

Common Core Standards Pacing Guide
Third Grade Literacy

Reading Standards for Literature

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Frameworks	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
Key Ideas and Details		I Can:			
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>1) Answer and generate questions about purposes for reading.</p> <p>2) Answer literal and inferential questions about main characters, setting, plot, and theme. 3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.</p> <p>6) Identify cause and effect as stated in text.</p>	<p>RL.3.1 Ask questions about the text to demonstrate my understanding. (1*, 2, 3, 4,)</p> <p>RL.3.1 Locate answers to my questions about the text. (1*, 2, 3, 4)</p>		<p>Ask Demonstrate Locate Text Understand</p>	

<p>2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>4) Identify the stated main idea of a narrative text or the topic of an informational text.</p> <p>8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p> <p>11) Identify important themes from texts and examine from more than one point of view.</p> <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)</p> <p>1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.</p>	<p>RL. 3.2 Retell the story in my own words. (Fables, folktales, and myths from diverse cultures.) (1*, 2, 3, 4)</p> <p>RL. 3.2 Uncover the main idea of the story. (1, 2*, 3, 4,)</p> <p>R> 3.2 Locate and list the supporting details in the story that lead to the main idea of the story. (1, 2*, 3, 4)</p> <p>RL. 3.2 Tell in my own words the life lesson (moral) we have learned from the story. (2, 3*, 4)</p>		<p>Diverse Retell Fables Myths Folktales Moral Cultures</p>	
<p>3. Describe characters in a story (e.g., their traits, motivations; or feelings) and explain how their actions contribute to sequence of events</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions. 5) Arrange in</p>	<p>RL .3.3 Sequence the events in the order in which they happened. (1*,2, 3, 4*)</p> <p>RL .3.3 Define traits, motivations, and feelings of the characters. (1, 2*, 3, 4)</p> <p>RL.3.3 Describe the characters in a story including their traits, motivations, and feelings. (1, 2*,3, 4)</p>		<p>Sequence Traits Motivations Feelings Describe Support Contribute</p>	

	sequential order a listing of events found in narrative and/or informational text.	RL .3.3 Explain how the characters' actions support and contribute to the sequence of events in the story. (1*, 2, 3, 4)		Characters	
Craft and Structure					
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	1g. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words. (DOK 2)	RL.3.4 Determine the meaning of unfamiliar words and phrases in text. (Context Clues) (2, 3*, 4) RL.3.4 Define, locate, and explain similes, metaphors, and personification. (3*, 4) RL.3.4 Separate words and phrases that mean exactly what they say from those that have more than one meaning. (Similes, Metaphors, Personification, Figurative Language) (3*, 4)	Georgia Vocab	Determine Unfamiliar Context Clues Similes Metaphors Personification Figurative	
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.	2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) 4) Genres - Fiction, nonfiction, and poetry	RL.3.5 Define the meaning of chapter and text. (1*,2, 3, 4) RL.3.5 Define the meaning of scene in a play. (2*, 3, 4) RL.3.5 Define the meaning of stanza in a poem. (3*, 4) RL.3.5 Describe the relationship between a chapter to a story, a stanza to a poem, and a scene to a drama/play. (3*, 4) RL.3.5 Explain how each chapter, scene, or stanza flows from the beginning to the end of the selection. (3, 4*)		Chapter Scene Stanza Relationship Drama/Play "Flows"	
6. Distinguish their own point of view from that of the narrator or those of the characters.	2b. The student will analyze texts in order to identify, understand, infer, or	RL.3.6 Discuss different points of view from the story. (2, 3*, 4) RL.3.6 Compare and contrast my own point	Venn Diagram	(Point of view) Compare/Contrast Narrator	

	<p>synthesize information. (DOK 3)</p> <p>2) Answer literal and inferential questions about main characters, setting, plot, and theme.</p> <p>3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.</p> <p>11) Identify important themes from texts and examine from more than one point of view.</p>	<p>from that of the narrator or the characters' point of view. (2, 3*, 4*)</p>			
Integration of Knowledge and Ideas					
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 or characters or setting).	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)</p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, etc.</p>	<p>RL.3.7 Explain how illustrations or pictures describe the characters, setting, or the mood of the story. (1, 2*, 3, 4)</p> <p>RL.3.7 Describe the relationship between the pictures and words in a story. (1, 2*, 3, 4)</p>		<p>Setting Illustrations "Mood" of the story Relationship</p>	
8 (Not applicable to literature)					

