters’ traits, motivations, or feelings and how these may influence characters’ actions. Students also describe how characters’ actions influence the events in the story.</p> <p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and contribute to the story. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>		
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Cornerstone Standard for RL 3	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
Vertical Alignment	
Grade Span	Standard
4	4.RL.KID.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character’s thoughts, words, or actions.
3	3.RL.KID.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.
2	2.RL.KID.3 - Describe how characters in a story respond to major events and challenges.

Standard 3.RL.CS.4

3.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., *feeling blue versus the color blue*).

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of words and phrases as the author uses them in the text? • Which words or phrases are the most important to contributing meaning to the text? • Why did the author choose these words/phrases for this text? • What impact do these choices make on the passage’s meaning and tone? <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Determining the meaning of words and phrases <i>as they are used in a text</i> • Distinguishing literal words/phrases from figurative words/phrases <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning(s) of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. 	<p>literal (meaning) - the explicit, precise meaning of a word (i.e., definition), as opposed to the feelings or ideas the word might suggest (i.e., connotation); denotative meaning</p> <p>nonliteral (meaning) - meaning of language enriched by imagery and figures of speech such as simile, metaphor, or personification; figurative meaning</p>	<p><i>In reading tasks:</i> Students may identify unfamiliar words or phrases as they read a poem or short story and determine their literal or nonliteral meaning.</p> <p><i>In speaking/listening tasks:</i> Students may work in small groups to chart instances of figurative words/phrases in a text. The charts could then be used in a gallery walk.</p> <p><i>In writing tasks:</i> Students may write a brief essay that explains how the author’s use of figurative language impacts the audience or enhances the meaning of the text.</p>

<ul style="list-style-type: none"> • The intent of FL 7a and FL 7b is for students to develop an understanding of various word meanings in text; <i>through this process, students acquire and build vocabulary for use in speaking and writing</i> (as represented in FL 7c). • Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. • The intent of RL/RI 4 is for students to move closer to understanding <i>how authors use words/phrases to shape a text's meaning and tone</i>, a primary emphasis in Grades 6-12. 		
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Cornerstone Standard for RL 4	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Vertical Alignment	
Grade Span	Standard
4	4.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.
3	3.RL.CS.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (<i>e.g., feeling blue versus the color blue</i>).
2	2.RL.CS.4 - Describe how words and phrases supply meaning in a story, poem, or song.

Standard 3.RL.CS.5

3.RL.CS.5 - Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How does the author organize the text elements? • In what ways does the placement of text elements fit into the overall text or plot structure? • How does the structure impact the meaning of the text? <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, students are expected to complete two key steps regarding structure:</p> <ul style="list-style-type: none"> • Identify the structural parts (chapter, scene, stanza) of the story, drama, or poem. • Describe how each successive structural part of the text <i>develops or builds upon</i> the earlier structural parts. <p>When students describe how each successive structural part builds upon earlier parts, it develops a greater sense of how the organization of a text is important to conveying the text’s meaning. This, in turn, strengthens student comprehension.</p>	<p>drama - a type of literature that is in the form of a script and is intended for performance by actors on a stage before an audience; primarily uses dialogue and stage action to present the story</p> <p>poem - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p>stanza - an organizing technique in poetry in which lines are grouped and separated from other lines or groups of lines by spacing or indentation; usually grouped according to length, meter, or rhyme scheme; stanzas function in poetry similarly to paragraphs in prose</p> <p>*text structure - the sequencing or ordering of the text elements</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read a poem, short story, or novel and annotate the text to identify structural parts of the text and describe how they fit/build into the overall part of the text.</p> <p>In speaking/listening tasks: Students may discuss the differences between the structural parts of the text and how they develop the meaning of the text.</p> <p>In writing tasks: Students may respond to a writing prompt that asks student to identify a specific structural part of the text and explain how that structural part impacts the meaning of the text.</p>

<p>The Cornerstone standards for RL 3 and RL 5 are similar. Standard RL 3 focuses more on how the elements of a text interact with each other and contribute to the story. Standard RL 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>		
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Cornerstone Standard for RL 5	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Vertical Alignment	
Grade Span	Standard
4	4.RL.CS.5 - Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.
3	3.RL.CS.5 - Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.
2	2.RL.CS.5 - Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

Standard 3.RL.CS.6

3.RL.CS.6 - Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> From what point of view is the story told? How does this affect the content, style, and meaning of the text? What is the speaker's, narrator's and/or character's perspective? How do the content and style of the text convey this perspective? How does this perspective impact the meaning of the text? <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, there are three key elements to this standard:</p> <ul style="list-style-type: none"> Identify the point of view (first person, second person, etc.) from which a story is told. Distinguish the reader's perspective (thoughts, feelings about characters/events in the story) from the narrator's perspective (details in the text that indicate the narrator's attitude/outlook on the characters/events in the story). Distinguish the reader's perspective from the characters' perspective (details in the text that indicate what a character thinks/feels/knows about other characters and events in the story). 	<p>point of view - in literature, the vantage point from which a story is told (i.e., first person, second person, third person, and the variations of those). Point of view is used to convey perspective, a person's attitude toward or outlook on something as determined by their vantage point and experience. Standard RL 6 encompasses both point of view and perspective (as conveyed by the point of view).</p> <p>narrator - the person or voice conveying a narrative. Some narratives have multiple narrators.</p> <p>characters - person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p> <p>*details - words, sentences, paragraphs, stanzas, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read a short story and underline/highlight words, phrases, and/or sentences that help to identify the point of view of the text.</p> <p>In speaking/listening tasks: Students may discuss how the narrator's point of view differs from the reader's point of view and then complete a graphic organizer that clearly indicates the differences between the two.</p> <p>In writing tasks: After the teacher models writing a short narrative from a third-person point of view, students may be tasked with writing a narrative of their own using a third-person narrator.</p>

Cornerstone Standard for RL 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
4	4.RL.CS.6 - Compare and contrast the point of view from which different stories are narrated.
3	3.RL.CS.6 - Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
2	2.RL.CS.6 - Determine when characters have different points of view.

Standard 3.RL.IKI.7

3.RL.IKI.7 - Explain how illustrations in a text contribute to what is conveyed by the words.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the content is presented in each medium? • How is the content of each text impacted by the format? • Is the format chosen for each text effective in presenting the topic or theme? <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, students are not only expected to demonstrate understanding of a text by using information gained from illustrations, but also to <i>explain how</i> that information contributes to what is conveyed by the words. For example, students may explain how the images in an illustration supplement the words of a text by helping to create a mood or emphasize certain aspects of a character or setting.</p>	<p>*format/medium - the way in which the story, drama, or poem is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a poem with illustrations and annotate what the illustrations mean and how they contribute to the meaning of the poem.</p> <p><i>In speaking/listening tasks:</i> Students may work with a partner to discuss topics such as the meaning of the poem itself and whether the addition of the illustrations enhanced its meaning. Students may also discuss how additional illustrations might help with understanding the poem.</p> <p><i>In writing tasks:</i> Students may respond to a writing prompt asking students to explain how the images in an illustration impact the meaning of the text.</p>

Cornerstone Standard for RL 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Vertical Alignment

Grade Span	Standard
4	4.RL.IKI.7 - Make connections between the print version of a story or drama and a visual or oral presentation of the same text.
3	3.RL.IKI.7 - Explain how illustrations in a text contribute to what is conveyed by the words.
2	2.RL.IKI.7 - Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

