

**What Is It We Expect Students to Learn?**

Grade: 3	Subject: ELA	Team Members: Edwards, Speiss, Serafino, Villanuevo, Rankowitz			
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Assessments	Extension Standards
<b>What is the essential standard to be learned? Describe in student-friendly vocabulary.</b>	<b>What does proficient student work look like? Provide an example and/or description.</b>	<b>What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?</b>	<b>When will this standard be taught?</b>	<b>What assessment(s) will be used to measure student mastery?</b>	<b>What will we do when students have already learned this standard?</b>
<b>RL 1</b> - I can ask and answer questions using details from the text.	In a story, students will be able to locate/identify where they found the answer to a question.  Students will also write questions about the text. (literal questions)	Text Ask Answer Question Detail Explicit Who, What, When, Where, Why Cite Evidence Restate	Sept 24	iReady Quiz	Students could write their own informational/fictional texts and create questions for it.
<b>RI 1</b> - I can ask and answer questions using evidence from the text.		Evidence Explicit In-depth Cite Justify Highlight	Sept 23	iReady Quiz	Students could write their own informational/fictional texts and create questions for it.

		infer/inference			
<b>RL. 3</b> - I can describe characters in a story and explain how their actions contribute to the sequence of events.	Students will be able to describe characters in a story (traits, motivations, feelings) and explain how their actions add to the plot then influence the story.	Character Describe Explain Traits Motivation Contribute Sequence action plot	October 6	Character Assessment google form	Change character trait in narrative writing or favorite book
<b>RL 4 &amp; RI 4</b> - I can determine the meaning of unknown words and phrases in a text.	Students will be able to locate unfamiliar words in a text and use context clues to determine the meaning.	Context clues meaning/definition unfamiliar/unknown Locate Phrase vs. word non-fiction/informational Antonym Synonym Example Inference Definition Multiple meanings	October 26	Google form	
<b>RI 5</b> - I can identify text features in an informational text.  <b>RI 5</b> - I can use text features to locate information about a given	Students will be able to identify text features and use them to help find information easily and quickly.	Paragraphs Text Features Headings/Subheading s Indexes Sidebars Captions			

topic.		<ul style="list-style-type: none"> <li>Pictures</li> <li>Glossary</li> <li>Bold/Italics</li> <li>Table of Contents</li> <li>Graphic Features</li> <li>Charts</li> <li>Graphs</li> <li>Timelines</li> <li>Diagrams</li> <li>Topic</li> <li>Search Tool</li> <li>Key Words</li> <li>Hyperlinks</li> </ul>			
<b>RI. 3.2 -</b> I can recount key details in an informational text and explain how they support the main idea.	Students will recount key details that support the main idea of a passage.	<ul style="list-style-type: none"> <li>Key details</li> <li>Main idea/topic</li> <li>Support</li> <li>recount</li> </ul>	Nov 19	Google form	
<b>RL 3.2 -</b> I can recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral.	<p>Students will be able to determine the central message, lesson, or moral.</p> <p>Students will be able to use key details from the text to support the central message</p> <p>Students will know the differences between a fable, folktale, and myth.</p>	<ul style="list-style-type: none"> <li>Central message</li> <li>Convey</li> <li>Fable</li> <li>Folktale</li> <li>Moral</li> <li>Lesson</li> <li>Myth</li> <li>Recount</li> <li>Sequence</li> <li>Chronological</li> <li>Theme</li> <li>Motivation</li> <li>Introduction</li> <li>Conclusion</li> </ul>	Dec 14	Google Form The Crow and the Pitcher	

<p>RI. 3.8. I can describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p>	<p>Students will be able to describe how the author creates relationships between ideas using sentences and paragraphs.</p>	<p>Cause Effect Compare Comparison Sequence first/second/third Describe Description Descriptive details Signal words</p>			
<p>L.5 I can distinguish the literal and nonliteral meanings of words and phrases in context. I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>	<p>Students will can distinguish the literal and nonliteral meanings of words and phrases in context. I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>	<p>Literal Nonliteral Intensity Shades of meaning States of mind Degrees of certainty Phrases Definition Idiom Phrase Nuance subtle</p>			
<p>RL 9 I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>Students will be able to compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>Theme Compare Contrast Difference Similarities Plots Characters</p>	<p>Jan 24- Feb 4</p>	<p>Standards Mastery Form A Pretest by 1/21  Form B - Feb 4</p>	<p>Compare/Contrast a fiction and non-fiction text about the same topic.</p>
