



Grade 3

Common Core Adoption Process

(Unpacked Standards)



Grade 3

Reading: Literature

Common Core Adoption Process

RL.3.1

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

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will ask and provide answers to questions using who, what, where, when and why. Students understand that it is important to look back in the text for answers. Students are able to answer comprehension questions. Students will understand that graphic organizers can be used to summarize stories and recall key details. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will evaluate information in the text in order to answer questions. Students will provide answers to questions citing information from the text. Students will monitor their comprehension and ask questions to clarify their understanding. Students will choose the appropriate graphic organizer in order to best summarize the story. 	<ul style="list-style-type: none"> What are the major/minor characters? What are the major/minor events? Can you find the most important details? Where can you find ____? Retell the story in order. Which graphic organizer would help you to summarize this story?
<p>Vocabulary:</p> <p>Question Demonstrate Understanding Text Answer Detail Sequence Cite Graphic Organizer</p>		

Common Core Adoption Process

RL.3.2

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

What do students need to be able to <u>DO</u> ?		Question Stems																		
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will retell the story. Students will read multiple genres of literature. Students will identify the central message, lesson, or moral of the story using key details. Students will understand that there are multiple genres of literature including: fables, folktales, & myths. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will evaluate the text in order to explain the central message, lesson, and/or moral. Students will cite details from the text to support their answers. 	<ul style="list-style-type: none"> What is the moral of the story? Why do you think the author is telling this story? What lesson can be learned from this story? What graphic organizer could you use to help you summarize this story? 																		
<p>Vocabulary:</p> <table border="0"> <tr> <td>Recount</td> <td>Fable</td> <td>Folktale</td> <td>Myth</td> <td>Diverse</td> <td>Culture</td> </tr> <tr> <td>Central Message</td> <td>Cite</td> <td>Genre</td> <td>Moral</td> <td>Convey</td> <td>Key Details</td> </tr> <tr> <td>Text</td> <td>Lessons</td> <td>Summarize</td> <td></td> <td></td> <td></td> </tr> </table>			Recount	Fable	Folktale	Myth	Diverse	Culture	Central Message	Cite	Genre	Moral	Convey	Key Details	Text	Lessons	Summarize			
Recount	Fable	Folktale	Myth	Diverse	Culture															
Central Message	Cite	Genre	Moral	Convey	Key Details															
Text	Lessons	Summarize																		

Common Core Adoption Process

RL.3.3

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

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will retell the story through the sequence of events. Students will identify major/minor characters. Students will understand how the characters' actions contribute to the major and minor events of the story. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will evaluate the characters actions in order to determine their motivations and feelings. Students will complete a character analysis during which they describe the character's traits. Students will infer how the story might have ended had a character (or characters) made different decisions. 	<ul style="list-style-type: none"> Who are the major/minor characters in the story? Describe the major/minor characters. Explain how knowing more about the characters made the story more interesting What motivates the characters to find a solution to the problem? How do the characters actions contribute to the sequence of events? Complete an open-mind portrait of this character. If the character had reacted differently, how might the story have changed? 												
<p>Vocabulary:</p> <table border="0"> <tr> <td>Describe</td> <td>Characteristics</td> <td>Motivation</td> <td>Emotion</td> </tr> <tr> <td>Sequence of Events</td> <td>Contribute</td> <td>Problem</td> <td>Solution</td> </tr> <tr> <td>Character Traits</td> <td>Open-Mind Portrait</td> <td></td> <td></td> </tr> </table>			Describe	Characteristics	Motivation	Emotion	Sequence of Events	Contribute	Problem	Solution	Character Traits	Open-Mind Portrait		
Describe	Characteristics	Motivation	Emotion											
Sequence of Events	Contribute	Problem	Solution											
Character Traits	Open-Mind Portrait													

Common Core Adoption Process

RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Student will distinguish between words, phrases, and sentences. • Students will identify literal meaning of words and phrases. • Students will understand that words and phrases can have more than one meaning. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • Students will apply strategies to determine the nonliteral meaning of words and phrases in the text. • Students will differentiate between the literal and nonliteral language. 	<ul style="list-style-type: none"> • What does this word or phrase mean? • What does the author mean by this phrase? • What context clues can you find in the passage to figure out the meaning of that word or phrase? • What is the literal meaning of this phrase? Now what is the author actually saying? 												
<p>Vocabulary:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Determine</td> <td style="text-align: center;">Phrases</td> <td style="text-align: center;">Non-literal</td> <td style="text-align: center;">Literal</td> <td style="text-align: center;">Context Clues</td> <td style="text-align: center;">Distinguish</td> </tr> <tr> <td style="text-align: center;">Literal</td> <td style="text-align: center;">Nonliteral</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Determine	Phrases	Non-literal	Literal	Context Clues	Distinguish	Literal	Nonliteral				
Determine	Phrases	Non-literal	Literal	Context Clues	Distinguish									
Literal	Nonliteral													

Common Core Adoption Process

RL.3.5

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

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will take notes and/or “Talk To The Text” in order to easily reference parts of the story. Students will identify the elements of story, including: page number, title, author, paragraph, and chapter. Students will identify parts of poems, including: title, author, line, and stanza. Students will identify parts of dramas, including: title, author, cast of characters, setting, stage directions, narrator, and scenes. Students will describe how each part builds on earlier sections (sequence of events) when discussing or writing about story, drama, or poems. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will describe how chapters, scenes, and stanza give the reader information and work together to create a more interesting story, drama, or poem. Students will apply their understanding of text/story structure in order to increase their own comprehension. Students will cite textual evidence when answering questions and/or describing the text. 	<ul style="list-style-type: none"> Compare and contrast the structure of poems, stories, and dramas. What is the importance of a scene in a play? What role do chapters have in a book? What role do stanzas have in a poem? What is the function of stage directions? Can you use the terms chapter, scene, and or stanza when describing the text in writing or speaking? Why do you think the author chose to publish his/her ideas in this format? 															
<p>Vocabulary:</p> <table border="0"> <tr> <td>Text</td> <td>Drama/Play</td> <td>Stage direction</td> <td>Act/Scene</td> <td>Textual Evidence</td> </tr> <tr> <td>Chapter</td> <td>Poem/Poetry</td> <td>Verse</td> <td>Stanza</td> <td>Sequence of Events</td> </tr> <tr> <td>Cast</td> <td>Cite</td> <td>Format</td> <td></td> <td></td> </tr> </table>			Text	Drama/Play	Stage direction	Act/Scene	Textual Evidence	Chapter	Poem/Poetry	Verse	Stanza	Sequence of Events	Cast	Cite	Format		
Text	Drama/Play	Stage direction	Act/Scene	Textual Evidence													
Chapter	Poem/Poetry	Verse	Stanza	Sequence of Events													
Cast	Cite	Format															

Common Core Adoption Process

RL.3.6

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

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand point of view. Students will know what is meant by “first person” narration. Students will understand “third person” person narration. Students will identify the narrator in the story. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will analyze their own point of view and compare it to the narrator’s point of view. Students will analyze the perspective of various characters within the story. Students will evaluate the impact of the narrator on the story. 	<ul style="list-style-type: none"> Who is telling the story? Who is narrator? Is this selection written in first person? How do you know? What words give clues? Is this selection written in third person? How do you know? What words give you clues? Do you agree with the narrator? Why or why not? How do you think the narrator feels about this character? Why? What do you think was going through the mind of that character when he/she did that? How might the story have changed if ____ was the narrator?
<p>Vocabulary:</p> <p>Distinguish Perspective Point Of View First Person Third Person Narrator</p>		

Common Core Adoption Process

RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand character, plot, setting. Students will recognize how illustrations contribute to a story. Students will identify characters and setting details through the illustrations. Students will understand the connection between the pictures and the words. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will analyze illustrations and describe how they contribute to what is being conveyed in words. Students will analyze the illustrations in order to determine the mood of the story. 	<ul style="list-style-type: none"> How do the illustrations help tell the story? How do the illustrations show the mood and setting? Explain how the illustrations contributed to your understanding of the text. How would this story have changed if there were no pictures? Look only at the pictures. What do you think the mood of the story is? Why do you think this?
<p>Vocabulary:</p> <p>Illustration Contribute Contribution Convey Aspect</p> <p>Mood</p>		

Common Core Adoption Process

RL.3.9

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

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will recognize similarities between books by the same author Students will understand characters often grow and change over the course several books within a series. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will evaluate literature written by the same author. Students will compare and contrast various texts from the same author. Student will compare and contrast themes, settings, and plots of stories written by the same author. 	<ul style="list-style-type: none"> Can you compare and contrast Book A and Book B? How is character X the same or different in Book A and Book B? How does the setting effect the character's actions? What is the theme of the story? Can you identify themes, settings, plots, and stories written by the same author? How can you tell without looking which books were written by the same author?
<p>Vocabulary:</p> <p>Compare Character Contrast Text Theme Setting Plot Author</p>		

Common Core Adoption Process

RL.3.10

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

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Student will understand that graphic organizers can be used to help comprehend a text. • Students will reread text to find more information or clarify ideas. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • Students will apply reading strategies to help understand texts. • Student will read fluently and comprehend at a DRA level 38 by the end of third grade. • Students will apply their knowledge of graphic organizers in order to choose the organizer that will best help them with the text. 	<ul style="list-style-type: none"> • What can you do if you do not understand what the author is trying to say? • What strategy do you have that would help you monitor your comprehension? • Do you go back and re-read? • What reading strategy did you use to help you understand the reading? • Which graphic organizer would help you summarize this story? 															
<p>Vocabulary:</p> <table> <tr> <td>Comprehend</td> <td>Literature</td> <td>Story</td> <td>Drama</td> <td>Poetry</td> </tr> <tr> <td>Independently</td> <td>Proficiently</td> <td>Graphic Organizer</td> <td>DRA Level</td> <td>Text</td> </tr> <tr> <td>Clarification</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Comprehend	Literature	Story	Drama	Poetry	Independently	Proficiently	Graphic Organizer	DRA Level	Text	Clarification				
Comprehend	Literature	Story	Drama	Poetry													
Independently	Proficiently	Graphic Organizer	DRA Level	Text													
Clarification																	



Grade 3

Reading: Informational Texts

Common Core Adoption Process

RI.3.1

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

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand that asking questions is a way to increase comprehension. Students will locate words and details in the text to answer questions (“Right There” answers). Students will recall basic facts and details from the text. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will cite textual evidence when answering comprehension questions. Students will monitor their own comprehension in order to ask clarifying questions. 	<ul style="list-style-type: none"> Can you locate the answer in the text? Who or what is the text about? What is the main idea about what you are reading? What questions do you have about this story? Where did you find that answer? 															
<p>Vocabulary:</p> <table> <tr> <td>Question</td> <td>Answer</td> <td>Demonstrate</td> <td>Understanding</td> <td>Text</td> </tr> <tr> <td>Comprehension</td> <td>Clarification</td> <td>Cite</td> <td>Textual Evidence</td> <td>Details</td> </tr> <tr> <td>“Right There” Answers</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Question	Answer	Demonstrate	Understanding	Text	Comprehension	Clarification	Cite	Textual Evidence	Details	“Right There” Answers				
Question	Answer	Demonstrate	Understanding	Text													
Comprehension	Clarification	Cite	Textual Evidence	Details													
“Right There” Answers																	

Common Core Adoption Process

RI.3.2

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

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will retell key details from the text. Students will comprehend informational texts at their specific reading levels or when read aloud. Students understand that graphic organizers can help organize key details and main ideas from the text. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will evaluate the text in order to determine the main idea. Students will analyze the text in order to determine specific key details that support the main idea. Students will explain how key details support the main idea of the text. Students will evaluate the text in order to determine which graphic organizer would be helpful in terms of organizing the information. 	<ul style="list-style-type: none"> What information does the author use to support the main idea? What are the key details? How do the key details support the main idea? Can you identify the main idea? Which graphic organizer would help you retell this text? How can you prove that this is the main idea? What do you believe the author wanted us to remember after reading this? 										
<p>Vocabulary:</p> <table border="0"> <tr> <td>Determine</td> <td>Recount</td> <td>Key Details</td> <td>Support</td> <td>Main Idea</td> </tr> <tr> <td>Analyze</td> <td>Support</td> <td>Text</td> <td>Identify</td> <td>Graphic Organizer</td> </tr> </table>			Determine	Recount	Key Details	Support	Main Idea	Analyze	Support	Text	Identify	Graphic Organizer
Determine	Recount	Key Details	Support	Main Idea								
Analyze	Support	Text	Identify	Graphic Organizer								

