

**READING: FOUNDATIONS**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Reading Skills</li> <li>• Reading Fluency</li> <li>• Comprehension</li> </ul>	<p><b>3.R.F.1:</b> Apply foundational reading skills to build reading fluency and comprehension.</p>	<ul style="list-style-type: none"> <li>• Read fluently with appropriate pausing, phrasing and expression.</li> <li>• Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passage and Rubric</li> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Skills</li> <li>• Reading Fluency</li> <li>• Comprehension</li> </ul>	
<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Sounds</li> <li>• Consonant Blends</li> <li>• Single, Multi-Syllable Words</li> </ul>	<p><b>3. RF.3.2:</b> (1) Blend sounds, including consonant blends, to produce single- and multi-syllable words.</p>	<ul style="list-style-type: none"> <li>• Listen for individual phonemes in spoken words and repeat them.</li> <li>• Read single and multi-syllable words combining word parts (including short and long a, e, i, o and u)</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds</li> <li>• Consonant Blends</li> <li>• Single, Multi-Syllable Words</li> </ul>	
<ul style="list-style-type: none"> <li>• Sounds</li> <li>• Single-syllable words</li> </ul>	<p><b>3.RF.3.4:</b> (1) Distinguish beginning, middle (medial), and final sounds in single-syllable words.</p>	<ul style="list-style-type: none"> <li>• Isolate beginning, middle and final sounds in words and say them.</li> <li>• Locate words with the same sound (at the beginning, middle or end) and read or mark them.</li> </ul>	<ul style="list-style-type: none"> <li>• Word Study Tests</li> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds</li> <li>• Single-syllable words</li> </ul>	

<ul style="list-style-type: none"> <li>• Sounds</li> <li>• One-syllable words</li> </ul>	<p><b>3.RF.3.5:</b> (1) Segment the individual sounds in one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Isolate individual sounds in words and say them.</li> <li>• Listen for words with the same sound (at the beginning, middle or end) and say them.</li> </ul>	<ul style="list-style-type: none"> <li>• Word Study Tests</li> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds</li> <li>• One-syllable words</li> </ul>	
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Letter-sound knowledge</li> <li>• Single consonants</li> <li>• Short and long vowels</li> <li>• Consonant Blends</li> <li>• Digraphs</li> <li>• Vowel Teams</li> <li>• R-controlled vowels</li> </ul>	<p><b>3.RF.4.1:</b> (1) Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</p>	<ul style="list-style-type: none"> <li>• Read words with multiple patterns (long and short a, e, i, o and u)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created word checklist</li> <li>• Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Letter-sound knowledge</li> <li>• Single consonants</li> <li>• Short and long vowels</li> <li>• Consonant Blends</li> <li>• Digraphs</li> <li>• Vowel Teams</li> <li>• R-controlled vowels</li> </ul>	
<ul style="list-style-type: none"> <li>• Syllable patterns</li> </ul>	<p><b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, Vce, Cle) to aid in decoding unknown words.</p>	<ul style="list-style-type: none"> <li>• Find and read words with CVC and CVr syllable patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable patterns</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Short and long vowels</li> <li>• One-syllable words</li> </ul>	<p><b>3.RF.4.3:</b> (2) Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Read one-syllable words with short and long vowel sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> </ul>	<ul style="list-style-type: none"> <li>• Short and long vowels</li> <li>• One-syllable words</li> </ul>	

<ul style="list-style-type: none"> <li>• Word families</li> <li>• Unfamiliar word</li> </ul>	<p><b>3.RF.4.5:</b> Know and use more difficult word families when reading unfamiliar word (e.g., -ight).</p>	<ul style="list-style-type: none"> <li>• Read short and long vowel words (including words with the patterns from the 1<sup>st</sup> 9 weeks of the third grade word study scope and sequence).</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> </ul>	<ul style="list-style-type: none"> <li>• Word families</li> <li>• Unfamiliar word</li> </ul>	<p>Important</p>
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Grade level texts</li> <li>• Expression</li> </ul>	<p><b>3.RF.5:</b> *Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate text smoothly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Grade level texts</li> <li>• Expression</li> </ul>	<p>N/A</p>

## READING: LITERATURE

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Literature</li> <li>• Range</li> <li>• Texts</li> </ul>	<p><b>3.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate text smoothly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Literature</li> <li>• Range</li> <li>• Texts</li> </ul>	
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p><b>3.RL.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> <li>• Ask questions about story elements.</li> <li>• Answer questions about story elements.</li> <li>• Identify main idea of the text.</li> <li>• Identify key details to support text.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p>Critical</p>

	<b>3.RL.2.2:</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	<ul style="list-style-type: none"> <li>• Read folktales, fables, and tall tales from diverse cultures.</li> <li>• Retell folktales, fables, and tall tales.</li> <li>• State the features of folktales, fables, and tall tales.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Anecdotal Notes</li> <li>• Reading Response Journals</li> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Graphic Organizers</li> </ul>		Critical
<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits, Motivations, Feelings</li> <li>• Story</li> <li>• Plot</li> </ul>	<b>3.RL.2.3:</b> *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	<ul style="list-style-type: none"> <li>• Describe the traits of characters.</li> <li>• List character actions, words and thoughts that support character traits described.</li> <li>• State the basic plot in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• Reading Conferences</li> <li>• Acuity</li> </ul>	<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits, Motivations, Feelings</li> <li>• Story</li> <li>• Plot</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Predictions</li> <li>• Content</li> <li>• Text</li> <li>• Knowledge</li> <li>• Text Features</li> </ul>	<b>3.RL.2.4:</b> (2) Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	<ul style="list-style-type: none"> <li>• Summarize what has been read.</li> <li>• Make a prediction.</li> <li>• Defend the prediction with support from the text.</li> <li>• Judge whether the prediction was confirmed or not.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Oral Assessment</li> <li>• Reading Conferences</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Predictions</li> <li>• Content</li> <li>• Text</li> <li>• Knowledge</li> <li>• Text Features</li> </ul>	

<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Text illustrations</li> <li>• Words</li> </ul>	<p><b>3.RL.4.1:</b> 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>	<ul style="list-style-type: none"> <li>• Analyze illustrations for details.</li> <li>• Discuss story elements.</li> <li>• Compare illustrations to what is happening in the story.</li> <li>• Explain how the illustrations affect the mood in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• Reading Conferences</li> <li>• Classroom</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Text illustrations</li> <li>• Words</li> </ul>	<p>Important</p>
<ul style="list-style-type: none"> <li>• Themes</li> <li>• Settings</li> <li>• Plots</li> <li>• Same Author</li> <li>• Same/Similar Characters</li> </ul>	<p><b>3.RL.4.2:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<ul style="list-style-type: none"> <li>• Identify and state traits of similar characters.</li> <li>• Compare and contrast similarities and differences of characters.</li> <li>• Identify the basic plot in stories by the same author.</li> <li>• Compare and contrast similarities and differences in the plots of different stories by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• Reading Conferences</li> <li>• Classroom Discussion</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Settings</li> <li>• Plots</li> <li>• Same Author</li> <li>• Same/Similar Characters</li> </ul>	<p>Important</p>

## READING: NONFICTION

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Range</li> <li>• Texts</li> </ul>	<p><b>3.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<ul style="list-style-type: none"> <li>• Read and comprehend grade level nonfiction text with fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passages and Rubric</li> <li>• Anecdotal Notes</li> <li>• NWEA</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Range</li> <li>• Texts</li> </ul>	
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p><b>3.RN.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> <li>• Ask questions about nonfiction text.</li> <li>• Use text features to answer questions about nonfiction text.</li> <li>• Defend answers with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p>Critical</p>

<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Details</li> </ul>	<p><b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> <li>• State the main idea of a nonfiction text.</li> <li>• Describe details about the main idea.</li> <li>• Explain how the details support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Details</li> </ul>	<p>Critical</p>
<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	<p><b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p>	<ul style="list-style-type: none"> <li>• Recognize nonfiction text features.</li> <li>• Explain how nonfiction features help the reader.</li> <li>• Use nonfiction features to locate information and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark Assessment</li> <li>• Progress Monitoring Running Records</li> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	<p>Important</p>

<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Author</li> <li>• Reasons</li> <li>• Facts</li> <li>• Specific Points</li> <li>• Text</li> </ul>	<p><b>3.RN.4.1:</b> *Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text,</p>	<ul style="list-style-type: none"> <li>• Define fact.</li> <li>• Define opinion.</li> <li>• Interpret information to determine whether it is a fact or an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Author</li> <li>• Reasons</li> <li>• Facts</li> <li>• Specific Points</li> <li>• Text</li> </ul>	<p>Important</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------

## READING: VOCABULARY

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> </ul>	<b>3.RV.1</b> Build and use accurately conversational, general academic, and content-specific words and phrases.	<ul style="list-style-type: none"> <li>• Participate in class discussion.</li> <li>• Listen as teacher reads aloud to identify unknown words.</li> <li>• Discuss and describe the meanings of new words with a partner, in small groups and with the whole class.</li> <li>• Identify unknown words to determine meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> </ul>	
<b>Vocabulary Building</b> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text Features</li> <li>• Words</li> </ul>	<b>3.RV.2.1:</b> *Apply context clues (e.g., words and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	<ul style="list-style-type: none"> <li>• Use context clues to determine the meaning of unknown words.</li> <li>• Use text features to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text Features</li> <li>• Words</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> <li>• Homonyms</li> </ul>	<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	<ul style="list-style-type: none"> <li>• Define and identify synonyms.</li> <li>• Define and identify antonyms.</li> <li>• Create an ongoing class list of synonyms and antonyms.</li> <li>• Create an ongoing class list of multi-meaning words.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• <b>IXL JJ.1-JJ.3;</b></li> <li>• <b>KK.1-KK.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> <li>• Homonyms</li> </ul>	Important

