## Essential Questions

**Reading—Literature**

1. **Ask and answer questions (who, what, when, why, where)**
2. **Refer to text for answer**
3. **Synthesize information about in text in order to answer questions about the text**

**Reading—Information**

1. **Form and ask questions**
2. **Understand the details in the text**
3. **Answer questions that demonstrate understanding such as who, what, when, where and why**
4. **Refer to text for answers**

**Writing**

**Writing Product:**

**Prompt:**

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

## Essential Skills and Concepts

<table>
<thead>
<tr>
<th>Reading—Literature</th>
<th>3.1</th>
<th>3.4</th>
<th>3.10</th>
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</thead>
<tbody>
<tr>
<td>o Ask and answer questions (who, what, when, why, where)</td>
<td>o Distinguish between words, phrases, and sentences</td>
<td>o Recognize genre in literature, including stories, dramas, and poetry</td>
<td></td>
</tr>
<tr>
<td>o Refer to text for answer</td>
<td>o Determine word and phrase meaning through context</td>
<td>o Read independently and proficiently at the high end of the 2-3 grade complexity band</td>
<td></td>
</tr>
<tr>
<td>o Synthesize information about in text in order to answer questions about the text</td>
<td>o Distinguish between literal and non-literal language</td>
<td>o Comprehend literature read at the high end of the 2-3 grade complexity band</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading—Information</th>
<th>3.1</th>
<th>3.4</th>
<th>3.5</th>
<th>3.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Form and ask questions</td>
<td>o Understand that words may have multiple meanings</td>
<td>o Understand basic keyboarding skills</td>
<td>o Know how to use text features to help comprehend informational text</td>
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</tr>
<tr>
<td>o Understand the details in the text</td>
<td>o Use root words, Latin and Greek suffixes and prefixes, to determine the meaning of academic words used in science, history/social studies</td>
<td>o Understand internet usage</td>
<td>o Have experience reading grade level science textbooks</td>
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</tr>
<tr>
<td>o Answer questions that demonstrate understanding such as who, what, when, where and why</td>
<td>o Understand that words may be used as figurative language</td>
<td>o Determine relevant information</td>
<td>o Have experience reading grade level history/social science textbooks</td>
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</tr>
<tr>
<td>o Refer to text for answers</td>
<td>o Use antonyms and synonyms as clues to find the meaning of grade level words</td>
<td>o Understand the importance of key words</td>
<td>o Read informational texts independently and proficiently</td>
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<table>
<thead>
<tr>
<th>Writing</th>
<th>3.2</th>
<th>3.10</th>
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<tbody>
<tr>
<td>o Know the difference between writing text to inform or explain</td>
<td>o Select appropriate writing topics</td>
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</tr>
<tr>
<td>o Know how to write a topic sentence</td>
<td>o Know when to use a formal or informal register for writing</td>
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<tr>
<td>o Know how to group related information together</td>
<td>o Be able to organize thoughts quickly</td>
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<tr>
<td>o Understand the importance of including illustrations</td>
<td>o Organize thoughts to focus on a topic</td>
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</tr>
<tr>
<td>o Use fact, definitions, and details to develop topic</td>
<td>o Recognize the purpose for writing</td>
<td></td>
</tr>
<tr>
<td>o Use linking words and phrases to connect ideas</td>
<td>o Know how to research a topic using various sources</td>
<td></td>
</tr>
<tr>
<td>o Know how to conclude by using a statement or explanation</td>
<td>o Know how to conclude different types of writings</td>
<td></td>
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</tbody>
</table>
### Speaking and Listening

<table>
<thead>
<tr>
<th>3.1</th>
<th>Work with a partner</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Develop good study habits</td>
</tr>
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<td></td>
<td>Use rules for conversations</td>
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<td></td>
<td>Recognize the ideas of others</td>
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<td></td>
<td>Build upon ideas</td>
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<tr>
<td></td>
<td>Ask questions to check understanding</td>
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<tr>
<td></td>
<td>Offer comments or suggestions</td>
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</table>

<table>
<thead>
<tr>
<th>3.2</th>
<th>Recognize the main ideas presented in text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Recognize supporting details</td>
</tr>
<tr>
<td></td>
<td>Understand visual, oral, and digital informational formats</td>
</tr>
<tr>
<td></td>
<td>Recognize what information is being conveyed through diverse media such as: graphs, videos, and digital resources</td>
</tr>
</tbody>
</table>

### Language

<table>
<thead>
<tr>
<th>3.1</th>
<th>Write legibly using cursive or joined italics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Know the rules that govern common grammar</td>
</tr>
<tr>
<td></td>
<td>Understand subject/verb agreement</td>
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<tr>
<td></td>
<td>Recognize and write simple, compound, and complex sentences</td>
</tr>
<tr>
<td></td>
<td>Understand comparative and superlative</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.6</th>
<th>Understand that words have shades of meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acquire and use words that are basic to understanding a concept</td>
</tr>
<tr>
<td></td>
<td>Determine which word best describes an action, emotion, or state of being</td>
</tr>
<tr>
<td></td>
<td>Develop an amount of grade level academic words and phrases</td>
</tr>
</tbody>
</table>

### Assessment Guide

### Embedded Literacy

**S=speaking, W=writing, Rd = reading, Rs = reasoning, T = technology**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>S</th>
<th>W</th>
<th>Rd</th>
<th>Rs</th>
<th>T</th>
<th>Performance Indicators - Definition/Degree of student performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading - Literature</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| **3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** | X | X | | | | Through speaking or writing, students produce two questions while reading a piece of literature that are on topic. Students will be able to answer questions about the literature with 80% accuracy.  
 ➢ Using Chapter 9 of Ramona Quimby Age 8 students will ask 2 questions regarding the book and will be able to answer questions regarding the characters and events from this chapter (80% accuracy). |
| **Question Stems and Prompts:**  
  ● Retell the story in sequential order.  
  ● Who were the major/minor characters?  
  ● What were the major/minor events?  
  ● What in the text leads you to that answer?  
  ● What details are the most important?  
  ● Where can you find ________? | | | | | | | |
| **3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.** (See grade 3 Language standards 4-6 for additional expectations.) | X | X | | | | Given a word or phrase from the text, students will be able to identify the appropriate literal or nonliteral meaning with 80% accuracy.  
 ➢ Have students read the book Amelia Bedelia Goes to School and answer questions using literal and non-literal examples from the text they will take non-literal statements and explain what they literally mean. |
| **Question Stems and Prompts:**  
  ● Can you tell me what this word or phrase means?  
  ● What do you think the author is trying to say when he/she uses that phrase?  
  ● What phrases are literal, or non-literal, in meaning?  
  ● Can you change this phrase from literal to non-literal, and non-literal (idiomatic expressions) to literal?  
  ● What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase? | | | | | | | |
| **Academic Vocabulary** | | | | | | | |
|  | question  
  ● demonstrate  
  ● understanding  
  ● text  
  ● answer  
  ● details  
  ● sequence | | | | | | | |
| **4-6 for additional expectations.** | | | | | | | |

### Academic Vocabulary

- determine
- phrases
- non-literal
- literal
- context clues
- distinguish
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.