Common Core Adoption Process

RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Student will identify relationships between series of historical events, scientific ideas, and steps in technical procedures. • Students will sequence events in informational text. • Students will understand that informational texts follow specific formats (ex: cause/effect & sequence). • Students are able to organize information using language regarding time. • Students understand that graphic organizers can help organize key details and main ideas from the text. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • Students will analyze the impact past events have on current events. • Students will apply content specific vocabulary when writing or speaking about the text. • Students will determine cause and effect by analyzing informational text. • Students will apply transitional words/phrases and linking words /phrases when describing the relationships between events, ideas, and concepts. • Students will evaluate the text in order to determine which graphic organizer would be helpful in terms of organizing the information. 	<ul style="list-style-type: none"> • What was the result of ___? • How are ___ and ___ related? • Can you explain the specific steps? • How was this text organized? • Tell me what happened in order for ___ to occur. • Which graphic organizer could you use to summarize the text? 															
<p>Vocabulary:</p> <table> <tr> <td>Relationship</td> <td>Events</td> <td>Concepts</td> <td>Technical</td> <td>Procedure</td> </tr> <tr> <td>Scientific</td> <td>Historical</td> <td>Sequence</td> <td>Cause/Effect</td> <td>Content Specific Vocabulary</td> </tr> <tr> <td>Summarize</td> <td>Graphic Organizer</td> <td>Transitional Words</td> <td>Linking Words</td> <td></td> </tr> </table>			Relationship	Events	Concepts	Technical	Procedure	Scientific	Historical	Sequence	Cause/Effect	Content Specific Vocabulary	Summarize	Graphic Organizer	Transitional Words	Linking Words	
Relationship	Events	Concepts	Technical	Procedure													
Scientific	Historical	Sequence	Cause/Effect	Content Specific Vocabulary													
Summarize	Graphic Organizer	Transitional Words	Linking Words														

Common Core Adoption Process

RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will identify domain specific words or phrases. Students will locate and use resources to help me determine the meaning of unknown words and phrases. Students will understand that text features can help them determine the meaning of unknown vocabulary. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply strategies to determine the meaning of general academic and domain specific words or phrases in a text (ex: read around the word, using the glossary and various other text features?) 	<ul style="list-style-type: none"> What tools can you use to find the meaning of this word? What does the word _____ mean in the sentence? Can you read words around the word to find the meaning? What text features could you use to help you find the meaning of that word or phrase?
<p>Vocabulary:</p> <p>Determine Strategies Glossary Resource Text Features Read Around The Word</p>		

Common Core Adoption Process

RI.3.5

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

What do students need to be able to <u>DO</u> ?		Question Stems																				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Student will identify and give examples of text features and search tools. • Students will know how to use basic text features (glossary, index, page number, table of contents, bold font, & text-boxes). • Students will understand how to utilize electronic search tools including: using key words, sidebars, search engines, sidebars, & hyperlinks). • Students will understand how to use search engines such as Google or Yahoo. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • Students will locate information about a topic using text features. • Students will explain how text features and search tools help locate information quickly. • Students will distinguish between relevant and irrelevant information. • Students will develop questions to guide their search. 	<ul style="list-style-type: none"> • How is the information organized? • Can you find ____? • How can you tell the difference between a story and informational text? • Which information would you find more important? • Which keys words would you use to search for your topic? • Are there any text features that could help you find that information? • What information do you need to find? • What questions do you have about that topic? How will you find the answers? 																				
<p>Vocabulary:</p> <table border="0"> <tr> <td>Key Words</td> <td>Locate</td> <td>Information</td> <td>Relevant</td> <td>Importance</td> </tr> <tr> <td>Organized</td> <td>Text Feature</td> <td>Search Tool</td> <td>Glossary</td> <td>Index</td> </tr> <tr> <td>Table of Contents</td> <td>Bold</td> <td>Font</td> <td>Distinguish</td> <td>Relevant</td> </tr> <tr> <td>Irrelevant</td> <td>Search Engine</td> <td>Text-Box</td> <td>Hyperlinks</td> <td>Sidebars</td> </tr> </table>			Key Words	Locate	Information	Relevant	Importance	Organized	Text Feature	Search Tool	Glossary	Index	Table of Contents	Bold	Font	Distinguish	Relevant	Irrelevant	Search Engine	Text-Box	Hyperlinks	Sidebars
Key Words	Locate	Information	Relevant	Importance																		
Organized	Text Feature	Search Tool	Glossary	Index																		
Table of Contents	Bold	Font	Distinguish	Relevant																		
Irrelevant	Search Engine	Text-Box	Hyperlinks	Sidebars																		

Common Core Adoption Process

RI.3.6

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

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand the concept of point of view (perspective). 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will evaluate a text in order to determine their own perspective on that issue. Students will be able to identify and describe how their point of view is similar to or different from the author's. Students will interpret the author's point of view based on the ideas presented in the text. 	<ul style="list-style-type: none"> What is the author's point of view on this topic? Is the author relating information, or is he/she trying to convince you of an idea? Do you agree or disagree with what the author has said so far? Can you explain your thoughts about what you read? Which information do you feel is most valid? 										
<p>Vocabulary:</p> <table> <tr> <td>Valid</td> <td>Information</td> <td>Text</td> <td>Author</td> <td>Point of View</td> </tr> <tr> <td>Perspective</td> <td>Provide</td> <td>Interpret</td> <td>Identify</td> <td>Convince</td> </tr> </table>			Valid	Information	Text	Author	Point of View	Perspective	Provide	Interpret	Identify	Convince
Valid	Information	Text	Author	Point of View								
Perspective	Provide	Interpret	Identify	Convince								

Common Core Adoption Process

RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will be able to use illustrations and the words in a text to help them understand and explain what they are reading. Students will be able to understand that informational text explains where, when, why, and how events occurred. Students will answer comprehensions questions regarding the text. Students will be able to understand that key information is found in the graphics that accompany text. Students will be able to read a map, including the key/legend. Students will be able to read diagrams, including their title and labels. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will be able to explain how illustrations in text add meaning to the words. Students will analyze maps, photographs, and diagrams in order to gain new information. 	<ul style="list-style-type: none"> What is the text about? Look at the illustrations/graphic, how does it relate to the text? How does the illustration help you understand the book? Other than the words, where else might you find the answer? Which illustration would help you answer that question? Why is the map key or legend important? Why and how did the event occur? 										
<p>Vocabulary:</p> <table border="0"> <tr> <td>Determine</td> <td>Map</td> <td>Key/Legend</td> <td>Illustration/Graphic</td> <td>Diagram</td> </tr> <tr> <td>Label</td> <td>Graphics</td> <td>Occur</td> <td>Comprehension</td> <td>Text</td> </tr> </table>			Determine	Map	Key/Legend	Illustration/Graphic	Diagram	Label	Graphics	Occur	Comprehension	Text
Determine	Map	Key/Legend	Illustration/Graphic	Diagram								
Label	Graphics	Occur	Comprehension	Text								

Common Core Adoption Process

RI.3.8

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

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • How did the author organize his/her writing? • How does this sentence connect to the next? • What is the author comparing? • What caused ____ to happen? • How was that problem solved? • What happened first, second, last? • Why do you think the author chose to organize his/her writing in this way? • How does the organization of the text make it easier to understand? • Which graphic organizer would you use to summarize this text? Why? 															
<ul style="list-style-type: none"> • Student will identify facts and details. • Students will identify transitional words and phrases. • Students will understand that informational texts often follow the same text structures, including: comparison, cause/effect, problem/solution, and sequence of events. • Students will understand that connection words and transitional words/phrases help them understand the text. 	<ul style="list-style-type: none"> • Students will evaluate sentences in order to determine how one part of the text is connected to another portion of the text. • Students will analyze the text in order to determine its text structures, including: comparison, cause/effect, problem/solution, and sequence of events. • Students will apply their understanding of text structure in order to choose the correct graphic organizer to summarize the text. 																
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td>Determine</td> <td>Logical</td> <td>Connection</td> <td>Paragraph</td> <td>Cause/Effect</td> </tr> <tr> <td>Sequential Order</td> <td>Detail</td> <td>Transitional Words</td> <td>Text Structure</td> <td>Problem/Solution</td> </tr> <tr> <td>Graphic Organizer</td> <td>Summary</td> <td>Sequence of Events</td> <td>Logic</td> <td></td> </tr> </table>			Determine	Logical	Connection	Paragraph	Cause/Effect	Sequential Order	Detail	Transitional Words	Text Structure	Problem/Solution	Graphic Organizer	Summary	Sequence of Events	Logic	
Determine	Logical	Connection	Paragraph	Cause/Effect													
Sequential Order	Detail	Transitional Words	Text Structure	Problem/Solution													
Graphic Organizer	Summary	Sequence of Events	Logic														

Common Core Adoption Process

RI.3.9

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

What do students need to be able to <u>DO</u> ?		Question Stems								
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will be able to identify important points and key details found in two texts on the same topic. Students will be able to identify key details and points that are the same or different in two texts. Students will understand that topics can be presented in a variety of ways. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will be able to compare and contrast the points made in two different texts on the same topic. Students will be able to compare and contrast the key details made in two different texts on the same topic. 	<ul style="list-style-type: none"> What are the key details in the text? What is the text about? How are the ideas the same or different in both texts? How are these texts related? Compare and contrast these texts using a Venn Diagram. Do you think the authors of these two texts agree or disagree? Why? 								
<p>Vocabulary:</p> <table> <tr> <td>Significant Point</td> <td>Key Detail</td> <td>Compare/Contrast</td> <td>Topic</td> </tr> <tr> <td>Venn Diagram</td> <td>Variety</td> <td>Related</td> <td></td> </tr> </table>			Significant Point	Key Detail	Compare/Contrast	Topic	Venn Diagram	Variety	Related	
Significant Point	Key Detail	Compare/Contrast	Topic							
Venn Diagram	Variety	Related								

Common Core Adoption Process

RI.3.10

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

What do students need to be able to <u>DO</u> ?		Question Stems				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Student will be able to closely read complex grade level texts. • Students will read non-fiction texts on a variety of topics. • Students will be able to reread a text to find more information or clarify ideas. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • Students will monitor their own comprehension and apply reading strategies in order to comprehend grade level texts. • Students will fluently read and comprehend informational texts at DRA level 38 by the end of third grade. 	<ul style="list-style-type: none"> • What do good readers do? • What strategy might help you understand this text? • Which graphic organizer might help you understand the text? • What are some questions you have after reading this text? • What text features might help you understand this book? 				
<p>Vocabulary:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Reading Strategies Fluently</td> <td style="text-align: center;">Informational Text Clarify</td> <td style="text-align: center;">Nonfiction Graphic Organizer</td> <td style="text-align: center;">DRA Level Text Features</td> </tr> </table>			Reading Strategies Fluently	Informational Text Clarify	Nonfiction Graphic Organizer	DRA Level Text Features
Reading Strategies Fluently	Informational Text Clarify	Nonfiction Graphic Organizer	DRA Level Text Features			



Grade 3

Reading: Foundational Skills

Common Core Adoption Process

RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words

A.

Identify and know the meaning of the most common prefixes and derivational suffixes.

What do students need to be able to <u>DO</u> ?		Question Stems								
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the concept of prefixes and suffixes (common prefixes/suffixes: <i>re-</i>, <i>un-</i>, <i>dis-</i>, <i>-ly</i>, <i>-ish</i>, <i>-hood</i>, <i>-ful</i>, <i>-ness</i>, <i>-ment</i>, <i>-ation</i>, <i>-able/ible</i> etc.). Students understand that prefixes are found at the beginning of a word. Students know the meaning of common prefixes such <i>re-</i>, <i>un-</i>, <i>dis</i>, etc. Students understand that suffixes are found at the end of a word. Students recognize common suffixes <i>-ly</i>, <i>-ish</i>, <i>-hood</i>, <i>-ful</i>, <i>-ness</i>, <i>-ment</i>, etc, and how they change the meaning of a word. Students understand that suffixes often change the meaning of the root word (derivational suffixes). 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their knowledge of prefixes and suffixes in order to decode new words in appropriate texts. 	<ul style="list-style-type: none"> Can you point out the root word? Are there any chunks you know that can help you figure out the word? Does the word have a prefix or suffix? 								
<p>Vocabulary:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Prefix</td> <td style="text-align: center;">Suffix</td> <td style="text-align: center;">Root Word</td> <td style="text-align: center;">Derivational Suffix</td> </tr> <tr> <td style="text-align: center;">Word Analysis</td> <td style="text-align: center;">Phonics</td> <td></td> <td></td> </tr> </table>			Prefix	Suffix	Root Word	Derivational Suffix	Word Analysis	Phonics		
Prefix	Suffix	Root Word	Derivational Suffix							
Word Analysis	Phonics									

Common Core Adoption Process

RF.3.3
 Know and apply grade-level phonics and word analysis skills in decoding words.
D.
 Read grade-appropriate irregularly spelled words.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will be able to recognize irregular spelled words. Students recognize all words on the Dolch word list for 2nd grade. Students understand that not all words follow regular spelling rules and that these words must be memorized. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students read irregularly spelled words without having to sound them out. 	<ul style="list-style-type: none"> When a word doesn't make sense what can I do?
<p>Vocabulary:</p> <p>Irregular Decode Root Word Syllable Prefix</p> <p>Suffix</p>		

Common Core Adoption Process

RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

A.

