Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Skills and Concepts:
- ❒ Ask and answer questions (who, what, when, why, where)
- ❒ Locate information/details in text
- ❒ Refer to text for answer
- ❒ Synthesize information about in text in order to answer questions about the text

Question Stems and Prompts:
- ✓ What were the major/minor events in the story?
- ✓ In what way were the characters influenced/effected by the major events?
- ✓ What evidence from the text leads you to that answer?
- ✓ What details are the most important?
- ✓ Where can you find _____?

Academic Vocabulary	Spanish Cognates
• question	
• demonstrate	demonstrar
• understanding	
• text	texto
• answer	
• details	detalles
• sequence	secuencia

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3rd Grade –Reading Standards for Literature

Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Skills and Concepts:
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Academic Vocabulary	Spanish Cognates
• question	
• demonstrate	demonstrar
• understanding	
• text	texto
• answer	
• details	detalles
• sequence	secuencia

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.3.2
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.

Essential Skills and Concepts:

- ❒ Retell stories in sequential order
- ❒ Distinguish different genre: fables, folktales, myths
- ❒ Determine the central message, lesson, or moral of a story
- ❒ Explain how the central message, lesson, or moral is conveyed through key details

Question Stems and Prompts:

- ✓ What is the central message (lesson or moral) of the story?
- ✓ How do you know what the moral of the story is?
- ✓ How does the author convey the central message (lesson or moral)?
- ✓ How do you know this is a myth? A folktale? A fable?
- ✓ Explain how the author uses details to convey the message (lesson or moral) of the story.
- ✓ How would _____ fairytale be different if told from another character?

Academic Vocabulary	Spanish Cognates
• recount	
• fable	fábula
• folktale	
• myth	mito
• diverse	diverso
• culture	cultura
• central message	mensaje central
• lesson	lección
• moral	moraleja
• convey	
• key detail(s)	
• text	texto

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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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.

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Academic Vocabulary	Spanish Cognates
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• folktale	
• myth	mito
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• culture	cultura
• central message	mensaje central
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• convey	
• key detail(s)	
• text	texto

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Essential Skills and Concepts:
- ❒ Understand the sequence of events in a story
- ❒ Identify major/minor characters
- ❒ Describe characters by citing their traits, motivations, and emotions
- ❒ Understand and explain how the characters' actions contribute to major and minor events of the story

Question Stems and Prompts:
- ✓ Distinguish between major/minor characters in the story.
- ✓ Describe the major/minor characters.
- ✓ The author would like us to know _____ about the character _____. Where in the text do you find evidence to support that idea
- ✓ How do the character's traits contribute to the story?
- ✓ What were the characters' motivations in finding a resolution to the problem?
- ✓ How did the actions of _____ help to resolve the _____ in the story?
- ✓ How do the characters' actions help move the plot along?
- ✓ What words/phrases in the text help you understand how the characters were feeling?

Academic Vocabulary	Spanish Cognates
• describe	describir
• interpretation of characters	
• character/character traits	
• motivation	motivación
• emotion (feelings)	emoción
• contribute	contribuir
• sequence events	
• problem	problema
• resolution	resolución

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3rd Grade -Reading Standards for Literature

Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Essential Skills and Concepts:
- ❒ Understand the sequence of events in a story
- ❒ Identify major/minor characters
- ❒ Describe characters by citing their traits, motivations, and emotions
- ❒ Understand and explain how the characters' actions contribute to major and minor events of the story

Question Stems and Prompts:
- ✓ Distinguish between major/minor characters in the story.
- ✓ Describe the major/minor characters.
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Academic Vocabulary	Spanish Cognates
• describe	describir
• interpretation of characters	
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• problem	problema
• resolution	resolución

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Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language **(See grade 3 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❒ Distinguish between words, phrases, and sentences
- ❒ Determine word and phrase meaning through context
- ❒ Distinguish between literal and non-literal language

Question Stems and Prompts:
- ✓ Can you tell me what this word or phrase means?
- ✓ What do you think the author is trying to say when he/she uses that phrase?
- ✓ What phrases are literal, or non-literal, in meaning?
- ✓ Can you change this phrase from literal to non-literal, and non-literal (idiomatic expressions) to literal?
- ✓ What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• phrases	frases
• non-literal	
• literal	literal
• context clues	
• distinguish	distinguir

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Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language **(See grade 3 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❒ Distinguish between words, phrases, and sentences
- ❒ Determine word and phrase meaning through context
- ❒ Distinguish between literal and non-literal language

Question Stems and Prompts:
- ✓ Can you tell me what this word or phrase means?
- ✓ What do you think the author is trying to say when he/she uses that phrase?
- ✓ What phrases are literal, or non-literal, in meaning?
- ✓ Can you change this phrase from literal to non-literal, and non-literal (idiomatic expressions) to literal?
- ✓ What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• phrases	frases
• non-literal	
• literal	literal
• context clues	
• distinguish	distinguir

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

RL.3.5
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Essential Skills and Concepts:
- ❒ Understand differences between story, drama, and poem and their parts (chapter, scene, stanza)
- ❒ Use vocabulary particular to each genre when speaking or writing
- ❒ Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems

Question Stems and Prompts:
- ✓ Compare and contrast a story, poem, and a play.
- ✓ In a play, what is the importance of having scenes?
- ✓ In a book, what is the importance of having chapters?
- ✓ In a poem, what is the importance of having stanzas?
- ✓ The use of stage directions helps the reader _____.
- ✓ In the earlier chapter, we learned …
- ✓ How does what the author said in an earlier paragraph help us understand what is happening now?
- ✓ Can you restate that using the word ***chapter***, ***stanza***, or ***scene***?

Academic Vocabulary	Spanish Cognates
• refer	referir
• text	texto
• drama/play	drama
• stage directions	
• act/scene	acto
• cast	
• story	
• chapter	capítulo
• poem/poetry	poema/poesía
• verse	verso
• stanza	

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3rd Grade –Reading Standards for Literature

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

RL.3.5
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Essential Skills and Concepts:
- ❒ Understand differences between story, drama, and poem and their parts (chapter, scene, stanza)
- ❒ Use vocabulary particular to each genre when speaking or writing
- ❒ Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems

Question Stems and Prompts:
- ✓ Compare and contrast a story, poem, and a play.
- ✓ In a play, what is the importance of having scenes?
- ✓ In a book, what is the importance of having chapters?
- ✓ In a poem, what is the importance of having stanzas?
- ✓ The use of stage directions helps the reader _____.
- ✓ In the earlier chapter, we learned …
- ✓ How does what the author said in an earlier paragraph help us understand what is happening now?
- ✓ Can you restate that using the word ***chapter***, ***stanza***, or ***scene***?