<p>9 Compare and contrast the themes, settings, and plots of stories written by the same about the same or similar characters (e.g., in books from a series).</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>1) Answer literal and inferential questions about main characters, setting, plot, and theme.</p> <p>3) Answer literal and inferential questions about characters' actions, motives, traits</p> <p>11) Identify important themes from texts and examine from more than one point of view.</p>	<p>RL.3.9 Identify the setting of a story. (1, 2*,3, 4) RL.3.9 Summarize the plot of a story. (1, 2, 3*, 4) RL.3.9 Identify the theme of a story. (1, 2, 3, 4*) RL.3.9 Compare the themes, settings, and plots of stories written by the same author. (1, 2, 3, 4*) RL.3.9 Contrast the themes, settings, and plots of stories written by the same author. (1, 2, 3, 4*)</p>		<p>Setting Plot Theme Summarize Compare/Contrast</p>	
<p>Range of Reading and Level of Text Complexity</p>					
<p>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.</p>	<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty,</p>	<p>RL. 3.10 Identify similarities and differences between stories, dramas, and poetry. (2*, 3, 4*) RL.3.10 Read fluently grade level text with a Lexile range or 450-790 by myself. (Stories, dramas, poetry) (1, 2*, 3, 4*0 RL 3.10 Understand grade level text with</p>	<p>Appendix A page 8 (text complexity band) Appendix B (Grades 2-3 Text Exemplars) www.lexile.com</p>	<p>Similarities Differences Drama Poetry Fluent Lexile range</p>	

	and complexity.	Lexile range of 450-790 by myself. (1, 2*, 3, 4*0)			
--	------------------------	----------------------------------------------------	--	--	--

Common Core Standards Pacing Guide
Third Grade English/Language Arts

Reading Standards for Informational Text

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Frameworks	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
Key Ideas and Details		I Can:			
<p>7. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>1) Ask and generate questions about purposes for reading.</p> <p>2) Answer literal and inferential questions about main characters, setting, plot, and theme.</p> <p>3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.</p> <p>6) Identify cause and effect as stated in text.</p>	<p>RI.3.1 Use the text to explain how I answered a question. (1*, 2, 3*, 4)</p> <p>RI.3.1 Create a question that can be answered from a text. (1, 2*, 3*, 4)</p>		<p>Create Refer Explain Informational Text Nonfiction</p>	

<p>8. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 4) Identify the stated main idea of a narrative text or the topic of an informational text.</p> <p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)</p> <p>2) Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>RI.3.2 State the main idea of the text. (1, 2*, 3, 4) RI.3.2 Locate and list the supporting details in a story that support the main idea of a text. (1, 2*, 3, 4) RI.3.2 Tell how the supporting details support the main idea. (1, 2*, 3, 4)</p>		<p>Main idea Support details</p>	
<p>9. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause / effect.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 5) Arrange in sequential order a listing of events found in narrative and/or informational text. 9) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text. 10) Use key words in text to justify prediction(s).</p>	<p>RI.3.3 Sequence events from an informational text. (1*, 2, 3, 4*) RI.3.3 Tell in my own words how one event affects the outcome of another event in an informational text (Historical events, scientific ideas or concepts, or steps in technical procedures). (1*, 2, 3, 4*) RI.3.3 Use time order words to show a relationship between a series events in informational text. (2, 3*, 4) RI.3.3 Identify clue words to</p>		<p>Sequence Informational text Nonfiction Historical concepts Technical procedures Time order(chronological) Cause/effect Series of events</p>	

		show cause and effect relationships in a series of events in informational text. (2, 3*, 4)			
Craft and Structure					
10. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.	<p>1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2)</p> <p>1) Generate words into categories.</p> <p>2) Determine relationships among words organized in categories.</p> <p>1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource). (Note: These reference materials are not available during the administration of state tests.) (DOK 1)</p>	<p>RI.3.4 Refer to a dictionary or glossary to define the meaning of my content vocabulary (1*,2, 3, 4)</p> <p>RI.3.4 Examine the text and use context clues to determine the meaning of unfamiliar words and phrases. (1*, 2, 3, 4)</p>		<p>Refer</p> <p>Dictionary</p> <p>Glossary</p> <p>Context Clues</p> <p>Phrases</p>	