Read grade-level text with purpose and understanding.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students read grade-level text fluently and show comprehension through voice, timing, and expression. Students recognize when a word they've read does not make sense within the text. Students reread with corrections when necessary. Students read fluently. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply reading strategies when reading. Students establish a purpose prior to reading a text. Students self-monitor their comprehension as they move through texts. 	<ul style="list-style-type: none"> What do good readers do? What do you do if you can't summarize what you just read? Why are we reading this? What do you want to learn from this text? How can you tell if a book is too difficult for you?
<p>Vocabulary:</p> <p style="text-align: center;"> Fluency Context Clues Purpose Understanding Accuracy </p>		

Common Core Adoption Process

RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

B.

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

What do students need to be able to <u>DO</u> ?		Question Stems										
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • What do good readers do? • Listen to yourself read this poem, what do you notice? • How does your reading change the more times you read a poem? • How do you think the author would want that line or stanza read? • How do you want the audience to feel when you read this part? 										
<ul style="list-style-type: none"> • Students recognize when a word they've read does not make sense within the text. • Students reread with corrections when necessary. • Students read fluently. • Students understand the concept of using an appropriate rate when reading or reciting text. • Students understand the importance of adding expression when reading aloud or reciting. 	<ul style="list-style-type: none"> • Students apply strategies as they read grade-level prose and poetry fluently and show comprehension through voice, timing, and expression. • Students will self-monitor their reading for appropriate pacing. • Students evaluate a text in order to determine what expression is warranted when reading the text aloud. 											
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Fluency</td> <td style="text-align: center;">Prose</td> <td style="text-align: center;">Purpose</td> <td style="text-align: center;">Understanding</td> <td style="text-align: center;">Accuracy</td> </tr> <tr> <td style="text-align: center;">Reciting</td> <td style="text-align: center;">Expression</td> <td style="text-align: center;">Rate</td> <td></td> <td></td> </tr> </table>			Fluency	Prose	Purpose	Understanding	Accuracy	Reciting	Expression	Rate		
Fluency	Prose	Purpose	Understanding	Accuracy								
Reciting	Expression	Rate										

Common Core Adoption Process

RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

C.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will read grade-level prose and poetry fluently and show comprehension through voice, timing, and expression. Students will reread with corrections when necessary. Students read fluently. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students evaluate what they read in order to determine when something does not make sense. Students apply decoding strategies for determining an unknown word. Students use context clues to help them determine the meaning of the unknown word. 	<ul style="list-style-type: none"> What do good readers do? Think about what you just read; does that make sense? What strategy can you use if you are unable to summarize what you just read? Do you have a strategy for trying to figure out what that word means? Are there any clues in the text that could help you figure out what that word means?
<p>Vocabulary:</p> <p>Fluency Context Accuracy Strategies Self-Correct Confirm Comprehension Word Recognition</p>		



Grade 3

Writing

Common Core Adoption Process

W.3.1

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

A.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will determine and voice their opinion or point of view on topic or text. Students will understand organizational structure (Introduction, body, conclusion). Students will understand that opinions must be supported by specific 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will create an organizational structure for their writing wherein they begin with a strong topic sentence that clearly states their opinion. Students will explain their opinion with specific reasons. 	<ul style="list-style-type: none"> What do good writers do? What is your purpose? Who is your audience? What are your reasons for having that opinion? Reread your first sentence; does it clearly state your opinion? 																
<p>Vocabulary:</p> <table> <tr> <td>Opinion</td> <td>Argument</td> <td>Writing Process</td> <td>6 Traits of Writing</td> </tr> <tr> <td>Point of View</td> <td>Perspective</td> <td>Ideas</td> <td>Support</td> </tr> <tr> <td>Linking Words</td> <td>Introduction</td> <td>Conclusion</td> <td>Voice</td> </tr> <tr> <td>Logical</td> <td>Sentence Fluency</td> <td>Organization</td> <td>Word Choice</td> </tr> </table>			Opinion	Argument	Writing Process	6 Traits of Writing	Point of View	Perspective	Ideas	Support	Linking Words	Introduction	Conclusion	Voice	Logical	Sentence Fluency	Organization	Word Choice
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Point of View	Perspective	Ideas	Support															
Linking Words	Introduction	Conclusion	Voice															
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Common Core Adoption Process

W.3.1

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

B.

Provide reasons that support the opinion.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand that opinions must be supported by reasons. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students evaluate and voice the reasons for their opinions. 	<ul style="list-style-type: none"> What are linking words/phrases? Did you state your opinion? How did you support your opinion? Why do you feel that way? How can you convince others that you are correct? 																
<p>Vocabulary:</p> <table> <tr> <td>Opinion</td> <td>Argument</td> <td>Writing Process</td> <td>6 Traits of Writing</td> </tr> <tr> <td>Point of View</td> <td>Perspective</td> <td>Ideas</td> <td>Support</td> </tr> <tr> <td>Linking Words</td> <td>Introduction</td> <td>Conclusion</td> <td>Voice</td> </tr> <tr> <td>Logical</td> <td>Sentence Fluency</td> <td>Organization</td> <td>Word Choice</td> </tr> </table>			Opinion	Argument	Writing Process	6 Traits of Writing	Point of View	Perspective	Ideas	Support	Linking Words	Introduction	Conclusion	Voice	Logical	Sentence Fluency	Organization	Word Choice
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Common Core Adoption Process

W.3.1

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

C.

Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand that linking words help connect reasons to the opinion in a logical fashion. Student is able to identify and list linking words and phrases, including the following: because, therefore, since, for example, & as you can see. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their knowledge of linking words and their purpose in order to organize their writing in a logical fashion. 	<ul style="list-style-type: none"> What are linking words/phrases? Did you state your opinion? How did you support your opinion? Is it clear to the audience why you hold that opinion? 																
<p>Vocabulary:</p> <table> <tr> <td>Opinion</td> <td>Argument</td> <td>Writing Process</td> <td>6 Traits of Writing</td> </tr> <tr> <td>Point of View</td> <td>Perspective</td> <td>Ideas</td> <td>Support</td> </tr> <tr> <td>Linking Words</td> <td>Introduction</td> <td>Conclusion</td> <td>Voice</td> </tr> <tr> <td>Logical</td> <td>Sentence Fluency</td> <td>Organization</td> <td>Word Choice</td> </tr> </table>			Opinion	Argument	Writing Process	6 Traits of Writing	Point of View	Perspective	Ideas	Support	Linking Words	Introduction	Conclusion	Voice	Logical	Sentence Fluency	Organization	Word Choice
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Point of View	Perspective	Ideas	Support															
Linking Words	Introduction	Conclusion	Voice															
Logical	Sentence Fluency	Organization	Word Choice															

Common Core Adoption Process

W.3.1

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

D.

Provide a concluding statement or section.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the basic format of an essay (introduction, body, & conclusion). Students understand the importance of including a powerful conclusion. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students write a conclusion that leaves the audience with a clear understanding of what their opinion is and why it is important to them. 	<ul style="list-style-type: none"> What are linking words/phrases? Did you state your opinion? How did you support your opinion? Do you have a conclusion? Does your ending make the reader agree with you (or at least understand how important it is to you)? 																
<p>Vocabulary:</p> <table border="0"> <tr> <td>Opinion</td> <td>Argument</td> <td>Writing Process</td> <td>6 Traits of Writing</td> </tr> <tr> <td>Point of View</td> <td>Perspective</td> <td>Ideas</td> <td>Support</td> </tr> <tr> <td>Linking Words</td> <td>Introduction</td> <td>Conclusion</td> <td>Voice</td> </tr> <tr> <td>Logical</td> <td>Sentence Fluency</td> <td>Organization</td> <td>Word Choice</td> </tr> </table>			Opinion	Argument	Writing Process	6 Traits of Writing	Point of View	Perspective	Ideas	Support	Linking Words	Introduction	Conclusion	Voice	Logical	Sentence Fluency	Organization	Word Choice
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Point of View	Perspective	Ideas	Support															
Linking Words	Introduction	Conclusion	Voice															
Logical	Sentence Fluency	Organization	Word Choice															

Common Core Adoption Process

W.3.2

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

A.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students select a topic and identify information (e.g., facts, definitions, details). Students understand basic text structures, including: cause/effect, problem/solution, & sequence of events. Students will be able to use illustrations to help readers understand the topic. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their understanding of the writing process and the 6+1 Traits in order to write informative/explanatory texts. Students will find information, using multiple sources on a topic. Students will apply their understanding of text structure in order to organize their writing. Students will create illustrations, including diagrams, maps, and graphs in order to enhance their writing. 	<ul style="list-style-type: none"> What do good writers do? Are you writing to inform or explain? Did you begin your writing with a topic sentence? Does your illustration help the reader understand the topic? What text structure is best for the information you will be presenting? Is there a graphic organizer that might help you plan your writing? What type of illustration could you add to make your finished product even better? 																
<p>Vocabulary:</p> <table border="0"> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Linking Words</td> </tr> <tr> <td>Inform</td> <td>Explain</td> <td>Examples</td> <td>Details</td> </tr> <tr> <td>Definitions</td> <td>Illustration</td> <td>Topic Sentences</td> <td>Informative</td> </tr> <tr> <td>Text Structure</td> <td>Cause/Effect</td> <td>Problem/Solution</td> <td>Sequence of Events</td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Linking Words	Inform	Explain	Examples	Details	Definitions	Illustration	Topic Sentences	Informative	Text Structure	Cause/Effect	Problem/Solution	Sequence of Events
Topic	Writing Process	6+1 Traits of Writing	Linking Words															
Inform	Explain	Examples	Details															
Definitions	Illustration	Topic Sentences	Informative															
Text Structure	Cause/Effect	Problem/Solution	Sequence of Events															

Common Core Adoption Process

W.3.2

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

B.

Develop the topic with facts, definitions, and details.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students select a topic and identify information (e.g., facts, definitions, details). Students organize their topic by grouping related information. Students know how to find information using multiple sources. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will analyze information from various sources in order to develop their topic. Students will reflect on what they have written and revise it in order to include the most applicable facts, definitions, and details. 	<ul style="list-style-type: none"> What do good writers do? Are you writing to inform or explain? Did you begin your writing with a topic sentence? Do you include enough details? Where else might you find information on this topic? Is there information that you don't need? What text structure is best for the information you will be presenting? Is there a graphic organizer that might help you plan your writing? 															
<p>Vocabulary:</p> <table border="0"> <tr> <td>Linking words</td> <td>Inform</td> <td>Explain</td> <td>Examples</td> <td>Details</td> </tr> <tr> <td>Topic Sentence</td> <td>Definitions</td> <td>6 +1 Traits</td> <td>Informative Text</td> <td>Explanatory</td> </tr> <tr> <td>Facts</td> <td>Writing Process</td> <td></td> <td></td> <td></td> </tr> </table>			Linking words	Inform	Explain	Examples	Details	Topic Sentence	Definitions	6 +1 Traits	Informative Text	Explanatory	Facts	Writing Process			
Linking words	Inform	Explain	Examples	Details													
Topic Sentence	Definitions	6 +1 Traits	Informative Text	Explanatory													
Facts	Writing Process																

Common Core Adoption Process

W.3.2

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

C.

Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will identify and recall linking words, such as the following: also, another, and, more, & but. Students will know the purpose of linking words. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their knowledge linking words/phrases to connect information within their own writing. Students will apply their understanding of sentence structure in order to create a variety of sentences (simple, complex, and compound). 	<ul style="list-style-type: none"> What do good writers do? Why do we use linking phrases? Reread your writing; are there any ideas that need to be linked together? Do you include compound and complex sentences? Are there any sentences that you could combine, in order to make your writing more interesting? 															
<p>Vocabulary:</p> <table border="0"> <tr> <td>Linking Words</td> <td>Inform</td> <td>Explain</td> <td>Examples</td> <td>Complex Sentence</td> </tr> <tr> <td>Topic Sentences</td> <td>Definitions</td> <td>Illustration</td> <td>Writing Process</td> <td>6+1 Traits</td> </tr> <tr> <td>Word Choice</td> <td>Sentence Fluency</td> <td>Sentence Structure</td> <td>Simple Sentence</td> <td>Compound Sentence</td> </tr> </table>			Linking Words	Inform	Explain	Examples	Complex Sentence	Topic Sentences	Definitions	Illustration	Writing Process	6+1 Traits	Word Choice	Sentence Fluency	Sentence Structure	Simple Sentence	Compound Sentence
Linking Words	Inform	Explain	Examples	Complex Sentence													
Topic Sentences	Definitions	Illustration	Writing Process	6+1 Traits													
Word Choice	Sentence Fluency	Sentence Structure	Simple Sentence	Compound Sentence													

Common Core Adoption Process

W.3.2

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

D.