<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Topic</li> <li>• Subject</li> </ul>	<p><b>3.RV.3.2:</b> * Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p>	<ul style="list-style-type: none"> <li>• Identify unknown words in a nonfiction text.</li> <li>• Use text features (e.g. glossary) to determine the meaning of unknown words in a nonfiction text.</li> <li>• Use context clues and knowledge of subject to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Topic</li> <li>• Subject</li> </ul>	<p>Important</p>
---------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	------------------

## WRITING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Time frames</li> <li>• Discipline-specific tasks</li> <li>• Purposes</li> <li>• Audiences</li> <li>• Standards</li> <li>• Response to texts</li> </ul>	<p><b>3.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.</p>	<ul style="list-style-type: none"> <li>• Write for many reasons.</li> <li>• Build writing stamina.</li> <li>• Write narrative pieces in writer’s workshop.</li> <li>• Write persuasive pieces in writer’s workshop.</li> <li>• Write expository pieces in writer’s workshop.</li> </ul> <p><i>(See corporation Writing Curriculum Scope and Sequence.)</i></p>	<ul style="list-style-type: none"> <li>• Corporation Writing Prompt</li> <li>• Classroom Projects</li> <li>• Writing Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Time frames</li> <li>• Purposes</li> <li>• Audiences</li> <li>• Standards</li> <li>• Response to texts</li> </ul>	
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Print</li> <li>• Cursive</li> <li>• Space</li> <li>• Letters</li> <li>• Word</li> </ul>	<p><b>3.W.2.1:</b> Write legibly in print or cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.</p>	<ul style="list-style-type: none"> <li>• Form letters correctly.</li> <li>• Space letters and sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Print</li> <li>• Cursive</li> <li>• Space</li> <li>• Letters</li> <li>• Word</li> </ul>	N/A

<p><b>Informative Composition</b></p> <ul style="list-style-type: none"> <li>• Expository</li> <li>• Topics</li> </ul>	<p><b>3.W.3.2:</b> *Write informative compositions on a variety of topics that- * State the topic, develop a main idea for the introductory paragraph, and group related information together. * Develop the topic with facts and details. * Connect ideas within categories of information using words and phrases. * Use text features (e.g., pictures, graphics) when useful to aid comprehension. * Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Write an observational paragraph.</li> <li>• State the topic.</li> <li>• Develop a main idea for the introductory paragraph.</li> <li>• Group related information together.</li> <li>• Use facts and details.</li> <li>• Connect ideas within categories of information using words and phrases.</li> <li>• Use text features (e.g., pictures, graphics) to aid comprehension.</li> <li>• Provide a concluding statement or section.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Informative compositions</li> <li>• Topics</li> </ul>	<p>Critical</p>
<p><b>Narrative Composition</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Details</li> <li>• Sequence</li> <li>• Dialogue</li> <li>• Transition Words</li> <li>• Ending</li> </ul>	<p><b>3.W.3.3:</b> *Write narrative compositions in a variety of forms that- * Establish an introduction (e.g., situation, narrator, characters). * Include specific descriptive details and clear event sequences. * Include dialogue. * Connect ideas and events using introduction and transition words. * Provide an ending.</p>	<ul style="list-style-type: none"> <li>• Descriptive paragraph.</li> <li>• Write an introduction.</li> <li>• Use descriptive details</li> <li>• Use clear event sequences</li> <li>• Include dialogue</li> <li>• Use introduction and transition words to connect ideas and events.</li> <li>• Provide an ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> <li>• <b>IXL II.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Narrative composition</li> <li>• Transition words</li> <li>• Dialogue</li> </ul>	<p>Critical</p>
<p><b>Conventions of Standard English</b></p> <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Command of English grammar</li> </ul>	<p><b>3.W.6.1:</b> *Demonstrate command of English grammar and usage, focusing on:</p>	<ul style="list-style-type: none"> <li>• Use correct grammar and usage in daily work.</li> </ul>			<p>Critical</p>

<ul style="list-style-type: none"> <li>• Abstract Nouns</li> </ul>	<p><b>3.W.6.1a:</b> Nouns/Pronouns- Writing sentences using abstract nouns (e.g., hope, thought).</p>	<ul style="list-style-type: none"> <li>• Identify and write common and proper nouns in a sentence.</li> <li>• Identify abstract nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>D1-D4, P1-P4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Abstract Nouns</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs</li> <li>• Simple verb tenses</li> </ul>	<p><b>3.W.6.1b:</b> Verbs-Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> <li>• Identify and write action verbs.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL H1,H2; J1-J3; M1-M7; N1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs</li> <li>• Simple verb tenses</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Functions</li> </ul>	<p><b>3.W.6.1c:</b> Adjectives/Adverbs- Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p>	<ul style="list-style-type: none"> <li>• Identify adjectives</li> <li>• Use adjectives to describe nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL T1-T3, U1,U2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Functions</li> </ul>	Critical
<p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Complete Sentence</li> <li>• Simple Sentence</li> <li>• Compound Sentence</li> <li>• Complex Sentence</li> <li>• Declarative Sentence</li> <li>• Interrogative Sentence</li> <li>• Exclamatory Sent.</li> </ul>	<p><b>3.W.6.1e:</b> Usage- Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., <i>and, for, but, or</i>).</p>	<ul style="list-style-type: none"> <li>• Identify a complete sentence versus a phrase.</li> <li>• Locate the subject and predicate in a sentence.</li> <li>• Identify declarative, interrogative, and imperative, exclamatory sentences in reading.</li> <li>• Correctly use period, question mark, and exclamation mark at the end of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Classroom observation</li> <li>• NWEA</li> <li>• Daily Language Review</li> <li>• <b>IXL A.1; C.1-C.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Predicate</li> <li>• Complete sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Exclamatory</li> </ul>	Critical

<p><b>Capitalization, Punctuation, and Spelling</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p><b>3.W.6.2:</b> *Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>		<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• <b><i>IXL CC.1-CC.3; A1, A2</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	<p><b>3.W.6.2a:</b> Capitalization- Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>	<ul style="list-style-type: none"> <li>• Capitalize titles.</li> <li>• Capitalize proper nouns.</li> <li>• Recognize when appropriate capitalization is used.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b><i>IXL CC1-CC3</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p><b>3.W.6.2b:</b> Punctuation- * Correctly using apostrophes to form contractions and singular and plural possessives. * Using quotation marks to mark direct speech. * Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p>	<ul style="list-style-type: none"> <li>• Use commas in an address.</li> <li>• Use commas in coordinating adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b><i>IXL DD1-DD5</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p>Critical</p>

<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> </ul>	<p><b>3.W.6.2C:</b> Spelling- * Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. * Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>	<ul style="list-style-type: none"> <li>• Correctly spell high frequency words.</li> <li>• Correctly spell homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• <b>IXL MM.1-MM.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> </ul>	<p>Critical</p>
----------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	-----------------

## SPEAKING AND LISTENING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>• Language</li> <li>• Audiences</li> <li>• Purposes</li> </ul>	<b>3.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> <li>• Discuss story elements with peers and teachers.</li> <li>• Discuss and plan presentations with peers and teachers.</li> <li>• Identify the different tones and language used for different audiences.</li> <li>• Communicate effectively with different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation/ anecdotal notes</li> <li>• Turn and talk during small group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken language</li> <li>• Audiences</li> <li>• Purposes</li> </ul>	
<b>Discussion and Collaboration</b> <ul style="list-style-type: none"> <li>• Range</li> <li>• Discussions</li> <li>• Topics</li> <li>• Texts</li> <li>• Ideas</li> </ul>	<b>3.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Build upon other's ideas.</li> <li>• Participate in one-on-one, group and teacher-led discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Range</li> <li>• Discussions</li> <li>• Topics</li> <li>• Texts</li> <li>• Ideas</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Rules</li> <li>• Discussions</li> <li>• Roles</li> <li>• Small group projects</li> </ul>	<b>3.SL.2.3:</b> Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Create a class anchor chart of rules for discussion.</li> <li>• Use the class anchor chart rules during discussions.</li> <li>• Serve in given/selected roles for small group discussions/projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Rules</li> <li>• Discussions</li> <li>• Roles</li> <li>• Small group projects</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• Questions</li> <li>• Information</li> <li>• Speaker</li> <li>• Elaboration</li> <li>• Detail</li> </ul>	<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> <li>• Ask questions to gather or clarify information about speaker's presentation.</li> <li>• Answer questions about speaker's presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Information</li> <li>• Speaker</li> <li>• Elaboration</li> <li>• Detail</li> </ul>	Important