****Reading Standard 8 is not applicable to literature****

Standard 3.RL.IK1.9

3.RL.IK1.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the theme or topic is presented in each text? • How does each author’s approach to addressing the theme or topic uniquely contribute to greater knowledge of that theme or topic? <p>The Cornerstone of RL 9 involves students analyzing multiple texts that have similar themes/topics for two reasons:</p> <ul style="list-style-type: none"> • To build knowledge about those themes/topics. • To compare the approaches an author takes to presenting those themes/topics. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Comparing and contrasting text elements in stories <i>written by the same author about the same or similar characters</i>. <p>At this grade level, students are identifying the similarities and differences in text elements between or among stories written by the same author (e.g., in books from a series).</p>	<p>theme - an abstract idea or universal truth that emerges from a literary text’s treatment of the subject matter. It is expressed as a complete thought and can be applied to many situations across time. A theme implies a subject and predicate of some kind: for instance, not just courage as a stand-alone word, but a statement such as “Courage is an honorable virtue, but it can lead to negative circumstances.”</p> <p>setting - time and place of the action in a story</p> <p>plot - the sequence of events in a story</p> <p>characters - persons who take part in the action of a story or drama; may also be animals or imaginary creatures. A narrator who participates in the action may be considered a character.</p> <p>*text elements - the essential components of a story or drama, such as characters (including thoughts, motivations, and actions), events, setting, ideas, etc.; in poetry, this includes people/characters, events, tone, imagery, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> As students read two stories written by the same author, students may annotate each text to identify each story’s text elements.</p> <p><i>In speaking/listening tasks:</i> Students may work in pairs and discuss their annotations for each text to determine whether they identified the key elements and then compare and contrast the elements in each story.</p> <p><i>In writing tasks:</i> Students may use their discussion notes to write an informational essay in which they compare and contrast the text elements from each story.</p>

Cornerstone Standard for RL 9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Vertical Alignment

Grade Span	Standard
4	4.RL.IKI.9 - Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.
3	3.RL.IKI.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
2	2.RL.IKI.9 - Compare and contrast two or more versions of the same story by different authors or different cultures.

Standard 3.RL.RRTC.10

3.RL.RRTC.10 - Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials.</p> <p>By the end of the year, students should be able to independently and proficiently read a variety of literary texts at the high end of the Grades 2-3 text complexity band.</p>	<p>poem - a type of literature composed in verse that is often characterized by a rhyme scheme or by rhythm</p> <p>text complexity band - a range of text sophistication corresponding to a grade span within the standards</p>	<p>The standard is addressed when reading, speaking and listening, language, and writing standards are integrated into instruction and grounded in grade-appropriate texts.</p>

Cornerstone Standard for RL 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
4	4.RL.RRTC.10 - Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
3	3.RL.RRTC.10 - Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.
2	2.RL.RRTC.10 - Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

TN ELA Standards Guide Grade 3

Reading Informational Standards

Standard 3.RI.KID.1

3.RI.KID.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What information is being shared in this text? • What are the elements of this text and what inferences can you draw from them? • Which specific details demonstrate your understanding of those elements? <p>There are two key elements of this standard:</p> <ul style="list-style-type: none"> • When asking and answering questions about a text, students identify and describe its elements. This represents their understanding of the text. • When students speak or write their understanding of a text, they explicitly refer to details in it to demonstrate that understanding. <p>This standard is the foundation of the reading standards in that it represents basic comprehension of the text.</p>	<p>explicitly - clearly and directly</p> <p>*text elements - the essential components of a text, such as topics, individuals, events, ideas, etc.</p> <p>*details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a social studies text about a pivotal event in history and use a graphic organizer to identify answers to “W” questions: who, what, when, where, and why.</p> <p><i>In speaking/listening tasks:</i> Students may engage in a small group discussion to identify and highlight textual evidence that supports the answers to “W” questions previously recorded in their notes.</p> <p><i>In writing tasks:</i> Students may write a paragraph about the historical significance of an event, including evidence from the text.</p>

<p>This standard should be embedded throughout all lessons as they revolve around text. Whether reading, speaking/listening, or writing, students should explicitly refer to the text as a basis for their understanding of it.</p> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the text's details by identifying and describing its essential elements: topics, individuals, events, ideas, etc. • In R 2, students synthesize these elements to recount the text and to determine its main idea. • In R 3, students describe how text elements relate and how this helps convey the main idea. 		
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Cornerstone Standard for RI 1	
Read closely to determine what a 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.	
Vertical Alignment	
Grade Span	Standard
4	4.RI.KID.1 - Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
3	3.RI.KID.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
2	2.RI.KID.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Standard 3.RI.KID.2

3.RI.KID.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the main idea of the text? • How does this idea develop over the course of the text? • What details contribute most to its development? • What information is important to include in a summary? <p>The semicolon indicates two components of the standard:</p> <ul style="list-style-type: none"> • Students identify the main idea along with the key details that support it. • When students recount the text, they include its essential elements and explain how they support the main idea. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Determining the main <i>idea</i> of a text • Explaining how the key details support the main idea <p>Conveying the main idea of a text is not equivalent to recounting the text’s contents. The main idea is a prominent message conveyed by the whole of the text whereas a recounting must include <i>all</i> the essential text elements.</p>	<p>main idea (central idea) - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought.</p> <p>recount - to reconvey, orally or in written form, the essential elements of the text in chronological order; may include some subjective language</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*text elements - the essential components of a text, such as topics, individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p>In reading tasks: Students may read an informational text about animals or another scientific topic, underlining or notating key words and phrases that help convey the main idea.</p> <p>In speaking/listening tasks: During whole group discussion, the teacher may ask students to share the main idea of the text in their own words. The class may then engage in a discussion about how key words and phrases contribute to their understanding of the main idea.</p> <p>In writing tasks: Students may be asked to independently craft a paragraph explaining the main idea of a text and how the key details support the main idea. Students may use the text and their notes to provide supporting details.</p>

<p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the text’s details by identifying and describing its essential elements: topics, individuals, events, ideas, etc. • In R 2, students synthesize these elements to recount the text and to determine its main idea. • In R 3, students describe how text elements relate and how this helps convey the main idea. <p>As R 2 progresses upward through Grades K-8, there is a shift in language regarding summary (retell → recount → summarize → objectively summarize). This is best seen as a continuum wherein students move from more informal, subjective retellings of the text to more formal, objective summaries of the text.</p>		
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Cornerstone Standard for RI 2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Vertical Alignment	
Grade Span	Standard
4	4.RI.KID.2 - Determine the main idea of a text and explain how it is supported by key details; summarize a text.
3	3.RI.KID.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.
2	2.RI.KID.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.

Standard 3.RI.KID.3

3.RI.KID.3 - 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.

Category: Key Ideas and Details

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How do the text elements develop and interact with each other? • How do these interactions or relationships impact meaning and serve the author’s purpose? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Describing the relationship between text elements by <i>using language that pertains to time, sequence, and cause/effect.</i> <p>There is considerable overlap in standards R 1, R 2, and R 3, but there are also some important distinctions:</p> <ul style="list-style-type: none"> • In R 1, students are demonstrating basic comprehension of the text’s details by identifying and describing its essential elements: topics, individuals, events, ideas, etc. • In R 2, students synthesize these elements to recount the text and to determine its main idea. • In R 3, students describe how text elements relate and how this helps convey the main idea. 	<p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read about a significant historical event or a scientific phenomenon and complete a T-chart noting “What happened” and “Why it happened.”</p> <p><i>In speaking/listening tasks:</i> In pairs or small groups, students may discuss the key details in the text and how the details are connected (sequential order, cause/effect, steps in a process), using the correct signal words to describe the connection.</p> <p><i>In writing tasks:</i> Students may use their notes and discussion over the relationship between text elements to write an objective summary of a text, emphasizing the most significant events and using the appropriate time order words to link ideas.</p>

<p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text relate to each other and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>		
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<p style="text-align: center;">Cornerstone Standard for RI 3</p>	
<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<p style="text-align: center;">Vertical Alignment</p>	
<p>Grade Span</p>	<p style="text-align: center;">Standard</p>
<p style="text-align: center;">4</p>	<p>4.RI.KID.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.</p>
<p style="text-align: center;">3</p>	<p>3.RI.KID.3 - 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 style="text-align: center;">2</p>	<p>2.RI.KID.3 - Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.</p>