<table>
<thead>
<tr>
<th>Question Stems and Prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What kind of book is this?</td>
</tr>
<tr>
<td>• Ask yourself: Did I understand what the author is trying to say?</td>
</tr>
<tr>
<td>• What is the main idea, or message, in the story, poem, or play?</td>
</tr>
<tr>
<td>• Have you read a poem, play or chapter book lately? Your might want to try reading something different.</td>
</tr>
<tr>
<td>• What can you do if you don’t understand?</td>
</tr>
<tr>
<td>• Did you go back and re-read?</td>
</tr>
<tr>
<td>• What did you check out from the library?</td>
</tr>
<tr>
<td>• You might try ________, it’s by the same author that you like.</td>
</tr>
<tr>
<td>• What are you reading at home?</td>
</tr>
<tr>
<td>• Have you completed your reading chart?</td>
</tr>
</tbody>
</table>

Students will be able to proficiently read a book at a text complexity level, Lexile Range of 420 – 520, or a guided reading level of M, complete a summary including 2 details from the beginning, middle, and end, and have a comprehension of 85% (AR Test).

- By the end of the year students will read the book Dogzilla (Dav Pilkey), fill out a graphic organizer with the main idea of the book along with 2 details from the beginning, middle, AND end of the book. They will also take an AR test on the book and score 85% or higher.

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**Reading – Informational Texts**

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

<table>
<thead>
<tr>
<th>Question Stems and Prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who, or what, is this text about?</td>
</tr>
<tr>
<td>• Where in the text can you find that answer?</td>
</tr>
<tr>
<td>• What in the text leads you to that answer?</td>
</tr>
<tr>
<td>• Show me where the author says that.</td>
</tr>
<tr>
<td>• Can you tell your partner who/what the text was about?</td>
</tr>
<tr>
<td>• What are the main ideas in the reading?</td>
</tr>
</tbody>
</table>

Students will be able to answer questions about the informational text 4 out of 5 times correctly.

- Students will read the article Camouflaged Creatures and answer comprehension questions based on the writing which will include domain specific vocabulary. They will also ask 2 questions about the article.

**Academic Vocabulary**

- question
- answer
- demonstrate
- understanding
- text

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.

<table>
<thead>
<tr>
<th>Question Stems and Prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What tools can you use to find the meaning of this word?</td>
</tr>
<tr>
<td>• What does the word ______ mean in this sentence?</td>
</tr>
<tr>
<td>• Can you read the sentences around the word to help you understand its meaning?</td>
</tr>
<tr>
<td>• Can you read words around the word to help you understand its meaning?</td>
</tr>
<tr>
<td>• What does the phrase_____ mean?</td>
</tr>
<tr>
<td>• Where can you look in the book to help you figure out what that words means?</td>
</tr>
<tr>
<td>• Are there any parts of the word that you know?</td>
</tr>
</tbody>
</table>

In the areas of Science and Social Studies students will learn relevant vocabulary and concepts in each area of study.

- This will be completed with RL.3.1 assessment.

**Academic Vocabulary**

- determine
- Greek
- Latin
- prefixes
- suffixes
- root words
- dictionary
- glossary
- Google
- multiple meanings
- figurative language

3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information

<table>
<thead>
<tr>
<th>Question Stems and Prompts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Given a topic, students will use a search tool to find information about the topic. Using text features they will find 3 additional details about the topic.</td>
</tr>
</tbody>
</table>

**Academic Vocabulary**

- key words
- sidebars
- hyperlinks

---

**Academic Vocabulary**

- comprehend
- literature
- story
- drama
- poetry
- independently
- proficiently
- chart
relevant to a given topic efficiently.

<table>
<thead>
<tr>
<th>Question Stems and Prompts:</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>● What can you do if you don’t understand?</td>
<td>● locate</td>
</tr>
<tr>
<td>● How is the information organized?</td>
<td>● key words</td>
</tr>
<tr>
<td>● Can you locate key words?</td>
<td>● information</td>
</tr>
<tr>
<td>● Where can you locate ____?</td>
<td>● relevant</td>
</tr>
<tr>
<td>● Which information would you find more relevant?</td>
<td>● importance</td>
</tr>
<tr>
<td>● If you were using the computer to search for your topics, which words would you use to start your search?</td>
<td>● organized</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>3.10. Students will be able to proficiently read a non-fiction text at a text complexity level, Lexile Range of 420 – 520 or guided reading level M, and have a comprehension of 85% (AR Test).</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Using our Science and Social Studies text have students independently read a section and answer 4 out of 5 comprehension questions correctly.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Stems and Prompts:</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Do you have any questions about what you are reading?</td>
<td>● science book</td>
</tr>
<tr>
<td>● If you don’t understand, who can you ask to help you?</td>
<td>● history book</td>
</tr>
<tr>
<td>● Have you tried using the graphics to help you understand what you are reading about?</td>
<td>● informational text</td>
</tr>
<tr>
<td>● Have you tried reading this book?</td>
<td>● non-fiction text</td>
</tr>
<tr>
<td>● What helps you understand as you are reading the history or science book?</td>
<td></td>
</tr>
</tbody>
</table>

Writing

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

<table>
<thead>
<tr>
<th>Students will be able to write an informative text about their family. The text will include facts and details about the members of their family, their home, and activities their family participates in. The passage will include linking words, such as also, another, and, more, etc, to connect their ideas. The passage end with a short conclusion statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</td>
</tr>
<tr>
<td>● Develop the topic with facts, definitions, and details.</td>
</tr>
<tr>
<td>● Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Stems and Prompts:</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Are you writing to inform or explain?</td>
<td>● topic</td>
</tr>
<tr>
<td>● What is your topic?</td>
<td>● inform</td>
</tr>
<tr>
<td>● Did you begin you writing with a topic sentence?</td>
<td>● explain</td>
</tr>
<tr>
<td>● What example, definitions, and details will you use to explain your topic?</td>
<td>● topic sentence</td>
</tr>
<tr>
<td>● Talk to a partner about your topic. Can you get a quote from your partner for your writing?</td>
<td>● examples</td>
</tr>
<tr>
<td>● Why did you choose this topic?</td>
<td>● definitions</td>
</tr>
</tbody>
</table>

3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

| Students will be able to use the full amount of allotted writing time to prewrite OR write OR edit OR revise OR proofread. Writing will be assessed through student conferencing and observation. |
| --- | --- |
| X | X | X |
frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

**Academic Vocabulary**
- research
- report
- narrative
- reflection
- revise
- proofread
- edit
- audience
- proofreading
- checklist

**Speaking and Listening**

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 text, building on others’ ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - Explain their own ideas and understanding in light of the discussion.