READING: FOUNDATIONS					
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Fluency</li> <li>• Comprehension</li> </ul>	<p><b>3.RF.1:</b> Apply foundational reading skills to build reading fluency and comprehension</p>	<ul style="list-style-type: none"> <li>• Read fluently with appropriate pausing, phrasing and expression.</li> <li>• Use punctuation to guide phrasing and expression.</li> <li>• Increase fluency speed (wpm).</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passage and Rubric</li> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Fluency</li> <li>• Comprehension</li> </ul>	
<p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Alphabetical Order</li> </ul>	<p><b>3.RF.2.4:</b> (1) Learn and apply knowledge of alphabetical order</p>	<ul style="list-style-type: none"> <li>• List words in alphabetical order to the third letter.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IXL RR1-RR4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Alphabetical Order</li> </ul>	
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Syllable Patterns</li> <li>• Unknown words</li> </ul>	<p><b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</p>	<ul style="list-style-type: none"> <li>• Find and read words with syllable patterns: (including V, VV, VCe, Cle)</li> <li>• Apply knowledge of V, VV, VCe, and Cle syllable patterns to reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Classroom writing projects</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable Patterns</li> <li>• Unknown words</li> </ul>	Important
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Grade-appropriate words</li> <li>• Blends</li> <li>• Spelling Patterns</li> </ul>	<p><b>3.RF.4.4:</b> Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).</p>	<ul style="list-style-type: none"> <li>• Read words with beginning and final blends and digraphs.</li> <li>• Read words with double consonants and -ing endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Word Study Tests</li> <li>• Teacher Created Word Checklist</li> <li>• Reading Conferences</li> <li>• Anecdotal Notes</li> <li>• Running Records</li> </ul>		Important

<ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Irregular contractions</li> <li>• Possessives</li> </ul>	<p><b>3.RF.4.6:</b> *Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p>	<ul style="list-style-type: none"> <li>• Read multiple syllable words with prefixes (pre, re, mis, un, and dis)</li> <li>• Explain how prefixes change the meanings of words.</li> <li>• Read multiple syllable words with suffixes (ful, less, ly, ness, able, ment)</li> <li>• Explain how suffixes change the meanings of words.</li> <li>• Read irregular contractions</li> <li>• Read possessive nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Word Study Tests</li> <li>• Teacher Created Word Checklist</li> <li>• Reading Conferences</li> <li>• Anecdotal Notes</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Irregular contractions</li> <li>• Possessives</li> </ul>	<p>Important</p>
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Texts</li> <li>• Expression</li> <li>• Comprehension</li> <li>• Independent level</li> </ul>	<p><b>3.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<ul style="list-style-type: none"> <li>• Read fluently with appropriate pausing, phrasing and expression.</li> <li>• Use punctuation to guide phrasing and expression.</li> <li>• Increase fluency speed (wpm).</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Texts</li> <li>• Expression</li> <li>• Comprehension</li> <li>• Independent level</li> </ul>	<p>N/A</p>

## READING: LITERATURE

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Literature</li> <li>• Range of complexity</li> </ul>	<p><b>3.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate text with fluency and accuracy.</li> <li>• Read and comprehend a variety of literature genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passage and Rubric</li> </ul>		
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Understanding</li> <li>• Text</li> <li>• Answers</li> </ul>	<p><b>3.RL.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> <li>• Use information from the text to summarize the story.</li> <li>• Ask questions about the characters in a story.</li> <li>• Answer questions about the characters in a story.</li> <li>• Describe characters' traits.</li> <li>• Compare/Contrast multiple characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Understanding</li> <li>• Text</li> <li>• Answers</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits, Motivations, Feelings</li> <li>• Story</li> <li>• Plot</li> </ul>	<p><b>3.RL.2.3:</b> *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p>	<ul style="list-style-type: none"> <li>• Describe the traits of characters.</li> <li>• List character actions, words and thoughts that support character traits described.</li> <li>• State the basic plot in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• Reading Conferences</li> <li>• Acuity</li> </ul>	<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits, Motivations, Feelings</li> <li>• Story</li> <li>• Plot</li> </ul>	Critical

<p><b>Keys Ideas and Textual Support</b></p> <p><b>Structural Elements and Organization</b></p> <ul style="list-style-type: none"> <li>• Chapter</li> <li>• Scene</li> <li>• Stanza</li> <li>• Sections</li> </ul>	<p><b>3.RL.3.1:</b> *Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.</p>	<ul style="list-style-type: none"> <li>• Determine whether chapters are related or stand alone.</li> <li>• Use information from one chapter to make predictions about the next chapter.</li> <li>• Discuss how the events in a story evolve over multiple chapters.</li> <li>• Discuss stories using technical terms.</li> <li>• Use evidence from the story to support thinking about the story.</li> <li>• Explain the relationships between parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Read Aloud Discussions</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter</li> <li>• Prediction</li> <li>• Evidence</li> </ul>	<p>Important</p>
<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Narrator</li> <li>• Characters</li> </ul>	<p><b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> <li>• State thinking about the story.</li> <li>• Determine the narrator or characters point of view.</li> <li>• Find evidence from the text to show/support the point of view of narrator or characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Narrator</li> <li>• Characters</li> </ul>	<p>Important</p>

<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Themes</li> <li>• Settings</li> <li>• Plots</li> <li>• Same author</li> <li>• Similar characters</li> </ul>	<p><b>3.RL.4.2:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<ul style="list-style-type: none"> <li>• Describe the setting in a story.</li> <li>• Identify the plot in a story.</li> <li>• Compare and contrast the similarities and differences of plots between different stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• Reading Conferences</li> <li>• Classroom Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Settings</li> <li>• Plots</li> <li>• Same author</li> <li>• Similar characters</li> </ul>	<p>Important</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------	------------------

## READING: NONFICTION

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Range of complexity</li> </ul>	<p><b>3.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate nonfiction text with fluency and accuracy.</li> <li>• Read and comprehend a variety of nonfiction genres.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passages and Rubric</li> <li>• Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Range of complexity</li> </ul>	
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p><b>3.RN.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> <li>• Ask questions about nonfiction texts.</li> <li>• Use text features to answer questions about nonfiction texts.</li> <li>• Defend answers with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	<p><b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> <li>• State the main idea of a nonfiction text.</li> <li>• Describe details about the main idea.</li> <li>• Explain how the details support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	Critical

<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	<p><b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p>	<ul style="list-style-type: none"> <li>• Recognize nonfiction text features.</li> <li>• Explain how nonfiction features help the reader.</li> <li>• Use nonfiction features to locate information and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark Assessment</li> <li>• Progress Monitoring Running Records</li> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	<p>Important</p>
<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Reasons</li> <li>• Facts</li> <li>• Points</li> </ul>	<p><b>3.RN.4.1:</b> *Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text,</p>	<ul style="list-style-type: none"> <li>• State the author’s purpose/point of view.</li> <li>• List facts from the text that support the author’s point of view.</li> <li>• Explain how the facts support the author’s point of view.</li> <li>• Discuss how the facts are different from the author’s opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Reasons</li> <li>• Facts</li> <li>• Points</li> </ul>	<p>Important</p>

<ul style="list-style-type: none"> <li>• Points</li> <li>• Details</li> <li>• Texts</li> <li>• Topic</li> </ul>	<p><b>3.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Read two different texts on the same topic.</li> <li>• Determine the main idea in both texts.</li> <li>• List details to support the main idea.</li> <li>• Compare and contrast the main idea and details from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Points</li> <li>• Details</li> <li>• Texts</li> <li>• Topic</li> </ul>	<p>Critical</p>
-----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	-----------------

## READING: VOCABULARY

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	LEARN
<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Words</li> </ul>	<p><b>3.RV.2.1:</b> * Apply context clues (e.g., words and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p>	<ul style="list-style-type: none"> <li>• Use context clues to determine the meaning of unknown words.</li> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Explain the meanings of new words and how they relate to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Words</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> <li>• Homonyms</li> <li>• Multiple-meaning</li> </ul>	<p><b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).</p>	<ul style="list-style-type: none"> <li>• Define homographs.</li> <li>• Define homonyms.</li> <li>• Use homographs and homonyms correctly in sentences.</li> <li>• Determine words that have multiple meanings.</li> <li>• Use multiple meaning words correctly in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• Classroom Quizzes</li> <li>• <b><i>IXL JJ1-JJ3; KK1-KK3; LL1-LL3; MM1-MM3; NN1-NN3</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> <li>• Homonyms</li> <li>• Multiple-meaning</li> </ul>	<p>Important</p>