Standard 3.RI.CS.4

3.RI.CS.4 - Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of words and phrases as the author uses them in the text? • Which words or phrases are the most important to contributing meaning to the text? • Why did the author choose these words/phrases for this text? • What impact do these choices make on the passage’s meaning and tone? <p>There is an important relationship among standards FL 7a, FL 7b, and RL/RI 4:</p> <ul style="list-style-type: none"> • Standard FL 7a focuses on <i>strategies students can use</i> to determine the denotative meaning(s) of unknown words/phrases in text. • Standard FL 7b moves beyond the denotative meaning and focuses on understanding the figurative and nuanced meanings of words/phrases in text. • The intent of FL 7a and FL 7b is for students to develop an understanding of various word meanings in text; <i>through this process, students acquire and build vocabulary for use in speaking and writing</i> (as represented in FL 7c). • Standard RL/RI 4 focuses on determining the literal and figurative meaning(s) of specific words/phrases <i>as they are used in a text</i>. 	<p>No terms need to be defined for this standard.</p>	<p><i>In reading tasks:</i> Students may be asked to highlight unfamiliar words and phrases as they read an informational text. With guidance from the teacher, students may begin identifying words and phrases around those words that may provide clues to their meaning.</p> <p><i>In speaking/listening tasks:</i> After reading the text, students may discuss with a partner the unfamiliar words that they have identified and work together using context clues to determine the appropriate meanings. Students could then engage in a whole group discussion about words in the passage that have different denotations and the strategies that help determine which meaning is accurate.</p> <p><i>In writing tasks:</i> Students may keep a log of words and phrases they learn and intentionally use those words and phrases in writing assignments.</p>

<ul style="list-style-type: none"> The intent of RL/RI 4 is for students to move closer to understanding <i>how authors use words/phrases to shape a text's meaning and tone</i>, a primary emphasis in Grades 6-12. 		
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Cornerstone Standard for RI 4	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Vertical Alignment	
Grade Span	Standard
4	4.RI.CS.4 - Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.
3	3.RI.CS.4 - Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.
2	2.RI.CS.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Standard 3.RI.CS.5

3.RI.CS.5 - Use text features to locate information relevant to a given topic efficiently.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • How does the author organize the text elements? • In what ways does the placement of text elements fit into the overall text structure? • How does the structure develop ideas and serve the author's purpose? <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Using text features to locate information <i>relevant to a given topic</i> efficiently. <p>Note that at this grade level, students are expected to use text features <i>efficiently</i> to locate information. Thus, students should be able to quickly understand the purpose of a feature and how it can be used as a supplement to the main content.</p> <p>The Cornerstone standards for RI 3 and RI 5 are similar. Standard RI 3 focuses more on how the elements of a text relate to each other and contribute to the meaning or purpose of a text. Standard RI 5 focuses more on the significance of the sequencing/ordering or placement of text elements.</p>	<p>text features - aspects of a text that supplement the main content; examples include the table of contents, chapter titles, headings, captions, footnotes, sidebars, illustrations, videos, charts, etc.</p> <p>*text structure - the way in which the text elements are sequenced or organized. Common examples of text structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read an informational text (e.g., a science, history, or news article), note various text features they used, and briefly annotate what information the feature provides.</p> <p><i>In speaking/listening tasks:</i> The teacher may engage students in a whole group discussion about information that is provided by text features included in the text. Students will share how each feature supports their understanding of the text.</p> <p><i>In writing tasks:</i> Students may write a brief description of the text's elements, citing textual details and text features to support their description.</p>

Cornerstone Standard for RI 5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Vertical Alignment

Grade Span	Standard
4	4.RI.CS.5 - Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.
3	3.RI.CS.5 - Use text features to locate information relevant to a given topic efficiently.
2	2.RI.CS.5 - Know and use various text features to locate key facts or information in a text efficiently.

Standard 3.RI.CS.6

3.RI.CS.6 – Distinguish reader point of view from that of an author of a text.

Category: Craft and Structure

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • From what point of view is the text written? How does this affect the content, style, and meaning of the text? • What is the author’s purpose in the text? How does the content and style of the text convey this purpose? <p>All parts of this standard appear for the first time at this grade level.</p> <p>At this grade level, there are two key elements to this standard:</p> <ul style="list-style-type: none"> • Identify the author’s point of view in a text. • Distinguish the reader’s perspective (thoughts, feelings about the ideas, people, events, etc. in the text) from the author’s perspective (details in the text that indicate the author’s attitude/outlook on the ideas, people, events, etc. in the text). 	<p>point of view - in informational text, point of view is synonymous with <i>perspective</i>, the author’s attitude toward or outlook on the ideas, persons, or events in the text</p> <p>*purpose - the reason (explicit or implicit) for writing a text</p> <p>*details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a passage from an informational text and be prompted to highlight words and phrases that provide clues that help the reader determine the point of view.</p> <p><i>In speaking/listening tasks:</i> The teacher may lead a whole group discussion whereby students share their conclusions about the author’s point of view. In the discussion, the teacher may prompt students to begin thinking about how their viewpoint may differ from the author’s.</p> <p><i>In writing tasks:</i> Students may write an essay comparing or contrasting their perspective with the author’s.</p>

Cornerstone Standard for RI 6

Assess how point of view or purpose shapes the content and style of a text.

Vertical Alignment

Grade Span	Standard
4	4.RI.CS.6 - Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.
3	3.RI.CS.6 - Distinguish reader point of view from that of an author of a text.
2	2.RI.CS.6 - Identify the main purpose of a text, including what an author wants to answer, explain, or describe.

Standard 3.RI.IKI.7

3.RI.IKI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the content is presented in each medium? • How is the content of each text impacted by the format? • Is the format chosen for each text effective in presenting the content? <p>When students are reading texts that include illustrations, they should be using both the information from the illustrations (e.g., maps and photographs) as well as the words in the text to answer essential where/when/how/why questions that demonstrate understanding of the text.</p>	<p>*format/medium - the way in which the text is delivered or presented (e.g., printed text, audio, video, multimodal, etc.)</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read an informational text that contains illustrations and be prompted to scan the text features for critical information as they read.</p> <p><i>In speaking/listening tasks:</i> Students may work with a peer to discuss and record answers to essential questions. The teacher may then have students complete a wall chart, noting how each answer was discovered (from reading text, examining an illustration, or both).</p> <p><i>In writing tasks:</i> Students may write a paragraph explaining how their understanding of a text is supported by illustrations.</p>

Cornerstone Standard for RI 7

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Vertical Alignment

Grade Span	Standard
4	4.RI.IKI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
3	3.RI.IKI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of a text.
2	2.RI.IKI.7 - Identify and explain how illustrations and words contribute to and clarify a text.

Standard 3.RI.IK1.8

3.RI.IK1.8 - Explain how reasons support specific points an author makes in a text.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What thesis or argument is presented in the text? • What claims, reasons, and evidence does the author use to develop the argument? • How effective is the author in presenting claims and supporting them with sound reasoning and sufficient, credible evidence? <p>The Cornerstone of standard RI 8 involves students learning how to analyze the various elements of an <i>argumentative</i> text with increasing sophistication. In Grades K-5, this standard is scaffolded to assist students in understanding the connections among <i>points</i>, reasons, and evidence in texts in which the author's purpose is to inform <i>or</i> persuade. Having students analyze these connections in a variety of nonfiction texts in K-5 will prepare them to focus on more sophisticated connections among <i>claims</i>, reasons, and evidence found in <i>argumentative texts</i> in Grades 6-12.</p> <p>Although the standard shifts from using “describe” in 2.RI.IK1.8 to “explain” in 3.RI.IK1.8, there is no substantive difference between the two terms for the purposes of this standard.</p>	<p>reasons - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p>points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>*argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, and then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p>*claims - statements taking a position on what is true; these are usually statements with which people can disagree; in Grades 6-12, this term is used to refer to statements of truth <i>in argumentative texts only</i>.</p> <p>*evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> Students may read a persuasive letter, being prompted to ask themselves, “What is the author trying to argue?” The students may use a graphic organizer to record the author’s position and the reasons they use to support their point.</p> <p><i>In speaking/listening tasks:</i> Using their notes from the graphic organizer, student pairs may discuss the reasons that the author provided to support their points. Students may be prompted to discuss how specific reasons support specific points.</p> <p><i>In writing tasks:</i> In response to the text, students may write an opinion of their own on the same topic wherein they provide reasons to support specific points. Students may be asked to write a follow-up paragraph explaining how their reasons support the points.</p>