<p>11. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, etc.</p>	<p>RI.3.5 Locate important information about a given topic using text features such as titles, headings, captions, illustrations, graphs, charts, diagrams, etc. (1, 2*, 3*, 4*) RI.3.5 Identify search box, address bar, key words, sidebars, and hyperlinks on a web page. (1, 2, 3, 4*) RI.3.5 Locate important information about a given topic using a search box, address bar, key words, sidebars, and hyperlinks. (1, 2, 3, 4*)</p>		<p>Search box Address bar Hyperlink Sidebar Title Heading Caption Illustration Chart Diagram</p>	
<p>12. Distinguish their own point of view from the author of a text.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p>	<p>RI.3.6 Compare and contrast my point of view to that of the author of an informational text. (2, 3, 4*)</p>		<p>Compare/contrast Point of View Informational text Nonfiction</p>	
<p>Integration of Knowledge and Ideas</p>					

<p>13. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) 1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, etc.</p> <p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 5) Arrange in sequential order a listing of events found in narrative and/or informational text.</p>	<p>RI.3.7 Use the five W's (where, when, why, who, what, and how) to show understanding of the text. (1, 2*, 3, 4) RI.3.7 Understand informational text using maps and photographs along with the words in the text. (1, 2*, 3, 4)</p>		<p>Five W's: where, when, why, who, what, how Maps Photographs Key Events</p>	
<p>14. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2) 3) Text structures - sequential order, description, simple cause and effect, simple procedure, etc.</p>	<p>RI.3.8 Describe in your own words how ideas are connected in informational text using comparisons, cause/effect, and ordinal sequencing.</p>		<p>Logical Comparisons Cause/Effect Ordinal</p>	
<p>15. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3) 8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.</p> <p>11) Identify important themes from texts and examine from more than one point of</p>	<p>RI.3.9 Compare and contrast the most important points and key details in two different texts on the same topic. (2, 3, 4*)</p>		<p>Topic Compare/Contrast Key Details</p>	

	<p>view.</p> <p>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text based evidence. (DOK 3)</p> <p>2)Make connections between self and characters, events, and information in text or among texts.</p>				
Range of Reading and Level of Text Complexity					
<p>16. By the end of the year, read and comprehend informational text, including history/social studies, science, and technical text, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Competency 2: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	<p>RI.3.10 Discuss similarities/differences between history/social studies, science, and technical texts. (2,3,4*)</p> <p>RI.3.10 Read grade level text at a Lexile level of 450-790 fluently by myself. (History, social studies, science, and technical texts) (1, 2*,3, 4*)</p> <p>RI.3.10 Understand grade level text at a Lexile level of 450-790 by myself. (1, 2*, 3, 4*)</p>	<p>www.lexile.com</p> <p>Appendix A Text Complexity Band Page 8</p> <p>Appendix B Grades 2-3 Text Exemplars</p>	<p>Fluent</p> <p>Similarities/Differences</p> <p>Technical text</p> <p>Lexile</p>	

Common Core Standards Pacing Guide
Third Grade English/Language Arts

Reading Standards: Foundational Skills

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Frameworks	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
Phonics and Words Recognition		I Can:			
1. (Not Applicable)					
2. (Not Applicable)					
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Identify the meaning of the most common prefixes and derivational suffixes.</p> <p>B. Decode words with common Latin suffixes.</p> <p>C. Decode multi-syllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p>	<p>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2)</p> <p>1) Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.</p> <p>5) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between</p>	<p>RF.3.3 List and define the meanings of the most common prefixes and suffixes that change the part of speech. (1, 2, 3, 4)</p> <p>RF.3.3 Separate words with common Latin suffixes(able, ible, ation, fy, ify, ment, ty, ity). (1, 2, 3*, 4)</p> <p>RF.3.3 Separate word with more than one syllable. (1*, 2, 3, 4)</p> <p>RF.3.3 Read words that do not follow the common spelling patterns for my grade level. (1, 2, 3, 4*)</p>		<p>Prefixes</p> <p>Suffixes</p> <p>Parts of Speech</p> <p>Syllables</p> <p>Latin</p>	

	<p>100 and 115 words correctly per minute in connected text by the end of third grade.)</p> <p>1b. The student will use syllabication types (e.g., open,closed,r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)</p> <p>1c. The student will manipulate and analyze root words and affixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>pre-</i>, <i>in-</i>, <i>im-</i>, <i>ir-</i>, <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>,<i>-able</i>, <i>-ness</i>, <i>-ish</i>) to analyze words. (DOK 2)</p>				
Fluency					
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read on-level text with purpose and understanding .</p> <p>B. Read on-level prose and poetry orally with accuracy, appropriate, and expression on</p>	<p>1a. The student will use word recognition skills for multi-syllabic words (DOK 2)</p> <p>6) Read 300 to 400 high frequency and/or</p>	<p>RF.3.4 Read on-level texts with fluency and understanding. (1,2 , 3* , 4*)</p> <p>RF.3.4 Read on-level short stories, novels, essays, and poetry fluently and with expression. (1, 2, 3* , 4*)</p> <p>RF.3.4 Refer back to the text to</p>		<p>Novels</p> <p>Essays</p> <p>Fluent</p> <p>Expression</p> <p>Refer</p> <p>Ensure</p> <p>Skim</p>	