<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Unknown word</li> <li>• Clue</li> <li>• Root</li> <li>• Affix</li> <li>• Root word</li> </ul>	<p><b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</p>	<ul style="list-style-type: none"> <li>• Identify the root of a word.</li> <li>• Identify the prefix (pre, re, mis, un, dis)</li> <li>• Identify the suffix (ful, less, ly, ness, able, ment)</li> <li>• Use the parts of a word to figure out the meaning of a word.</li> <li>• Use a known word to figure out the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• Classroom Quizzes</li> <li>• <b>IXL PP1-PP8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Unknown word</li> <li>• Clue</li> <li>• Root</li> <li>• Affix</li> <li>• Root word</li> </ul>	<p>Important</p>
<ul style="list-style-type: none"> <li>• Reference Materials</li> <li>• Words</li> <li>• Phrases</li> </ul>	<p><b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Locate unknown words in reference materials.</li> <li>• Use print reference materials to determine the meaning of words.</li> <li>• Use digital reference materials to determine the meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• Classroom Quizzes</li> <li>• <b>IXL SS1-SS3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reference Materials</li> <li>• Words</li> <li>• Phrases</li> </ul>	<p>Important</p>
<p><b>Vocabulary in Literature and Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>• Author</li> <li>• Words</li> <li>• Phrases</li> <li>• Literal</li> <li>• Nonliteral</li> <li>• Figurative language</li> </ul>	<p><b>3.RV.3.1:</b> * Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).</p>	<ul style="list-style-type: none"> <li>• Discuss the meaning of the text.</li> <li>• Locate words and phrases in the text that support the meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Words</li> <li>• Phrases</li> <li>• Literal</li> <li>• Nonliteral</li> <li>• Figurative language</li> </ul>	<p>Important</p>

## WRITING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Persuasive Composition</b></p> <ul style="list-style-type: none"> <li>• Forms</li> <li>• Opinion</li> <li>• Statement</li> <li>• Section</li> </ul>	<p><b>3.W.3.1:</b> * Write persuasive compositions in a variety of forms that- * State the opinion in an introductory statement or section. * Support the opinion with reason in an organized way. * Connect opinion and reasons using words and phrases. * Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Write a persuasive letter.</li> <li>• State opinion in an introductory statement or section.</li> <li>• List supporting reasons.</li> <li>• Add a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> <li>• <b>IXL FF1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive compositions</li> <li>• Forms</li> <li>• Opinion</li> <li>• Statement</li> <li>• Section</li> </ul>	<p>Critical</p>
<p><b>Informative Composition</b></p> <ul style="list-style-type: none"> <li>• Expository</li> <li>• Compositions</li> <li>• Topics</li> <li>• Format</li> </ul>	<p><b>3.W.3.2:</b> * Write informative compositions on a variety of topics that- * State the topic, develop a main idea for the introductory paragraph, and group related information together. * Develop the topic with facts and details. * Connect ideas within categories of information using words and phrases. * Use text features (e.g., pictures, graphics) when useful to aid comprehension. * Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Write an observational essay of 2 paragraphs or more.</li> <li>• Use descriptive details.</li> <li>• Write a research paragraph.</li> <li>• State the topic.</li> <li>• Write a main idea.</li> <li>• Add details to support the main idea.</li> <li>• Write a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions</li> <li>• Topics</li> <li>• Format</li> </ul>	<p>Critical</p>

<p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Format</li> <li>• Reference materials</li> </ul>	<p><b>3.W.4:</b> * Apply the writing process to - * Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). * Use technology to interact and collaborate with others to publish legible documents.</p>	<ul style="list-style-type: none"> <li>• Select a topic.</li> <li>• Gather information related to the topic.</li> <li>• Organize information</li> <li>• Generate a draft.</li> <li>• Use websites to gather research.</li> <li>• Use hard copy reference materials to gather research.</li> <li>• Use editing checklist and rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Format</li> <li>• Reference materials</li> </ul>	<p>Critical</p>
<p><b>Finding, Assessing, Synthesizing, and Reporting Information</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Topic</li> <li>• Texts</li> </ul>	<p><b>3.W.5:</b> Conduct short research on a topic. * Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). * Locate information in reference texts, electronic resources, or through interviews. * Recognize that some sources may be more reliable than others. * Record relevant information in their own words. * Present the information, choosing from a variety of formats.</p>	<ul style="list-style-type: none"> <li>• Identify a topic.</li> <li>• Locate information on the topic.</li> <li>• Use a variety of resources.</li> <li>• Restate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebook</li> <li>• Writing Project</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Topic</li> <li>• Texts</li> </ul>	<p>Critical</p>

<p><b>Conventions of Standard English</b></p> <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Command of English grammar</li> </ul>	<p><b>3.W.6.1:</b> *Demonstrate command of English grammar and usage, focusing on:</p>	<ul style="list-style-type: none"> <li>• Use correct grammar and usage in daily work.</li> </ul>			Critical
<ul style="list-style-type: none"> <li>• Abstract Nouns</li> </ul>	<p><b>3.W.6.1a:</b> Nouns/Pronouns-Writing sentences using abstract nouns (e.g., hope, thought).</p>	<ul style="list-style-type: none"> <li>• Identify, write and differentiate regular and irregular plural nouns in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>D1-D4, P1-P4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Abstract Nouns</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs</li> <li>• Simple verb tenses</li> </ul>	<p><b>3.W.6.1b:</b> Verbs-Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> <li>• Identify and write past tense verbs.</li> <li>• Identify and write irregular past tense verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL H1,H2; J1-J3; M1-M7; N1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs</li> <li>• Simple verb tenses</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Functions</li> </ul>	<p><b>3.W.6.1c:</b> Adjectives/Adverbs-Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p>	<ul style="list-style-type: none"> <li>• Identify adverbs</li> <li>• Use adverbs to modify verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL T1-T3, U1,U2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Functions</li> </ul>	Critical

<p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Complete Sentence</li> <li>• Simple Sentence</li> <li>• Compound Sentence</li> <li>• Complex Sentence</li> <li>• Declarative Sentence</li> <li>• Interrogative Sentence</li> <li>• Exclamatory Sentence</li> </ul>	<p><b>3.W.6.1e:</b> Usage- Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (<i>e.g., and, for, but, or</i>).</p>	<ul style="list-style-type: none"> <li>• Identify and write simple sentences.</li> <li>• Identify and write compound sentences.</li> <li>• Use declarative, interrogative, imperative, and exclamatory sentences in writing.</li> <li>• Identify conjunctions in compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Classroom observation</li> <li>• NWEA</li> <li>• Daily Language Review</li> <li>• <b>IXL A.1; C.1-C.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Predicate</li> <li>• Complete sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Exclamatory</li> </ul>	<p>Critical</p>
<p><b>Capitalization, Punctuation, and Spelling</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p><b>3.W.6.2:</b> *Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>		<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• <b>IXL CC.1-CC.3; A1, A2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	<p><b>3.W.6.2a:</b> Capitalization- Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>	<ul style="list-style-type: none"> <li>• Capitalize titles.</li> <li>• Capitalize proper nouns.</li> <li>• Recognize when appropriate capitalization is used.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL CC1-CC3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	<p>Critical</p>

<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p><b>3.W.6.2b:</b> Punctuation- *          Correctly using apostrophes to form contractions and singular and plural possessives. * Using quotation marks to mark direct speech. * Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p>	<ul style="list-style-type: none"> <li>• Use apostrophes correctly in contractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL DD1-DD5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> </ul>	<p><b>3.W.6.2C:</b> Spelling- * Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. * Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>	<ul style="list-style-type: none"> <li>• Correctly spell high frequency words.</li> <li>• Correctly spell homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• <b>IXL MM.1-MM.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> </ul>	<p>Critical</p>

## SPEAKING AND LISTENING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>Discussion and Collaboration</b> <ul style="list-style-type: none"> <li>• Collaborative discussions</li> <li>• Topics</li> <li>• Texts</li> <li>• Ideas</li> </ul>	<b>3.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Build upon other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative discussions</li> <li>• Topics</li> <li>• Texts</li> <li>• Ideas</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	<b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Build upon other's ideas.</li> <li>• Support position in discussion with related information from reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Personal ideas</li> <li>• Discussion</li> </ul>	<b>3.SL.2.5:</b> Explain personal ideas and understanding in reference to the discussion.	<ul style="list-style-type: none"> <li>• Share personal understanding taken from the discussion</li> <li>• State personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Personal ideas</li> <li>• Discussion</li> </ul>	N/A
<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	<b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), orally.	<ul style="list-style-type: none"> <li>• Paraphrase the main idea of information presented.</li> <li>• Support the main idea with details taken from the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	Important

<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Narrative</li> <li>• Ideas</li> <li>• Chronological</li> <li>• Facts</li> <li>• Details</li> <li>• Pace</li> </ul>	<p><b>3.SL.4.1:</b> Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant descriptive details, speaking at an understandable pace, in a clear, concise manner.</p>	<ul style="list-style-type: none"> <li>• Choose a topic.</li> <li>• Gather relevant information about the topic.</li> <li>• Support the topic with facts and details.</li> <li>• Organize the information chronologically or logically.</li> <li>• Present the information orally on the topic in a concise manner at an appropriate pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> <li>• Classroom Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Narrative</li> <li>• Ideas</li> <li>• Chronological</li> <li>• Facts</li> <li>• Details</li> <li>• Pace</li> </ul>	<p>N/A</p>
<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Focus</li> <li>• Media</li> <li>• Facts</li> <li>• Details</li> </ul>	<p><b>3.SL.4.2:</b> Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.</p>	<ul style="list-style-type: none"> <li>• Create an oral presentation.</li> <li>• Maintain a clear focus.</li> <li>• Use media to emphasize or enhance facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> <li>• Classroom Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Focus</li> <li>• Media</li> <li>• Facts</li> <li>• Details</li> </ul>	<p>N/A</p>