Academic Vocabulary	Spanish Cognates
• refer	referir
• text	texto
• drama/play	drama
• stage directions	
• act/scene	acto
• cast	
• story	
• chapter	capítulo
• poem/poetry	poema/poesía
• verse	verso
• stanza	

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

RL.3.6
Distinguish their own point of view from that of the narrator or those of the characters.

Essential Skills and Concepts:
- ❒ Understand point of view
- ❒ Know what is meant by "first person"
- ❒ Know what is meant by "third person"
- ❒ Distinguish between one's own point of view and another's

Question Stems and Prompts:
- ✓ Who is telling the story in this selection?
- ✓ Who is the narrator?
- ✓ Is this selection written in first person? How do you know? What words give clues?
- ✓ Is this selection written in third person? How do you know? What words give you clues?
- ✓ What do you thoughts about what has happened so far? How are your thoughts similar or different from the author/narrator?
- ✓ Can you put yourself in the character's place?
- ✓ How would you feel if this were you? Would you feel the same or differently?

Academic Vocabulary	Spanish Cognates
• distinguish	distinguir
• point of view	punto de vista
• first person	primera persona
• third person	tercera persona
• narrator	narrador

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

RL.3.6
Distinguish their own point of view from that of the narrator or those of the characters.

Essential Skills and Concepts:
- ❒ Understand point of view
- ❒ Know what is meant by "first person"
- ❒ Know what is meant by "third person"
- ❒ Distinguish between one's own point of view and another's

Question Stems and Prompts:
- ✓ Who is telling the story in this selection?
- ✓ Who is the narrator?
- ✓ Is this selection written in first person? How do you know? What words give clues?
- ✓ Is this selection written in third person? How do you know? What words give you clues?
- ✓ What do you thoughts about what has happened so far? How are your thoughts similar or different from the author/narrator?
- ✓ Can you put yourself in the character's place?
- ✓ How would you feel if this were you? Would you feel the same or differently?

Academic Vocabulary	Spanish Cognates
• distinguish	distinguir
• point of view	punto de vista
• first person	primera persona
• third person	tercera persona
• narrator	narrador

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

RL.3.7
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).

Essential Skills and Concepts:
- ❒ Understand character, plot, setting
- ❒ Recognize how illustrations contribute to a story
- ❒ Explain how illustrations contribute to what is conveyed in words in the text to create mood and describe character or setting

Question Stems and Prompts:
- ✓ How do the illustrations help tell the story?
- ✓ What do the illustrations convey about the character (mood, setting)?
- ✓ What is evidence can be drawn from the pictures to support the story?
- ✓ What mood does the illustration portray? Did it help you understand the text?
- ✓ What do the illustrations tell you about what the character is like?
- ✓ How do the illustrations help you understand what is happening in the story?

Academic Vocabulary	Spanish Cognates
• illustration(s)	ilustración
• contribute	contribuir
• contribution	contribución
• convey	
• aspect(s)	aspecto
• mood	

Standard RL.3.8 not applicable for third grade

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3rd Grade –Reading Standards for Literature

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

RL.3.7
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).

Essential Skills and Concepts:
- ❒ Understand character, plot, setting
- ❒ Recognize how illustrations contribute to a story
- ❒ Explain how illustrations contribute to what is conveyed in words in the text to create mood and describe character or setting

Question Stems and Prompts:
- ✓ How do the illustrations help tell the story?
- ✓ What do the illustrations convey about the character (mood, setting)?
- ✓ What is evidence can be drawn from the pictures to support the story?
- ✓ What mood does the illustration portray? Did it help you understand the text?
- ✓ What do the illustrations tell you about what the character is like?
- ✓ How do the illustrations help you understand what is happening in the story?

Academic Vocabulary	Spanish Cognates
• illustration(s)	ilustración
• contribute	contribuir
• contribution	contribución
• convey	
• aspect(s)	aspecto
• mood	

Standard RL.3.8 not applicable for third grade

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Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Essential Skills and Concepts:
- ❒ Able to compare and contrast
- ❒ Understand theme, setting, and plot
- ❒ Recognize author
- ❒ Recognize how a character remains the same and changes in different stories or books by the same author
- ❒ Compare and contrast the themes, settings and plots

Question Stems and Prompts:
- ✓ What is similar in Book A and Book B? What is different?
- ✓ How is character X the same in Book A and Book B? How is he/she different?
- ✓ How do the setting effect the character's actions?
- ✓ What is the theme of this story? How is it different from the other stories we have read about this character?
- ✓ Is the setting for this story the same or different?

Academic Vocabulary	Spanish Cognates
• compare	comparar
• contrast	contrastar
• theme	tema
• setting	
• plot	
• author	autor
• character	
• text	texto

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3rd Grade -Reading Standards for Literature

Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Essential Skills and Concepts:
- ❒ Able to compare and contrast
- ❒ Understand theme, setting, and plot
- ❒ Recognize author
- ❒ Recognize how a character remains the same and changes in different stories or books by the same author
- ❒ Compare and contrast the themes, settings and plots

Question Stems and Prompts:
- ✓ What is similar in Book A and Book B? What is different?
- ✓ How is character X the same in Book A and Book B? How is he/she different?
- ✓ How do the setting effect the character's actions?
- ✓ What is the theme of this story? How is it different from the other stories we have read about this character?
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• contrast	contrastar
• theme	tema
• setting	
• plot	
• author	autor
• character	
• text	texto

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

RL.3.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Essential Skills and Concepts:
- ❒ Recognize genre in literature, including stories, dramas, and poetry
- ❒ Read independently and proficiently at the high end of the 2-3 grade complexity band
- ❒ Comprehend literature read at the high end of the 2-3 grade complexity band

Question Stems and Prompts:
- ✓ Ask yourself: Did I understand what the author is trying to say?
- ✓ What is the main idea, or message, in the story, poem, or play?
- ✓ What can you do if you don't understand?
- ✓ What is the author's purpose for writing this text? How do you know?
- ✓ How is this text similar or different from other texts you have read?

Academic Vocabulary	Spanish Cognates
• comprehend	comprender
• literature	literatura
• story	
• drama	drama
• poetry	poesia
• independently	
• proficiently	
• chart	

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3rd Grade –Reading Standards for Literature

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

RL.3.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Essential Skills and Concepts:
- ❒ Recognize genre in literature, including stories, dramas, and poetry
- ❒ Read independently and proficiently at the high end of the 2-3 grade complexity band
- ❒ Comprehend literature read at the high end of the 2-3 grade complexity band

Question Stems and Prompts:
- ✓ Ask yourself: Did I understand what the author is trying to say?
- ✓ What is the main idea, or message, in the story, poem, or play?
- ✓ What can you do if you don't understand?
- ✓ What is the author's purpose for writing this text? How do you know?
- ✓ How is this text similar or different from other texts you have read?