**Question Stems and Prompts:**
- Have you done your reading?
- Today you will be working in your teams . . .
- Ask your partner_______________?
- Tell your partner everything you learned about ____________. Did you listen carefully to your partner?
- Did you offer suggestions or comments when your partner was finished speaking?

**Academic Vocabulary**
- discussion
- conversation
- group work
- understanding
- role
- comments
- suggestion

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.

**Question Stems and Prompts:**
- What was the main idea of the video; share with your partner.
- How did you decide this was the main idea?
- Using your own words, summarize the video with your partner.
- Can you explain this graph?
- This chart explains ____________.

**Academic Vocabulary**
- oral
- media
- video
- graphs
- graphics
<table>
<thead>
<tr>
<th>3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</td>
<td>X</td>
</tr>
<tr>
<td>• Form and use regular and irregular plural nouns.</td>
<td>When given a passage, students will be able to identify 10 nouns, including 5 plural and 5 singular nouns. (8 out of 10) And 15 verbs, including 5 present tense, 5 past tense, and 5 future tense verbs. (12 out of 15). Also find 5 adjectives, 5 adverbs, and 5 pronouns (12 out of 15). Students will be able to write a variety of sentences with a given topic. In each sentence the subject and verb must agree. Writing with show a variety of sentence structures including simple sentences, compound sentences, and the 4 types of sentences.</td>
</tr>
<tr>
<td>• Use abstract nouns (e.g., childhood).</td>
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<tr>
<td>• Form and use regular and irregular verbs.</td>
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<tr>
<td>• Form and use the simple (e.g., I walked, I walk; I will walk) verb tenses.</td>
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<tr>
<td>• Ensure subject-verb and pronoun-antecedent agreement.</td>
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<tr>
<td>• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</td>
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<tr>
<td>• Use coordinating and subordinating conjunctions.</td>
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<tr>
<td>• Produce simple, compound, and complex sentences.</td>
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</tbody>
</table>

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

**Academic Vocabulary**
- comparative
- superlative
- specific
- object
- Simple, compound, complex sentences

**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).**

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

**Academic Vocabulary**
- academic
- specific
- general
- emotions
- actions
- precise
- shades of meaning
## Essential Questions

- Why is reading a variety of literature, finding the main idea & details, and using terms like chapter, scene, or stanza to summarize the selection important to understanding reading?
- What is my opinion of the story compared to the narrator’s point of view?
- Why is being able to read a variety of informational text and find the main idea & details important to understanding reading?
- What is my opinion of the text compared to the author’s point of view?
- Can I process write an opinion piece, using my 5 senses, about a season?
- How do I show I can listen and pay attention to a speaker and ask appropriate questions about the topic?
- Am I able to improve my writing by including correct capitalization, punctuation, and spelling?
- What resources can I use if I do not know the correct capitalization, punctuation, or spelling?

## Essential Skills and Concepts

### Reading--Literature

#### 3.2
- Retell stories in sequential order
- Distinguish different genre: fables, folktales, myths
- Determine the central message, lesson, or moral of a story
- Explain how the central message, lesson, or moral is conveyed through key details

#### 3.5
- Understand differences between story, drama, and poem and their parts (chapter, scene, stanza)
- Use vocabulary particular to each genre when speaking or writing
- Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems

#### 3.6
- Understand point of view
- Know what is meant by “first person”
- Know what is meant by “third person”
- Distinguish between one’s own point of view and another’s

#### 3.10
- Recognize genre in literature, including stories, dramas, and poetry
- Read independently and proficiently at the high end of the 2-3 grade complexity band
- Comprehend literature read at the high end of the 2-3 grade complexity band

### Reading--Information

#### 3.2
- Determine the main idea of informational text
- Recount the key details
- Explain how the key details support the main idea

#### 3.6
- Demonstrate understanding of the author’s intent
- Determine information from the text
- Look for language or ideas expressing what the author believes about the information he/she is presenting
- Understand who is speaking
- Express their own thoughts about the information they have read

#### 3.10
- Know how to use text features to help comprehend informational text
- Have experience reading grade level science textbooks
- Have experience reading grade level history/social science textbooks
- Read informational texts independently and proficiently
- Know how to self-monitor for understanding

### Writing

#### Writing Product: Prompt:

- Choose a topic
- State an opinion about the topic
- Know common organizational structures such as:

#### 3.5
- Organize thoughts and ideas
- Use brainstorming, webs, clusters to help generate ideas before writing
- Seek guidance from peers to

#### 3.6
- Have basic keyboarding skills
- Know how to use the following toolbar functions: o bold

#### 3.10
- Select appropriate writing topics
- Know when to use a formal or informal register for writing
- Be able to organize thoughts quickly
- Organize thoughts to focus on a topic
<table>
<thead>
<tr>
<th>Speaking and Listening</th>
<th>3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Identify the reasons a speaker gives to support their argument</td>
<td></td>
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<tr>
<td>o Know that facts, examples, explanations can be used as support for an opinion.</td>
<td></td>
</tr>
<tr>
<td>o Infer messages that the speaker implies</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>3.2</th>
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</thead>
<tbody>
<tr>
<td>o Understand the use of quotation marks to denote that someone is speaking or quoting from the text</td>
<td></td>
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<tr>
<td>o Understand the use of commas in dialogue</td>
<td></td>
</tr>
<tr>
<td>o Identify complete sentences and independent clauses</td>
<td></td>
</tr>
<tr>
<td>o Understand the use of capital letters at the beginning of a sentence, titles, and proper names</td>
<td></td>
</tr>
<tr>
<td>o Use spelling patterns, word roots, affixes, syllable construction</td>
<td></td>
</tr>
<tr>
<td>o Use dictionaries or digital media to look for the correct spelling of a word</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.6</th>
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</thead>
<tbody>
<tr>
<td>o Understand that words have shades of meaning</td>
</tr>
<tr>
<td>o Acquire and use words that are basic to understanding a concept</td>
</tr>
<tr>
<td>o Determine which word best describes an action, emotion, or state of being</td>
</tr>
<tr>
<td>o Develop an amount of grade level academic words and phrases</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read with sufficient accuracy and fluency to support comprehension.</th>
<th>3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Set a purpose for reading</td>
<td></td>
</tr>
<tr>
<td>o Use expression when reading</td>
<td></td>
</tr>
<tr>
<td>o Use strategies for self-correction</td>
<td></td>
</tr>
<tr>
<td>o Recognize when they become confused or have lost the meaning of the text</td>
<td></td>
</tr>
<tr>
<td>o Skim the text</td>
<td></td>
</tr>
<tr>
<td>o Re-read for fluency and comprehension</td>
<td></td>
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<tr>
<td>o Self-monitor for understanding</td>
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</tbody>
</table>

- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate, or sum up, the writing
- Know that conclusions should restate, or sum up, the writing
- Have a system for saving and storing work until it is ready for publishing
- Ask adults for help in revising or editing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity
- Use programs such as: Word, PowerPoint, and Publisher
- Use Internet tools such as: search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- Understand the use of underlining, font style, font size, setting margins, and page orientation
- Understand the use of quotation marks to denote that someone is speaking or quoting from the text
- Understand the use of commas in dialogue
- Identify complete sentences and independent clauses
- Understand the use of capital letters at the beginning of a sentence, titles, and proper names
- Use spelling patterns, word roots, affixes, syllable construction
- Use dictionaries or digital media to look for the correct spelling of a word
- Use digital tools to search for information, spell check, and grammar check
- Understand that words have shades of meaning
- Acquire and use words that are basic to understanding a concept
- Determine which word best describes an action, emotion, or state of being
- Develop an amount of grade level academic words and phrases
- Recognize the purpose for writing
- Know how to research a topic using various sources
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion
- Know how to work together
Assessment Guide

Embedded Literacy
S=speaking, W=writing, Rd = reading, Rs = reasoning, T = technology

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>S</th>
<th>W</th>
<th>Rd</th>
<th>Rs</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Performance Indicators - Definition/Degree of student performance</strong></td>
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<tr>
<td><strong>Reading - Literature</strong></td>
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<tr>
<td>When given a fable, folk tale, or myth students will be able to pick out the moral of the story and give 2 details from the story related to the moral.</td>
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<tr>
<td><strong>Question Stems and Prompts:</strong></td>
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</tr>
<tr>
<td>- What is the central message (lesson or moral) of the story?</td>
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<tr>
<td>- How do you know what the moral of the story is?</td>
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<tr>
<td>- How does the author convey the central message lesson or moral?</td>
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<tr>
<td>- In what order was the story written?</td>
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<tr>
<td>- How do you know this is a myth? A folktale? A fable?</td>
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<tr>
<td>- Explain how the author uses details to convey the message (lesson or moral) of the story.</td>
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</tbody>
</table>

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

| **3.6. Distinguish their own point of view from that of the narrator or those of the characters.** | X | X | X |    |
| **Question Stems and Prompts:** |    |    |    |    |
| - Who is telling the story in this selection? |    |    |    |    |
| - Who is the narrator? |    |    |    |    |
| - Is this selection written in first person? How do you know? What words give clues? |    |    |    |    |
| - Is this selection written in third person? How do you know? What words give you clues? |    |    |    |    |
| - What do you think about what has happened so far? |    |    |    |    |
| - Do you agree with the author’s message so far? |    |    |    |    |

**Academic Vocabulary**
- recount
- fable
- folktale
- myth
- diverse
- culture
- central message
- lesson
- moral
- convey
- key detail(s)
- text

- refer
- drama
- stage directions
- act
- cast
- story
- chapter
- poem/poetry
- verse
- stanza

- distinguish
- point of view
- first person
- third person
- narrator
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.

Students will be able to proficiently read a book at a text complexity level, Lexile Range of 520 – 620, or a guided reading level of N, complete a summary including 2 details from the beginning, middle, and end, and have a comprehension of 85% (AR Test).

- By the end of the year students will read the book Dogzilla (Dav Pilkey), fill out a graphic organizer with the main idea of the book along with 2 details from the beginning, middle, AND end of the book. They will also take an AR test on the book and score 85% or higher.

### Question Stems and Prompts:

<table>
<thead>
<tr>
<th>Stem</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of book is this?</td>
<td></td>
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<tr>
<td>Ask yourself: Did I understand what the author is trying to say?</td>
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<tr>
<td>What is the main idea, or message, in the story, poem, or play?</td>
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<tr>
<td>Have you read a poem, play or chapter book lately? You might want to try reading something different.</td>
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<tr>
<td>What can you do if you don’t understand?</td>
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<tr>
<td>Did you go back and re-read?</td>
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<tr>
<td>What did you check out from the library?</td>
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<tr>
<td>You might try ________. It’s by the same author that you like.</td>
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<tr>
<td>What are you reading at home?</td>
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<tr>
<td>Have you completed your reading chart?</td>
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<tr>
<td>Have you taken an AR test lately?</td>
<td></td>
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</tr>
</tbody>
</table>

### Academic Vocabulary

- comprehend
- literature
- story
- drama
- poetry
- independently
- proficiently
- chart

---

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

When given a graphic organizer, students will be able to find the main idea of an assigned reading and find at least 3 details to support the main idea.

### Question Stems and Prompts:

<table>
<thead>
<tr>
<th>Stem</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who, or what, is this text about?</td>
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</tr>
<tr>
<td>Where in the text can you find that answer?</td>
<td></td>
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<tr>
<td>What in the text leads you to that answer?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show me where the author says that.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Can you tell your partner who/what the text was about?</td>
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</tr>
<tr>
<td>What are the main ideas in the reading?</td>
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</tr>
<tr>
<td>Can you show me in the text, the basis for your answers?</td>
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</tr>
</tbody>
</table>

### Academic Vocabulary

- question
- answer
- demonstrate
- understanding
- text

---

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

Compare their own point of view to that of the author of a non-fiction selection using a Venn diagram to show points they agree and disagree with the author on.