## MEDIA LITERACY

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>Media Literacy</b> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Media messages</li> <li>• Information</li> <li>• Entertainment</li> <li>• Persuasion</li> <li>• Interpretation</li> </ul>	<b>3.ML.2.1:</b> Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	<ul style="list-style-type: none"> <li>• Locate media for entertainment.</li> <li>• Locate media for persuasion</li> <li>• Locate media for transmission of information.</li> </ul>		<ul style="list-style-type: none"> <li>• Purposes</li> <li>• Media messages</li> <li>• Information</li> <li>• Entertainment</li> <li>• Persuasion</li> <li>• Interpretation</li> </ul>	

**READING: FOUNDATIONS**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> </ul>	<p><b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, Vce, Cle) to aid in decoding unknown words.</p>	<ul style="list-style-type: none"> <li>Find and read words with syllable patterns: long a, long e, long i, long o; adding –ing to VC, VCC, VCe words; adding ed to words, unusual past tense words.</li> <li>Apply knowledge of VV, VC, VCC, VCe, VVC, syllable patterns to reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Classroom writing projects</li> </ul>	<ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> <li>Past tense words</li> </ul>	<p>Important</p>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Grade-appropriate words</li> <li>Blends</li> <li>Spelling Patterns</li> </ul>	<p><b>3.RF.4.4:</b> Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).</p>	<ul style="list-style-type: none"> <li>Read words with plural (-ies) endings.</li> </ul>	<ul style="list-style-type: none"> <li>Word study tests</li> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> <li>Running Records</li> </ul>		<p>Important</p>
<ul style="list-style-type: none"> <li>Word Families</li> </ul>	<p><b>3.RF.4.5:</b> Know and use more difficult word families when reading unfamiliar word (e.g., -ight).</p>	<ul style="list-style-type: none"> <li>Use known words and word parts to figure out unknown words.</li> <li>Read words in unfamiliar word families including: – ight, ear, and, ent, eed, eet,</li> </ul>	<ul style="list-style-type: none"> <li>Word study tests</li> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes Running Records</li> </ul>	<ul style="list-style-type: none"> <li>Word Families</li> </ul>	<p>Important</p>

<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Texts</li> <li>• Expression</li> <li>• Comprehension</li> <li>• Independent level</li> </ul>	<p><b>3.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<ul style="list-style-type: none"> <li>• Read fluently in increasingly more difficult text with appropriate pausing, phrasing and expression.</li> <li>• Use punctuation to guide phrasing and expression.</li> <li>• Increase fluency speed (wpm).</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Texts</li> <li>• Expression</li> <li>• Comprehension</li> <li>• Independent level</li> </ul>	<p>N/A</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	------------

## READING: LITERATURE

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Understanding</li> <li>• Text</li> <li>• Answers</li> </ul>	<p><b>3.RL.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> <li>• Use information from the text to describe the plot.</li> <li>• Summarize the major events in the story in order.</li> <li>• Describe the setting.</li> <li>• Explain how the setting supports the plot.</li> <li>• Compare and contrast plots from similar stories using evidence from the story.</li> <li>• Explain how characters interact in the story.</li> <li>• Identify how characters actions show their feelings and motivations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Summarize</li> <li>• Setting</li> <li>• Compare</li> <li>• Contrast</li> <li>• Evidence</li> </ul>	<p>Critical</p>
<p><b>Key Ideas and Textual Support</b></p>	<p><b>3.RL.2.2:</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p>	<ul style="list-style-type: none"> <li>• Read folktales, fables, and tall tales from diverse cultures.</li> <li>• Retell folktales, fables, and tall tales.</li> <li>• State the features of folktales, fables, and tall tales.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Anecdotal Notes</li> <li>• Reading Response Journals</li> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Graphic Organizers</li> </ul>		<p>Critical</p>

<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits</li> <li>• Plot</li> </ul>	<p><b>3.RL.2.3:</b> Describe characters in a story (<i>e.g., their traits, motivations, or feelings</i>) and explain how their actions contribute to the plot.</p>	<ul style="list-style-type: none"> <li>• Tell what a character says.</li> <li>• Tell what a character does.</li> <li>• Tell what a character thinks.</li> <li>• Determine characters motivations and feelings based on what they say, do and think.</li> <li>• Explain how the characters respond to major events and challenges in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> </ul>		Critical
<p><b>Keys Ideas and Textual Support</b></p> <p><b>Structural Elements and Organization</b></p> <ul style="list-style-type: none"> <li>• Chapter</li> <li>• Scene</li> <li>• Stanza</li> <li>• Sections</li> </ul>	<p><b>3.RL.3.1:</b> *Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.</p>	<ul style="list-style-type: none"> <li>• Analyze the stanza of a poem to determine its meaning.</li> <li>• Discuss poems using technical terms.</li> <li>• Use evidence from the poem to support thinking about the poem.</li> <li>• Explain the relationships between parts of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Stanza</li> <li>• Poem</li> <li>• Sections</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Narrator</li> <li>• Characters</li> </ul>	<p><b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> <li>• State thinking about the story.</li> <li>• Determine the narrator or character’s point of view.</li> <li>• Explain how one character’s viewpoint is different from another character’s viewpoint.</li> <li>• Find evidence from the text to show/support the point of view of narrator or characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Narrator</li> <li>• Characters</li> </ul>	Important

<ul style="list-style-type: none"> <li>• Themes</li> <li>• Settings</li> <li>• Plots</li> <li>• Same author</li> <li>• Similar characters</li> </ul>	<p><b>3.RL.4.2:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<ul style="list-style-type: none"> <li>• Determine the theme in multiple stories.</li> <li>• Locate evidence in the story that supports the theme.</li> <li>• Discuss the relationships between stories with the same theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• Reading Conferences</li> <li>• Classroom Discussion</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Evidence</li> </ul>	<p>Important</p>
------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------	------------------

## READING: NONFICTION

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p><b>3.RN.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> <li>• Ask questions about increasingly more difficult nonfiction texts.</li> <li>• Use text features to pose questions about nonfiction texts.</li> <li>• Use text features to answer questions about nonfiction texts.</li> <li>• Defend answers with evidence from the text.</li> <li>• Use multiple texts on the same topic to support answers to questions about the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	<p><b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> <li>• State the main idea of a nonfiction text.</li> <li>• Describe details about the main idea.</li> <li>• Explain how the details support the main idea.</li> <li>• Compare and contrast texts on similar topics using main ideas and details.</li> <li>• Use the main ideas and details of a text to explain what is known about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> <li>• Compare</li> <li>• Contrast</li> <li>• Similar</li> <li>• Different</li> </ul>	<p>Critical</p>

<ul style="list-style-type: none"> <li>Relationships</li> <li>Transitional Words</li> <li>Problem</li> <li>Solution</li> <li>Same</li> <li>Different</li> </ul>	<p><b>3.RN.2.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p>	<ul style="list-style-type: none"> <li>Describe an event using transitional words.</li> <li>Explain how related ideas/things are the same.</li> <li>Explain how related ideas/things are different.</li> <li>Locate the problem in a nonfiction text.</li> <li>Explain the solution to the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussions</li> <li>Graphic Organizers</li> <li>Reading Response Journals</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Transitional words (first, next, finally/last)</li> <li>Same</li> <li>Different</li> <li>Problem</li> <li>Solution</li> </ul>	<p>Important</p>
<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>Knowledge</li> <li>Text Features</li> <li>Information</li> </ul>	<p><b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p>	<ul style="list-style-type: none"> <li>Recognize nonfiction text features.</li> <li>Explain how nonfiction features help the reader.</li> <li>Use nonfiction features to locate information and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark Assessment</li> <li>Progress Monitoring Running Records</li> <li>Classroom Discussions</li> <li>Graphic Organizers</li> <li>Reading Response Journals</li> <li>Reading Conferences</li> <li>NWEA</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Text Features</li> <li>Information</li> </ul>	<p>Important</p>

<p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Nonfiction text</li> <li>• Problem</li> <li>• Solution</li> <li>• Events</li> <li>• Chronological order</li> </ul>	<p><b>3.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</p>	<ul style="list-style-type: none"> <li>• Determine the problem in a nonfiction text.</li> <li>• Locate evidence in the text that describes the problem.</li> <li>• Locate the solution to the problem.</li> <li>• Locate evidence in the text that supports the solution.</li> <li>• Identify cause/effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction text</li> <li>• Problem</li> <li>• Solution</li> <li>• Events</li> <li>• Chronological order</li> </ul>	<p>Important</p>
<ul style="list-style-type: none"> <li>• Perspective</li> </ul>	<p><b>3.RN.3.3:</b> Distinguish one’s own perspective from that of the author of the text.</p>	<ul style="list-style-type: none"> <li>• Determine the author’s perspective.</li> <li>• Locate information in the text that supports the author’s perspective.</li> <li>• Discuss agreement or disagreement with the author’s perspective.</li> <li>• Use evidence to support personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Agree</li> <li>• Disagree</li> <li>• Evidence</li> </ul>	<p>Critical</p>