<p>At this grade level, students should not only identify points and reasons in a nonfiction text, but also explain <i>how</i> an author uses reasons to support the points made in a text.</p>		
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<p style="text-align: center;">Cornerstone Standard for RI 8</p>	
<p>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 style="text-align: center;">Vertical Alignment</p>	
<p>Grade Span</p>	<p style="text-align: center;">Standard</p>
<p style="text-align: center;">4</p>	<p>4.RI.IKI.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p>
<p style="text-align: center;">3</p>	<p>3.RI.IKI.8 - Explain how reasons support specific points an author makes in a text.</p>
<p style="text-align: center;">2</p>	<p>2.RI.IKI.8 - Describe how reasons support specific points an author makes in a text.</p>

Standard 3.RI.IKI.9

3.RI.IKI.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

Category: Integration of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students answer the following questions:</p> <ul style="list-style-type: none"> • What are the similarities and differences in how the topic is presented in each text? • How does each author’s approach to addressing the topic uniquely contribute to greater knowledge of that topic? <p>The Cornerstone of RI 9 involves students analyzing multiple texts that have similar topics for two reasons:</p> <ul style="list-style-type: none"> • To build knowledge about those topics • To compare the approaches an author takes to presenting those topics <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> • Comparing and contrasting the <i>key details</i> presented in two texts on the same topic <p>At this grade level, students are identifying the similarities and differences in text elements between texts written on the same topic.</p> <p>In Grades K-5 of the RI standards strand, the primary emphasis of standard RI 9 is on the <i>synthesis of information</i> across topically related texts in order to build knowledge; in Grades 6-12, the focus of the standard shifts primarily toward <i>comparing the</i></p>	<p>points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	<p><i>In reading tasks:</i> The teacher may assign students to read two different scientific articles on the same topic. Students may highlight important points and key details in each text as they encounter them in their reading. Using different colors, students may highlight similarities and differences in the points made by the authors.</p> <p><i>In speaking/listening tasks:</i> Students may work in pairs to complete an interactive Venn diagram wherein they compare and contrast the important points and key details in each text.</p> <p><i>In writing tasks:</i> Students may use the information from the Venn diagram to compose an essay comparing and contrasting the significant findings in the two texts.</p>

<i>approaches of two or more authors in topically related texts.</i>		
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Cornerstone Standard for RI 9	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	
Vertical Alignment	
Grade Span	Standard
4	4.RI.IKI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3	3.RI.IKI.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.
2	2.RI.IKI.9 - Compare and contrast the most important points presented by two texts on the same topic.

Standards 3.RI.RRTC.10

3.RI.RRTC.10 - Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

Category: Range of Reading and Level of Text Complexity

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This is an overarching standard that involves all the reading standards for this grade level. As such, this standard is not intended to be the focus of a given lesson or an assessment but rather a broader statement indicating that students should be using the reading standards as tools to engage sufficiently complex and varied texts within their high-quality instructional materials.</p> <p>By the end of the year, students should be able to independently and proficiently read a variety of informational texts at the high end of the Grades 2-3 text complexity band.</p>	<p>text complexity - the level of sophistication in a text (in terms of content, intellectual engagement, and student readiness); text complexity is measured through a three-part assessment that pairs qualitative and quantitative measures with reader-task considerations. See Appendix A in the TN Standards for further elaboration.</p> <p>text complexity band - a range of text sophistication corresponding to a grade span within the standards</p>	<p>Standard is addressed when reading, speaking and listening, language, and writing standards are integrated into instruction and grounded in grade-appropriate texts.</p>

Cornerstone Standard for RI 10

Read and comprehend complex literary and informational texts independently and proficiently.

Vertical Alignment

Grade Span	Standard
4	4.RI.RRTC.10 - Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.
3	3.RI.RRTC.10 - Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.
2	2.RI.RRTC.10 - Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

TN ELA Standards Guide Grade 3

Speaking & Listening Standards

The Speaking and Listening standards serve, in part, as a bridge between the reading and writing standards. In the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions. These standards enable students to actively participate in the meaning-making process when analyzing texts.

Standard 3.SL.CC.1		
3.SL.CC.1 - Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.		
Category: Comprehension and Collaboration		
Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Prepare for discussions by gathering textual evidence on the topic or issue. • Use preparation to engage in discussions effectively by doing the following: <ul style="list-style-type: none"> • Building on others' ideas • Expressing one's own ideas clearly and persuasively <p>To effectively meet the demands of the grade-level standard, students should:</p> <ol style="list-style-type: none"> 1. Prepare for discussions by reading and studying the required material. 2. Use that preparation to explore ideas under discussion. 3. Follow agreed-upon rules for group discussions (e.g., respectfully listening to others, speaking one at a time while discussing the topic, gaining the floor in respectful ways, etc.). 	<p>collaborative discussions - one-on-one, group, and teacher-led discussions</p> <p>varied partners - a variety of discussion structures should be used to allow students opportunities to discuss topics and texts with a diverse group of students</p>	<p><i>In reading tasks:</i> Students may be assigned group projects where they must work together to research a topic. Students can be encouraged to listen to each other's understanding of the texts, delegate tasks, and communicate effectively to achieve their common goal.</p> <p><i>In speaking/listening tasks:</i> Students may role-play different characters or perspectives related to a text or topic. Students may be encouraged to consider multiple perspectives and engage in collaborative discussions with their peers.</p> <p><i>In writing tasks:</i> After discussions, students may write an individual reflection on their research, including what they learned from discussions with group members and how each member contributed to the final product.</p>

<p>4. Ask questions to check for understanding related to the topic and respond with relevant responses.</p> <p>5. Explain one's own ideas and understanding in light of the discussion.</p> <p>The intent of this standard is not only to provide students with opportunities to engage others in meaningful discourse around grade-level topics and texts, but also to demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Particular attention should be given to classroom culture for students to successfully practice this standard. Students need opportunities to participate in a discursive culture that affirms all participants, embraces differences in perspective, and cultivates growth in understanding.</p>		
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Cornerstone Standard for SL 1	
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.	
Vertical Alignment	
Grade Span	Standard
4	4.SL.CC.1 - Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
3	3.SL.CC.1 - Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
2	2.SL.CC.1 - Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

Standard 3.SL.CC.2

3.SL.CC.2 - Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Analyze information in a variety of media formats to determine if it is credible and accurate. Integrate information from a variety of media formats into a presentation or class discussion. <p>Standards SL 2 and RI 7 work in tandem. In SL 2, students are reading informational texts presented in diverse media formats to determine the main ideas and supporting details. In RI 7, students are using information gained from illustrations to assist in understanding the ideas within the printed text.</p> <p>Standards SL 2 and SL 5 are closely aligned. Whereas SL 2 focuses on understanding information presented in various media formats, SL 5 focuses on students' ability to use audio or visual elements to enhance sharing of information from texts they have read.</p> <p>SL 2 is a parallel standard to W 8. In both cases, students are engaging with the information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>main idea (central idea) - a focused idea or concept specific to a given text; when expressed by students, main/central ideas should be in the form of a complete thought.</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>diverse media formats - the variety of outlets or tools used to communicate information or data; examples of <i>media</i> include but are not limited to print (books, magazines, newspapers), music, video, and works of art.</p>	<p><i>In reading tasks:</i> Students may read the printed text and film adaptation of a story and use a graphic organizer to help them identify the main ideas and supporting details.</p> <p><i>In speaking/listening tasks:</i> Students may be presented with a photograph depicting an important historical event. Students may work in small groups to discuss the details of the photograph in order to determine its main idea.</p> <p><i>In writing tasks:</i> After reading the printed text and film adaptation of a story, students may write an essay that explains the important details in each and make a statement clearly expressing the main idea(s).</p>

Cornerstone Standard for SL 2

Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Vertical Alignment

Grade Span	Standard
4	4.SL.CC.2 - Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.
3	3.SL.CC.2 - Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.
2	2.SL.CC.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Standard 3.SL.CC.3

3.SL.CC.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Category: Comprehension and Collaboration