### Question Stems and Prompts:

<table>
<thead>
<tr>
<th>Stem</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is providing the information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the author’s point of view?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the author relating information, or is he/she trying to convince you of an idea?</td>
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<td></td>
</tr>
<tr>
<td>Do you agree, or disagree, with what the author has said so far?</td>
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</tr>
<tr>
<td>Compare the accounts and how they were presented in the text.</td>
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<td></td>
</tr>
<tr>
<td>Why do you think the authors describe the events, or experiences, differently?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Academic Vocabulary

- valid
- information
- text
- authors
- provide
- point of view
| 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. | Students will be able to proficiently read a non-fiction text at a text complexity level, Lexile Range of 520 – 620 or guided reading level N, and have a comprehension of 85% (AR Test). *Using our Science and Social Studies text have students independently read a section and answer 4 out of 5 comprehension questions correctly.* |

**Question Stems and Prompts:**
- Do you have any questions about what you are reading?
- If you don’t understand, who can you ask to help you?
- Have you tried using the graphics to help you understand what you are reading about?
- Have you tried reading this book?

**What helps you understand as you are reading the history or science book?**

**Academic Vocabulary**
- science book
- history book
- informational text
- non-fiction text

---

| 3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. | Students will be able to write an opinion piece based on their favorite season. They use their 5 senses to help support their opinion. The piece will include a short introduction and conclusion. |

**Question Stems and Prompts**
- Who is your audience?
- What is your purpose for writing?
- Have you stated an opinion or preference?
- Did you let your reader know your opinion or preference?
- How did you introduce your topic?
- Is your writing organized in a way that makes sense to your reader?
- Are you using cause and effect or sequence to help organize your writing?
- Are any important details or reasons left out of your writing?

**Academic Vocabulary**
- fact/opinion
- point of view
- topic
- introduction
- support
- organizational structure
- linking words
<table>
<thead>
<tr>
<th>Question Stems and Prompts</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you use to help you organize your ideas?</td>
<td>Developing, planning, organizing, purpose, editing, revising, proofreading, feedback</td>
</tr>
<tr>
<td>Can you create a graphic organizer/thinking maps to help you sequence your ideas and events?</td>
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<tr>
<td>Can you share with your partner what you plan to write?</td>
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<tr>
<td>Does your partner have ideas that you can use?</td>
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<tr>
<td>Have you completed your first draft?</td>
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<tr>
<td>Can you re-write this so that the ideas/details are clearer?</td>
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<tr>
<td>Is there a better way you could write your beginning?</td>
<td></td>
</tr>
<tr>
<td>What is your topic sentence?</td>
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</tr>
<tr>
<td>Have you asked your partner to give you feedback about what you have written so far?</td>
<td></td>
</tr>
</tbody>
</table>

Have you used your editing/proofreading checklist to help you make any changes?

Students will edit classmates writing draft this will include pointing out errors in conventions such as spelling, punctuation, capitalization, etc. They will also make suggestions to help their classmate improve their writing.

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop, plan, organize, purpose, editing, revising, proofreading, feedback</td>
</tr>
</tbody>
</table>

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

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.

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.

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

Throughout the year students will work on paying attention to various speakers, asking appropriate questions to the speaker/about the speaker and topic, and participate in a discussion about the given topic. (Not formally assessed)

Question Stems and Prompts:

Academic Vocabulary

- research
- report
- narrative
- reflection
- revise
- proofread
- edit
- audience
- proofreading
- checklist
| 3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  X | Students will complete daily oral language (DOL) daily to reinforce mastery of the conventions of standard English. One DOL/week will be used for assessment. |
| ● Capitalize appropriate words in titles. |  |  |
| ● Use commas in addresses. |  |  |
| ● Form and use possessives. |  |  |
| ● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |  |  |
| ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |  |  |
| ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  |  |

**Question Stems and Prompts:**
- What words in this sentence should be capitalized?
- How should this sentence be written to show someone is talking?
- How would you make this a compound sentence?
- How should this sentence be written correctly?

**Academic Vocabulary**
- analogies
- generalization
- dictionary appropriate
- roots
- affixes
- compound and simple sentences
- conjunctions
- quotes

| 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). |  X | Documentation of this standard will be found within the quarterly process writing pieces found in each student’s writing portfolio. |
|  |  |  |

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

**Academic Vocabulary**
- academic
- specific
- general
- emotions
- actions
- precise
3.4. Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

| X | Throughout the year students will read a variety of grade-level text. |

**Question Stems and Prompts**
- Why did you choose this selection?
- What can you do when the story/text doesn’t make sense?
- What strategies can you use when you don’t understand the text?
- Can you read this paragraph fluently and with expression?
- Why is it important to scan the page?
- Did you skim the page looking for information?

**Academic Vocabulary**
- selection
- strategies
- paragraph
- fluently
- expression
- skimming
- scanning
- self-monitor
## Essential Questions

**Using text and illustrations, why is understanding the characters, plot, and setting of a story helpful in becoming a better reader?**  
**Do I understand how the main character’s feelings or actions change with the sequence of the story?**  
**Using text and illustrations, am I able to demonstrate my understanding of an informational text?**  
**How do illustrations and words in a text help me understand the text?**  
**Can I process write a personal narrative piece?**  
**How does sharing my narrative piece make me a better speaker?**  
**Why is knowing your purpose, audience, and style important when writing? (word choice & conventions)**  
**How does the use of literal vs nonliteral text make reading and writing more interesting?**

### Essential Skills and Concepts

#### Reading—Literature

<table>
<thead>
<tr>
<th>Grade 3—Quarter 3</th>
<th>CURRICULUM AND ASSESSMENT MAP – ELA</th>
</tr>
</thead>
</table>
| ** Essential Questions ** | ** Using text and illustrations, why is understanding the characters, plot, and setting of a story helpful in becoming a better reader?**  
|  | **Do I understand how the main character’s feelings or actions change with the sequence of the story?**  
|  | **Using text and illustrations, am I able to demonstrate my understanding of an informational text?**  
|  | **How do illustrations and words in a text help me understand the text?**  
|  | **Can I process write a personal narrative piece?**  
|  | **How does sharing my narrative piece make me a better speaker?**  
|  | **Why is knowing your purpose, audience, and style important when writing? (word choice & conventions)**  
|  | **How does the use of literal vs nonliteral text make reading and writing more interesting?**