Provide a concluding statement or section.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the basic format of an essay (introduction, body, & conclusion). Students understand the importance of including a powerful conclusion. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students write a conclusion that leaves the audience with a clear understanding of why this topic is important. 	<ul style="list-style-type: none"> Do you have a concluding statement or section? Read your writing aloud; does it sound exactly as you want it to? Do you have a clear conclusion? Does your conclusion restate the main purpose of your writing? 															
<p>Vocabulary:</p> <table border="0"> <tr> <td>Linking Words</td> <td>Inform</td> <td>Explain</td> <td>Examples</td> <td>Details</td> </tr> <tr> <td>Topic Sentences</td> <td>Definitions</td> <td>Illustration</td> <td>Concluding Statement</td> <td></td> </tr> <tr> <td>Writing Process</td> <td>6+1 Traits</td> <td>Conclusion</td> <td></td> <td></td> </tr> </table>			Linking Words	Inform	Explain	Examples	Details	Topic Sentences	Definitions	Illustration	Concluding Statement		Writing Process	6+1 Traits	Conclusion		
Linking Words	Inform	Explain	Examples	Details													
Topic Sentences	Definitions	Illustration	Concluding Statement														
Writing Process	6+1 Traits	Conclusion															

Common Core Adoption Process

W.3.3

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

A.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

What do students need to be able to <u>DO</u> ?		Question Stems																
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • Is there a graphic organizer that might help you organize your story? • Are you able to complete a story map for your story? • Does your story have a clear beginning, middle, and end? • Could you add a few more adjectives to describe this character? • Can you add more detail to the description of the setting? • Reread your writing; does it sound exactly as you wanted it to sound? 																
<ul style="list-style-type: none"> • Students know and are able to identify the elements of a story. • Students understand the role of the narrator. • Students understand the concept of sequence of events. • Students understand the steps of the writing process. • Students understand the importance of the 6+1 Traits of Writing 	<ul style="list-style-type: none"> • Students create an original story wherein they establish a narrator, develop characters, and describe a sequence of events. • Students apply the 6+1 Traits as they follow the writing process. • Students analyze their writing to ensure it has a clear beginning, middle, and end. • Students choose an appropriate graphic organizer in order to assist them in story development. 																	
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Topic</td> <td style="width: 25%;">Writing Process</td> <td style="width: 25%;">6+1 Traits of Writing</td> <td style="width: 25%;">Story Elements</td> </tr> <tr> <td>Characters</td> <td>Problem</td> <td>Resolution</td> <td>Events</td> </tr> <tr> <td>Details</td> <td>Description</td> <td>Setting</td> <td>Narrator</td> </tr> <tr> <td>Organization</td> <td></td> <td></td> <td></td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Story Elements	Characters	Problem	Resolution	Events	Details	Description	Setting	Narrator	Organization			
Topic	Writing Process	6+1 Traits of Writing	Story Elements															
Characters	Problem	Resolution	Events															
Details	Description	Setting	Narrator															
Organization																		

Common Core Adoption Process

W.3.3

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

B.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

What do students need to be able to <u>DO</u> ?		Question Stems			
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand that adding adjectives and adverbs improves the quality of descriptions. Students know the basic rules for dialogue including: <ul style="list-style-type: none"> Put quotation marks around what the character is saying. Capitalize the first letter of the quote. Punctuation goes inside of the quotation marks. Start a new paragraph each time there is a change in speaker. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their understanding of dialogue in order to create interesting conversations within their narratives. Students create interesting narratives through the use of descriptions enhanced by vivid adjectives and adverbs. 	<ul style="list-style-type: none"> Include a conversation between your two main characters in your writing. What might that character say at this moment in the story? What is your character thinking when that is going on? How might you the audience what that character is feeling? What are the characters saying during this scene? How are your characters feeling at this point in the story? 			
<p>Vocabulary:</p> <table> <tr> <td>Dialogue Topic</td> <td>Narrative Writing Process</td> <td>Adjectives 6+1 Traits of Writing</td> <td>Adverbs Quotation Marks</td> </tr> </table>			Dialogue Topic	Narrative Writing Process	Adjectives 6+1 Traits of Writing
Dialogue Topic	Narrative Writing Process	Adjectives 6+1 Traits of Writing	Adverbs Quotation Marks		

Common Core Adoption Process

W.3.3

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

C.

Use temporal words and phrases to signal event order.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students identify and recall temporal words, such as the following: after, before, between, by, during, following, since, until, within, while, & except. Students will understand the importance of self-editing their writing. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students reread their writing in order to determine how best to improve it. Students edit their writing for sentence fluency. Students edit their writing for word choice. Students edit their writing for organization. 	<ul style="list-style-type: none"> Are there words you could add that would make your writing easier to follow? Does your story make sense? 																
<p>Vocabulary:</p> <table border="0"> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Story Elements</td> </tr> <tr> <td>Characters</td> <td>Problem</td> <td>Resolution</td> <td>Events</td> </tr> <tr> <td>Details</td> <td>Description</td> <td>Setting</td> <td>Narrator</td> </tr> <tr> <td>Organization</td> <td>Sentence Fluency</td> <td>Word Choice</td> <td>Temporal Words</td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Story Elements	Characters	Problem	Resolution	Events	Details	Description	Setting	Narrator	Organization	Sentence Fluency	Word Choice	Temporal Words
Topic	Writing Process	6+1 Traits of Writing	Story Elements															
Characters	Problem	Resolution	Events															
Details	Description	Setting	Narrator															
Organization	Sentence Fluency	Word Choice	Temporal Words															

Common Core Adoption Process

W.3.3

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

D.

Provide a sense of closure.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the stories must have a beginning, middle, and end. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students create an ending that follows logically from the events in the story. Students apply the 6 + 1 Traits of writing as they analyze their own writing. 	<ul style="list-style-type: none"> Does your ending give the reader a sense of closure? Does your ending make sense? Is there anything you could add to make your ending even more interesting? 																
<p>Vocabulary:</p> <table> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Story Elements</td> </tr> <tr> <td>Characters</td> <td>Problem</td> <td>Resolution</td> <td>Events</td> </tr> <tr> <td>Details</td> <td>Description</td> <td>Setting</td> <td>Narrator</td> </tr> <tr> <td>Organization</td> <td>Sentence Fluency</td> <td>Word Choice</td> <td>Temporal Words</td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Story Elements	Characters	Problem	Resolution	Events	Details	Description	Setting	Narrator	Organization	Sentence Fluency	Word Choice	Temporal Words
Topic	Writing Process	6+1 Traits of Writing	Story Elements															
Characters	Problem	Resolution	Events															
Details	Description	Setting	Narrator															
Organization	Sentence Fluency	Word Choice	Temporal Words															

Common Core Adoption Process

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand various text structures including: problem/solution, cause/effect, and sequence of events. Students determine for whom they are writing. Students understand and follow the writing process. Students will understand the 6 + 1 Traits of Writing. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students evaluate their ideas in order to select and use the appropriate graphic organizer for organizing their writing. Students analyze the writing task or prompt in order to determine which type of writing is required (persuasive, narrative, or informational). Students analyze their writing and seek assistance from classmates and adults when revising. Students create multiple writing pieces. Students will apply the 6+1 Traits of Writing when engaging in the writing process. 	<ul style="list-style-type: none"> Is there a graphic organizer that might help you plan your writing? Have you proofread your writing? How did you make sure that your audience will like and appreciate your writing? Why did you choose this text structure? Reread your writing focusing on __ trait of Writing. How might you improve this? Reread your writing; is it your best work? Is the purpose of your writing clear? Did you use the rubric / checklist to self-edit your writing? 																
<p>Vocabulary:</p> <table border="0"> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Sequence of Events</td> </tr> <tr> <td>Cause/Effect</td> <td>Problem/Solution</td> <td>Text Structure</td> <td>Development</td> </tr> <tr> <td>Organization</td> <td>Task</td> <td>Purpose</td> <td>Self-Edit</td> </tr> <tr> <td>Rubric</td> <td>Checklist</td> <td></td> <td></td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Sequence of Events	Cause/Effect	Problem/Solution	Text Structure	Development	Organization	Task	Purpose	Self-Edit	Rubric	Checklist		
Topic	Writing Process	6+1 Traits of Writing	Sequence of Events															
Cause/Effect	Problem/Solution	Text Structure	Development															
Organization	Task	Purpose	Self-Edit															
Rubric	Checklist																	

Common Core Adoption Process

W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

What do students need to be able to <u>DO</u> ?		Question Stems																				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand each step in the writing process, including: prewriting, writing rough draft, revising, editing, and publishing. Students understand the importance of the 6+1 Traits of Writing, including the following: Ideas, Organization, Voice, Sentence Fluency, Word Choice, Conventions, and presentation. Students understand how to use the writing rubric as a checklist for assessing their own writing and the writing of their classmates. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply each step in the writing process, including: prewriting, writing rough draft, revising, editing, and publishing. Students evaluate their writing in order to edit and revise. Students apply their knowledge of the 6+1 Traits of Writing in order to revise and edit their writing. Students apply the rubric when checking over their own writing and the writing of their classmates. 	<ul style="list-style-type: none"> Is there a graphic organizer that might help you plan your writing? Share your writing with a partner. How did you make sure that your audience will like and appreciate your writing? Why did you choose this text structure? Reread your writing focusing on __ trait of Writing. How might you improve this? Reread your writing; is it your best work? Is the purpose of your writing clear? Did you use the rubric / checklist to self-edit your writing? 																				
<p>Vocabulary:</p> <table border="0"> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Prewriting</td> <td>Draft</td> </tr> <tr> <td>Revision</td> <td>Editing</td> <td>Publishing</td> <td>Final Draft</td> <td>Peer Edit</td> </tr> <tr> <td>Ideas</td> <td>Organization</td> <td>Conventions</td> <td>Word Choice</td> <td>Voice</td> </tr> <tr> <td>Presentation</td> <td>Sentence Fluency</td> <td></td> <td></td> <td></td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Prewriting	Draft	Revision	Editing	Publishing	Final Draft	Peer Edit	Ideas	Organization	Conventions	Word Choice	Voice	Presentation	Sentence Fluency			
Topic	Writing Process	6+1 Traits of Writing	Prewriting	Draft																		
Revision	Editing	Publishing	Final Draft	Peer Edit																		
Ideas	Organization	Conventions	Word Choice	Voice																		
Presentation	Sentence Fluency																					

Common Core Adoption Process

W.3.6

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

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • Where will you save your work to ensure that you don't lose it? • What online resources will you use to make your writing better? • What program will you use to publish your work? Why did you choose that program? • How can you make your finished work look even better? • Did you use spell check? • What suggestions can you offer your partner? • Have you used the rubric / checklist in order to self-edit or peer-edit the writing? 																				
<ul style="list-style-type: none"> • Students will participate in peer and teacher-led writing conferences prior to publishing their work. • Students will know how to use the following toolbar /editing functions: bold, underline, font style, font size, spell and grammar check, dictionary, thesaurus • Students know how to save their work on the computer and on a flash drive. • Students are able to use Internet search engines. • Students know how to use publishing programs including Microsoft Office and Open Office • Students know how to print or otherwise publish their work. 	<ul style="list-style-type: none"> • Students will apply their knowledge of computer programs such as Microsoft Office and Open Office, to improve and publish their writing. • Students will apply what they have learned from participating in peer and teacher-led writing conferences in order to improve their writing. • Students will use technology to engage in collaborative discussions through discussion forums and/or Skype (ex: pen pal emails/Skype/Google Docs). 																					
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Topic</td> <td style="width: 20%;">Writing Process</td> <td style="width: 20%;">6+1 Traits of Writing</td> <td style="width: 20%;">Guidance</td> <td style="width: 20%;">Technology</td> </tr> <tr> <td>Word Process</td> <td>Presentation</td> <td>Support</td> <td>Interact</td> <td>Collaborate</td> </tr> <tr> <td>Publish</td> <td>Microsoft Office</td> <td>Open Office</td> <td>Power Point</td> <td>Skype</td> </tr> <tr> <td>Microsoft Word</td> <td>Google Docs</td> <td>Email</td> <td>Peer-Edit</td> <td>Self-Edit</td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Guidance	Technology	Word Process	Presentation	Support	Interact	Collaborate	Publish	Microsoft Office	Open Office	Power Point	Skype	Microsoft Word	Google Docs	Email	Peer-Edit	Self-Edit
Topic	Writing Process	6+1 Traits of Writing	Guidance	Technology																		
Word Process	Presentation	Support	Interact	Collaborate																		
Publish	Microsoft Office	Open Office	Power Point	Skype																		
Microsoft Word	Google Docs	Email	Peer-Edit	Self-Edit																		