<p>successive readings. C. Use context to confirm or self correct words recognition and understanding, rereading as necessary.</p>	<p>irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)</p>	<p>ensure understanding of the reading. (1, 2*, 3, 4)</p>		<p>Scan</p>	
----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------	--	-------------	--

Common Core Standards Pacing Guide
Third Grade English/Language Arts

Writing Standards

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Frameworks	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
Text Type and Purposes		I Can:			
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</p> <p>B. Provide reasons that support the opinion.</p> <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Provide a concluding statement or section.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>7) Identify simple fact and opinion</p> <p>3e. The student will compose a simple persuasive text. (DOK 3)</p>	<p>W.3.1 Discuss the difference between facts and opinions. (1, 2*, 3, 4)</p> <p>W.3.1 State my opinion about a topic or text. (1*, 2, 3, 4)</p> <p>W.3.1 Use a graphic organizer to list my reasons for my opinions. (1, 2*, 3, 4)</p> <p>W.3.1 Write an introductory sentence for my topic. (1, 2, 3*, 4*)</p> <p>W.3.1 Write the reasons for my opinion. (1, 2, 3*, 4*)</p> <p>W.3.1 Use linking words and phrases to explain my reasons. (1,2, 3*, 4*)</p> <p>W.3.1 Write a conclusion statement/section. (1, 2, 3*, 4*)</p>		<p>Facts</p> <p>Opinions</p> <p>Graphic Organizer</p> <p>Introductory Sentence</p> <p>Topic Linking</p> <p>Words/Phrases</p> <p>Conclusions</p>	
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.</p>	<p>3d. The student will compose informational text and at least three supporting details. (DOK 3)</p> <p>1) Reports</p> <p>2) Letters, thank-you notes, invitations</p>	<p>W.3.2 Write an introductory paragraph about an informative/explanatory topic. (1, 2, 3, 4)</p> <p>W.3.2 Draw a picture or a diagram to help the reader understand my paragraph. (1, 2, 3, 4)</p>		<p>Relevant Explanatory Informative Topic Diagram</p>	

<p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p>	<p>3) Functional texts (e.g., labels, directions, shopping lists).</p>	<p>W.3.2 Support the topic with relevant facts, definitions, and details. (1, 2, 3, 4)</p> <p>W.3.2 Use linking words and phrases to connect ideas within my writing. (1, 2, 3, 4)</p> <p>W.3.2 Include an ending statement in a paragraph. (1, 2, 3, 4)</p>			
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and descriptions of actions, thoughts, and feelings, to develop experiences and events or show the response of characters to situations.</p> <p>C. Use temporal words and phrases to signal event order.</p> <p>D. Provide a sense of closure.</p>	<p>3c. The student will compose narrative text with a clear beginning, middle, and end. (DOK 3)</p>	<p>W.3.3 Choose a real or imagined experience to write about. (1, 2, 3, 4)</p> <p>W.3.3 Introduce a narrator and/or characters within my writing. (1, 2, 3, 4)</p> <p>W.3.3 Organize and event sequence in natural order using time order words. (1, 2, 3, 4)</p> <p>W.3.3 Write dialogue between my characters to show their response to situations. (1, 2, 3, 4)</p> <p>W.3.3 Describe actions, thoughts, and feelings to enhance experiences and events within my writing. (1, 2, 3, 4)</p> <p>W.3.3 Write a conclusion to my story. (1, 2, 3, 4)</p>		<p>Real Imagined Experience Narrator Organize Event Sequence Time order words Dialogue Response Enhance</p>	
<p>Production and Distribution of Writing</p>					