<table>
<thead>
<tr>
<th></th>
<th>** Essential Skills and Concepts **</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading--Literature</strong></td>
<td><strong>3.3</strong></td>
</tr>
</tbody>
</table>
|  | o Understand the sequence of events in a story  
|  | o Identify major/minor characters  
|  | o Describe characters by citing their traits, motivations, and emotions  
|  | o Understand and explain how the characters’ actions contribute to major and minor events of the story  
|  | **3.7** |
|  | o Understand character, plot, setting  
|  | o Recognize how illustrations contribute to a story  
|  | o Explain how illustrations contribute to what is conveyed in words in the text to create mood and describe character or setting  
|  | **3.10** |
|  | o Recognize genre in literature, including stories, dramas, and poetry  
|  | o Read independently and proficiently at the high end of the 2-3 grade complexity band  
|  | o Comprehend literature read at the high end of the 2-3 grade complexity band  

| **Reading--Information** | **3.3** |
|  | o Be able to describe relationships  
|  | o Identify historical events and scientific ideas  
|  | o Be able to sequence steps in a procedure  
|  | o Use the language of time, such as: long ago, in this decade, century, in the future  
|  | o Use language of cause and effect  
|  | o Understand a “series of events” and “steps in a procedure”  
|  | o Describe the impact an early event had on something that happened later in the text  
|  | **3.7** |
|  | o Understand maps and legends  
|  | o Understand the importance of pictures and how they relate to text  
|  | o Understand that informational text gives the where, when, why, and how events occur  
|  | o Understand that key information is found in the graphics that accompany the text  
|  | o Explain what they learned from the text  
|  | **3.10** |
|  | o Know how to use text features to help comprehend informational text  
|  | o Have experience reading grade level science textbooks  
|  | o Have experience reading grade level history/social science textbooks  
|  | o Read informational texts independently and proficiently  
|  | o Know how to self-monitor for understanding  

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
<th><strong>Writing Product:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>** Prompt:**</td>
<td><strong>3.3</strong></td>
</tr>
</tbody>
</table>
|  | o Know that a narrative tells a story  
|  | o Understand who is telling the story  
|  | o Know how to move from one events to another  
|  | o Use the characters’ words to help explain what is happening in the text  
|  | **3.10** |
|  | o Select appropriate writing topics  
|  | o Know when to use a formal or informal register for writing  
|  | o Be able to organize thoughts quickly  
|  | o Organize thoughts to focus on a topic  

---

*Grade 3—Quarter 3: CURRICULUM AND ASSESSMENT MAP – ELA*
### Embedded Literacy

**S**=speaking, **W**=writing, **Rd** = reading, **Rs** = reasoning, **T** = technology

#### Assessment Guide

**Learning Outcomes**

<table>
<thead>
<tr>
<th>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.</th>
<th>S</th>
<th>W</th>
<th>Rd</th>
<th>Rs</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>

**Performing Indicators**

- Students can tell what effect a character’s actions, feelings, and emotions have on a story’s sequence events. They can give at least 5 details about how the character changes from the beginning of the story to the end based on the events in the story.

**Question Stems and Prompts:**
- Distinguish between major/minor characters in the story.
- Describe the major/minor characters.
- How do the character’s traits contribute to the story?
- What were the characters’ motivations in finding a resolution to the problem?

**Academic Vocabulary**
- describe
- interpretation of characters
- character/character traits
- motivation
| 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). | X | X | Given an illustration from a piece of literature, students will write two details that add to the meaning of the story. |

**Question Stems and Prompts:**
- How does the illustration help tell the story?
- What does the illustration convey to you about the character (mood, setting)?
- What is the illustration’s contribution to the story?
- What mood does the illustration portray? Did it help you understand the text?
- What do the illustrations tell you about what the character is like?
- How do the illustrations help you understand what is happening in the story?

**Academic Vocabulary**
- illustration(s)
- contribute
- contribution
- convey
- aspect(s)
- mood

| 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. | X | Students will be able to proficiently read a book at a text complexity level, Lexile Range of 620 – 720 or a guided reading level O, complete a summary including 2 details from the beginning, middle, and end, and have a comprehension of 85% (AR Test).

**Question Stems and Prompts:**
- What kind of book is this?
- Ask yourself: Did I understand what the author is trying to say?
- What is the main idea, or message, in the story, poem, or play?
- Have you read a poem, play or chapter book lately? You might want to try reading something different.
- What can you do if you don’t understand?
- Did you go back and re-read?
- What did you check out from the library?
- You might try _________. It’s by the same author that you like.
- What are you reading at home?
- Have you completed your reading chart?
- Have you taken an AR test lately?

**Academic Vocabulary**
- comprehend
- literature
- story
- drama
- poetry
- independently
- proficiently
- chart

### Reading – Informational Texts

| 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. | X | X | X | X | This standard does not read the same in Nicole and Sandy’s original work. |

**Standard used:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Performance Indicator:** After reading a non-fiction selection students will be able to make connections between individuals or events based on the information directly from the text.

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

**Academic Vocabulary**
- relationship
- events
- concepts
- technical
- procedure
- scientific
- historical
- sequence
- cause/effect

| 3.7. Use information gained from illustrations (e.g., maps, charts, graphs, photographs, timelines, etc.) in Science and Social Studies to demonstrate understanding. | X | X | X | Students will use maps, charts, graphs, photographs, timelines, etc. in Science and Social Studies to demonstrate understanding. |
maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Question Stems and Prompts:**
- What is this text about?
- What can you do, if you don’t understand?
- What information can you obtain from the map?
- Can you tell me what the “key/legend” of the map conveys?
- Looking at the illustration, how does it relate to the text? Why is this important to help you understand?
- Where and when did the event take place?
- Why and how did the event occur?
- Why is the map key, or legend, important?
- When did the event occur?

**Academic Vocabulary**
- determine
- information
- convey
- map
- map key
- event
- occur
- illustration

**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.

Students will be able to proficiently read a non-fiction text at a text complexity level, Lexile Range of 620 – 720 or guided reading level O, and have a comprehension of 85% (AR Test).

*Using our Science and Social Studies text have students independently read a section and answer 4 out of 5 comprehension questions correctly.*

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

**Academic Vocabulary**
- science book
- history book
- informational text
- non-fiction text

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

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or

Students will write a narrative piece (Young Author’s Book) that may be based on real events or fiction. To do this they will follow a rubric which includes the following: story will include a narrator, characters, clear sequence of events, dialogue, and use of descriptive words and information to make the story flow and be understandable to readers.
show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

**Question Stems and Prompts:**
- Who is your story about?
- Where does your story take place? (Setting)
- Why was this setting important to your story?
- Do you have major and minor characters?
- What problem will the main character face?
- Does the problem change the characters acts or thoughts?
- Have you used details that will help your readers see and know the characters?
- What events will lead up to your conclusion?
- Where can you add more descriptive words and information to make your story more exciting?

**Academic Vocabulary**
- setting
- major/minor character
- problem
- details
- descriptive words
- information
- events
- details
- experience

### 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.

| 3.10 | X | Students will be able to use the full amount of allotted writing time to prewrite OR write OR edit OR revise OR proofread. Writing will be assessed through student conferencing and observation. |

**Speaking and Listening**

### 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.

| 3.4 | X | Students will share their above Narrative writing piece with a small group. |

**Question Stems and Prompts:**
- What is the theme of your report or presentation?
- Did you write or present facts that were relevant?
- What descriptive words or language did you use?
- When you related the events, did they have a beginning, middle, and an end?