Common Core Adoption Process

W.3.7

Conduct short research projects that build knowledge about a topic.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will use Internet search engines to research an idea. Students will identify key details from multiple sources and keep a record of those details. Students will identify keywords for searching a topic and use those words when conducting research online. Students will develop research questions. Students will understand the concept of plagiarism and know that sources must be credited and ideas should be rephrased. Students will know how to compile a bibliography. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their understanding of the 6 + 1 Writing Traits as they move through the writing process. Students will develop a plan for researching a specific topic. Students will apply their understanding of organization in order to choose a graphic organizer in order to organize information that was researched. Students will apply their knowledge of informational writing in order to write a research report on a specific topic. Students will apply their knowledge of plagiarism as they cite sources and rephrase ideas found from various sources. 	<ul style="list-style-type: none"> What is the topic of your report? What keywords can you use to find your topic online? Is there a graphic organizer that might help you organize the information as you find it? What information do you need to write a report? What do you wonder about this specific topic? What is your first (next) step? How did you make sure that you gave your sources credit? Is there another way to say that? 															
<p>Vocabulary:</p> <table> <tr> <td>Topic</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Print</td> <td>Digital Sources</td> </tr> <tr> <td>Key Words</td> <td>Search Engines</td> <td>Graphic Organizer</td> <td>Bibliography</td> <td>Sources</td> </tr> <tr> <td>Cite</td> <td>Compile</td> <td>Plagiarism</td> <td>Credit</td> <td></td> </tr> </table>			Topic	Writing Process	6+1 Traits of Writing	Print	Digital Sources	Key Words	Search Engines	Graphic Organizer	Bibliography	Sources	Cite	Compile	Plagiarism	Credit	
Topic	Writing Process	6+1 Traits of Writing	Print	Digital Sources													
Key Words	Search Engines	Graphic Organizer	Bibliography	Sources													
Cite	Compile	Plagiarism	Credit														

Common Core Adoption Process

W.3.8

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

What do students need to be able to <u>DO</u> ?		Question Stems																				
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • Is there a graphic organizer that will help you organize your notes? • What is your research plan? • What questions or key words will you Google? • What questions do you have to drive your research? • What do you want to know more about? • What sources did you use? • If the author said ____, how can you put that into your own words? • What's another way to say that? 																				
<ul style="list-style-type: none"> • Students know how to use Internet search engines like Yahoo and Google. • Students are able to locate resources in the library or media center • Students understand that ideas must be rephrased or summarized in order to prevent plagiarism. • Students know how to properly cite a source. • Students retell information from a variety of sources. 	<ul style="list-style-type: none"> • Students analyze information in order to sort it into appropriate categories or groups. • Students formulate questions to further their understanding of concepts or ideas. • Students research a topic using and citing multiple resources. • Students apply note-taking strategies to organize found information. • Students compile found information into an appropriate graphic organizer. 																					
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td>Recall</td> <td>Writing Process</td> <td>6+1 Traits of Writing</td> <td>Print</td> <td>Digital Sources</td> </tr> <tr> <td>Categories</td> <td>Evidence</td> <td>Sources</td> <td>Experiences</td> <td>Search Engines</td> </tr> <tr> <td>Bibliography</td> <td>Cite</td> <td>Graphic Organizer</td> <td>Note Taking</td> <td>Rephrase</td> </tr> <tr> <td>Paraphrase</td> <td>Internet</td> <td>Plagiarism</td> <td>Citation</td> <td>Compile</td> </tr> </table>			Recall	Writing Process	6+1 Traits of Writing	Print	Digital Sources	Categories	Evidence	Sources	Experiences	Search Engines	Bibliography	Cite	Graphic Organizer	Note Taking	Rephrase	Paraphrase	Internet	Plagiarism	Citation	Compile
Recall	Writing Process	6+1 Traits of Writing	Print	Digital Sources																		
Categories	Evidence	Sources	Experiences	Search Engines																		
Bibliography	Cite	Graphic Organizer	Note Taking	Rephrase																		
Paraphrase	Internet	Plagiarism	Citation	Compile																		

Common Core Adoption Process

W.3.10

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

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will select topics to write about. Students will know and follow the writing process. Students will understand the 6 + 1 Traits for writing. Students will understand the purpose of writing. Students will understand that graphic organizers can be used to plan and organize their writing. 	<ul style="list-style-type: none"> Students will apply the 6 + 1 Traits for writing when writing. Students will organize their narrative writing including a clear beginning, middle, and end. Students will create informational writing pieces with a clear text structure. Students will create appropriate endings for a variety of writings. Students will cite multiple sources when conducting and writing research reports. Students will evaluate their writing and the writing of their classmates in order to make revisions and improvements. 	<ul style="list-style-type: none"> Respond to the following prompt. What graphic organizer would help you plan this type of writing? Write a personal narrative. Explain this... What support did you provide for your opinion? Reread your writing. How can you improve it? Use the checklist / rubric to self-assess your writing. Consider your audience as you write. How is writing a report different from a personal narrative?

Vocabulary:

Opinion	Argumentative	Informational	Explanatory	Proofread
Narrative	Research	Essay	Word Choice	Edit
Reflection	Prompt	6+1 Traits	Writing Process	Peer Edit
Discipline	Purpose	Extended Time	Audience	Voice
Organization	Presentation	Conventions	Sentence Fluency	Ideas



Grade 3

Speaking & Listening

Common Core Adoption Process

SL.3.1

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

A.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p>	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> • Share two interesting ideas from the reading with your group. • Turn & Talk about that idea from the text. • Think, Pair, Share • Explain 2 things you learned and 1 thing you still wonder about with your partner. • What suggestions do you have to help your partner? 																
<ul style="list-style-type: none"> • Students understand the expectations of collaborative discussions with peers. • Students will keep notes (Talk To Text) as they read regarding interesting ideas or concepts, new information, or ideas they still wonder about, for the purpose of sharing during group discussions. 	<ul style="list-style-type: none"> • Students will engage in conversations about topic and texts. • Students will compare their thoughts and opinions regarding the text with their classmates. • Students will enhance the understanding of others by sharing their own thoughts and opinions. • Students will evaluate their own notes in order to determine the most important ideas to broach with classmates. 																	
<p>Vocabulary:</p> <table> <tr> <td>Discussion</td> <td>Conversation</td> <td>Group Work</td> <td>Understanding</td> </tr> <tr> <td>Role</td> <td>Comments</td> <td>Materials</td> <td>Prepared</td> </tr> <tr> <td>Ideas</td> <td>Explore</td> <td>Collaborative</td> <td>Think-Pair-Share</td> </tr> <tr> <td>Turn & Talk</td> <td>Talk To Text</td> <td></td> <td></td> </tr> </table>			Discussion	Conversation	Group Work	Understanding	Role	Comments	Materials	Prepared	Ideas	Explore	Collaborative	Think-Pair-Share	Turn & Talk	Talk To Text		
Discussion	Conversation	Group Work	Understanding															
Role	Comments	Materials	Prepared															
Ideas	Explore	Collaborative	Think-Pair-Share															
Turn & Talk	Talk To Text																	

Common Core Adoption Process

SL.3.1

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

B.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the expectations of collaborative discussions with peers. Students understand that everyone's opinions and thoughts matter. Students engage in active listening. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students are able to analyze their past experiences in order to share with others and/or further the class discussion. Student applies listening strategies when collaborating with peers. Students evaluate their own opinions and thoughts about a text in order to determine what to share. 	<ul style="list-style-type: none"> Who can remind me what a good listener does when others are sharing? Share two interesting ideas from the reading with your group. Turn & Talk about that idea from the text. Think, Pair, Share Explain 2 things you learned and 1 thing you still wonder about with your partner. What suggestions do you have to help your partner? Did you share the same opinion as your partner? Why or why not? 												
<p>Vocabulary:</p> <table border="0"> <tr> <td>Discussion</td> <td>Conversation</td> <td>Group Work</td> <td>Topics</td> </tr> <tr> <td>Role</td> <td>Comments</td> <td>Gaining The Floor</td> <td>Active Listening</td> </tr> <tr> <td>Text</td> <td>Norms</td> <td>Turn & Talk</td> <td>Think, Pair, Share</td> </tr> </table>			Discussion	Conversation	Group Work	Topics	Role	Comments	Gaining The Floor	Active Listening	Text	Norms	Turn & Talk	Think, Pair, Share
Discussion	Conversation	Group Work	Topics											
Role	Comments	Gaining The Floor	Active Listening											
Text	Norms	Turn & Talk	Think, Pair, Share											

SL.3.1

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

C.

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none"> Students understand the expectations of collaborative discussions with peers. Students understand that asking questions is a great way to deepen understanding. Students will understand the importance of staying on topic when working with others. 	<ul style="list-style-type: none"> Students will evaluate their partner's understanding of presented information in order to determine which questions to ask to further their comprehension. Students will make connections between their thoughts and the thoughts and opinions of others. Students will continually analyze the discussion in order to determine how best to proceed. 		<ul style="list-style-type: none"> Who can remind me what a good listener does when others are sharing? Share two interesting ideas from the reading with your group. Turn & Talk about that idea from the text. Think, Pair, Share Did you offer suggestions or comments when your partner was finished speaking? What suggestions do you have to help your partner? Brainstorm three questions that you believe would help you better understand that idea.
Vocabulary:			
Discussion	Conversation	Group Work	Topics
Role	Present	Gaining The Floor	Active Listening
Text	Norms	Turn & Talk	Think, Pair, Share
Determine	Further Discussion	Proceed	

Common Core Adoption Process

SL.3.1

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

D.

Explain their own ideas and understanding in light of the discussion.

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the expectations of collaborative discussions with peers. Students are able to work with classmates. Students recognize the ideas of others. Students are able to explain their own thoughts and ideas on a topic or text. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students evaluate the conversation in order to build upon what has already been said. Student is able to synthesize the information presented by classmates in order to develop a new or improved opinion on that matter. 	<ul style="list-style-type: none"> Who can remind me what a good listener does when others are sharing? Share two interesting ideas from the reading with your group. Turn & Talk about that idea from the text. Think, Pair, Share How are your thoughts different now that you have had a chance to discuss them? How has your thinking changed after speaking with your classmates? 																
<p>Vocabulary:</p> <table border="0"> <tr> <td>Discussion</td> <td>Conversation</td> <td>Group Work</td> <td>Topics</td> </tr> <tr> <td>Role</td> <td>Present</td> <td>Gaining The Floor</td> <td>Active Listening</td> </tr> <tr> <td>Text</td> <td>Norms</td> <td>Turn & Talk</td> <td>Think, Pair, Share</td> </tr> <tr> <td>Determine</td> <td>Further Discussion</td> <td>Proceed</td> <td>Synthesize</td> </tr> </table>			Discussion	Conversation	Group Work	Topics	Role	Present	Gaining The Floor	Active Listening	Text	Norms	Turn & Talk	Think, Pair, Share	Determine	Further Discussion	Proceed	Synthesize
Discussion	Conversation	Group Work	Topics															
Role	Present	Gaining The Floor	Active Listening															
Text	Norms	Turn & Talk	Think, Pair, Share															
Determine	Further Discussion	Proceed	Synthesize															

Common Core Adoption Process

SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

What do students need to be able to <u>DO</u> ?		Question Stems																
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • What was the main idea of the video? • How did you decide what information was important? • Can you explain what information is being presented in this _____ (graph, chart, table, map, etc.) • Why did the author choose to present this information using a _____ (graph, chart, table, map, etc.)? • How would you choose to present this information? 																
<ul style="list-style-type: none"> • Students will understand that texts contain main ideas, supporting details, and extra information. • Students understand that information can be presented in visual, digital, and oral formats. • Students understand the information presented in visual, digital, and oral formats. • Students will engage in active listening during the presentation of new information. 	<ul style="list-style-type: none"> • Students will differentiate between main ideas and supporting details within a text. • Students are able to analyze various media formats (Ex: graphs, videos, and digital resources) in order to gain the information. 																	
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Oral</td> <td style="width: 25%;">Determine</td> <td style="width: 25%;">Main Idea</td> <td style="width: 25%;">Text</td> </tr> <tr> <td>Presented</td> <td>Diverse</td> <td>Media</td> <td>Format</td> </tr> <tr> <td>Quantitative</td> <td>Graphics</td> <td></td> <td>Supporting Details</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Visual</td> </tr> </table>			Oral	Determine	Main Idea	Text	Presented	Diverse	Media	Format	Quantitative	Graphics		Supporting Details				Visual
Oral	Determine	Main Idea	Text															
Presented	Diverse	Media	Format															
Quantitative	Graphics		Supporting Details															
			Visual															