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Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Skills and Concepts:
- ❒ Form and ask questions
- ❒ Understand the details in the text
- ❒ Answer questions that demonstrate understanding such as who, what, when, where and why
- ❒ Refer to text for answers

Question Stems and Prompts:
- ✓ Who, or what, is this text about?
- ✓ Where in the text can you find that answer?
- ✓ What in the text leads you to that answer?
- ✓ Show me where the author says that.
- ✓ Can you tell your partner who/what the text was about?
- ✓ What are the main ideas in the reading?
- ✓ Can you show me in the text, the basis for your answers?

Academic Vocabulary	Spanish Cognates
• question	
• answer	
• demonstrate	demonstrar
• understanding	
• text	texto

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Anchor Standard
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Essential Skills and Concepts:
- ❒ Form and ask questions
- ❒ Understand the details in the text
- ❒ Answer questions that demonstrate understanding such as who, what, when, where and why
- ❒ Refer to text for answers

Question Stems and Prompts:
- ✓ Who, or what, is this text about?
- ✓ Where in the text can you find that answer?
- ✓ What in the text leads you to that answer?
- ✓ Show me where the author says that.
- ✓ Can you tell your partner who/what the text was about?
- ✓ What are the main ideas in the reading?
- ✓ Can you show me in the text, the basis for your answers?

Academic Vocabulary	Spanish Cognates
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• understanding	
• text	texto

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.

Essential Skills and Concepts:
- ❒ Determine the main idea of informational text
- ❒ Recount the key details
- ❒ Explain how the key details support the main idea

Question Stems and Prompts:
- ✓ What is the main idea?
- ✓ What information does the author use to support the main idea?
- ✓ Explain the key details.
- ✓ Summarize the text for me orally.
- ✓ How does the author present the key details as the story progressed?
- ✓ Recount what detail you felt was most important.
- ✓ How do the details of the text support the main idea?

Academic Vocabulary
- determine
- recount
- key details
- support

Spanish Cognates
determinar

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3.2
Determine the main idea of a text; recount the key details and explain how they support the main idea.

Essential Skills and Concepts:
- ❒ Determine the main idea of informational text
- ❒ Recount the key details
- ❒ Explain how the key details support the main idea

Question Stems and Prompts:
- ✓ What is the main idea?
- ✓ What information does the author use to support the main idea?
- ✓ Explain the key details.
- ✓ Summarize the text for me orally.
- ✓ How does the author present the key details as the story progressed?
- ✓ Recount what detail you felt was most important.
- ✓ How do the details of the text support the main idea?

Academic Vocabulary
- determine
- recount
- key details
- support

Spanish Cognates
determinar

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.3.3
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.

Essential Skills and Concepts:
- ❒ Be able to describe relationships
- ❒ Identify historical events and scientific ideas
- ❒ Be able to sequence steps in a procedure
- ❒ Use the language of time, such as: long ago, in this decade, century, in the future
- ❒ Use language of cause and effect
- ❒ Understand a "series of events" and "steps in a procedure"
- ❒ Describe the impact an early event had on something that happened later in the text

Question Stems and Prompts:
- ✓ What was the result of _____?
- ✓ How are _____ and _____ related?
- ✓ What was the result of _____'s idea?
- ✓ What is the first thing that you would do to complete this procedure?
- ✓ What would you expect the result to be at the end?
- ✓ Tell your partner when this happened.
- ✓ Work with your group to create a timeline of these events.
- ✓ Create a flow map that shows the sequence of events.

Academic Vocabulary	Spanish Cognates
• relationship	relación
• events	
• concepts	conceptos
• technical	técnico
• procedure	procedimiento
• scientific	científico
• historical	histórico
• sequence	secuencia
• cause/effect	causa/efecto

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.3.3
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.

Essential Skills and Concepts:
- ❒ Be able to describe relationships
- ❒ Identify historical events and scientific ideas
- ❒ Be able to sequence steps in a procedure
- ❒ Use the language of time, such as: long ago, in this decade, century, in the future
- ❒ Use language of cause and effect
- ❒ Understand a "series of events" and "steps in a procedure"
- ❒ Describe the impact an early event had on something that happened later in the text

Question Stems and Prompts:
- ✓ What was the result of _____?
- ✓ How are _____ and _____ related?
- ✓ What was the result of _____'s idea?
- ✓ What is the first thing that you would do to complete this procedure?
- ✓ What would you expect the result to be at the end?
- ✓ Tell your partner when this happened.
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• procedure	procedimiento
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• sequence	secuencia
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Anchor Standard
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.3.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. **(See grade 3 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❒ Understand that words may have multiple meanings
- ❒ Use root words, Latin and Greek suffixes and prefixes, to determine the meaning of academic words used in science, history/social studies
- ❒ Understand that words may be used as figurative language
- ❒ Use antonyms and synonyms as clues to find the meaning of grade level words

Question Stems and Prompts:
- ✓ What tools can you use to find the meaning of this word?
- ✓ What does the word _____ mean in this sentence?
- ✓ Can you read the sentences around the word to help you understand its meaning?
- ✓ Can you read words around the word to help you understand its meaning?
- ✓ What does the phrase_____ mean?
- ✓ Where can you look in the book to help you figure out what that words means?
- ✓ Are there any parts of the word that you know?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• Greek	griego
• Latin	latino
• prefixes	prefijos
• suffixes	sufijos
• root words	
• dictionary	diccionario
• glossary	glosario
• Google	
• multiple meanings	
• figurative language	lenguaje figurative

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• figurative language	lenguaje figurative

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

RI.3.5
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Essential Skills and Concepts:
- ❒ Understand basic keyboarding skills
- ❒ Understand internet usage
- ❒ Determine relevant information
- ❒ Understand the importance of key words

Question Stems and Prompts:
- ✓ What can you do if you don't understand?
- ✓ How is the information organized?
- ✓ Can you locate key words?
- ✓ Where can you locate _____?
- ✓ Which information would you find more relevant?
- ✓ If you were using the computer to search for your topics, which words would you use to start your search?

Academic Vocabulary	Spanish Cognates
• locate	
• key words	
• information	información
• relevant	
• importance	importancia
• organized	organizado

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Anchor Standard
Access how point of view or purpose shapes the content and style of a text.

RI.3.6
Distinguish their own point of view from that of the author of a text.

Essential Skills and Concepts:
- ❒ Demonstrate understanding of the author's intent
- ❒ Determine information from the text
- ❒ Look for language or ideas expressing what the author believes about the information he/she is presenting
- ❒ Understand who is speaking
- ❒ Express their own thoughts about the information they have read

Question Stems and Prompts:
- ✓ Who is providing the information?
- ✓ What is the author's point of view?
- ✓ Is the author relating information, or is he/she trying to convince you of an idea?
- ✓ Do you agree, or disagree, with what the author has said so far?
- ✓ Compare the accounts and how they were presented in the text.
- ✓ Why do you think the authors describe the events, or experiences, differently?
- ✓ Can you explain your thoughts about what you read? Do you agree with the author?
- ✓ Why do you think the information is different?
- ✓ What information do you feel is most valid?