<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Reasons</li> <li>• Facts</li> <li>• Points</li> </ul>	<p><b>3.RN.4.1:</b> *Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text,</p>	<ul style="list-style-type: none"> <li>• State the author’s purpose/point of view in increasingly more difficult text.</li> <li>• List facts from the text that support the author’s point of view.</li> <li>• Explain how the facts support the author’s point of view.</li> <li>• Discuss how the facts are different from the author’s opinion.</li> <li>• Compare and contrast the opinions/facts of multiple texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Reasons</li> <li>• Facts</li> <li>• Points</li> </ul>	<p>Important</p>
<ul style="list-style-type: none"> <li>• Points</li> <li>• Details</li> <li>• Texts</li> <li>• Topic</li> </ul>	<p><b>3.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Read two different texts on the same topic.</li> <li>• Determine the main idea in both texts.</li> <li>• List details to support the main idea.</li> <li>• Compare and contrast the main idea and details from both texts.</li> <li>• Compare and contrast increasingly more difficult grade level texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Points</li> <li>• Details</li> <li>• Texts</li> <li>• Topic</li> </ul>	<p>Critical</p>

## READING: VOCABULARY

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Words</li> </ul>	<p><b>3.RV.2.1:</b> * Apply context clues (e.g., words and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p>	<ul style="list-style-type: none"> <li>• Use context clues to determine the meaning of unknown words in increasingly more difficult grade level text.</li> <li>• Read the words around unknown words to determine the meaning.</li> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Explain the meanings of new words and how they relate to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• <b>IXL PP.4-PP.7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Words</li> </ul>	<p>Critical</p>
<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> <li>• Homonyms</li> <li>• Multiple-meaning</li> </ul>	<p><b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).</p>	<ul style="list-style-type: none"> <li>• Define homographs.</li> <li>• Define homonyms.</li> <li>• Use homographs and homonyms correctly in sentences.</li> <li>• Determine words that have multiple meanings.</li> <li>• Use multiple meaning words correctly in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• Classroom Quizzes</li> <li>• <b>IXL MM.2, MM.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Words</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homographs</li> <li>• Homonyms</li> <li>• Multiple-meaning</li> </ul>	<p>Important</p>

<ul style="list-style-type: none"> <li>• Unknown word</li> <li>• Clue</li> <li>• Root</li> <li>• Affix</li> <li>• Root word</li> </ul>	<p><b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</p>	<ul style="list-style-type: none"> <li>• Identify the root of a word.</li> <li>• Identify the affix (prefix and/or suffix of a word).</li> <li>• Use the parts of a word to figure out the meaning of a word.</li> <li>• Use a known word to figure out the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• Classroom Quizzes</li> <li>• <b>IXL PP.1-PP.8</b></li> </ul>	<ul style="list-style-type: none"> <li>• Unknown word</li> <li>• Clue</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Root word</li> </ul>	<p>Important</p>
<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Reference Materials</li> <li>• Words</li> <li>• Phrases</li> </ul>	<p><b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Locate unknown words in reference materials from increasingly more difficult text.</li> <li>• Use print reference materials to determine the meaning of words (i.e. dictionary, thesaurus, encyclopedia, nonfiction text)</li> <li>• Use digital reference materials to determine the meaning of words. (i.e. websites, online dictionary, online thesaurus, online encyclopedia)</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Materials</li> <li>• Dictionary</li> <li>• Thesaurus</li> <li>• Encyclopedia</li> <li>• Words</li> <li>• Phrases</li> </ul>	<p>Important</p>

<p><b>Vocabulary in Literature and Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Topic</li> <li>• Subject</li> </ul>	<p><b>3.RV.3.2:</b> * Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p>	<ul style="list-style-type: none"> <li>• Identify unknown words in increasingly more difficult nonfiction texts.</li> <li>• Use text features (e.g. glossary, maps, charts, captions, etc.) to determine the meaning of unknown words in a nonfiction text.</li> <li>• Use context clues and knowledge of subject to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Text feature</li> <li>• Context clues</li> </ul>	<p>Important</p>
<p><b>Vocabulary in Literature and Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>• Literal</li> <li>• Nonliteral</li> <li>• Figurative Language</li> </ul>	<p><b>3.RV.3.1:</b> Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (<i>e.g., similes</i>).</p>	<ul style="list-style-type: none"> <li>• Locate important words and phrases the author uses.</li> <li>• Explain how the author uses the words and phrases to help the reader.</li> <li>• Locate similes and metaphors in text.</li> <li>• Explain the meaning of similes and metaphors and how they relate to the reading.</li> <li>• Identify when the author uses personification.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Personification</li> </ul>	<p>Important</p>

## WRITING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Informative Compositions (Expository)</b></p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Topics</li> <li>• Format</li> </ul>	<p><b>3.W.3.2:</b> * Write informative compositions on a variety of topics that- * State the topic, develop a main idea for the introductory paragraph, and group related information together. * Develop the topic with facts and details. * Connect ideas within categories of information using words and phrases. * Use text features (e.g., pictures, graphics) when useful to aid comprehension. * Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Choose a topic of interest.</li> <li>• Write an introductory paragraph that states the topic and develops the main idea.</li> <li>• Uses facts and details to support and expand on the topic.</li> <li>• Write paragraphs in a logical sequence.</li> <li>• Provide a conclusion that summarizes the information.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions</li> <li>• Topics</li> <li>• Format</li> </ul>	<p>Critical</p>
<p><b>Narrative Compositions</b></p> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Composition</li> <li>• Format</li> </ul>	<p><b>3.W.3.3:</b> * Write narrative compositions in a variety of forms that- * Establish an introduction (e.g., situation, narrator, characters). * Include specific descriptive details and clear event sequences. * Include dialogue. * Connect ideas and events using introduction and transition words. * Provide an ending.</p>	<ul style="list-style-type: none"> <li>• Write a narrative about an event from Winter Vacation.</li> <li>• Create an introduction that provides a setting/situation and introduces relevant people.</li> <li>• Explain the event in a logical sequence with clear details.</li> <li>• Provide an ending that summarizes the event and restates its importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> <li>• <b>IXL BB.1, BB.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Compositions</li> <li>• Format</li> </ul>	<p>Critical</p>

<p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Format</li> <li>• Reference materials</li> </ul>	<p><b>3.W.4:</b> * Apply the writing process to - * Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). * Use technology to interact and collaborate with others to publish legible documents.</p>	<ul style="list-style-type: none"> <li>• Select a topic.</li> <li>• Use reference materials to gather information related to the topic.</li> <li>• Organize information</li> <li>• Generate a draft.</li> <li>• Use an editing checklist to evaluate content and use of conventions.</li> <li>• Revise and extend writing.</li> <li>• Use the computer to publish and share the writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebooks</li> <li>• <b><i>IXL CC.1-CC.3; DD.1-DD.5; HH.1-HH.3; II.1</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Format</li> <li>• Reference materials</li> </ul>	<p>Critical</p>
<p><b>Finding, Assessing, Synthesizing, and Reporting Information</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Topic</li> <li>• Texts</li> <li>• Reliability</li> </ul>	<p><b>3.W.5:</b> Conduct short research on a topic. * Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). * Locate information in reference texts, electronic resources, or through interviews. * Recognize that some sources may be more reliable than others. * Record relevant information in their own words. * Present the information, choosing from a variety of formats.</p>	<ul style="list-style-type: none"> <li>• Identify a topic.</li> <li>• Locate information on the topic.</li> <li>• Use a variety of resources.</li> <li>• Evaluate resources to determine relevance and reliability.</li> <li>• Restate information.</li> <li>• Choose a format to present the information (i.e., poster, play, story, report, poem, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebook</li> <li>• Writing Project</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Topic</li> <li>• Texts</li> <li>• Reliability</li> <li>• Presentation</li> </ul>	<p>Critical</p>

<p><b>Conventions of Standard English</b></p> <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Command of English grammar</li> </ul>	<p><b>3.W.6.1:</b> *Demonstrate command of English grammar and usage, focusing on:</p>	<ul style="list-style-type: none"> <li>• Use correct grammar and usage in daily work.</li> </ul>			Critical
<ul style="list-style-type: none"> <li>• Abstract Nouns</li> </ul>	<p><b>3.W.6.1a:</b> Nouns/Pronouns-Writing sentences using abstract nouns (e.g., hope, thought).</p>	<ul style="list-style-type: none"> <li>• Identify and write possessive nouns in sentences.</li> <li>• Identify and write possessive pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>D1-D4, P1-P4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Abstract Nouns</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs</li> <li>• Simple verb tenses</li> </ul>	<p><b>3.W.6.1b:</b> Verbs-Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> <li>• Identify and write linking verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL H1,H2; J1-J3; M1-M7; N1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs</li> <li>• Simple verb tenses</li> </ul>	Critical
<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Functions</li> </ul>	<p><b>3.W.6.1c:</b> Adjectives/Adverbs-Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.</p>	<ul style="list-style-type: none"> <li>• Identify and write comparative and superlative forms of adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL T1-T3, U1,U2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Functions</li> </ul>	Critical