<p>4. Within guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. (Note: Editing will be tested under Competency 4.) (DOK 3)</p> <ol style="list-style-type: none"> 1. <u>Planning</u> <ul style="list-style-type: none"> • Use a variety of graphic organizers (e.g., Venn diagrams, bubble maps, story maps, simple outlines, etc.) to generate and organize ideas. 2. <u>Drafting</u> <ul style="list-style-type: none"> • Transfer thoughts from graphic organizers and simple outlines into paragraphs. 3. <u>Revising</u> <ul style="list-style-type: none"> • Revise paragraphs for organization, to add details, and to clarify ideas. 4. <u>Editing</u> <ul style="list-style-type: none"> • Edit paragraphs 	<p>W.3.4 Observe my teacher modeling how to write a story. (1, 2, 3, 4) W.3.4 use graphic organizers to organize my thoughts. (1, 2, ,3 ,4) W.3.4 Write to a prompt with support from my teacher . (1, 2, 3, 4)</p>		<p>Prompt Graphic Organizer Observe Model</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------	--

	<p>using a general rubric (e.g., grammar usage, punctuation, and sentence structure).</p> <ul style="list-style-type: none"> • Edit for correct capitalization, punctuation, spelling, and word usage. 				
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of language standards 1-3 up to and including grade 3 on pages 28-29.)</p>	<p>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. (Note: Editing will be tested under Competency 4.) (DOK 3)</p> <p>3. <u>Revising</u></p> <ul style="list-style-type: none"> • Revise paragraphs for organization, to add details, and to clarify ideas. <p>4. <u>Editing</u></p> <ul style="list-style-type: none"> • Edit paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure). 	<p>W.3.5 Improve my writing by planning. (1, 2, 3, 4)</p> <p>W.3.5 Improve my writing by revising paragraphs for organization to add details and clarify ideas. (1, 2, 3, 4)</p> <p>W.3.5 Improve my writing by editing paragraphs using a general rubric. (Grammar uses, punctuation, and sentence structure.) (1, 2, 3, 4)</p> <p>W.3.5 Edit for mechanics. (Capitalization, punctuation, spelling, and word usage.) (1, 2, 3, 4)</p>		<p>Improve Plan Revise Edit Rubric Clarify Grammar Mechanics</p>	

	<ul style="list-style-type: none"> Edit for correct capitalization, punctuation, spelling, and word usage. 				
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.	<p>3a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. (Note: Editing will be tested under Competency 4.) (DOK 3)</p> <p>5. <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> Publish writing formally and informally using a variety of media. 	<p>W.3.6 Use keyboarding skills with my teachers help. (1, 2, 3, 4)</p> <p>W.3.6 Use technology to create a finished product of my writing. (Power point, brochure, handout, document, display boards, dioramas, etc.) (1, 2, 3, 4)</p> <p>W.3.6 Use technology to produce a group/class project. (1, 2, 3, 4)</p>		<p>Keyboarding Document</p> <p>Diorama</p> <p>Brochure</p>	
Research to Build and Present Knowledge					
7. Conduct short research project that build knowledge about a topic.	3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)	W.3.7 Create a research project that helps my learn about a topic. (1,2,3, 4)		Research	

<p>8. Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>3f. The student will generate questions and use multiple sources to locate answers. (DOK 3)</p>	<p>W.3.8 Access prior knowledge based on personal experience. (1,2,3 ,4) W.3.8 Select information from print, computer, or video sources. (1,2,3, 4) W.3.8 Take short notes and organize them into given categories. (1,2 , 3, 4)</p>		<p>Prior Personal Experience Organize Category</p>	
<p>9. (Begins in Grade 4)</p>					
<p>Range of Writing</p>					
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Competency 3: The student will express, communicate, or evaluate ideas effectively.</p>	<p>W.3.10 Write on a regular basis over different amounts or time (daily vs. weekly projects). (1,2,3,4,) W.3.10 Write for a variety of purposes. (1,2,3,4) W.3.10 Write for different audiences. (1,2,3,4) W.3.10 Write across all subject areas. (1,2,3,4)</p>			

Common Core Standards Pacing Guide
Third Grade English/Language Arts

Speaking and Listening Standards

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Frameworks	“I Can” Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
Comprehension and Collaborations					
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lead) with diverse partners, on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>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.</p> <p>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 text under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>1) Ask and generate questions about purposes for reading.</p>	<p>SL.3.1 Work in different size groups. (one-on-one, small groups, etc.) (1,2,3,4)</p> <p>SL.3.1 Participate in a group discussion on grade level topics and texts. (1,2,3,4)</p> <p>SL.3.1 Come to the group discuss prepared. (1,2,3,4)</p> <p>SL.3.1 Read and study the material needed for the discussion. (1,2,3,4)</p> <p>SL.3.1 Use the information I read plus information I already know to talk about the topic. (1,2,3,4)</p> <p>SL.3.1 Follow the group rules. (common courtesy rules, turn taking, etc.) (1,2,3,4)</p> <p>SL.3.1 Ask questions to check my understanding of the information given.(1,2,3,4)</p> <p>SL.3.1 Stay on topic. (1,2,3,4)</p> <p>SL.3.1 Make comments that relate to the comments of others. (1,2,3,4)</p>		<p>Topic</p> <p>One-on-one</p> <p>Participate</p> <p>Group Discussion</p> <p>Comments</p> <p>Relate</p>	