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Analyze an oral presentation of an argument to identify and evaluate the speaker’s point of view. Analyze and evaluate the argument, including its claims, evidence, reasoning, and rhetoric. <p>The Cornerstone of standard SL 3 involves students learning how to analyze the various elements of an <i>oral argument</i> with increasing sophistication. In Grades K-5, this standard is scaffolded to assist students in understanding the connections among <i>points</i>, reasons, and evidence in oral presentations in which the speaker’s purpose is to inform <i>or</i> persuade. Having students understand these connections in a variety of nonfiction texts in K-5 will prepare them to analyze more sophisticated connections among <i>claims</i>, reasons, and evidence found in <i>oral arguments</i> in Grades 6-12.</p> <p>At this grade level, there are two key elements to this standard. Students should:</p> <ul style="list-style-type: none"> Ask questions about the information the speaker presents. Answer questions about what the speaker said using details from and elaborating on the presentation. 	<p>*argument - reasoning that intends to convince by establishing truth. Most argumentation begins with a claim, then provides supporting reasons and evidence. Effective arguments include the anticipation and rebuttal of opposing views (counterclaims).</p> <p>*points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>*reasons - statements of support for points or claims; these explain why the point is true based on the evidence.</p> <p>*evidence - facts, statistics, quotes, or examples used to support reasons</p> <p>*claims - statements taking a position on what is true; these are usually statements with which people can disagree; in Grades 6-12, this term is used to refer to statements of truth <i>in argumentative texts only</i>.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the progression of this standard in K-12.</p>	<p><i>In reading tasks:</i> Students may watch a video of a famous speech, closely annotate key points, and generate questions about the information presented.</p> <p><i>In speaking/listening tasks:</i> Students may work in groups and ask each other questions about what the speaker said. Students may reply to these questions by elaborating on the topic and referencing specific details.</p> <p><i>In writing tasks:</i> Students may keep journals where they write down questions they have about information presented by speakers. Students can be encouraged to offer their own elaboration and detail in response to their questions through written reflection or class discussion.</p>

<p>SL 3 is a parallel standard to RI 8. In SL 3, students are seeking to understand the information presented orally whereas in RI 8, students are seeking to understand the information presented within printed text.</p> <p>Standards SL 3, W 1, and W 9 are closely aligned. When students strengthen their ability to understand arguments and how they are constructed, they improve their ability to <i>write</i> effective argumentative texts as well.</p>		
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Cornerstone Standard for SL 3	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
Vertical Alignment	
Grade Span	Standard
4	4.SL.CC.3 – Identify the reasons and evidence a speaker provides to support particular points.
3	3.SL.CC.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
2	2.SL.CC.3 – Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

Standard 3.SL.PKI.4

3.SL.PKI.4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Present information clearly, logically, and engagingly. • Ensure the presentation’s content, structure, and style are appropriate to the task, purpose, and audience. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Report on a topic or text</i> with appropriate facts and relevant, descriptive details. • <i>Speak clearly at an understandable pace.</i> <p>Standard SL 4 is a natural extension of SL 3. In SL 3, students carefully listen to oral presentations to understand the information being presented; in SL 4, students construct and deliver their own oral presentations with appropriate facts and details in a fashion their audience can clearly understand. These practices work interchangeably to strengthen each other.</p> <p>SL 4 works closely with standard W 4. When students strengthen their ability to construct and deliver oral presentations, they also improve their writing ability.</p>	<p>recount - to reconvey, orally or in written form, the essential elements of the text in chronological order; may include some subjective language</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text’s elements</p>	<p><i>In reading tasks:</i> Students may listen to an oral reading of a story while following along in the text itself. Students may pay close attention to the pace of the reading while also noting important details in the text.</p> <p><i>In speaking/listening tasks:</i> Students may share their learning through an oral presentation while speaking clearly at an understandable pace.</p> <p><i>In writing tasks:</i> Using the story as a model, students may write a short narrative and focus on using relevant, descriptive details. In pairs or groups, students may then practice orally reading their narrative at an understandable pace.</p>

Cornerstone Standard for SL 4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, the development, and style are appropriate to task, purpose, and audience.

Vertical Alignment

Grade Span	Standard
4	4.SL.PKI.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.
3	3.SL.PKI.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
2	2.SL.PKI.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Standard 3.SL.PKI.5

3.SL.PKI.5 - Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Use multimedia to express information clearly and engagingly. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Add audio or visual elements to presentations to <i>emphasize or enhance certain facts or details.</i> <p>At this grade level, SL 5 works closely with standard FL 5. In FL 5, students must read with sufficient accuracy and fluency to support comprehension. In SL 5, students may use audio recordings of stories or poems to demonstrate fluid reading at an understandable pace.</p> <p>SL 5 works in tandem with standard RL/RI 7. In RL/RI 7, students consider how illustrations can contribute to what is conveyed by the words of a text. In SL 5, students use this knowledge to select audio or visual elements that enhance the message of an oral presentation.</p> <p>SL 5 works similarly to standard W 6. As appropriate to the task, purpose, and audience, students should utilize technology to produce and enhance writing and oral presentations.</p>	<p>audio/visual elements - means of communicating information that uses images and/or sound and operates outside of the words of a printed text</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p>	<p><i>In reading tasks:</i> Students may observe a video of a person presenting information about a given topic who uses audio/visual elements to engage their audience. Students may record in a notebook the elements used and how they enhanced the presentation.</p> <p><i>In speaking/listening tasks:</i> Students may give a presentation of their own that shares information about a given topic. Students may incorporate audio/visual elements in the same way they observed in the video.</p> <p><i>In writing tasks:</i> After observing fellow students' presentations that incorporate audio/visual elements, students may write a reflection that discusses which elements were most effective and why.</p>

Cornerstone Standard for SL 5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Vertical Alignment

Grade Span	Standard
4	4.SL.PKI.5 - Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.
3	3.SL.PKI.5 - Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.
2	2.SL.PKI.5 - Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.

Standard 3.SL.PKI.6

3.SL.PKI.6 - Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.

Category: Presentation of Knowledge and Ideas

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Adapt speech as appropriate to the context and task. • Use formal English proficiently when indicated or appropriate. <p>At this grade level, students must begin differentiating between speaking in formal and informal English; in Grade 4, students will apply this knowledge to differentiate between <i>contexts</i> that call for formal and informal English.</p> <p>Students should demonstrate command of the conventions of standard English grammar and usage when speaking. See standard 3.FL.SC.6 for grade-level expectations.</p> <p>At this grade level, it is important that students learn to choose words and phrases that will have an impact on their listener/audience. This will help to prepare them to differentiate proper use of language according to context in Grade 4.</p>	<p>*formal English - language usage that demonstrates command of the conventions of standard English grammar and usage in more official or important contexts (e.g., presenting ideas). See standard 3.FL.SC.6 for grade-level expectations.</p> <p>*informal English - language usage that is more casual and spontaneous; usually used in relaxed situations with people one knows well</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the progression of this standard in K-12.</p>	<p><i>In reading tasks:</i> Students may read texts and identify the intentional usage of formal speech and informal speech.</p> <p><i>In speaking/listening tasks:</i> Students may practice using complete sentences when speaking in various contexts, including informal peer conversations and formal presentations.</p> <p><i>In writing tasks:</i> Students may practice using complete sentences in writing when offering further clarification on something they have spoken or written.</p>

Cornerstone Standard for SL 6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Vertical Alignment

Grade Span	Standard
4	4.SL.PKI.6 - Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.
3	3.SL.PKI.6 - Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.
2	2.SL.PKI.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