<p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Complete Sentence</li> <li>• Simple Sentence</li> <li>• Compound Sentence</li> <li>• Complex Sentence</li> <li>• Declarative Sentence</li> <li>• Interrogative Sentence</li> <li>• Exclamatory Sentence</li> </ul>	<p><b>3.W.6.1e:</b> Usage- Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (<i>e.g., and, for, but, or</i>).</p>	<ul style="list-style-type: none"> <li>• Identify and write complex sentences.</li> <li>• Use conjunctions in complex sentences.</li> <li>• Use declarative, interrogative, imperative and exclamatory sentences in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Classroom observation</li> <li>• NWEA</li> <li>• Daily Language Review</li> <li>• <b>IXL A.1; C.1-C.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Predicate</li> <li>• Complete sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Exclamatory</li> </ul>	<p>Critical</p>
<p><b>Capitalization, Punctuation, and Spelling</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p><b>3.W.6.2:</b> *Demonstrate command of capitalization, punctuation, and spelling</p>		<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• <b>IXL CC.1-CC.3; A1, A2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p><b>3.W.6.2b:</b> Punctuation- * Correctly using apostrophes to form contractions and singular and plural possessives. * Using quotation marks to mark direct speech. * Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (<i>e.g., a small, red bicycle</i>).</p>	<ul style="list-style-type: none"> <li>• Use apostrophes correctly in singular and plural possessives.</li> <li>• Use quotation marks to mark direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL DD1-DD5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p>Critical</p>

<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> <li>•</li> </ul>	<p><b>3.W.6.2C:</b> Spelling- * Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. * Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>	<ul style="list-style-type: none"> <li>• Correctly spell high frequency words.</li> <li>• Correctly spell homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• <b><i>IXL MM.1-MM.3</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> <li>•</li> </ul>	<p>Critical</p>
---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	-----------------

## SPEAKING AND LISTENING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	<p><b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.</p>	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Build upon other’s ideas.</li> <li>• Support position in discussion with related information from reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	<p>N/A</p>
<ul style="list-style-type: none"> <li>• Discussion Rules</li> <li>• Discussion Roles</li> </ul>	<p><b>3.SL.2.3:</b> Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve roles for small group discussions or projects.</p>	<ul style="list-style-type: none"> <li>• Compose a classroom list of discussion guidelines.</li> <li>• Apply discussion guidelines when participating in collaborative discussions.</li> <li>• Identify the responsibilities of different discussion roles.</li> <li>• Use roles when participating in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Rules</li> <li>• Discussion Roles</li> </ul>	<p>N/A</p>
<ul style="list-style-type: none"> <li>• Topic</li> <li>• Check for Understanding</li> </ul>	<p><b>3.SL.2.4:</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p>	<ul style="list-style-type: none"> <li>• Check for understanding when participating in classroom and small group discussions.</li> <li>• Restate information to monitor and clarify understandings.</li> <li>• Share personal thinking that is related to the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Classroom Observation</li> </ul>		<p>N/A</p>

<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Pictures</li> <li>• Charts, graphs, and other media formats</li> </ul>	<p><b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), orally.</p>	<ul style="list-style-type: none"> <li>• Interpret information represented in pictures, charts, graphs, and other media formats.</li> <li>• Explain the information found in pictures, charts, graphs, and other media formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Pictures</li> <li>• Charts, graphs, and other media formats</li> </ul>	<p>Important</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Narrative</li> <li>• Ideas</li> <li>• Chronological</li> <li>• Facts</li> <li>• Details</li> <li>• Pace</li> </ul>	<p><b>3.SL.4.1:</b> Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant descriptive details, speaking at an understandable pace, in a clear, concise manner.</p>	<ul style="list-style-type: none"> <li>• Choose a topic.</li> <li>• Gather relevant information about the topic.</li> <li>• Support the topic with facts and details.</li> <li>• Organize the information chronologically or logically.</li> <li>• Present the information orally on the topic in a concise manner at an appropriate pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> <li>• Classroom Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Narrative</li> <li>• Ideas</li> <li>• Chronological</li> <li>• Facts</li> <li>• Details</li> <li>• Pace</li> </ul>	<p>N/A</p>

**READING: FOUNDATIONS**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>Print Concepts</b>	<b>3.RF.2.4: (1)</b> Learn and apply knowledge of alphabetical order	<ul style="list-style-type: none"> <li>List words in alphabetical order to the third letter.</li> </ul>	<ul style="list-style-type: none"> <li><i>IXL RR1-RR4</i></li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical Order</li> </ul>	
<b>Phonics</b> <ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> </ul>	<b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, Vce, Cle) to aid in decoding unknown words.	<ul style="list-style-type: none"> <li>Find and read words with all six syllable patterns.</li> <li>Apply knowledge of all six syllable patterns to reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Classroom writing projects</li> </ul>	<ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> </ul>	Important
<b>Phonics</b> <ul style="list-style-type: none"> <li>Grade-appropriate words</li> <li>Blends</li> <li>Spelling Patterns</li> </ul>	<b>3.RF.4.6:</b> Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	<ul style="list-style-type: none"> <li>Read irregular contractions.</li> <li>State the words that make up irregular contractions.</li> <li>Read irregular possessives.</li> </ul>	<ul style="list-style-type: none"> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> <li>Running Records</li> </ul>	Irregular contractions Irregular possessives	Important
<b>Fluency</b> <ul style="list-style-type: none"> <li>Texts</li> <li>Expression</li> <li>Comprehension</li> <li>Independent level</li> </ul>	<b>3.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> <li>Read progressively more difficult text fluently with appropriate pausing, phrasing and expression.</li> <li>Use punctuation to guide phrasing and expression.</li> <li>Increase fluency speed (wpm).</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark</li> <li>Progress Monitoring Running Record (code phrases)</li> <li>Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Texts</li> <li>Expression</li> <li>Comprehension</li> <li>Independent level</li> <li>Phrases</li> </ul>	N/A

## READING: LITERATURE

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
	<p><b>3.RL.2.2:</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.</p>	<ul style="list-style-type: none"> <li>• Compare and Contrast folktales, fables, and or tall tales from different cultures.</li> <li>• Read closely to determine the relationship between the central message and key details in the text.</li> <li>• Explore connections between folktales, fables, tall tales and the culture of their origination.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Folktale</li> <li>• Fable</li> <li>• Tall Tale</li> <li>• Culture</li> <li>• Central Message</li> <li>• Key Details</li> </ul>	Critical
<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Themes</li> <li>• Settings</li> <li>• Plots</li> <li>• Same author</li> <li>• Similar characters</li> </ul>	<p><b>3.RL.4.2:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<ul style="list-style-type: none"> <li>• Determine the author’s theme across texts.</li> <li>• Locate evidence in texts that supports the author’s theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• Reading Conferences</li> <li>• Classroom Discussion</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Same author</li> <li>• Text evidence</li> </ul>	Important

## READING: NONFICTION

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p><b>3.RN.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> <li>• Ask questions about nonfiction texts.</li> <li>• Use text features to answer questions about nonfiction texts.</li> <li>• Defend answers with evidence from the text.</li> <li>• Determine what the author wants to reader to understand.</li> <li>• Determine what is important when reading nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	<p><b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> <li>• Use the introduction and conclusion to help determine the main idea.</li> <li>• Utilize text features to determine the main idea.</li> <li>• State the main idea of a nonfiction text.</li> <li>• Describe details about the main idea.</li> <li>• Differentiate interesting facts from supporting details and the main idea.</li> <li>• Explain how the details support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Conclusion</li> <li>• Main idea</li> <li>• Details</li> <li>• Facts</li> <li>• Text Features</li> </ul>	<p>Critical</p>

<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Historical Events</li> <li>• Scientific ideas</li> <li>• Process/ Procedure</li> </ul>	<p><b>3.RN.2.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text, using words such as first, next, finally, because, problem, solution, same, and different.</p>	<ul style="list-style-type: none"> <li>• Use multiple texts to read about historical events.</li> <li>• Describe relationship between historical events.</li> <li>• Locate evidence that explains a scientific idea or concept.</li> <li>• Use relational words to describe a process or procedure.</li> <li>• Reread a text to gain a deep understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Posters</li> <li>• How-to Writing.</li> <li>• Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Event</li> <li>• Scientific Process</li> <li>• Procedure</li> <li>• Relational Words</li> </ul>	<p>Critical</p>
<p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Nonfiction text features</li> </ul>	<p><b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (<i>e.g., maps, illustrations, charts, font/format</i>).</p>	<ul style="list-style-type: none"> <li>• Identify nonfiction text features and create a class list.</li> <li>• List how text features help the reader.</li> <li>• Locate information on charts and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction Text features</li> <li>• Charts</li> <li>• Maps</li> </ul>	<p>Important</p>
<p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Nonfiction text</li> <li>• Problem</li> <li>• Solution</li> <li>• Events</li> <li>• Chronological order</li> </ul>	<p><b>3.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</p>	<ul style="list-style-type: none"> <li>• Determine the problem in a nonfiction text.</li> <li>• Locate evidence in the text that describes the problem.</li> <li>• Locate the solution to the problem.</li> <li>• Locate evidence in the text that supports the solution.</li> <li>• Identify cause/effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction text</li> <li>• Problem</li> <li>• Solution</li> <li>• Events</li> <li>• Chronological order</li> </ul>	<p>Important</p>