<p>link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>		<p>SL.3.1 Show my understanding by explaining it in my own words after the discussion. (1,2,3,4)</p>			
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>2b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)</p> <p>4) Identify the stated main idea of a narrative text or the topic of an informational text.</p>	<p>SL.3.2 Tell in my own words the main idea of the story. (1, 2, 3, 4)</p> <p>SL.3.2 Tell in my own words supporting details from the story. (1, 2, 3, 4)</p> <p>SL.3.2 Explain the main ideas from oral or visual presentations. (1, 2, 3, 4)</p> <p>SL.3.2 Explain the supporting details from oral or visual presentations. (1, 2, 3, 4)</p> <p>SL.3.2 Explain the main idea of multi-media presentations. (1, 2, 3, 4)</p> <p>SL.3.2 Explain the supporting details of multi-media presentations. (1,2,3,4)</p>		<p>Describe Main Idea Supporting Detail Oral and Visual Presentations Multi-media</p>	
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		<p>S L.3.3 Ask questions about information someone tells me. (speaker) (1,2,3,4)</p> <p>SL.3.3 Answer questions about information someone tells me. (speaker) (1,2,3,4)</p> <p>SL.3.3 Restate my question and answer in clearer terms. (1,2,3,4)</p> <p>SL.3.3 Give more detailed information about my questions and answers. (1,2,3,4)</p>		<p>Restate Detailed Elaborate Appropriate</p>	

<p>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 understanding pace.</p>	<p>2c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence (DOK 2)</p> <ol style="list-style-type: none"> 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution. 2) Write summaries that contain the main ideas of the reading selection and the most significant details. <p>2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK3)</p> <ol style="list-style-type: none"> 1) Interpret text through moving, drawing, speaking, acting, or singing. 	<p>SL.3.4 Give a report on a topic or text with facts and details while speaking clearly at an understandable speed. (1,2,3,4)</p> <p>SL.3.4 Tell a story with facts and details speaking clearly at an understandable speed. (1,2,3,4)</p> <p>SL.3.4 Recall facts and details speaking clearly at an understandable speed. (1,2,3,4)</p>			
<p>5. Create engaging audio recordings of stories and poems that demonstrate fluid reading at an understandable pace; add visual displays when</p>	<p>2a. The student will use text features, parts of a book, text structures, and genres to analyze text.</p>	<p>SL.3.5 Record myself reading stories or poems fluently at an understandable speed. (1,2,3,4)</p> <p>SL.3.5 Add pictures or other</p>	<p>microphones</p>	<p>Audio Fluent</p>	

<p>appropriate to emphasize or enhance certain facts or details.</p>	<p>(DOK 2) 1) Text features- titles, headings, captions, illustrations, graphs, charts, diagrams, etc. 2d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, citing text-based evidence. (DOK 3) 2) Compose visual images based upon text.</p>	<p>visual items to point out certain facts or details. (1,2,3,4)</p>			
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (see grade 3 language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>	<p>Competency 4: The student will use Standard English to communicate.</p>	<p>SL.3.5 Speak in complete sentences using correct grammar in many different situations to give detail or make things clear. (1,2,3,4)</p>		<p>Complete sentence Grammar Situation Clarify</p>	