TN ELA Standards Guide Grade 3

Writing Standards

Standard 3.W.TTP.1

3.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce a topic or text.
- b. Develop an opinion with reasons that support the opinion.
- c. Create an organizational structure that lists supporting reasons.
- d. Provide a concluding statement or section.
- e. Use linking words and phrases to connect opinion and reasons.
- f. Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Write arguments that are text based, logical, well organized, and fully developed. <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> <i>Develop</i> an opinion with reasons that support the opinion. Create an organizational structure that lists supporting reasons. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> Identify a topic/text and state an opinion on it. Use text-based reasons to support the opinion. Organize the supporting reasons in a way that provides a clear understanding to the reader. 	<p>opinion - a belief, position, or preference, supported by reasons; for the purposes of this standard, “opinion” is synonymous with point of view.</p> <p>reasons - statements of support for points or claims; these explain why the point/claim is true based on the evidence.</p> <p>organizational structure - the way in which the text elements are organized. Common examples of structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p>phrase - a group of words acting as a unit that does not include a subject and predicate</p> <p>linking words/phrases - words/phrases that connect a sentence, paragraph, idea, etc., to a subsequent one. These assist readers in connecting these elements and</p>	<p>In reading tasks: Students may read a grade-appropriate text and identify the author’s opinion, the reasons provided to support it, and how the author uses linking words and phrases to connect the opinion and reasons.</p> <p>In speaking/listening tasks: Students may participate in a discussion about a topic or text with their peers. Students can be encouraged to express their opinions and support them with reasons, while also listening to and engaging with their peers’ viewpoints.</p> <p>In writing tasks: Students may create graphic organizers to help them plan their opinion pieces. Students can be encouraged to list their supporting reasons and organize them logically before writing their drafts.</p>

<ul style="list-style-type: none"> • Use proper linking words/phrases that connect the supporting reasons to each other and the opinion. • Write a concluding statement that restates the opinion and provides closure. • Apply standards FL 4, 6, and 7 when writing. <p>It is critical that teachers <i>model</i> each of the above steps to provide students with proper support as they learn to clearly formulate a well-supported opinion.</p> <p>It is important to note the distinction between writing an opinion and informative/explanatory (W 2) writing. When writing an opinion, a student seeks to persuade the reader that something is true by providing examples, offering reasons for one’s assertions, and explaining cause and effect. Informative writing starts with the assumption that something is true and answers questions about why or how it is true. Opinions persuade whereas explanations clarify.</p> <p>There are several purposes for writing an opinion:</p> <ul style="list-style-type: none"> • To change the reader’s point of view • To call a reader to action • To convince the reader to accept the writer’s explanation as correct 	<p>provide a smooth transition from one idea to the next. Examples include “first,” “because,” “also,” “however,” etc.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>*points - statements taking a position on what is true; in Grades K-5, this term applies to statements of truth in nonfiction texts in which the author’s purpose is to inform <i>or</i> persuade.</p> <p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for W 1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Vertical Alignment

Grade Span	Standard
4	<p>4.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text. b. Develop an opinion with reasons that are supported by facts and details. c. Create an organizational structure in which related ideas are grouped to support the writer’s purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words and phrases. f. Apply language standards addressed in the Foundational Literacy standards.
3	<p>3.W.TTP.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce a topic or text. b. Develop an opinion with reasons that support the opinion. c. Create an organizational structure that lists supporting reasons. d. Provide a concluding statement or section. e. Use linking words and phrases to connect opinion and reasons. f. Apply language standards addressed in the Foundational Literacy standards.
2	<p>2.W.TTP.1 - Write opinion pieces on topics or texts.</p> <ul style="list-style-type: none"> a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.

Standard 3.W.TTP.2

- 3.W.TTP.2** - Write informative/explanatory texts to examine a topic and convey ideas and information.
- a. Introduce a topic.
 - b. Group related information together, including illustrations when needed, to provide clarity to the reader.
 - c. Develop the topic with facts, definitions, and details.
 - d. Provide a conclusion.
 - e. Use linking words and phrases to connect ideas within categories of information.
 - f. Use precise language to inform about or explain the topic.
 - g. Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts that examine texts and convey complex ideas clearly and accurately. <p>There are four parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • <i>Group related information</i> to provide clarity to the reader. • <i>Develop the topic</i> with facts, definitions, and details. • <i>Use linking words/phrases</i> to connect ideas within categories of information. • <i>Use precise language</i> to inform about the topic. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> • Identify an appropriate topic/text to write about. • Gather information and ideas related to the topic/text. • Group related information into categories around the topic/text. Use illustrations when needed. 	<p>*organizational structure - the way in which the text elements are organized. Common examples of structures include cause/effect, problem/solution, chronological, and linear/nonlinear, among others.</p> <p>*text elements - the essential components of a text, such as individuals, events, ideas, etc.</p> <p>details - words, sentences, paragraphs, or sections of a text that are used to demonstrate understanding of a text's elements</p> <p>phrase - a group of words acting as a unit that does not include a subject and predicate</p> <p>linking words/phrases - words/phrases that connect a sentence, paragraph, idea, etc., to a subsequent one. These assist readers in connecting these elements and provide a smooth transition from one idea to the next. Examples include "first," "because," "also," "but," "another," etc.</p>	<p><i>In reading tasks:</i> Students may read informative/explanatory texts on various topics and identify how the authors introduce the topic, group related information, develop the topic with facts and details, provide a conclusion, use linking words and phrases, and use precise language.</p> <p><i>In speaking/listening tasks:</i> Students may work in pairs to discuss their understanding of the informative texts. Students may focus their discussion on how authors organized the information being presented.</p> <p><i>In writing tasks:</i> Students may write, revise, and edit informative/explanatory texts. Students can be encouraged to revise for clarity, coherence, and organization, ensuring that their texts effectively convey ideas and information to the reader.</p>

<ul style="list-style-type: none"> • Introduce the topic. • Explain the topic and provide multiple facts and definitions that support the explanation. • Use proper linking words/phrases that connect ideas within categories of information. • Use precise language to inform/explain. • Provide a concluding statement or paragraph. • Apply standards FL 4, 6, and 7 when writing. <p>It is critical that teachers <i>model</i> each of the above steps and, in the process, provide students support in understanding and creating an appropriate structure for informative/explanatory texts.</p> <p>It is important to note the distinction between informative/explanatory writing and writing an opinion (W 1). Informative writing starts with the assumption that something is true and answers questions about why or how it is true. When writing an opinion, a student seeks to persuade the reader that something is true by providing examples, offering reasons for one's assertions, and explaining cause and effect. Explanations clarify whereas opinions persuade.</p> <p>There are several purposes for informative/explanatory writing:</p> <ul style="list-style-type: none"> • To increase the reader's knowledge of a subject/topic • To help readers understand a procedure or process • To answer "what," "how," and "why" questions regarding the subject/topic. 	<p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for W 2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Vertical Alignment

Grade Span	Standard
4	<p>4.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Group related information in paragraphs and sections. c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within categories of information using words and phrases. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.
3	<p>3.W.TTP.2 - Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Group related information together, including illustrations when needed, to provide clarity to the reader. c. Develop the topic with facts, definitions, and details. d. Provide a conclusion. e. Use linking words and phrases to connect ideas within categories of information. f. Use precise language to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards.
2	<p>2.W.TTP.2 - Write informative/explanatory texts.</p> <ul style="list-style-type: none"> a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.

Standard 3.W.TTP.3

- 3.W.TTP.3** - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
- Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.
 - Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.
 - Apply language standards addressed in the Foundational Literacy standards.

Category: Text Types and Protocol

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Write well-crafted and engaging narratives to convey real or imagined experiences. <p>The following are key parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> Establish a situation by using a narrator. Include characters. Organize an event sequence <i>that unfolds naturally</i>. Use <i>dialogue</i> and/or descriptions of actions, thoughts, and feelings <i>to develop experiences and events, or to show the response of characters to situations</i>. <p>To meet the demands of the grade-level standard, students must do the following:</p> <ul style="list-style-type: none"> Choose a real or imagined event to write about. Organize the sequence of events in a logical order. Determine the characters that will be in the story. Decide who is telling the story. Establish the setting by describing when/where the event(s) took place. Use dialogue/descriptions to develop experiences, events, and characters. 	<p>narratives - writing that conveys experience, either real or imaginary, and uses time as its core structure</p> <p>details - words or phrases in a narrative that are used to vividly convey the text elements to the reader</p> <p>narrator - the person or voice conveying a narrative. Some narratives may have multiple narrators.</p> <p>characters - person who takes part in the action of a story or drama; may also be an animal or imaginary creature. A narrator who participates in the action may be considered a character.</p> <p>phrase - a group of words acting as a unit that does not include a subject and predicate</p> <p>temporal words/phrases - used as transitions in writing to indicate shifts in time or sequence; examples include “before,” “in the meantime,” “earlier,” “during,” “at last,” “from then on,” and “finally.”</p> <p>*text elements - the essential components of a text, such as individuals/characters, events, ideas, etc.</p>	<p><i>In reading tasks:</i> Students may read a narrative text and create story maps or timelines. Students can identify key events in the story and use temporal words and phrases to signal event order, helping them understand how authors organize event sequences.</p> <p><i>In speaking/listening tasks:</i> Students may take turns sharing their own narratives or retelling stories they have read. Students can be encouraged to use descriptive details and clear event sequences and provide feedback to their peers on their storytelling techniques.</p> <p><i>In writing tasks:</i> Students may write narratives from writing prompts, establishing situations, developing characters, organizing event sequences, using dialogue and descriptions, incorporating temporal words and phrases, and providing closure.</p>