Common Core Adoption Process

SL.3.4

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

What do students need to be able to <u>DO</u> ?		Question Stems																												
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize																													
<ul style="list-style-type: none"> Students will understand strategies for organizing a presentation (ex: brainstorming & using graphic organizers). Students understand basic organization structures for reporting or telling a story including: cause/effect, problem/solution, & chronological order. Students understand that stories must have a beginning, middle, & end. Students understand that most texts and presentations have a theme (moral). Students understand that reports have an introduction, body, and conclusion. Students understand that good speakers do the following: speaking clearly, making eye-contact, & speaking at a reasonable pace. 	<ul style="list-style-type: none"> Students will apply organizational strategies when developing an oral report or telling a story. Students apply their knowledge of presenting when speaking to an audience. 	<ul style="list-style-type: none"> What do you want your audience to remember about your presentation? What is the theme of your presentation? What graphic organizer might help you plan your report? Why did you choose to organize your presentation in that way? What do good speakers do when they present? How will you ensure that your audience is engaged? 																												
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Topic</td> <td style="width: 25%;">Text</td> <td style="width: 25%;">Recount</td> <td style="width: 25%;">Appropriate</td> </tr> <tr> <td>Strategies</td> <td>Organizing</td> <td>Presentation</td> <td>Pace</td> </tr> <tr> <td>Brainstorming</td> <td>Cause/Effect</td> <td>Problem/Solution</td> <td>Theme</td> </tr> <tr> <td>Graphic Organizer</td> <td>Engaged</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>Relevant</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Chronological Order</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Moral</td> </tr> </table>			Topic	Text	Recount	Appropriate	Strategies	Organizing	Presentation	Pace	Brainstorming	Cause/Effect	Problem/Solution	Theme	Graphic Organizer	Engaged						Relevant				Chronological Order				Moral
Topic	Text	Recount	Appropriate																											
Strategies	Organizing	Presentation	Pace																											
Brainstorming	Cause/Effect	Problem/Solution	Theme																											
Graphic Organizer	Engaged																													
			Relevant																											
			Chronological Order																											
			Moral																											

Common Core Adoption Process

SL.3.5

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

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand how to use audio equipment in order to record their voice. Students will read aloud. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their knowledge of audio equipment in order to record their own voice. Students will create and present visual displays in order to add meaning to poems, songs, or stories. Students will evaluate their own reading in order to improve their fluency, pitch, and inflection. 	<ul style="list-style-type: none"> Listen as I play back what you read. What do you notice? What can you improve? What types of visual displays could you add to make this even more interesting to the audience? What can you do to add feeling or emotion as you read? Why is it important to use expression as you read? 												
<p>Vocabulary:</p> <table border="0"> <tr> <td>Engaging</td> <td>Audio Recordings</td> <td>Fluid Reading</td> <td>Pace</td> </tr> <tr> <td>Visual Displays</td> <td>Appropriate</td> <td>Emphasize</td> <td>Enhance</td> </tr> <tr> <td>Pitch</td> <td>Inflection</td> <td>Audio Equipment</td> <td>Fluency</td> </tr> </table>			Engaging	Audio Recordings	Fluid Reading	Pace	Visual Displays	Appropriate	Emphasize	Enhance	Pitch	Inflection	Audio Equipment	Fluency
Engaging	Audio Recordings	Fluid Reading	Pace											
Visual Displays	Appropriate	Emphasize	Enhance											
Pitch	Inflection	Audio Equipment	Fluency											

Common Core Adoption Process

SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand the concept of a complete sentence. Students will understand the differences between formal and informal English. Students know that when writing a formal response they should use formal English and pay attention to conventions and grammar. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their knowledge of formal and informal English in order to determine word choice in specific settings. Students will apply learned vocabulary in their responses to specific questions or prompts. 	<ul style="list-style-type: none"> How is the language you use with your friends different from the language you would use when writing a report? How does the way in which you speak affect the way others think about you? What specific vocabulary terms can you use to explain that? Who is your audience? How does your audience change what you say or how you say it? 												
<p>Vocabulary:</p> <table border="0"> <tr> <td>Audience</td> <td>Formal English</td> <td>Task</td> <td>Situation</td> </tr> <tr> <td>Clarification</td> <td>Respond</td> <td>Complete Sentence</td> <td>Detail</td> </tr> <tr> <td>Word Choice</td> <td>Conventions</td> <td>Grammar</td> <td></td> </tr> </table>			Audience	Formal English	Task	Situation	Clarification	Respond	Complete Sentence	Detail	Word Choice	Conventions	Grammar	
Audience	Formal English	Task	Situation											
Clarification	Respond	Complete Sentence	Detail											
Word Choice	Conventions	Grammar												



Grade 3

Language

Common Core Adoption Process

L.3.1

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

A.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2)		Higher Level (3 & 4)			
Know, Remember, Understand, & Comprehend		Apply, Analyze, Evaluate, Create, & Synthesize			
<ul style="list-style-type: none"> Students remember the definition of nouns, pronouns, verbs, adjectives, and adverbs. Students identify nouns, pronouns, verbs, adjectives, and adverbs. 		<ul style="list-style-type: none"> Students apply their understanding of nouns, pronouns, verbs, adjectives, and adverbs when evaluating sentences. Students apply their knowledge of nouns, pronouns, verbs, adjectives, and adverbs when speaking and writing. Students apply their knowledge of adjectives and adverbs by adding detail to descriptions. 		<ul style="list-style-type: none"> Listen to what I wrote; does that sound right to you? How might I fix it? Listen as I read what you wrote; does that sound right to you? How might I fix it? What adjectives could you add to better describe that? What adverbs could you use to describe that action? Do I need to use the person's name each time I mention her? What pronoun could I use instead? Can you tell me what the adverb's job is in that sentence? 	
Vocabulary:					
Noun	Verb	Adjective	Adverb	Pronoun	Description
Specific	Sentence	Parts of Speech	English Usage	Grammar	English Usage

Common Core Adoption Process

L.3.1

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

B.

Form and use regular and irregular plural nouns.

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Student is able to use nouns. • Student knows and is able to write the plural form of most nouns by adding "s". • Student knows and is able to write the plural form of most nouns by adding "s". • Students understand that most nouns ending in <i>ch</i>, <i>sh</i>, <i>s</i>, <i>x</i>, or <i>z</i> become plural when we add "es". • Students remember the plural form for the following irregular plural nouns: foot → feet, mouse → mice, man → men, woman → women, person → people 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • The students will apply knowledge of regular nouns when writing. • The students will apply knowledge of irregular of the following irregular plural nouns when writing: foot → feet, mouse → mice, man → men, woman → women, person → people 	<ul style="list-style-type: none"> • You are looking at a chart of plural nouns. What do you notice about those nouns? (Make sure to include both regular and irregular nouns) • How do you change _____, to mean more than one of those? • What strategies do you have to spell that word correctly? • What patterns do you notice when we look at these plural words? 										
<p>Vocabulary:</p> <table> <tr> <td>Noun</td> <td>Plural</td> <td>Singular</td> <td>Command</td> <td>Irregular Plural Nouns</td> </tr> <tr> <td>Grammar</td> <td>Conventions</td> <td></td> <td></td> <td></td> </tr> </table>			Noun	Plural	Singular	Command	Irregular Plural Nouns	Grammar	Conventions			
Noun	Plural	Singular	Command	Irregular Plural Nouns								
Grammar	Conventions											

Common Core Adoption Process

L.3.1

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

C.

Use abstract nouns (e.g., *childhood*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • What is special about this noun? • What makes this noun abstract? • How do you know if that word is a noun? • What if it's something that you can't touch, feel, see, hear, or taste? Is it still a noun? How do you know?
<ul style="list-style-type: none"> • Students will understand that abstract nouns are those nouns that your senses cannot detect (You can't smell, taste, touch, hear, or see them). • Students will know several abstract nouns such as the following: love, hate, bravery, curiosity, & trust. 	<ul style="list-style-type: none"> • Students will apply their knowledge of abstract nouns in their writing. 	
<p>Vocabulary:</p> <p style="text-align: center;">Noun Abstract Noun Senses Detect Grammar</p> <p style="text-align: center;">Conventions</p>		

Common Core Adoption Process

L.3.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
D.
 Form and use regular and irregular verbs

What do students need to be able to <u>DO</u> ?		Question Stems					
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will be able to identify verbs. Students will understand the concept of verbs being action words. Students will be able to classify verbs as regular or irregular verbs. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their knowledge of irregular verbs when writing or speaking. 	<ul style="list-style-type: none"> What is different about these verbs? Can you explain why this word is a verb? Reread your sentence. Do you hear any words that are missing or that might need to be changed in order to make it sound better? 					
<p>Vocabulary:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 25%;">Verb Identify</td> <td style="width: 25%;">Irregular verbs Parts of Speech</td> <td style="width: 25%;">English Usage</td> <td style="width: 25%;">Conventions</td> <td style="width: 25%;">Classify</td> </tr> </table>			Verb Identify	Irregular verbs Parts of Speech	English Usage	Conventions	Classify
Verb Identify	Irregular verbs Parts of Speech	English Usage	Conventions	Classify			

Common Core Adoption Process

L.3.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
E.
 Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

What do students need to be able to <u>DO</u> ?		Question Stems																
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • How does this verb change depending on when it happened? • Reread that sentence. Does that sound correct to you? • Look at your verbs. Do they make sense and tell your audience exactly when that particular activity happened? 																
<ul style="list-style-type: none"> • Students will understand that verbs change depending on when they are occurring (past, present, future). • Students are able to determine whether or not a verb is past, present, or future tense. 	<ul style="list-style-type: none"> • Students will apply their knowledge of verb tenses when speaking or writing. • Students will assist others in revising their writing in order to include the correct verb tenses. 																	
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Verb</td> <td style="width: 25%;">Simple</td> <td style="width: 25%;">English Usage</td> <td style="width: 25%;">Conventions</td> </tr> <tr> <td>Identify</td> <td>Parts of Speech</td> <td>Form</td> <td>Past Tense</td> </tr> <tr> <td>Future Tense</td> <td></td> <td></td> <td>Classify</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Present Tense</td> </tr> </table>			Verb	Simple	English Usage	Conventions	Identify	Parts of Speech	Form	Past Tense	Future Tense			Classify				Present Tense
Verb	Simple	English Usage	Conventions															
Identify	Parts of Speech	Form	Past Tense															
Future Tense			Classify															
			Present Tense															

Common Core Adoption Process

L.3.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
F.
 Ensure subject-verb and pronoun-antecedent agreement

What do students need to be able to <u>DO</u> ?		Question Stems												
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize													
<ul style="list-style-type: none"> Students will understand the concept of subject/verb agreement in that the subject and verb in a sentence must agree in number (Ex: If the verb is plural, the noun must be plural). Students will identify the subject and verb in a sentence. Students will understand that a pronoun stands in for another word (you can use "him" instead of Johnny). Students will understand that the antecedent refers to the word that the pronoun replaces. Students will identify the pronoun and antecedent in sentences. 	<ul style="list-style-type: none"> Students will construct sentences using subject verb agreement when speaking and writing. Students will construct sentences using pronoun antecedent agreement when speaking and writing. Students will apply their knowledge of pronouns to improve and vary word choice. 	<ul style="list-style-type: none"> Are your subject and verbs both plural? Reread that sentence. Does that sound correct to you? What word does this pronoun replace? Count how many times you use that character's name. Is there a way to replace the name with a pronoun? 												
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Verb</td> <td style="width: 33%;">Noun</td> <td style="width: 33%;">English Usage</td> </tr> <tr> <td>Identify</td> <td>Parts of Speech</td> <td>Pronoun/Antecedent Agreement</td> </tr> <tr> <td>Subject/Verb Agreement</td> <td>Antecedent</td> <td>Pronoun</td> </tr> <tr> <td>Construct</td> <td>Word Choice</td> <td></td> </tr> </table>			Verb	Noun	English Usage	Identify	Parts of Speech	Pronoun/Antecedent Agreement	Subject/Verb Agreement	Antecedent	Pronoun	Construct	Word Choice	
Verb	Noun	English Usage												
Identify	Parts of Speech	Pronoun/Antecedent Agreement												
Subject/Verb Agreement	Antecedent	Pronoun												
Construct	Word Choice													

Common Core Adoption Process

L.3.1

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

G.