Academic Vocabulary	Spanish Cognates
• valid	válido/a
• information	información
• text	texto
• authors	autores
• provide	
• point of view	punto de vista
• accounts	

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

RI.3.7
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).

Essential Skills and Concepts:
- ❒ Understand maps and legends
- ❒ Understand the importance of pictures and how they relate to text
- ❒ Understand that informational text gives the where, when, why, and how events occur
- ❒ Understand that key information is found in the graphics that accompany the text
- ❒ Explain what they learned from the text

Question Stems and Prompts:
- ✓ What is this text about?
- ✓ What can you do, if you don't understand?
- ✓ What information can you obtain from the map?
- ✓ Explain what the "key/legend" of the map conveys? How does this information help us to understand the text?
- ✓ Looking at the illustration, how does it relate to the text? Why is this important to help you understand?
- ✓ Where and when did the event take place?
- ✓ Why and how did the event occur?
- ✓ Why is the map key, or legend, important?
- ✓ When did the event occur?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• information	información
• convey	
• map	mapa
• map key/legend	
• event	
• occur	ocurrir
• illustration	ilustración

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• occur	ocurrir
• illustration	ilustración

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Anchor Standard
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.

RI.3.8
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Essential Skills and Concepts:
- ❒ Identify facts and details the author has cited as evidence to support his points
- ❒ Identify how one sentence is connected to the sentence before and after it
- ❒ Understand how a concept continues from one paragraph to another
- ❒ Understand cause and effect
- ❒ Understand comparisons
- ❒ Understand the importance of sequencing

Question Stems and Prompts:
- ✓ What is the author's message?
- ✓ What does the author claim?
- ✓ What details, or facts, support the author's claim?
- ✓ How was the text written? (comparison, cause/effect, or sequential order)
- ✓ How does the author connect the ideas in each of the paragraphs to the topic of the text?
- ✓ Can you tell me something else that you have read that was written this way?
- ✓ What details were important?
- ✓ How does this sentence connect with what we read earlier?
- ✓ What organizational pattern was used to write this text?
- ✓ Did the photographs help you understand the author's meaning? How?

Academic Vocabulary	Spanish Cognates
• determine	determinar
• author	autor
• author's message	mensaje del autor`
• author's claim	
• detail	detalle
• comparison	comparación
• cause/effect	causo/efecto
• sequential order	

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Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.3.9
Compare and contrast the most important points and key details presented in two texts on the same topic.

Essential Skills and Concepts:
- ❒ Identify the points an author is trying to make
- ❒ Identify the key details presented
- ❒ Use note-taking to help keep track of key details and important points in a text
- ❒ Compare and contrast the points made in two different texts
- ❒ Name key details and points that are the same or different in two texts

Question Stems and Prompts:
- ✓ What are the key details in this text?
- ✓ How will you keep track of the points the authors are making in each text?
- ✓ What is this text about?
- ✓ What details does the author use to support his point?
- ✓ Can you tell your partner what is the same/different about what you are reading?
- ✓ Is there information in this text that was not included in the other text?
- ✓ How are the ideas the same in both texts?

Academic Vocabulary	Spanish Cognates
• compare	comparar
• contrast	contrastar
• topics	
• similar	similar
• different	diferente
• points	puntos
• key details	

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

RI.3.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Essential Skills and Concepts:
- ❒ Know how to use text features to help comprehend informational text
- ❒ Have experience reading grade level science textbooks
- ❒ Have experience reading grade level history/social science textbooks
- ❒ Read informational texts independently and proficiently
- ❒ Know how to self-monitor for understanding

Question Stems and Prompts:
- ✓ Do you have any questions about what you are reading?
- ✓ If you don't understand, who can you ask to help you?
- ✓ Have you tried using the graphics to help you understand what you are reading about?
- ✓ Have you tried reading this book?
- ✓ What helps you understand as you are reading the history or science book?

Academic Vocabulary	Spanish Cognates
• science book	
• history book	
• informational text	texto informativo
• non-fiction text	no-ficción de texto

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Standard RF.3.1 and RF.3.2 are not applicable to third grade.

Anchor Standard

Anchor standards do not exist for RF standards.

RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**

- **a.** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **b.** Decode words with common Latin suffixes.
- **c.** Decode multi-syllable words.
- **d.** Read grade-appropriate irregularly spelled words.

Essential Skills and Concepts:

- ❒ Understand that meaningful chunks can be added to words to change their meaning
- ❒ Understand that prefixes are added to the beginning of the word
- ❒ Know the meaning of common prefixes such as *re-; un-; dis-*; etc.
- ❒ Understand that suffixes are added to the ending of a word
- ❒ Recognize the derivational suffixes, *ly-; -ish; -hood;-ful; ness; ment;* etc, and how they change the meaning of a word
- ❒ Recognize common Latin suffixes, such as *–ment; -ation, -ly*; *-able/ible*; etc.
- ❒ Recognize and use common syllable patterns such as *doubles*, to help decode multi-syllabic words
- ❒ Know and read fluently regularly spelled words

Question Stems and Prompts:

- ✓ Can you point to the root word?
- ✓ Are there any chunks you know that can help you figure out what this word says?
- ✓ Does the word have suffixes or prefixes you know?
- ✓ What is the meaning of the prefix___(re, un, dis, etc.)
- ✓ How does the suffix ___ (_ly, _hood, _ish, _ful, able etc.) change the meaning of a word?
- ✓ How many parts do you hear in that word?
- ✓ Are there any patterns you can use to help you write that word?

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- ❒ Understand that prefixes are added to the beginning of the word
- ❒ Know the meaning of common prefixes such as *re-; un-; dis-*; etc.
- ❒ Understand that suffixes are added to the ending of a word
- ❒ Recognize the derivational suffixes, *ly-; -ish; -hood;-ful; ness; ment;* etc, and how they change the meaning of a word
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RF.3.3 (Continued)

Academic Vocabulary	Spanish Cognates
• decode	descodificar
• suffixes	sufijos
• prefixes	prefijos
• multi-syllable	
• appropriate	apropiado
• irregular	irregular
• Latin	latino
• analyze	analizar

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RF.3.3 (Continued)

Academic Vocabulary	Spanish Cognates
• decode	descodificar
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• prefixes	prefijos
• multi-syllable	
• appropriate	apropiado
• irregular	irregular
• Latin	latino
• analyze	analizar

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Anchor Standard

Anchor Standards do not exist for RF standards.

RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

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

Essential Skills and Concepts:

- ❒ Set a purpose for reading
- ❒ Use expression when reading
- ❒ Use strategies for self-correction
- ❒ Recognize when they become confused or have lost the meaning of the text
- ❒ Skim the text
- ❒ Re-read for fluency and comprehension
- ❒ Self-monitor for understanding

Question Stems and Prompts:

- ✓ Why did you choose this selection?
- ✓ What can you do when the story/text doesn't make sense?
- ✓ What strategies can you use when you don't understand the text?
- ✓ Did that sound right? , …look right?
- ✓ How can you help yourself when reading feels difficult?
- ✓ Can you read this paragraph fluently and with expression?
- ✓ Why is it important to scan the page?
- ✓ What does the text say?
- ✓ What is the author trying to tell you as the reader? How do you know?

Academic Vocabulary	Spanish Cognates
• selection	selección
• strategies	estrategias
• paragraph	párrafo
• fluently	
• expression	expresión
• skimming	
• scanning	
• self-monitor	

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- **c.** Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

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- ❒ Use expression when reading
- ❒ Use strategies for self-correction
- ❒ Recognize when they become confused or have lost the meaning of the text
- ❒ Skim the text
- ❒ Re-read for fluency and comprehension
- ❒ Self-monitor for understanding

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• fluently	
• expression	expresión
• skimming	
• scanning	
• self-monitor	

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3rd Grade–Reading Standards: Foundational Skills

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6th edition, 2/2019

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

W.3.1
Write opinion pieces on topics or texts, supporting a point of view with reasons.

- **a.** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **b.** Provide reasons that support the opinion.
- **c.** *Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.*
- **d.** Provide concluding statement or section.

Essential Skills and Concepts:

- ❒ Choose a topic
- ❒ State an opinion about the topic
- ❒ Know common organizational structures such as: cause/effect, chronological/sequential order, problem/solution
- ❒ Know what linking words are and how to use them when moving from one reason to another
- ❒ Know that conclusions should restate, or sum up, the writing

Question Stems and Prompts:

- ✓ Who is your audience?
- ✓ What is your purpose for writing this piece?
- ✓ How did you introduce your topic?
- ✓ Have you stated an opinion or preference?
- ✓ Did you let your reader know your opinion or preference?
- ✓ How did you support your opinion?
- ✓ What reasons most strongly support your point of view?
- ✓ Is your writing organized in a way that makes sense to your reader?
- ✓ What linking words could you use to help your reader follow your thinking?
- ✓ Are you using cause and effect or sequence to help organize your writing?
- ✓ Do you use time-order words to help your reader understand when the events happened?
- ✓ Does your conclusion sum up or restate your opinion or purpose?

Academic Vocabulary	Spanish Cognates
• fact/opinion	
• point of view	punto de vista
• topic	
• Introduction/conclusion statements	
• support	
• organizational structure	estructura organizativa
• linking words	

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

W.3.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **a.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **b.** Develop the topic with facts, definitions, and details.
- **c.** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- **d.** Provide a concluding statement or section.

Essential Skills and Concepts:

- ❒ Know the difference between writing text to inform or explain
- ❒ Know how to write a topic sentence
- ❒ Know how to group related information together
- ❒ Understand the importance of including illustrations
- ❒ Use fact, definitions, and details to develop topic
- ❒ Use linking words and phrases to connect ideas
- ❒ Know how to conclude by using a statement or explanation

Question Stems and Prompts:

- ✓ Are you writing to inform or explain?
- ✓ What is your topic?
- ✓ Why did you choose this topic?
- ✓ How did you introduce your topic to your readers?
- ✓ What example, definitions, and details will you use to explain your topic?
- ✓ Talk to a partner about your topic? What is a logical way to conclude your piece?

Academic Vocabulary	Spanish Cognates
• topic	
• inform	informar
• explain	explicar
• topic sentence	
• examples	ejemplos
• definitions	definiciones
• details	detalles
• quotations	cotizaciones

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

W.3.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c. Use temporal words and phrases to signal event order. Provide a sense of closure.

Essential Skills and Concepts:

- ❒ Know that a narrative tells a story
- ❒ Understand who is telling the story
- ❒ Know how to move from one events to another
- ❒ Use the characters' words to help explain what is happening in the story
- ❒ Recognize transitional words
- ❒ Understand story elements
- ❒ Understand dialoguing

Question Stems and Prompts:

- ✓ Who is your story about?
- ✓ Where does your story take place? (Setting)
- ✓ Why was this setting important to your story?
- ✓ Do you have major and minor characters?
- ✓ What problem will the main character face?
- ✓ Does the problem change the character's actions or thoughts? If so how do they change?
- ✓ Have you used details that will help your readers see and know the characters?
- ✓ Where can you add more descriptive words and information to make your story more exciting?
- ✓ Remember to show, not just tell.
- ✓ What events will lead up to your conclusion?

Academic Vocabulary	Spanish Cognates
• setting	
• major/minor character	
• problem	problema
• details	detalles
• descriptive words	
• information	information
• events	
• details	detalles
• experience	experiencia

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3rd Grade–Writing Standards

Anchor Standard
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Academic Vocabulary	Spanish Cognates
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Anchor Standard
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. *(Grade specific expectations for writing types are defined in standards 1-3 above.)*

Essential Skills and Concepts
- ❒ Know how to write in a sequential manner
- ❒ Understand why you are writing
- ❒ Understand for whom you are writing
- ❒ Understand how the writing moves from beginning to end, or from introduction to conclusion
- ❒ Understand writing purposes such as: writing to persuade, to inform, to entertain
- ❒ Recognize and use organizational structures such as: chronological order, cause and effect, etc

Question Stems and Prompts:
- ✓ What is the purpose for writing this piece?
- ✓ How will you persuade your audience?
- ✓ Why are you writing this piece?
- ✓ Who will be reading your writing?
- ✓ Who is your audience?
- ✓ How will you organize your writing?
- ✓ What information will you need to add to help your reader understand?
- ✓ Where can you add more information to help the reader understand?
- ✓ Are there any events, or details, you need to add so that your writing is organized well?

Academic Vocabulary	Spanish Cognates
• organize	organizar
• purpose	propósito
• audience	
• chronological order	orden chronológica
• sequential order	orden secuencial
• cause/effect	causa/efecto
• develop	
• persuade	persuadir
• entertain	entretener
• inform	informar

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3rd Grade-Writing Standards

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

W.3.5
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.)*

Essential Skills and Concepts:
- ❒ Organize thoughts and ideas
- ❒ Use brainstorming, webs, clusters to help generate ideas before writing
- ❒ Seek guidance from peers to help add language and ideas to writing
- ❒ Ask adults for help in revising or editing
- ❒ Understand and use grammar and spelling conventions
- ❒ Edit for word usage and word choice to help strengthen details
- ❒ Revise sentences and/or paragraphs for clarity

Question Stems and Prompts:
- ✓ What will you use to help you organize your ideas?
- ✓ Can you create a graphic organizer/thinking maps to help you sequence your ideas and events?
- ✓ Can you share with your partner what you plan to write?
- ✓ Does your partner have ideas that you can use?
- ✓ Have you completed your first draft?
- ✓ Can you re-write this so that the ideas/details are clearer?
- ✓ Is there a better way you could write your beginning?
- ✓ What is your topic sentence?
- ✓ Have you asked your partner to give you feedback about what you have written so far?
- ✓ Have you used your editing/proofreading checklist to help you make any changes?