<ul style="list-style-type: none"> • Use temporal words/phrases to signal changes in events. • Write an ending that provides closure to the story. <p>It is critical that teachers <i>model</i> each of the above steps and, in the process, provide students support in understanding how to write a narrative that moves in logical order and uses details that engage the reader.</p> <p>Narrative writing can be used for many purposes, such as to inform, instruct, persuade, or entertain.</p>	<p>*This terminology is not explicitly used in the grade-level standard but is listed here to assist in unpacking the standard.</p>	
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Cornerstone Standard for W 3

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Vertical Alignment

Grade Span	Standard
4	<p>4.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.
3	<p>3.W.TTP.3 - Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.
2	<p>2.W.TTP.3 - Write narratives recounting an event or short sequence of events.</p> <ul style="list-style-type: none"> a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.

Standard 3.W.PDW.4

3.W.PDW.4 - With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard provides a framework for understanding the writing types as defined in Writing Standards 1-3. Specifically, students should choose an organization, style, and level of development that are appropriate to the writing context, as defined by the situation, task, purpose, and audience.</p>	<p>style - author’s or speaker’s way of communicating ideas – not only what is said but also <i>how</i> it is said. Literary elements contributing to style include diction, syntax, tone, figurative language, etc.</p>	<p><i>In reading tasks:</i> Students may read an informational text and focus on whether the development, organization, and style of the writing are appropriate to the task, purpose, and intended audience.</p> <p><i>In speaking/listening tasks:</i> Students may participate in collaborative writing tasks where they work together to produce a piece of writing. Students can discuss the development, organization, and style of their writing to ensure it is appropriate for the task, purpose, and audience.</p> <p><i>In writing tasks:</i> Students may be provided with writing prompts along with guidelines for the task, purpose, and intended audience. Students can write their responses while adhering to the provided guidelines, focusing on developing clear and coherent writing appropriate for the given context.</p>

Cornerstone Standard for W 4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Vertical Alignment

Grade Span	Standard
4	4.W.PDW.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	2.W.PDW.4 - With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2	2.W.PDW.4 - With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Standard 3.W.PDW.5

3.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard focuses on the recursive approach to writing wherein writing is viewed as an ongoing process of refinement. Students work through each writing stage and revisit stages as needed to improve their writing.</p> <p>There are two parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> • Receive guidance and support from <i>peers</i>. • Before writing, <i>plan</i> what will be written. <p>This standard emphasizes the importance of providing opportunities for students to receive guidance and feedback from both peers and adults as they work through each stage of the process.</p> <p>Guidance and support from teachers should include the following:</p> <ul style="list-style-type: none"> • Modeling of each writing stage • Exemplar texts demonstrating effective writing • Feedback on each writing stage • Revisiting explicit instruction (modeling) when students struggle 	<p>planning - in this stage of writing, students select a topic and use an appropriate organizational tool to capture and logically sequence ideas. This tool is then used to create a draft.</p> <p>revising - reworking a text in light of task, purpose, and audience considerations; compared to editing, revising is a larger-scale activity often associated with the overall substance and structure of a text.</p> <p>editing - the process of improving clarity, organization, conciseness, and appropriateness of expression relative to task, purpose, and audience; this often involves replacing or deleting words, phrases, and sentences that are awkward or confusing and correcting errors in spelling, usage, mechanics, and grammar.</p>	<p><i>In reading tasks:</i> Students may read writing samples at different stages of the writing process. Students can compare each draft and identify how the writing was developed and strengthened through planning, revising, and editing.</p> <p><i>In speaking/listening tasks:</i> Students may participate in classroom discussions about the importance of planning, revising, and editing in the writing process. Students can share their own experiences and strategies for strengthening their writing.</p> <p><i>In writing tasks:</i> Students may be assigned collaborative writing projects where they work together to develop and strengthen their writing. Students can collaboratively revise and edit their work until they are satisfied with the final product.</p>

Cornerstone Standard for W 5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Vertical Alignment

Grade Span	Standard
4	4.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 4.)
3	3.W.PDW.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)
2	2.W.PDW.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.

Standard 3.W.PDW.6

3.W.PDW.6 - With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

Category: Production and Distribution of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard focuses on the use of technology to produce and present writing. This should be both an individual and a collaborative process, allowing for students to interact with each other’s writing.</p> <p>There are two parts of this standard that appear for the first time at this grade level.</p> <ul style="list-style-type: none"> • Use technology to interact and collaborate with others. • Type a complete writing product in one sitting. <p>At this grade level, students need individual and collaborative opportunities to use digital tools to draft, revise, edit, and share opinion, informative, or narrative writing pieces.</p> <p>Students need sufficient opportunities to practice using technology when writing as they are expected to be able to use a digital tool to complete a writing product in one sitting.</p> <p>The phrase “with guidance and support from adults” indicates that teachers should provide modeling, demonstrations, and feedback to guide students in using digital tools to produce, publish, and interact with each other’s writing.</p>	<p>technology - digital tools through which students can dynamically create, share, and collaborate, including websites, audio/video recording and editing software, cloud-based applications, smartphone applications, etc.</p> <p>publish - to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) to a broad audience either formally (as in a school’s literary magazine, a website, etc.) or informally (as on a class discussion board or online forum)</p>	<p>In reading tasks: Students may read a text and write a response to what they read using technology with guidance and support from adults.</p> <p>In speaking/listening tasks: With guidance from adults, students may use technology with a partner or group to confer on changes to be made to a written piece.</p> <p>In writing tasks: Students may use technology to write a first draft of a paper summarizing their learning in a given content area.</p>

Cornerstone Standard for W 6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Vertical Alignment

Grade Span	Standard
4	4.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1-3.
3	3.W.PDW.6 - With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.
2	2.W.PDW.6 - With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.

Standard 3.W.RBPK.7

3.W.RBPK.7 - Conduct short research projects that build general knowledge about a topic.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> Conduct research for the purpose of building knowledge and/or solving a problem. <p>There is one part of this standard that appears for the first time at this grade level:</p> <ul style="list-style-type: none"> Conduct research <i>to build general knowledge about a topic</i>. <p>This standard works in tandem with standard W 8. When conducting research to answer a question, students integrate their background knowledge and experiences with information gleaned from print and digital sources on the topic.</p>	<p>research - an investigation into and study of materials and resources for various purposes, such as identifying information, verifying facts, drawing conclusions, finding connections, etc.</p>	<p><i>In reading tasks:</i> Students may read about a topic in several texts and take notes to synthesize and document learning.</p> <p><i>In speaking/listening tasks:</i> Students may listen to the teacher, classmates, or multimedia to learn more about a topic and add to their notes. Students may then talk to a classmate or record their thoughts using multimedia to synthesize learning.</p> <p><i>In writing tasks:</i> Using their notes from reading and listening tasks, students may write a brief draft to show what they have learned.</p>

Cornerstone Standard for W 7

Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Vertical Alignment

Grade Span	Standard
4	4.W.RBPK.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
3	3.W.RBPK.7 - Conduct short research projects that build general knowledge about a topic.
2	2.W.RBPK.7 - Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.