Common Core Standards Pacing Guide
Third Grade English/Language Arts

Language Standards

Common Core State Standards for ELA (Outcome Based)	MS. Curriculum Frameworks	"I Can" Statements (Knowledge & Skills)	Curriculum Materials & Resources/Comments	Vocabulary, Signs, & Symbols	Assessment
<p>Conventions of Standard English</p>					
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>B. Form and use regular and irregular nouns.</p> <p>C. Use abstract nouns (e.g., childhood)</p> <p>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., I walked; I walk, I will walk) verb tenses.</p> <p>F. Ensure subject-verb and pronoun antecedent agreement.</p> <p>G. Form and use comparative and superlative adjectives</p>	<p>4a. The student will apply Standard English grammar to compose or edit. (DOK 1)</p> <p>1) Nouns (e.g., singular, plural (including irregular forms), common, proper, possessive).</p> <p>2) Verbs (e.g., helping verbs and irregular verbs)</p> <p>3) Verb tense [including purpose] (present, past, future;conjugation)</p> <p>4) Subject-verb agreement</p> <p>5) Articles and coordinating conjunctions</p> <p>6) Adjectives (e.g., possessive, comparative, superlative)</p> <p>7) Pronouns (e.g., subject,</p>	<p>L.3.1 Explain what a noun is and how it is used in a sentence. (1,2,3,4)</p> <p>L.3.1 Explain what a pronoun is and how it is used in a sentence.(1,2,3,4)</p> <p>L.3.1 Explain what an adjective is and how it is used in a sentence.(1,2,3,4)</p> <p>L.3.1 Explain what an adverb is and how it is used in a sentence. (1,2,3,4)</p> <p>L.3.1 Define and use regular plural nouns. (1,2,3,4)</p> <p>L.3.1 Define and use irregular plural nouns. (1,2,3,4)</p> <p>L.3.1 Describe and use abstract nouns. (1,2,3,4)</p> <p>L.3.1 Define and use regular verbs. (1,2,3,4)</p> <p>L.3.1 Define and use irregular verbs. (1,2,3,4)</p>		<p>Parts of speech: Noun Verb Pronoun Adjective Adverb Conjunctions Plural Irregular Nouns Regular Nouns Irregular Verbs Regular Verbs Abstract Past Tense Present Tense Future Tense Coordinating Comparative Superlative Simple Sentence Compound Sentences Complex Sentence</p>	

<p>and adverbs, and choose between</p> <p>H. them depending on what is to be modified.</p> <p>I. Use coordinating and subordinating conjunctions.</p> <p>J. Produce simple, compound, and complex sentences.</p>	<p>singular, singular possessive, plural, plural possessive)</p> <p>8) Pronoun-antecedent agreement (number and gender</p> <p>9) Adverbs (avoiding double negatives)</p> <p>4c. The student will use correct and varied sentence structures. (DOK 2)</p> <p>1) Compose simple sentences with compound subjects and/or compound predicates; compound sentences.</p>	<p>L.3.1 Describe and use past, present, and future tense verbs. (1,2,3,4)</p> <p>L.3.1 Use pronouns that match the noun that they represent. (1,2,3,4)</p> <p>L.3.1 Identify the subject of a sentence. (1,2,3,4)</p> <p>L.3.1 Use correct subject verb agreement. (1,2,3,4)</p> <p>L.3.1 Define and use adjectives and adverbs that compare. (comparative/superlative) (1,2,3,4)</p> <p>L.3.1 Choose between an adjective and an adverb to describe a noun or verb. (1,2,3,4)</p> <p>L.3.1 Identify and use coordinating and subordinating conjunctions. (1,2,3,4)</p> <p>L.3.1 Produce simple sentences. (1,2,3,4)</p> <p>L.3.1 Produce compound sentences. (1,2,3,4)</p> <p>L.3.1 Produce compound sentences. (1,2,3,4)</p>			
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words</p>	<p>4b. The student will use Standard English mechanics to compose or edit. (DOK 1)</p> <p>2) Commas (e.g., dates, series, addresses,</p>	<p>L.3.2 Capitalize words in titles.(1,2,3,4)</p> <p>L.3.2 Use commas in addresses. (1,2,3,4)</p> <p>L.3.2 Use commas in</p>		<p>Dialogue</p> <p>Suffixe</p> <p>Ownership</p> <p>Word families</p> <p>Position-based</p>	

<p>in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>G. Consult reference materials including beginning dictionaries, as needed to check and correct spellings.</p>	<p>greetings, closings, quotations)</p> <p>3) Quotation marks (e.g., quotations, titles of poems)</p> <p>8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I")</p> <p>9) Spell words commonly found in third grade level text.</p> <p>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2)</p> <p>2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.)</p> <p>3) Use inflectional endings (e.g., -s, -es, -ed, or -ing to produce or analyze new words.</p> <p>1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)</p> <p>1h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a</p>	<p>addresses. (1,2,3,4)</p> <p>L.3.2 Use commas and quotations marks in dialogue. (1,2,3,4)</p> <p>L.3.2 Define and use possessives. (1,2,3,4)</p> <p>L.3.2 Correctly spell sight words and other spelling words. (1,2,3,4)</p> <p>L.3.2 Add suffixes to words. (1,2,3,4)</p> <p>L.3.2 Use spelling patterns when writing words. (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) (1,2,3,4)</p> <p>L.3.2 Use materials including the dictionary to check my spelling. (1,2,3,4)</p>		<p>spellings</p> <p>Syllable pattern</p> <p>Ending rules</p> <p>Word parts</p> <p>Possessive</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------	--