**Academic Vocabulary**
- theme
- pace
- descriptive
- relate
- recount
- recall
- relevant

### 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.

| 3.5 | X | After practicing a story or poem students will record themselves fluidly reading their selection using an appropriate visual aid. Student will be evaluated on the fluency of their reading and the effectiveness of their visual aid. |

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

**Academic Vocabulary**
- presentation
- display
- visual
- theme
- enhance
- emphasizing

### Language

### 3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.

| 3.3 | X | The students will be able to identify the purpose, audience, style, and use appropriate conventions when writing and sharing Narrative piece. |

**Question Stems and Prompts**

**Academic Vocabulary**
<table>
<thead>
<tr>
<th>Question Stems and Prompts</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>What real-life connections can you make?</td>
<td>• shades of meaning</td>
</tr>
<tr>
<td>In what other context could this word be used?</td>
<td>• literal meaning</td>
</tr>
<tr>
<td>Without changing the meaning, what word could you add to make the sentence stronger?</td>
<td>• non-literal meaning</td>
</tr>
<tr>
<td>What word would best describe this character?</td>
<td>• real-life connections</td>
</tr>
<tr>
<td>What is the literal meaning of this sentence?</td>
<td>• context</td>
</tr>
</tbody>
</table>

What is the purpose of writing with “non-literal” words or phrases?

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).

Question Stems and Prompts:
- Without changing the meaning of the sentence, which word can best be used to replace the underlined part? What word would best describe ______?
- Can you restate this sentence using more precise words?

Can you replace a word in this sentence with another word that is more precise or specific?

Academic Vocabulary
- academic
- specific
- general
- emotions
- actions
- precise
- shades of meaning
# Essential Questions

**How does reading 2 books by the same author, with similar characters, help me improve reading strategies like story mapping, character mapping, and comparing and contrasting?**

**How does comparing and contrasting details from multiple informational texts, on the same topic, help you gain knowledge?**

**Can I process write a research project about a city or a planet?**

**Why does speaking clearly and completely improve the quality of a presentation?**

**When reading how does using clues to help figure out the meaning of a word make reading easier?**

## Essential Skills and Concepts

### Reading--Literature

<table>
<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>3.9</td>
<td>o Able to compare and contrast</td>
</tr>
<tr>
<td></td>
<td>o Understand theme, setting, and plot</td>
</tr>
<tr>
<td></td>
<td>o Recognize author</td>
</tr>
<tr>
<td></td>
<td>o Recognize how a character remains the same and changes in different stories or books by the same author</td>
</tr>
<tr>
<td></td>
<td>o Compare and contrast the themes, settings and plots</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10</td>
<td>o Recognize genre in literature, including stories, dramas, and poetry</td>
</tr>
<tr>
<td></td>
<td>o Read independently and proficiently at the high end of the 2-3 grade complexity band</td>
</tr>
</tbody>
</table>

### Reading--Information

<table>
<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8</td>
<td>o Identify facts and details the author has cited as evidence to support his points</td>
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<tr>
<td></td>
<td>o Identify how one sentence is connected to the sentence before and after it</td>
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<td></td>
<td>o Understand how a concept continues from one paragraph to another</td>
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<td></td>
<td>o Understand cause and effect</td>
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<td></td>
<td>o Understand comparisons</td>
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<td></td>
<td>o Understand the importance of sequencing</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
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<tbody>
<tr>
<td>3.9</td>
<td>o Identify the points an author is trying to make</td>
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<td></td>
<td>o Identify the key details presented</td>
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<td></td>
<td>o Use note-taking to help keep track of key details and important points in a text</td>
</tr>
<tr>
<td></td>
<td>o Compare and contrast the points made in two different texts</td>
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<td></td>
<td>o Name key details and points that are the same or different in two texts</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>3.10</td>
<td>o Know how to use text features to help comprehend informational text</td>
</tr>
<tr>
<td></td>
<td>o Have experience reading grade level science textbooks</td>
</tr>
<tr>
<td></td>
<td>o Have experience reading grade level history/social science textbooks</td>
</tr>
<tr>
<td></td>
<td>o Read informational texts independently and proficiently</td>
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<tr>
<td></td>
<td>o Know how to self-monitor for understanding</td>
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</table>

### Writing

**Writing Product: Prompt:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
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<tbody>
<tr>
<td>3.4</td>
<td>o Know how to write in a sequential manner</td>
</tr>
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<td></td>
<td>o Understand why you are writing</td>
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<td>o Understand for whom you are writing</td>
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<td>o Understand how the writing moves from beginning to end, or from introduction to conclusion</td>
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<td></td>
<td>o Understand writing purposes such as: writing to persuade, to inform, to entertain</td>
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<tr>
<td></td>
<td>o Recognize and use</td>
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<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>3.7</td>
<td>o Know how to select a topic that can be researched</td>
</tr>
<tr>
<td></td>
<td>o Understand how to use reference materials such as: encyclopedias, atlas, search engines or databases</td>
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<tr>
<td></td>
<td>o Understand how to use keywords for searching a topic</td>
</tr>
<tr>
<td></td>
<td>o Understand how to summarize information</td>
</tr>
<tr>
<td></td>
<td>o Use graphic organizers or Thinking Maps to move logically through the</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
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<tbody>
<tr>
<td>3.8</td>
<td>o Know how to use search engines such as Goggle, Bing, etc.</td>
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<tr>
<td></td>
<td>o Know how to use the library to locate print resources such as: encyclopedias, magazine, and books</td>
</tr>
<tr>
<td></td>
<td>o Understand how to summarize information</td>
</tr>
<tr>
<td></td>
<td>o Know how to organize information</td>
</tr>
<tr>
<td></td>
<td>o Understand how to sort information by categories</td>
</tr>
<tr>
<td></td>
<td>o Understand how to use note-taking strategies such as:</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10</td>
<td>o Select appropriate writing topics</td>
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<td></td>
<td>o Know when to use a formal or informal register for writing</td>
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<tr>
<td></td>
<td>o Be able to organize thoughts quickly</td>
</tr>
<tr>
<td></td>
<td>o Organize thoughts to focus on a topic</td>
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<td></td>
<td>o Recognize the purpose for writing</td>
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<tr>
<td></td>
<td>o Know how to research a topic using various sources</td>
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<td>o Know how to conclude different types of writings</td>
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</table>
organizational structures such as: chronological order, cause and effect, etc

research project
  o Understand organizational structures that are used when writing a research report
  o Know how to cite print and internet sources

index cards, notebooks, graphic organizers, or Thinking Maps

  o Know that a research paper has an introduction, body, and conclusion
  o Know that for writing a research project you must included and cite various sources