Academic Vocabulary	Spanish Cognates
• develop	
• plan	planear
• organize	organizar
• purpose	propósito
• editing	
• revising	revisando
• proofreading	
• feedback	

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

W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

English Skills and Concepts:

- ❒ Have basic keyboarding skills
- ❒ Know how to use the following toolbar functions:
  - bold
  - underline
  - font style
  - font size
  - set margins
  - page orientation
- ❒ Have a system for saving and storing work until it is ready for publishing
- ❒ Know and use Internet tools such as: search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- ❒ Use programs such as: Word, PowerPoint, and Publisher
- ❒ Know and use print commands
- ❒ Know how to work together

Question Stems and Prompts:

- ✓ Have you and your group decided what you will write about?
- ✓ How will you divide the work so that you all contribute to the project?
- ✓ Where will you save your work until you are ready to print?
- ✓ What program will you use to publish your work? Word? PowerPoint? etc.
- ✓ What online resources can you use to help write your paper?

Academic Vocabulary	Spanish Cognates
• technology	tecnología
• digital	digital
• word processing	
• copy and paste	copiar/ pegar
• PowerPoint	
• Google	
• search engine	
• toolbar	
• spellcheck	

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

W.3.7
Conduct short research projects that build knowledge about a topic.

Essential Skills and Concepts:
- ❒ Know how to select a topic that can be researched
- ❒ Understand how to use reference materials such as: encyclopedias, atlas, search engines or databases
- ❒ Understand how to use keywords for searching a topic
- ❒ Understand how to summarize information
- ❒ Use graphic organizers or Thinking Maps to move logically through the research project
- ❒ Understand organizational structures that are used when writing a research report
- ❒ Know how to cite print and internet sources

Question Stems and Prompts:
- ✓ What is the topic of your report?
- ✓ Can you narrow your topic?
- ✓ What sources will you use to find information?
- ✓ What key words can you use to find your topic online?
- ✓ Where can you go to find more information?
- ✓ How will you give your sources credit?
- ✓ What is the page called where you will list your sources?
- ✓ Explain how you organized your information.
- ✓ Why did you organize your information in this way?

Academic Vocabulary	Spanish Cognates
• topic	
• sources	
• information	información
• key words	
• online	on line; en línea
• credit	
• cite	citar
• bibliography	bibliografía
• citation page	

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Anchor Standard
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.3.8
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Essential Skills and Concepts:
- ❒ Know how to use search engines such as Goggle, Bing, etc.
- ❒ Know how to use the library to locate print resources such as: encyclopedias, magazine, and books
- ❒ Understand how to summarize information
- ❒ Know how to organize information
- ❒ Understand how to sort information by categories
- ❒ Understand how to use note-taking strategies such as: index cards, notebooks, graphic organizers, or Thinking Maps

Question Stems and Prompts:
- ✓ What sources did you use to find your information?
- ✓ What sources did you find on an internet search?
- ✓ What sources did you find in a library search?
- ✓ How can you paraphrase this sentence?
- ✓ Can you write this sentence using your own words?
- ✓ Is this information important to your research?
- ✓ How can you organize your information to help group your ideas?

Academic Vocabulary	Spanish Cognates
• sources	
• list	lista
• bibliography	bibliografía
• citation page	
• cite	citar
• note-taking	
• paraphrasing	parafrasear
• internet search	
• library sources	

Standard W.3.9 not applicable to third grade.

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3rd Grade–Writing Standards

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Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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Anchor Standard
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.

W.3.10
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 discipline-specific tasks, purposes, and audiences.

Essential Skills and Concepts:
- ❒ Select appropriate writing topics
- ❒ Know when to use a formal or informal register for writing
- ❒ Be able to organize thoughts quickly
- ❒ Organize thoughts to focus on a topic
- ❒ Recognize the purpose for writing
- ❒ Know how to research a topic using various sources
- ❒ Know how to conclude different types of writings
- ❒ Know that a research paper has an introduction, body, and conclusion
- ❒ Know that for writing a research project you must included and cite various sources

Question Stems and Prompts:
- ✓ Write about . . . . .
- ✓ You will have _____ minutes to write about . . .
- ✓ What will you do to plan your writing?
- ✓ Use your proofreading checklist when you are editing and revision.
- ✓ Re-read your writing, or ask a partner to read it to see if there are additions your need to make.
- ✓ As you plan your paper, think about who your audience is and why you are writing.
- ✓ How is writing a report different from writing a narrative?

Academic Vocabulary	Spanish Cognates
• research	
• report	reportaje
• narrative	narración
• reflection	reflexión
• revise	revisar
• proofread	
• edit	
• audience	
• proofreading	
• checklist	

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- ✓ How is writing a report different from writing a narrative?

Academic Vocabulary	Spanish Cognates
• research	
• report	reportaje
• narrative	narración
• reflection	reflexión
• revise	revisar
• proofread	
• edit	
• audience	
• proofreading	
• checklist	

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3rd Grade–Writing Standards

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Anchor Standard
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1
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.

- **a.** 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.
- **b.** 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).
- **c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **d.** Explain their own ideas and understanding in light of the discussion.

Essential Skills and Concepts:

- ❒ Work with a partner
- ❒ Develop good study habits
- ❒ Use rules for conversations
- ❒ Recognize the ideas of others
- ❒ Build upon ideas
- ❒ Ask questions to check understanding
- ❒ Offer comments or suggestions

Question Stems and Prompts:

- ✓ Have you done your reading?
- ✓ Today you will be working in your teams . . .
- ✓ Ask your partner_____?
- ✓ Tell your partner everything you learned about _____.
- ✓ Did you listen carefully to your partner?
- ✓ Did you offer suggestions or comments when your partner was finished speaking?
- ✓ What did you discuss in your group today?
- ✓ How can you help yourself when you do

Academic Vocabulary	Spanish Cognates
• discussion	discusión
• conversation	conversación
• group work	
• understanding	
• role	
• comments	comentarios
• suggestion	

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3rd Grade-Speaking and Listening Standards

Anchor Standard
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.3.1
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.

- **a.** 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.
- **b.** 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).
- **c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **d.** Explain their own ideas and understanding in light of the discussion.

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- ✓ What did you discuss in your group today?
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Academic Vocabulary	Spanish Cognates
• discussion	discusión
• conversation	conversación
• group work	
• understanding	
• role	
• comments	comentarios
• suggestion	

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Anchor Standard
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2
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.