	resource). (Note: These reference materials are not available during the administration of state tests.) (DOK 1)				
Knowledge of Language					
<p>3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2)</p> <p>1) Generate words into categories.</p> <p>2) Determine relationships among words organized in categories.</p> <p>1e. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)</p> <p>3b. The student will compose descriptive text using specific details and vivid language.</p> <p>4c. The student will use correct and varied sentence structures. (DOK 2)</p> <p>1) Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative).</p> <p>2) Compose simple sentences with compound</p>	<p>L.3.3 Select specific words and phrases using vivid language to enhance my writing. (1,2,3,4)</p> <p>L.3.3 Classify differences between how words are spoken and written. (1,2,3,4)</p>		<p>Select</p> <p>Classify</p> <p>Vivid Language</p> <p>Convention</p> <p>Recognize</p> <p>Observe</p> <p>Standard English</p> <p>Enhance</p>	

	<p>subjects and/or compound predicates; compound sentences,</p> <p>3) Avoid sentence fragments and run-on sentences.</p>				
Vocabulary Acquisition and Use					
<p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to known words (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and</p>	<p>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2)</p> <p>1) Create and analyze complex compound words (e.g., sky + scraper = skyscraper)</p> <p>1c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)</p> <p>1f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</p> <p>1h. The student will use reference</p>	<p>L.3.4 Apply context clues to figure out the meaning of a word or phrase. (1,2,3,4)</p> <p>L.3.4 Determine the meaning of a new word when a known suffix or prefix is added to a known word. (1,2,3,4)</p> <p>L.3.4 Determine the meaning of a new word based on its known root word. (1,2,3,4)</p> <p>L.3.4 Use a glossary or dictionary in print and digital to find the exact meaning of a key word or phrase. (1,2,3,4)</p>		<p>Suffix</p> <p>Prefix</p> <p>Root word/Base word</p> <p>Glossary</p> <p>Digital</p> <p>Determine</p> <p>Clarify</p> <p>Multiple Meaning</p> <p>Phrase</p> <p>Content</p> <p>Flexible</p> <p>Range</p> <p>Strategy</p> <p>Sentence level</p> <p>Context</p> <p>Affix</p> <p>Clue</p> <p>Dictionary</p> <p>Precise</p>	

<p>digital to determine or clarify the precise meaning of key words and phrases.</p>	<p>materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource). (Note: These reference materials are not available during the administration of state tests.) (DOK 1)</p>				
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>1a. The student will use word recognition skills for multi-syllabic words. (DOK 2)</p> <p>3) Use inflectional endings (e.g., -s, -es, -ed, or -ing to produce or analyze new words.</p> <p>1d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2)</p> <p>1) Generate words into categories. 2) Determine relationships among words organized in categories.</p>	<p>L.3.5 Describe the difference between literal (meaning exactly what is said), and nonliteral (using figurative language) meaning of words and phrases. (1,2,3,4)</p> <p>L.3.5 Discuss the difference between the literal and nonliteral meanings of words or phrases as they are used in a story or passage. (e.g., take steps) (1,2,3,4)</p> <p>L.3.5 Discuss real-life connections between words and the way they are used. (e.g., Describe people who are friendly or helpful) (1,2,3,4)</p> <p>L.3.5 Describe the differences in the meaning of related words that explain the frame of mind or degree of certainty. (1,2,3,4)</p>		<p>Demonstrate Relationship Nuance Figurative Language Literal/Nonliteral Real-life Mood Related Frame of mind Degree of Certainty Distinguish Context Describe</p>	
<p>6. Acquire and use accurately grade- appropriate</p>	<p>1d. The student will develop and apply knowledge of words and word</p>	<p>L.3.6 Apply grade appropriate words and</p>		<p>Appropriate Prepositions</p>	

<p>conversational, general academic and domain –specific words and phrases, including those signal spatial and temporal relationships. (e.g., After dinner that night we went looking for them.).</p>	<p>meanings to communicate. (DOK 2) 1) Generate words into categories. 2) Determine relationships among words organized in categories</p>	<p>phrases necessary for speaking with others. (1,2,3,4) L.3.6 Apply grade appropriate words needed for regular school vocabulary. (1,2,3,4) L.3.6 Apply grade appropriate words and phrases including prepositions across subject areas. (1,2,3,4)</p>		<p>Subject Areas</p>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------	--