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will know that (comparative) adjectives can be used to compare two nouns (Ex: Ann is <u>taller</u> than Tom.). Students will know that (superlative) adjectives can be used to compare three or more nouns (Ex: That is the <u>best</u> cookie ever!). Students will know that (comparative) adverbs can be used to compare two actions (Ex: Jimmy was <u>later</u>.). Students will know that (superlative) adjectives can be used to compare three or more actions (Ex: Sally was <u>latest</u>.). Students will understand that adjectives and adverbs improve descriptions by adding extra detail. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will construct sentences using comparative and superlative adjectives when speaking and writing. Students will evaluate their own writing in order to determine whether to use comparative adjectives or superlative adjectives. Students will construct sentences using comparative and superlative adverbs when speaking and writing. Students will evaluate their own writing in order to determine whether to use comparative or superlative adverbs. 	<ul style="list-style-type: none"> What adjective could you use to compare those two things? What adverb could you use to compare those two actions? Reread your writing. Are you able to add more detail by adding an adjective or adverb? How might you improve that description? 												
<p>Vocabulary:</p> <table border="0"> <tr> <td>Verb</td> <td>Noun</td> <td>English Usage</td> </tr> <tr> <td>Modify</td> <td>Parts of Speech</td> <td>Adjectives</td> </tr> <tr> <td>Adverbs</td> <td>Comparative Adjectives</td> <td>Superlative Adjectives</td> </tr> <tr> <td>Comparative Adverbs</td> <td>Superlative Adverbs</td> <td>Construct</td> </tr> </table>			Verb	Noun	English Usage	Modify	Parts of Speech	Adjectives	Adverbs	Comparative Adjectives	Superlative Adjectives	Comparative Adverbs	Superlative Adverbs	Construct
Verb	Noun	English Usage												
Modify	Parts of Speech	Adjectives												
Adverbs	Comparative Adjectives	Superlative Adjectives												
Comparative Adverbs	Superlative Adverbs	Construct												

Common Core Adoption Process

L.3.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
H.
 Use coordinating and subordinating conjunctions.

What do students need to be able to <u>DO</u> ?		Question Stems									
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand that conjunctions connect parts of a sentence. Students will know the following coordinating conjunctions: and, but, or, yet, for, nor, & so. Students will understand that conjunctions can be placed before a clause or phrase (Ex: <u>Unless</u> we act now, we will lose our spot.). Students will know many conjunctions including the following: after, unless, if, when, as although, before, whenever, so, that, then, rather, & though. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their knowledge of conjunctions when writing and speaking. Students will evaluate sentence structure in order to combine sentences through the use of coordinating and subordinating conjunctions. 	<ul style="list-style-type: none"> How can we combine these two ideas into a strong sentence? What word is linking these two phrases together? Reread your writing. What could you do to make that sentence more interesting? 									
<p>Vocabulary:</p> <table border="0"> <tr> <td>Conjunction</td> <td>Coordinating Conjunction</td> <td>Subordinating Conjunction</td> </tr> <tr> <td>Sentence Structure</td> <td>Clause</td> <td>Phrase</td> </tr> <tr> <td>Sentence Fluency</td> <td>Parts of Speech</td> <td>Coordinator</td> </tr> </table>			Conjunction	Coordinating Conjunction	Subordinating Conjunction	Sentence Structure	Clause	Phrase	Sentence Fluency	Parts of Speech	Coordinator
Conjunction	Coordinating Conjunction	Subordinating Conjunction									
Sentence Structure	Clause	Phrase									
Sentence Fluency	Parts of Speech	Coordinator									

Common Core Adoption Process

L.3.1

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

I.

Produce simple, compound, and complex sentences.

What do students need to be able to <u>DO</u> ?		Question Stems									
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> Count the number of words in each of your sentences. How can you revise your writing to make sure that your sentences vary? How can you revise your writing in order to make sure your sentences are different lengths? How can you revise your writing in order to make sure your sentences begin in different ways? Are there any sentences that you could combine? 									
<ul style="list-style-type: none"> Students understand that sentences express a complete thought. Students understand that a simple sentence contains a subject and a verb and very little other information (Ex: Jill ran there.) Students understand that compound sentences contain two independent clauses joined by a coordinating conjunction (Johnny went to the store and Sally went home.). Students will understand that complex sentences have an independent clause joined by one or more dependent clauses (The teacher collected the work, after the students finished.). 	<ul style="list-style-type: none"> Students differentiate between a simple, compound, and complex sentence. Students apply their understanding of various types of sentences in order to produced simple, compound, and complex sentences when speaking and/or writing. Students evaluate their own writing in order to determine how to vary the types of sentences used. Students revise their writing in order to improve overall sentence fluency. 										
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Sentence Structure</td> <td style="width: 33%;">Simple Sentence</td> <td style="width: 33%;">Compound Sentence</td> </tr> <tr> <td>Complex Sentence</td> <td>Formulate</td> <td>Evaluate</td> </tr> <tr> <td>Sentence Fluency</td> <td>Word Choice</td> <td>Coordinating Conjunctions</td> </tr> </table>			Sentence Structure	Simple Sentence	Compound Sentence	Complex Sentence	Formulate	Evaluate	Sentence Fluency	Word Choice	Coordinating Conjunctions
Sentence Structure	Simple Sentence	Compound Sentence									
Complex Sentence	Formulate	Evaluate									
Sentence Fluency	Word Choice	Coordinating Conjunctions									

Common Core Adoption Process

L.3.2
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A.
 Capitalize appropriate words in titles.

What do students need to be able to <u>DO</u> ?		Question Stems				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand that the major words in a title should be capitalized. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their understanding of capitalization and titles in order to properly capitalize their titles. 	<ul style="list-style-type: none"> What words need to be capitalized in this title? 				
<p>Vocabulary:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Demonstrate Punctuation</td> <td style="text-align: center;">Capitalization Spelling</td> <td style="text-align: center;">Command</td> <td style="text-align: center;">Conventions</td> </tr> </table>			Demonstrate Punctuation	Capitalization Spelling	Command	Conventions
Demonstrate Punctuation	Capitalization Spelling	Command	Conventions			

Common Core Adoption Process

L.3.2

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

B.

Use commas in addresses.

What do students need to be able to <u>DO</u> ?		Question Stems				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will know how to properly write an address. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their knowledge of how to write an address by correctly punctuating addresses in their own writing. 	<ul style="list-style-type: none"> What punctuation do you need to include in an address? Take another look at your writing; did you include the correct punctuation? 				
<p>Vocabulary:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Demonstrate Punctuation</td> <td style="text-align: center;">Capitalization Spelling</td> <td style="text-align: center;">Command Commas</td> <td style="text-align: center;">Conventions</td> </tr> </table>			Demonstrate Punctuation	Capitalization Spelling	Command Commas	Conventions
Demonstrate Punctuation	Capitalization Spelling	Command Commas	Conventions			

Common Core Adoption Process

L.3.2

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

C.

Use commas and quotation marks in dialogue.

What do students need to be able to <u>DO</u> ?		Question Stems												
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize													
<ul style="list-style-type: none"> Students know the basic rules for dialogue including: <ul style="list-style-type: none"> Put quotation marks around what the character is saying. Capitalize the first letter of the quote. Punctuation goes inside of the quotation marks. Start a new paragraph each time there is a change in speaker. Comma must be included before the quotation mark when there is an opening Dialogue Tag (ex: Jenny said, "Hello!"). A comma must be included within the quotation marks when the quote comes before the dialogue tag ("Hello," Jenny muttered.). 	<ul style="list-style-type: none"> Students apply their knowledge of dialogue when writing. Students analyze their own writing to ensure that they have punctuated dialogue correctly. 	<ul style="list-style-type: none"> How do you alert your audience that this is dialogue? Look at your writing, did you include proper punctuation? 												
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td>Demonstrate</td> <td>Capitalization</td> <td>Command</td> <td>Conventions</td> </tr> <tr> <td>Punctuation</td> <td>Spelling</td> <td>Commas</td> <td>Quotation Marks</td> </tr> <tr> <td>Dialogue</td> <td>Dialogue Tag</td> <td></td> <td></td> </tr> </table>			Demonstrate	Capitalization	Command	Conventions	Punctuation	Spelling	Commas	Quotation Marks	Dialogue	Dialogue Tag		
Demonstrate	Capitalization	Command	Conventions											
Punctuation	Spelling	Commas	Quotation Marks											
Dialogue	Dialogue Tag													

Common Core Adoption Process

L.3.2

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

D.

Form and use possessives.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the basic rules of creating possessives, including the following: <ul style="list-style-type: none"> Adding an apostrophe, followed by “s” will make a noun ending in all letters except “s” possessive. The apostrophe must be added after the “s” in words ending in “s” (no additional “s” is added). 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their knowledge of punctuation when writing the possessive form of nouns. 	<ul style="list-style-type: none"> How do I punctuate this noun to show that it owns that? How can I make that a possessive noun 												
<p>Vocabulary:</p> <table> <tr> <td>Demonstrate</td> <td>Capitalization</td> <td>Command</td> <td>Conventions</td> </tr> <tr> <td>Punctuation</td> <td>Spelling</td> <td>Possessive</td> <td>Apostrophe</td> </tr> <tr> <td>Noun</td> <td></td> <td></td> <td></td> </tr> </table>			Demonstrate	Capitalization	Command	Conventions	Punctuation	Spelling	Possessive	Apostrophe	Noun			
Demonstrate	Capitalization	Command	Conventions											
Punctuation	Spelling	Possessive	Apostrophe											
Noun														

Common Core Adoption Process

L.3.2

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

E.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

What do students need to be able to <u>DO</u> ?		Question Stems											
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students remember how to spell sight words (Dolch Word list) correctly. Students understand the purpose of adding a suffix to words. Students understand word parts (prefix, root word, suffix). 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their knowledge of suffixes in order to add the correct suffix to words when writing or speaking. Students will apply their knowledge of sight words when writing by spelling those words correctly. 	<ul style="list-style-type: none"> Double check your writing to make sure all sight words are spelled correctly. Read your writing aloud; does it sound exactly as you wanted? Do you need to add a suffix to any of the words in this sentence in order to make it sound better? How will you make sure all of your sight words are spelled correctly? 											
<p>Vocabulary:</p> <table border="0"> <tr> <td>Demonstrate</td> <td>High Frequency</td> <td>Command</td> <td>Conventions</td> </tr> <tr> <td>Punctuation</td> <td>Spelling</td> <td>Conventional Spelling</td> <td>Sight Words</td> </tr> <tr> <td>Dolch Word List</td> <td>Prefix</td> <td>Suffix</td> <td>Root Word</td> </tr> </table>			Demonstrate	High Frequency	Command	Conventions	Punctuation	Spelling	Conventional Spelling	Sight Words	Dolch Word List	Prefix	Suffix
Demonstrate	High Frequency	Command	Conventions										
Punctuation	Spelling	Conventional Spelling	Sight Words										
Dolch Word List	Prefix	Suffix	Root Word										

Common Core Adoption Process

L.3.2

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

F.

Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none"> Do you know any words that sound like that word? Can you use what you know to help spell the new word? What sounds do you hear in that word? What strategies do you have to spell that word? Say the word slowly; what sounds do you hear? Think about what that word looks like. Listen for sounds as you write.
Know, Remember, Understand, & Comprehend <ul style="list-style-type: none"> Students will understand that many words follow specific spelling patterns. Students will recognize spelling patterns, including: ack, ail, ain, ake, ale, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, de, ick, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, & unk. Students will understand the concept of word families. Students will understand the following position based spelling rules: <ul style="list-style-type: none"> I before e, except after c, unless it says a as in "neighbor" and "weigh"). The letter "Q" is always followed by "U" The letter "Y", and not "I" is used at the end of words ending in the long "I" sounds. 	Apply, Analyze, Evaluate, Create, & Synthesize <ul style="list-style-type: none"> Students will apply their understanding of spelling patterns, word families, and syllable patterns, and ending rules when writing. Students will apply their knowledge of position-based spelling rules when writing. Students will apply the syllable patterns such as the following when writing: <ul style="list-style-type: none"> In a CVC pattern, the vowel is often a short vowel sound. In a CVCe word, the vowel is followed by a consonant and then the letter e. The e is usually silent and the vowel before the e is usually long. In a CVVC word, two vowels appear between two consonants and we pronounce the long vowel sound in the first vowel. 	
Vocabulary:		
Demonstrate	Capitalization	Command
Punctuation	Standard English	Generalizations
Phonics-Based Spelling	Syllable Pattern	Ending Rules
CVCe Spelling Pattern	CVVC Spelling Pattern	Consonant
		Conventions
		Word Families
		CVC spelling pattern
		Vowel

Common Core Adoption Process

L.3.2

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

G.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will remember to use a dictionary or glossary (either online or print versions) when they have a question about the meaning of a word. Students will know how glossaries and dictionaries are organized. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their understanding of beginning dictionaries in order to determine the meaning of unknown words. 	<ul style="list-style-type: none"> Can you find the meaning of that word online? Where might you look for the meaning of that word? What strategies do you have to determine the meaning of that word? 												
<p>Vocabulary:</p> <table> <tr> <td>Determine</td> <td>Clarify</td> <td>Digital</td> <td>Dictionary</td> </tr> <tr> <td>Flexibility</td> <td>Array</td> <td>Online Resources</td> <td>Strategies</td> </tr> <tr> <td>Glossaries</td> <td>Phrases</td> <td>Internet</td> <td></td> </tr> </table>			Determine	Clarify	Digital	Dictionary	Flexibility	Array	Online Resources	Strategies	Glossaries	Phrases	Internet	
Determine	Clarify	Digital	Dictionary											
Flexibility	Array	Online Resources	Strategies											
Glossaries	Phrases	Internet												

Common Core Adoption Process

L.3.3

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

A.