Essential Skills and Concepts:
- ❒ Recognize the main ideas presented in text
- ❒ Recognize supporting details
- ❒ Understand visual, oral, and digital informational formats
- ❒ Recognize what information is being conveyed through diverse media such as; graphs, videos, and digital resources

Question Stems and Prompts:
- ✓ What was the main idea of the video; share with your partner.
- ✓ How did you decide this was the main idea?
- ✓ Using your own words, summarize the video with your partner.
- ✓ Can you explain this graph?
- ✓ This chart explains _____.
- ✓ Why is information put into charts or graphs?
- ✓ Can you think of any other information that could be graphed or charted?

Academic Vocabulary	Spanish Cognates
• oral	oralmente
• media	
• video	vídeo
• graphs	gráficos
• graphics	gráficos
• charts	
• main idea	
• supporting ideas	
• summarize	resumir

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• graphics	gráficos
• charts	
• main idea	
• supporting ideas	
• summarize	resumir

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Anchor Standard
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

SL.3.3
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Essential Skills:
- ❒ Identify the reasons a speaker gives to support their argument
- ❒ Know that facts, examples, explanations can be used as support for an opinion.
- ❒ Infer messages that the speaker implies

Question Stems and Prompts:
- ✓ What is the speaker trying to tell you?
- ✓ What is the speaker doing to support what he/she is saying?
- ✓ Do you believe what the speaker is saying? Why?
- ✓ What reasons made you agree/ disagree with what you heard or saw?
- ✓ Based on what you saw or heard, what conclusions did you come up with?

Academic Vocabulary	Spanish Cognates
• reasons	razones
• speaker	
• support	
• evidence	
• points	puntos
• opinions	opiniones
• conclusions	conclusiones

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3rd Grade–Speaking and Listening Standards

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

SL.3.4
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.

a. **Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA**

Essential Skills:

- ❒ Understand strategies for organizing a presentation such as: brainstorming, the use of graphic organizer, or Thinking Maps
- ❒ Understands organizational structure for presentation such as: chronologically, problem/solution, cause and effect, before and after
- ❒ Know that stories are organized with a beginning, a middle, and an end
- ❒ Understand that text or presentations usually have theme
- ❒ Know that reports have an introduction, body with supporting details, and a conclusion
- ❒ Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact

Question Stems and Prompts:

- ✓ What is the theme of your report or presentation?
- ✓ Did you write or present facts that were relevant?
- ✓ What descriptive words or language did you use?
- ✓ When you related the events, did they have a beginning, middle, and an end?
- ✓ How will your listeners know when the major events took place?
- ✓ What words did you choose to help listeners follow your thinking?

Academic Vocabulary	Spanish Cognates
• theme	tema
• pace	
• descriptive	descriptivo
• relate	relatar
• recount	
• recall	
• relevant	

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

SL.3.5
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Essential Skills:
- ❒ Understand how to use audio equipment
- ❒ Understand voice, pitch and inflection
- ❒ Create visual displays such as: legends, charts, graphs, and display boards
- ❒ Select visuals to add to a poem or story being read

Question Stems and Prompts:
- ✓ What is the theme of your presentation?
- ✓ What visuals will you use to enhance your presentation?
- ✓ Have you practiced your reading emphasizing important words or points?
- ✓ How is your pacing?
- ✓ At what time in your presentation will you show your visuals?
- ✓ Do your visuals support your presentation theme?

Academic Vocabulary	Spanish Cognates
• presentation	presentación
• display	
• visual	visual
• theme	tema
• enhance	
• emphasizing	enfatizar

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

SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Essential Skills:
- ❒ Understand different levels of speech styles
- ❒ Recognize when formal or informal English is appropriate
- ❒ Understand that informal speech is used when talking to friends
- ❒ Use academic, content specific vocabulary when presenting formally
- ❒ Use complete sentences in formal presentations
- ❒ Know that when constructing a formal response, Standard English grammar and language convention must be used

Question Stems and Prompts:
- ✓ Who is your audience?
- ✓ Would you use formal, or informal, English with this audience?
- ✓ Why would you use formal English?
- ✓ Why would you use informal English?
- ✓ What type of language do you use when talking to friends?
- ✓ What type of language do you use when giving a presentation?
- ✓ What is the specific vocabulary that relates to your topic?
- ✓ When will you use this specific vocabulary?

Academic Vocabulary	Spanish Cognates
• audience	
• formal English	ingles formal
• informal English	ingles informal
• presentation	presentación
• respond	responder
• specific vocabulary	vocabulario específico

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Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

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Academic Vocabulary	Spanish Cognates
• audience	
• formal English	ingles formal
• informal English	ingles informal
• presentation	presentación
• respond	responder
• specific vocabulary	vocabulario específico

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Anchor Standard
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- **a.** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.
- **b.** Form and use regular and irregular plural nouns.
- **c.** Use abstract nouns (e.g., childhood).
- **d.** Form and use regular and irregular verbs.
- **e.** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- **f.** Ensure subject-verb and pronoun-antecedent agreement.*
- **g.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- **h.** Use coordinating and subordinating conjunctions.
- **i.** Produce simple, compound, and complex sentences.
- **j.** **Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA**
- **k.** **Use reciprocal pronouns correctly. CA**

Essential Skills and Concepts:
- ❒ Write legibly using cursive or joined italics
- ❒ Know the rules that govern common grammar
- ❒ Understand subject/verb agreement
- ❒ Recognize and write simple, compound, and complex sentences
- ❒ Understand comparative and superlative

Question Stems and Prompts:
- ✓ Listen as I read what you wrote. Did that sound right?
- ✓ Read what you wrote slowly? Did you write what you just said?
- ✓ Is there another word that would be more specific?
- ✓ How would you write that word when you are comparing two people or objects?
- ✓ How would you write a sentence/phrase when you are comparing three or more people or objects?

Academic Vocabulary	Spanish Cognates
• comparative	comparativo
• superlative	superlativo
• specific	específico
• object	objeto
• Simple, compound, complex sentences	

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Anchor Standard
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1
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- **j.** **Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA**
- **k.** **Use reciprocal pronouns correctly. CA**

Essential Skills and Concepts:
- ❒ Write legibly using cursive or joined italics
- ❒ Know the rules that govern common grammar
- ❒ Understand subject/verb agreement
- ❒ Recognize and write simple, compound, and complex sentences
- ❒ Understand comparative and superlative

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Academic Vocabulary	Spanish Cognates
• comparative	comparativo
• superlative	superlativo
• specific	específico
• object	objeto
• Simple, compound, complex sentences	

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Anchor Standard
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- **a.** Capitalize appropriate words in titles.
- **b.** Use commas in addresses.
- **c.** Use commas and quotation marks in dialogue.
- **d.** Form and use possessives.
- **e.** Use conventional spelling for high frequency and other studied words and for adding suffixes to base words *(e.g., sitting, smiled, cries, happiness)*.
- **f.** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **g.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Essential Skills and Concepts:

- ❒ Understand the use of quotation marks to denote that someone is speaking or quoting from the text
- ❒ Understand the use of commas in dialogue
- ❒ Identify complete sentences and independent clauses
- ❒ Understand the use of capital letters at the beginning of a sentence, titles, and proper names
- ❒ Use spelling patterns, word roots, affixes, syllable construction
- ❒ Use dictionaries or digital media to look for the correct spelling of a word

Question Stems and Prompts:

- ✓ What words in this sentence should be capitalized?
- ✓ How should this sentence be written to show someone is talking?
- ✓ How would you make this a compound sentence?
- ✓ How should this sentence be written correctly?