Speaking and Listening

Understand organizational structures that are used when writing a research report
Know how to cite print and internet sources

Language

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

Reading Standard: Foundational Skills

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

Assessment Guide

Embedded Literacy

S=speaking, W=writing, Rd = reading, Rs = reasoning, T = technology

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>S</th>
<th>W</th>
<th>Rd</th>
<th>Rs</th>
<th>T</th>
<th>Performance Indicators - Definition/Degree of student performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Assign students a different book from the Magic Treehouse Series. Have students complete a story map including characters, theme, setting, and plot. Have students then compare and contrast story maps using a venn diagram with peers reading a different book from the same series. <em>with higher level readers you could use books by Kate DiCamillo</em></td>
</tr>
</tbody>
</table>

Question Stems and Prompts:
- What is similar in Book A and Book B? What is different?
- How is character X the same in Book A and Book B? How is he/she different?

Academic Vocabulary

• Problems
• 🌟🌟🌟🌟🌟
- How does the setting affect the character’s actions?
- What is the theme of this story? How is it different from the other stories we have read about this character?
- Is the setting for this story the same or different?

### 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.

**Question Stems and Prompts:**
- What kind of book is this?
- Ask yourself: Did I understand what the author is trying to say?
- What is the main idea, or message, in the story, poem, or play?
- Have you read a poem, play or chapter book lately? Your might want to try reading something different.
- What can you do if you don’t understand?
- Did you go back and re-read?
- What did you check out from the library?
- You might try ______. It’s by the same author that you like.
- What are you reading at home?
- Have you completed your reading chart?
- Have you taken an AR test lately?

**Academic Vocabulary**
- comprehend
- literature
- story
- drama
- poetry
- independently
- proficiently
- chart

### Reading – Informational Texts

#### 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).

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

**Academic Vocabulary**
- determine
- author
- author’s message
- author’s claim
- detail
- comparison
- cause/effect
- sequential order

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

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

**Using a Venn diagram, students will compare and contrast the main idea and 3 details from 2 non-fiction texts of the same topic.**

**Academic Vocabulary**
- compare
- contrast
- topics
- similar
- different
- points
- key details
### 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.

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Students will be able to proficiently read a non-fiction text at a text complexity level, Lexile Range of 720 – 820 or a guided reading level P, and have a comprehension of 85% (AR Test).

*Using our Science and Social Studies text have students independently read a section and answer 4 out of 5 comprehension questions correctly.*

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

**Academic Vocabulary**
- science book
- history book
- informational text
- non-fiction text

### Writing

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

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Throughout the year students complete various process writing pieces. Students are assigned the type of writing along with the topic. Using graphic organizers students plan, organize, and edit their writing. The process is finished with each student word processing their final product.

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

**Academic Vocabulary**
- organize
- purpose
- audience
- chronological order
- sequential order
- cause/effect
- develop
- persuade
- entertain
- inform

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

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<tbody>
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<td>X</td>
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</table>

Students will be able to complete a short research project on the topic of either US Cities or the Solar System.

**Question Stems and Prompts:**
- What is the topic of your report?
- Can you narrow your topic?
- What sources will you use to find information?
- What key words can you use to find your topic online?
- Where can you go to find more information?
- How will you give your sources credit?
- What is the page called where you will list your sources?

**Academic Vocabulary**
- topic
- sources
- information
- key words
- online
- credit
- cite
- bibliography
- citation page

### 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.

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Students will be able to use sources from the Internet to research a US City and/or a planet in the solar system.

**Question Stems and Prompts:**
- What sources did you use to find your information?

**Academic Vocabulary**
- sources
| What sources did you find on an internet search? | list |
| What sources did you find in a library search? | bibliography |
| How can you paraphrase this sentence? | citation page |
| Can you write this sentence using your own words? | cite |
| Is this information important to your research? | note-taking |
| Can you use an organizer to help you group your ideas? | paraphrasing |
| | internet search |
| | library sources |

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.

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

**Academic Vocabulary**
- research
- report
- narrative
- reflection
- revise
- proofread
- edit
- audience
- proofreading
- checklist

**Students will be able to use the full amount of allotted writing time to prewrite OR write OR edit OR revise OR proofread. Writing will be assessed through student conferencing and observation.**

**Speaking and Listening**

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

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

**Academic Vocabulary**
- audience
- formal English
- informal English
- presentation
- respond
- specific vocabulary

**When presenting their US City and Solar System research projects students will provide information clearly and will present the appropriate details in their presentation.**

**Language**

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.

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

**Throughout the year students practice this skill in Daily Oral Language (DOL) by using context clues in a sentence to decide the meaning of an unknown word. Students are also able to use a dictionary to decide which meaning is best for various multiple meaning words. By 4th quarter students will be able to find the meaning of a word using context clues, glossary, and or dictionary 80% of the time.**
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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<thead>
<tr>
<th>Question Stems and Prompts</th>
<th>Academic Vocabulary</th>
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</table>
| ● What strategies have you used to help you figure out what this word means?  
● Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?  
● Have you read the sentences around the word to help you determine what the word means?  
● Can you go online and search for the meaning of the word?  
● Did you check the thesaurus for other ways you can write ____________? | ● multiply meaning  
● precise  
● definition  
● affixes (prefix, suffixes) |

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).

<table>
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<tr>
<th>Academic Vocabulary</th>
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</table>
| ● academic  
● specific  
● general  
● emotions  
● actions  
● precise  
● shades of meaning |

Documentation of this standard will be found within the quarterly writing pieces found in each student’s writing portfolio.

<table>
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<tr>
<th>Question Stems and Prompts:</th>
<th>Academic Vocabulary</th>
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| ● Without changing the meaning of the sentence, which word can best be used to replace the underlined part?  
● What word would best describe ______?  
● Can you restate this sentence using more precise words?  
● Can you replace a word in this sentence with another word that is more precise or specific? | ● academic  
● specific  
● general  
● emotions  
● actions  
● precise  
● shades of meaning |

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

<table>
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<tr>
<th>Academic Vocabulary</th>
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</table>
| ● decode  
● suffixes  
● prefixes  
● multi-syllable  
● appropriate  
● irregular  
● Latin  
● analyze |

Throughout the year students practice phonics, word analysis, and decoding words in Daily Oral Language (DOL). By the 4th quarter students will be able to identify words with suffixes and prefixes and understand their meanings 80% of the time.