Choose words and phrases for effect.*

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will identify synonyms for words. Students will understand positive and negative connotation – specifically that there are multiple ways to express the same idea and that the way in which the idea is expressed changes the affects the way the message is received (ex: “shut up” vs. “be quiet”). Students will understand the importance of word choice when speaking and writing. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will revise their writing in order to improve word choice. Students will consider word choice when writing and speaking. 	<ul style="list-style-type: none"> Is there a nicer way to say that? Is there another way to say that? Can you think of a synonym for that word? How do you think your audience will feel when they read/hear that? Is that the way you want them to respond? 												
<p>Vocabulary:</p> <table> <tr> <td>Language</td> <td>Conventions</td> <td>Word Choice</td> <td>Negative Connotation</td> </tr> <tr> <td>Perception</td> <td>Express</td> <td>Audience</td> <td>Positive Connotation</td> </tr> <tr> <td>Synonym</td> <td></td> <td></td> <td></td> </tr> </table>			Language	Conventions	Word Choice	Negative Connotation	Perception	Express	Audience	Positive Connotation	Synonym			
Language	Conventions	Word Choice	Negative Connotation											
Perception	Express	Audience	Positive Connotation											
Synonym														

Common Core Adoption Process

L.3.3
 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
B.
 Recognize and observe differences between the conventions of spoken and written standard English.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> Who is your audience? How does your word choice change depending on your audience? What will your audience think about your writing? What will your audience think after hearing you say that?
<ul style="list-style-type: none"> Students understand that there is often a difference between the language used when talking with friends and the more formal language we use when writing. Students understand the concept of word choice. 	<ul style="list-style-type: none"> Students apply their understanding of formal and informal English when writing and speaking. Students evaluate their audience in order to determine word choice when writing and speaking. 	
Vocabulary:		
Language Word Choice	Conventions Audience	Recognize Formal English
		Observe Informal English
		Standard English

Common Core Adoption Process

L.3.4

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

A.

Use sentence-level context as a clue to the meaning of a word or phrase.

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students know that authors often include the meaning of words within the sentence where the word first appears. Students understand that reading around the word is a great strategy for determining the meaning of an unknown word. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their understanding of context clues when reading independently. Students self-monitor for comprehension when reading independently. 	<ul style="list-style-type: none"> What do you think that word means? What strategies do you have for determining what that word means? Can you skip that word and still understand the text? Are there any clues in the text that might tell you what that word means? Is the word defined in that sentence? What is your best guess as to what that word means? Why do you think that? 												
<p>Vocabulary:</p> <table border="0"> <tr> <td>Determine</td> <td>Clarify</td> <td>Multiple-Meaning</td> <td>Flexible</td> </tr> <tr> <td>Sentence-Level Context</td> <td>Strategies</td> <td>Reading Around the Word</td> <td>Text</td> </tr> <tr> <td>Self-Monitor</td> <td></td> <td></td> <td></td> </tr> </table>			Determine	Clarify	Multiple-Meaning	Flexible	Sentence-Level Context	Strategies	Reading Around the Word	Text	Self-Monitor			
Determine	Clarify	Multiple-Meaning	Flexible											
Sentence-Level Context	Strategies	Reading Around the Word	Text											
Self-Monitor														

Common Core Adoption Process

L.3.4

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

B.

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

What do students need to be able to <u>DO</u> ?		Question Stems					
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the concept of word parts (prefix, root word, suffix). Students know the meaning of commonly used prefixes & suffixes, including the following: <i>re-, un-, dis-, -ly, -ish, -hood, -ful, -ness, -ment, -ation, -able/ible</i> etc. Students understand that reading around the word is a great strategy for determining the meaning of an unknown word. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their understanding of affixes when reading independently. Students self-monitor for comprehension when reading independently. 	<ul style="list-style-type: none"> What do you think that word means? What strategies do you have for determining what that word means? Can you skip that word and still understand the text? Are there any clues in the text that might tell you what that word means? What does that suffix mean? What does that prefix do to the root word? What is your best guess as to what that word means? Why do you think that? 					
<p>Vocabulary:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Determine Word Parts</td> <td style="text-align: center;">Clarify Strategies</td> <td style="text-align: center;">Suffix Prefix</td> <td style="text-align: center;">Affix</td> <td style="text-align: center;">Root Words</td> </tr> </table>			Determine Word Parts	Clarify Strategies	Suffix Prefix	Affix	Root Words
Determine Word Parts	Clarify Strategies	Suffix Prefix	Affix	Root Words			

Common Core Adoption Process

L.3.4

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

C.

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

What do students need to be able to <u>DO</u> ?		Question Stems				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the concept of word parts (prefix, root word, suffix). Students understand that reading around the word is a great strategy for determining the meaning of an unknown word. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their understanding of word parts (specifically root words) when reading independently. Students self-monitor for comprehension when reading independently. 	<ul style="list-style-type: none"> What do you think that word means? What strategies do you have for determining what that word means? Can you skip that word and still understand the text? Are there any clues in the text that might tell you what that word means? Do you recognize the root word? What does the root word What is your best guess as to what that word means? Why do you think that? 				
<p>Vocabulary:</p> <table border="0"> <tr> <td>Determine Sentence-Level Context Self-Monitor</td> <td>Clarify Strategies</td> <td>Multiple-Meaning Reading Around the Word</td> <td>Flexible Text</td> </tr> </table>			Determine Sentence-Level Context Self-Monitor	Clarify Strategies	Multiple-Meaning Reading Around the Word	Flexible Text
Determine Sentence-Level Context Self-Monitor	Clarify Strategies	Multiple-Meaning Reading Around the Word	Flexible Text			

Common Core Adoption Process

L.3.4

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

D.

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

What do students need to be able to <u>DO</u> ?		Question Stems				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will remember to use a dictionary or glossary (either online or print versions) when they have a question about the meaning of a word. Students will know how glossaries and dictionaries are organized. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their understanding of beginning dictionaries in order to determine the meaning of unknown words. 	<ul style="list-style-type: none"> Can you find the meaning of that word online? Where might you look for the meaning of that word? What strategies do you have to determine the meaning of that word? 				
<p>Vocabulary:</p> <table> <tr> <td>Determine Sentence-Level Context Self-Monitor</td> <td>Clarify Strategies Glossaries</td> <td>Multiple-Meaning Online Dictionary Digital</td> <td>Flexible Text</td> </tr> </table>			Determine Sentence-Level Context Self-Monitor	Clarify Strategies Glossaries	Multiple-Meaning Online Dictionary Digital	Flexible Text
Determine Sentence-Level Context Self-Monitor	Clarify Strategies Glossaries	Multiple-Meaning Online Dictionary Digital	Flexible Text			

Common Core Adoption Process

L.3.5

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

A.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

What do students need to be able to <u>DO</u> ?		Question Stems																
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will define simile and metaphor. Students identify simile and metaphors. Students will understand that figurative language cannot be taken literally. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their understanding of similes and metaphors in order to comprehend text. Students analyze the words in order to determine the author's message Students self-monitor for comprehension when reading independently. 	<ul style="list-style-type: none"> What do you think the author meant when he/she said ____? What does this simile really mean? What does this metaphor really mean? 																
<p>Vocabulary:</p> <table> <tr> <td>Demonstrate</td> <td>Figurative Language</td> <td>Word Relationships</td> <td>Nuance</td> </tr> <tr> <td>Strategies</td> <td>Reading Around the Word</td> <td>Text</td> <td>Context</td> </tr> <tr> <td>Self-Monitor</td> <td>Literal Meaning</td> <td>Nonliteral Meaning</td> <td>Simile</td> </tr> <tr> <td>Metaphor</td> <td>Author's Message</td> <td></td> <td></td> </tr> </table>			Demonstrate	Figurative Language	Word Relationships	Nuance	Strategies	Reading Around the Word	Text	Context	Self-Monitor	Literal Meaning	Nonliteral Meaning	Simile	Metaphor	Author's Message		
Demonstrate	Figurative Language	Word Relationships	Nuance															
Strategies	Reading Around the Word	Text	Context															
Self-Monitor	Literal Meaning	Nonliteral Meaning	Simile															
Metaphor	Author's Message																	

Common Core Adoption Process

L.3.5

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

B.

Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

What do students need to be able to <u>DO</u> ?		Question Stems				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the purpose of adjectives and adverbs. Students will write descriptions using adjectives and adverbs. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students self-monitor for comprehension when reading independently. Students will apply their understanding of adjectives and adverbs when making connections between ideas and the words used to describe them. 	<ul style="list-style-type: none"> How else might you describe that? How would you describe that person? Let's write a description of ____, using as many adjectives as possible. 				
<p>Vocabulary:</p> <table> <tr> <td>Demonstrate Strategies Adjectives</td> <td>Figurative Language Reading Around the Word Adverbs</td> <td>Word Relationships Text Classify</td> <td>Nuance Context</td> </tr> </table>			Demonstrate Strategies Adjectives	Figurative Language Reading Around the Word Adverbs	Word Relationships Text Classify	Nuance Context
Demonstrate Strategies Adjectives	Figurative Language Reading Around the Word Adverbs	Word Relationships Text Classify	Nuance Context			

Common Core Adoption Process

L.3.5

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

C.

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will understand the concept of synonyms. Students will identify and/or list synonyms for a given word. Students will understand positive and negative connotation – specifically that there are multiple ways to express the same idea and that the way in which the idea is expressed changes the affects the way the message is received (ex: “shut up” vs. “be quiet”). Students will understand the importance of word choice when speaking and writing. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will analyze their own word choice in order to determine the negative and/or positive connotation of what they are saying. Students will apply their knowledge of synonyms in order to improve or enhance a description. 	<ul style="list-style-type: none"> Who is your audience? How do you think your audience will feel when they hear/read that? How do you want your audience to react to your words? Is there another way to say that? Is there a nicer way to say that? How does word choice affect the way your audience reacts? 												
<p>Vocabulary:</p> <table border="0"> <tr> <td>Demonstrate</td> <td>Figurative Language</td> <td>Word Relationships</td> <td>Nuance</td> </tr> <tr> <td>Strategies</td> <td>Reading Around the Word</td> <td>Text</td> <td>Context</td> </tr> <tr> <td>Shades of Meaning</td> <td>Positive Connotation</td> <td>Synonym</td> <td>Negative Connotation</td> </tr> </table>			Demonstrate	Figurative Language	Word Relationships	Nuance	Strategies	Reading Around the Word	Text	Context	Shades of Meaning	Positive Connotation	Synonym	Negative Connotation
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Shades of Meaning	Positive Connotation	Synonym	Negative Connotation											

Common Core Adoption Process

L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

What do students need to be able to <u>DO</u> ?		Question Stems											
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students learn and use words that are basic to understanding a concept. Students use transition words and phrases appropriately (ex: next, after that, then, finally). Students accurately describe spatial relationships between items using positional words (ex: under, over, near, far, left, right). 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply and use content specific language appropriately. 	<ul style="list-style-type: none"> What other words or phrases could you use to replace the underlined portion of the text, without changing the overall meaning? What's another way you might say that? Can you restate that idea using a vocabulary word? Can you restate that idea using more precise words? How might you rephrase that? Can you put that sentence from the text into your own words? Let's replace the underlined portion with a more precise description. What transitional words/phrases are you using to put the events in order? 											
<p>Vocabulary:</p> <table border="0"> <tr> <td>Academic Vocabulary</td> <td>Specific</td> <td>Precise</td> <td>Transition Words/Phrases</td> </tr> <tr> <td>Rephrase</td> <td>Relationship</td> <td>General</td> <td>Positional Words</td> </tr> <tr> <td>Sequence</td> <td>Replace</td> <td>Restate</td> <td></td> </tr> </table>			Academic Vocabulary	Specific	Precise	Transition Words/Phrases	Rephrase	Relationship	General	Positional Words	Sequence	Replace	Restate
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