Academic Vocabulary	Spanish Cognates
• analogies	analogías
• generalization	generalización
• dictionary appropriate	diccionario apropriado
• roots	
• affixes	afijos
• compound and simple sentences	
• conjunctions	conjunciones
• quotes	cotizaciones

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3rd Grade–Language Standards

Anchor Standard
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2
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- **g.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Essential Skills and Concepts:

- ❒ Understand the use of quotation marks to denote that someone is speaking or quoting from the text
- ❒ Understand the use of commas in dialogue
- ❒ Identify complete sentences and independent clauses
- ❒ Understand the use of capital letters at the beginning of a sentence, titles, and proper names
- ❒ Use spelling patterns, word roots, affixes, syllable construction
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• dictionary appropriate	diccionario apropriado
• roots	
• affixes	afijos
• compound and simple sentences	
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• quotes	cotizaciones

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Anchor Standard
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.3.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **a.** Choose words and phrases for effect.
- **b.** Recognize and observe differences between the conventions of spoken and written standard English.

Essential Skills and Concepts:

- ❒ Understand basic punctuation rules
- ❒ Understand basic capitalization rules
- ❒ Understand basic grammar rules
- ❒ Recognize that words have differences or shades of meaning
- ❒ Know that punctuation like commas, exclamation, and question marks, can be used for effect
- ❒ Distinguish between situations that call for formal English and those where informal English is appropriate

Question Stems and Prompts:

- ✓ Have you determined the purpose for your speech/writing/presentation?
- ✓ Who will be your audience?
- ✓ Is the tone or style appropriate to your audience?
- ✓ Have you followed the rules of punctuation and grammar?
- ✓ Did you practice your presentation with your group, and did they provide you with feedback?
- ✓ In your group, did you talk about using precise language to convey your ideas?
- ✓ Did you use a thesaurus to locate other ways to say _____?
- ✓ Did you use quotes, questions, or exclamations to add to importance to your writing/presentation?

Academic Vocabulary	Spanish Cognates
• purpose	propósito
• presentation	presentación
• audience	
• tone	tono
• style	estilo
• punctuation	puntuación
• grammar	gramática
• precise	preciso
• thesaurus	tesauro
• quote	
• speech	

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- ❒ Understand basic grammar rules
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Academic Vocabulary	Spanish Cognates
• purpose	propósito
• presentation	presentación
• audience	
• tone	tono
• style	estilo
• punctuation	puntuación
• grammar	gramática
• precise	preciso
• thesaurus	tesauro
• quote	
• speech	

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Anchor Standard
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.3.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.

- **a.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **b.** Determine the meaning of the new word formed when a known affix is added to a known word *(e.g., agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat).*
- **c.** Use a known root word as a clue to the meaning of an unknown word with the same root *(e.g., company, companion).*
- **d.** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**

Essential Skills and Concepts:

- ❒ Understand context clues help provide clues to word or phrase meaning
- ❒ Identify the most common Greek and Latin affixes and roots
- ❒ Know how to use a textbook glossary
- ❒ Access reference materials to help determine the precise meaning of key words
- ❒ Use a print or digital dictionary to locate definitions of key words or phrases
- ❒ Identify alternate word choices using print or digital thesauruses or dictionaries

Question Stems and Prompts:

- ✓ What strategies have you used to help you figure out what this word means?
- ✓ Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?
- ✓ Have you read the sentences around the word to help you determine what the word means?
- ✓ Can you go online and search for the meaning of the word?
- ✓ Did you check the thesaurus for other ways you can write _____?

Academic Vocabulary	Spanish Cognates
• multiply meaning	
• precise	preciso
• definition	definición
• affixes (prefix, suffixes)	afijos (prefijos,sufijos)

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3rd Grade–Language Standards

Anchor Standard
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.3.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.

- **a.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **b.** Determine the meaning of the new word formed when a known affix is added to a known word *(e.g., agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat).*
- **c.** Use a known root word as a clue to the meaning of an unknown word with the same root *(e.g., company, companion).*
- **d.** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**

Essential Skills and Concepts:

- ❒ Understand context clues help provide clues to word or phrase meaning
- ❒ Identify the most common Greek and Latin affixes and roots
- ❒ Know how to use a textbook glossary
- ❒ Access reference materials to help determine the precise meaning of key words
- ❒ Use a print or digital dictionary to locate definitions of key words or phrases
- ❒ Identify alternate word choices using print or digital thesauruses or dictionaries

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- ✓ What strategies have you used to help you figure out what this word means?
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Anchor Standard
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

- **a.** Distinguish the literal and non-literal meanings of words and phrases in context *(e.g., take steps)*.
- **b.** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- **c.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty *(e.g., knew, believed, suspected, heard, wondered)*.

Essential Skills and Concepts:

- ❒ Understand that words have literal and non-literal meanings
- ❒ Understand the connections between words and their use
- ❒ Understand shades of meaning as it relates to state of mind or degrees of certainty

Question Stems and Prompts:

- ✓ What real-life connections can you make?
- ✓ In what other context could this word be used?
- ✓ Without changing the meaning, what word could you add to make the sentence stronger?
- ✓ What word would best describe this character?
- ✓ What is the literal meaning of this sentence?
- ✓ What is the purpose of writing with "non-literal" words or phrases?
- ✓ How might you describe a person/character who is _____ ?

Academic Vocabulary	Spanish Cognates
• shades of meaning	
• literal meaning	
• non-literal meaning	
• real life- connections	
• context	contexto
• specific	específico

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Anchor Standard
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.6
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., After dinner that night we went looking for them).*

Essential Skills and Concepts:
- ❒ Understand that words have shades of meaning
- ❒ Acquire and use words that are basic to understanding a concept
- ❒ Determine which word best describes an action, emotion, or state of being
- ❒ Develop an amount of grade level academic words and phrases

Question Stems and Prompts:
- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ What word would best describe _____?
- ✓ Can you restate this sentence using more precise words?
- ✓ Can you replace a word in this sentence with another word that is more precise or specific?

Academic Vocabulary	Spanish Cognates
• academic	académico
• specific	específico
• general	general
• emotions	emociones
• actions	acciones
• precise	preciso
• shades of meaning	

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