<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>Perspective</li> </ul>	<p><b>3.RN.3.3:</b> Distinguish one’s own perspective from that of the author of the text.</p>	<ul style="list-style-type: none"> <li>Read a nonfiction text and locate facts.</li> <li>Determine the author’s purpose.</li> <li>State opinion about topic.</li> <li>Compare and contrast reader’s and author’s perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussions</li> <li>Graphic Organizers</li> <li>Response Journals</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Perspective</li> </ul>	<p>Critical</p>
<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>Fact and Opinion</li> <li>Reasons</li> <li>Facts</li> <li>Points</li> </ul>	<p><b>3.RN.4.1:</b> *Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text,</p>	<ul style="list-style-type: none"> <li>State the author’s purpose/point of view.</li> <li>List facts from the text that support the author’s point of view.</li> <li>Determine the author’s opinion.</li> <li>Discuss how the facts are different from the author’s opinion.</li> <li>Explain what the author wants the reader to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Response Journals</li> <li>Reading Conferences</li> <li>Graphic Organizers</li> <li>NWEA</li> </ul>	<ul style="list-style-type: none"> <li>Fact and Opinion</li> <li>Reasons</li> <li>Facts</li> <li>Points</li> </ul>	<p>Important</p>

<ul style="list-style-type: none"> <li>• Points</li> <li>• Details</li> <li>• Texts</li> <li>• Topic</li> </ul>	<p><b>3.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Read two different texts on the same topic.</li> <li>• Determine the main idea in both texts.</li> <li>• List details to support the main idea.</li> <li>• Find evidence that supports which text presents the information in the most interesting way.</li> <li>• Determine which text shows the strongest connection among ideas.</li> <li>• Determine the central ideas across the texts.</li> <li>• Explain how the texts present the information differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Points</li> <li>• Details</li> <li>• Texts</li> <li>• Topic</li> </ul>	<p>Critical</p>
-----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	-----------------

## READING: VOCABULARY

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Words</li> </ul>	<p><b>3.RV.2.1:</b> * Apply context clues (e.g., words and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.</p>	<ul style="list-style-type: none"> <li>• Use context clues to determine the meaning of unknown words.</li> <li>• Read the words around an unknown word to determine its meaning.</li> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Explain the meanings of new words and how they relate to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Words</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Topic</li> <li>• Subject</li> </ul>	<p><b>3.RV.3.2:</b> * Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.</p>	<ul style="list-style-type: none"> <li>• Read increasingly more difficult nonfiction text.</li> <li>• Identify unknown words in a nonfiction text.</li> <li>• Use text features (e.g. glossary) to determine the meaning of unknown words in a nonfiction text.</li> <li>• Use context clues and knowledge of subject to determine the meaning of unknown words.</li> <li>• Explain how newly learned words relate to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Topic</li> <li>• Subject</li> </ul>	<p>Important</p>

<p><b>Vocabulary in Literature and Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>• Idioms</li> </ul>	<p><b>3.RV.3.3:</b> Recognize the meanings of idioms in context.</p>	<ul style="list-style-type: none"> <li>• Read stories and content that contain idioms.</li> <li>• Identify idioms in context.</li> <li>• Compare and contrast the literal vs. the intended meaning of idioms.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> <li>• <b><i>IXL ZZ.1, ZZ.3</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Idioms</li> </ul>	<p>Critical</p>
------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------	-----------------

## WRITING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>Informative Compositions (Expository)</b></p> <ul style="list-style-type: none"> <li>• Compositions</li> <li>• Topics</li> <li>• Format</li> </ul>	<p><b>3.W.3.2:</b> * Write informative compositions on a variety of topics that- * State the topic, develop a main idea for the introductory paragraph, and group related information together. * Develop the topic with facts and details. * Connect ideas within categories of information using words and phrases. * Use text features (e.g., pictures, graphics) when useful to aid comprehension. * Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Write a research paragraph.</li> <li>• Research the topic and write relevant notecards.</li> <li>• Organize notecards.</li> <li>• Use notecards to write a multi-paragraph report.</li> <li>• Develop the topic with facts and details.</li> <li>• Connect ideas using transitional words.</li> <li>• Include text features in report.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Topic</li> <li>• Fact</li> <li>• Detail</li> <li>• Transition words</li> <li>• Text features</li> </ul>	<p>Critical</p>
<p><b>Narrative Compositions</b></p> <ul style="list-style-type: none"> <li>• Format</li> </ul>	<p><b>3.W.3.3:</b> * Write narrative compositions in a variety of forms that- * Establish an introduction (e.g., situation, narrator, characters). * Include specific descriptive details and clear event sequences. * Include dialogue. * Connect ideas and events using introduction and transition words. * Provide an ending.</p>	<ul style="list-style-type: none"> <li>• Write a fractured fairy tale or fantasy story.</li> <li>• Create a setting, characters, and a plot.</li> <li>• Establish a fantastical element when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Fractured Fairy Tale</li> <li>• Fantastical Element</li> </ul>	<p>Critical</p>

<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Information</li> <li>• Visual References</li> <li>• Text References</li> <li>• Organize</li> <li>• Summarize</li> <li>• Present</li> </ul>	<p><b>3.W.5:</b> Conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>• Identify a specific topic or question of interest (<i>e.g., where did Benjamin Harrison grow up?</i>).</li> <li>• Locate information in reference texts, electronic resources, or through interviews.</li> <li>• Recognize that some sources may be more reliable than others.</li> <li>• Record relevant information in their own words.</li> <li>• Present the information, choosing from a variety of formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research on a chosen topic.</li> <li>• Organize research on notecards on a prewrite sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>		Critical
<p><b>Conventions of Standard English</b></p> <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Command of English grammar</li> </ul>	<p><b>3.W.6.1:</b> *Demonstrate command of English grammar and usage, focusing on:</p>	<ul style="list-style-type: none"> <li>• Use correct grammar and usage in daily work.</li> </ul>			Critical
<ul style="list-style-type: none"> <li>• Abstract Nouns</li> </ul>	<p><b>3.W.6.1a:</b> Nouns/Pronouns- Writing sentences using abstract nouns (<i>e.g., hope, thought</i>).</p>	<ul style="list-style-type: none"> <li>• Identify and write collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>D1-D4, P1-P4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Abstract Nouns</li> </ul>	Critical

<p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Complete Sentence</li> <li>• Simple Sentence</li> <li>• Compound Sentence</li> <li>• Complex Sentence</li> <li>• Declarative Sentence</li> <li>• Interrogative Sentence</li> <li>• Exclamatory Sentence</li> </ul>	<p><b>3.W.6.1e:</b> Usage- Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (<i>e.g., and, for, but, or</i>).</p>	<ul style="list-style-type: none"> <li>• Use declarative, interrogative, and exclamatory sentences in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Classroom observation</li> <li>• NWEA</li> <li>• Daily Language Review</li> </ul> <p><b>IXL A.1; C.1-C.3</b></p>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Predicate</li> <li>• Complete sentence</li> <li>• Declarative</li> <li>• Interrogative Exclamatory</li> </ul>	<p>Critical</p>
<p><b>Capitalization, Punctuation, and Spelling</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p><b>3.W.6.2:</b> *Demonstrate command of capitalization, punctuation, and spelling</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• <b>IXL CC.1-CC.3; A1, A2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	<p><b>3.W.6.2a:</b> Capitalization- Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.</p>	<ul style="list-style-type: none"> <li>• Capitalize titles.</li> <li>• Capitalize proper nouns.</li> <li>• Recognize when appropriate capitalization is used.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL CC1-CC3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	<p>Critical</p>

<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p><b>3.W.6.2b:</b> Punctuation- *  Correctly using apostrophes to form contractions and singular and plural possessives. * Using quotation marks to mark direct speech. * Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p>	<ul style="list-style-type: none"> <li>• Use quotation marks to mark direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• <b>IXL DD1-DD5</b></li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p>Critical</p>
<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> </ul>	<p><b>3.W.6.2C:</b> Spelling- * Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. * Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</p>	<ul style="list-style-type: none"> <li>• Correctly spell high frequency words.</li> <li>• Correctly spell homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> <li>• <b>IXL MM.1-MM.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> </ul>	<p>Critical</p>

## SPEAKING AND LISTENING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>Discussion and Collaboration</b> <ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	<b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Build upon other’s ideas.</li> <li>• Use appropriate discussion rules/etiquette.</li> <li>• Support position in discussion with related information from reading.</li> <li>• Discuss and clarify different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> <li>• Discussion rules/etiquette</li> </ul>	N/A
<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	<b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), orally.	<ul style="list-style-type: none"> <li>• Paraphrase the main idea of information presented.</li> <li>• Support the main idea with details taken from the information presented.</li> <li>• Use multiple forms of media to present information</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> <li>• Classroom Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	Important
<b>Discussion and Collaboration</b> <ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	<b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Build upon other’s ideas.</li> <li>• Use appropriate discussion rules/etiquette.</li> <li>• Support position in discussion with related information from reading.</li> <li>• Discuss and clarify different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> <li>• Discussion rules/etiquette</li> </ul>	N/A

<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	<p><b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), orally.</p>	<ul style="list-style-type: none"> <li>• Paraphrase the main idea of information presented.</li> <li>• Support the main idea with details taken from the information presented.</li> <li>• Use multiple forms of media to present information</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> <li>• Classroom Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	<p>Important</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Multi-step Directions</li> </ul>	<p><b>3.SL.4.3:</b> (2) Give and follow multi-step directions.</p>	<ul style="list-style-type: none"> <li>• Choose a procedure.</li> <li>• Determine concise steps.</li> <li>• Give multi-step directions.</li> <li>• Follow multi-step directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Classroom Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-step Directions</li> </ul>	