Standard 3.W.RBPK.8

3.W.RBPK.8 - Recall information from experiences or gather information from print and digital sources to answer a question; with support, take brief notes on sources and sort evidence into provided categories.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> When conducting and publishing research, integrate relevant and credible information from multiple sources while avoiding plagiarism. <p>There are three parts of this standard that appear for the first time at this grade level:</p> <ul style="list-style-type: none"> Identify print and digital sources that contain information related to a certain topic. With support, take brief notes on sources. Sort notes into categories as provided by the teacher. <p>This standard works in tandem with standard W 7. When conducting research to answer a question, students integrate their background knowledge and experiences with information gleaned from print and digital sources on the topic.</p> <p>W 8 is a parallel standard to SL 2. In both cases, students are engaging with the information presented in diverse media formats; in SL 2, students are doing so for oral presentation while in W 8 students are doing so for composition purposes.</p>	<p>No terms need defining for this standard.</p>	<p><i>In reading tasks:</i> Students may browse multiple texts on a particular topic and identify and read selections to increase knowledge of that topic.</p> <p><i>In speaking/listening tasks:</i> Students may listen to podcasts or watch short videos that expand their knowledge on a particular topic. Students can take notes as they listen and share their learning verbally with a partner.</p> <p><i>In writing tasks:</i> Students may take notes on sources they read or listen to and organize their notes into categories provided by the teacher.</p>

Cornerstone Standard for W 8

Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

Vertical Alignment

Grade Span	Standard
4	4.W.RBPK.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
3	3.W.RBPK.8 - Recall information from experiences or gather information from print and digital sources to answer a question; with support, take brief notes on sources and sort evidence into provided categories.
2	2.W.RBPK.8 - Recall information from experiences or gather information from provided sources to answer a question.

Standard 3.W.RBPK.9

3.W.RBPK.9 - Include evidence from literary or informational texts, applying grade 3 standards for reading.

Category: Research to Build and Present Knowledge

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>At the heart of this standard (as represented in the Cornerstone), students do the following:</p> <ul style="list-style-type: none"> When conducting and publishing research, use relevant, credible evidence from source material. <p>This standard appears for the first time at this grade level.</p> <p>Standard W 9 works closely with standards RL/RI 1, RI 8, and SL 3. When students strengthen their ability to analyze the use of evidence in texts, they also strengthen their ability to identify and use evidence in their own writing.</p>	<p>No terms need defining for this standard.</p>	<p><i>In reading tasks:</i> When researching a topic, students may read multiple sources on a topic and select the most important evidence to include in their research.</p> <p><i>In speaking/listening tasks:</i> Students may watch or listen to multimedia to find appropriate evidence to support their research. Students may share their evidence verbally with a partner or group to demonstrate their new learning.</p> <p><i>In writing tasks:</i> Students may include the evidence they find in texts and multimedia sources in their written research product.</p>

Cornerstone Standard for W 9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vertical Alignment

Grade Span	Standard
4	4.W.RBPK.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.
3	3.W.RBPK.9 - Include evidence from literary or informational texts, applying grade 3 standards for reading.
2	No standard at this grade level

Standards 3.W.RW.10

3.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Category: Range of Writing

Unpacking the Standard	Glossary	Standard as represented in sample classroom tasks
<p>This standard is an overarching standard that encompasses all the writing standards for this grade level. Students should be writing every day and have opportunities to write for a range of tasks, purposes, and audiences.</p> <p>In Grades K-5, it is critically important that teachers provide appropriate support for <i>writing fluency</i>.</p>	<p>writing fluency - the ability to write accurately, quickly, and with expression</p>	<p>This standard is represented when students are routinely writing in response to tasks designed to build knowledge from texts.</p>

Cornerstone Standard for W 10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vertical Alignment

Grade Span	Standard
4	4.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
3	3.W.RW.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
2	2.W.RW.10 - With guidance and support from adults, engage routinely in writing activities to promote writing fluency.

Grades 2-3 ELP Standards

Grades 2-3: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases • identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic or message • answer questions • retell some key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • tell how key details support the main idea • retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>
2-3.2	<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • listen to and occasionally participate in short conversations • respond to simple yes/no and some wh- questions. <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short discussions and written exchanges • follow the rules for discussion • ask questions to gain information or clarify understanding • respond to the comments of others • contribute his or her own comments <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • contribute his or her own ideas <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • express his or her own ideas <p>about a variety of topics and texts.</p>

Grades 2-3: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.3	<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>	<p>with some details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>
2-3.4	<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions <p>about a variety of topics.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>
2-3.5	<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects gather information from provided sources label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	<ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories.

Grades 2-3: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.6	An ELL can . . .	with prompting and support,	with prompting and support,			
	analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or a speaker makes.
2-3.7	An ELL can . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
	adapt language choices to purpose, task, and audience when speaking and writing.					
2-3.8	An ELL can . . .	relying heavily on visual aids, context, and knowledge of morphology in his or her native language,	using context, visual aids, and knowledge of morphology in his or her native language,	using context, some visual aids, reference materials, and a developing knowledge of English morphology,	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes),
	determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

Grades 2-3: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) with emerging control. 	with support (including modeled sentences), <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events with developing control. 	with increasingly independent control, <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>) use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events. 	with independent control, <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic.
2-3.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.

Grade 3 ELA Standards Matrix

Use the **Grade 3 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards		Corresponding CCSS for ELA Standards				
		RL	RI	W	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					

Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

Grades 2-3 ELP Standards with Grade 3 Correspondences

Grade 3: Standard 1

By the end of each English language proficiency level, an ELL can . . .					
ELP.2-3.1.	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases • identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic or message • answer questions • retell some key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • tell how key details support the main idea • retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>			<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>
when engaging in tasks aligned with the following Grade 3 ELA Standards:					
<p>Literature</p> <p>RL.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3. 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>RL.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>RL.1., RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			<p>Informational Text</p> <p>RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3. 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>RI.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>		

Grade 3: Standard 2

ELP.2-3.2.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions. <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute his or her own ideas <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas <p>about a variety of topics and texts.</p>

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence.
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.
MP6. Attend to precision.

SP4. Analyze and interpret data.
SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 3 ELA Standards:

W.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.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- 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.

Grade 3: Standard 3

ELP.2-3.3.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>	<p>with some details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 3 ELA Standards:					
<p>W.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 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>W.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"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. <p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>					

Grade 3: Standard 4

ELP.2-3.4.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions <p>about a variety of topics.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 3 ELA Standards:</p>					
<p>W.1. 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 (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. <p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>L.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>					

Grade 3: Standard 5

ELP.2-3.5.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • gather information from provided sources • label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into provided categories. 	<ul style="list-style-type: none"> • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into categories.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 3 ELA Standards:					
<p>W.7. Conduct short research projects that build knowledge about a topic.</p> <p>W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>					

Grade 3: Standard 6

ELP.2-3.6.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> • use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> • tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> • tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> • describe how reasons support the specific points an author or a speaker makes.
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 3 ELA Standards:</p>					
<p>RI.8. 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>W.1b. Provide reasons that support the opinion.</p> <p>SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>L.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>					

Grade 3: Standard 7

ELP.2-3.7.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 3 ELA Standards:</p>					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.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>					

Grade 3: Standard 8

By the end of each English language proficiency level, an ELL can . . .					
ELP.2-3.8.	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 3 ELA Standards:					
<p>Literature</p> <p>RL.4. Ask and answer questions about unknown words in a text.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p> <p>L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>			<p>Informational Text</p> <p>RI.4. With prompting and support, ask and answer questions about unknown words in a text.</p>		

Grade 3: Standard 9

ELP.2-3.9.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) with emerging control. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events with developing control. 	<p>with increasingly independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>) use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events. 	<p>with independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic.
<p>when engaging in one or more of the following content-specific practices:</p>					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
<p>when engaging in tasks aligned with the following Grade 3 ELA Standards:</p>					
<p>W.1c. Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</p> <p>W.2c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>W.3c. Use temporal words and phrases to signal event order.</p> <p>W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>					

Grade 3: Standard 10

ELP.2-3.10.	By the end of each English language proficiency level, an ELL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 3 ELA Standards:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) 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. <p>L.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 for effect. Recognize and observe differences between the conventions of spoken and written standard English. 					

