z Standard:

CCSS.ELA-Literacy.R.F.4 Read  with sufficient accuracy, and fluency  to support comprehension.

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | **I can identify the characteristics of a fluent reader.** | |  |  |  |
| |  | | --- | | **I can read with accuracy.** | |  |  | |  | | --- | | DORF Progress Monitoring | |
| |  | | --- | | I can read at a third grade rate and speed. | |  |  | |  | | --- | | DORF Progress Monitoring | |
| |  | | --- | | I can read with expression. | |  |  | |  | | --- | | DORF Progress Monitoring | |

Academic Vocabulary:

1.

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Standard:

CCSS.ELA-Literacy.L.4 Determine or clarify the meaning of  unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | **I can determine if a word has a prefix or suffix.** | |  |  |  |
| |  | | --- | | **I can use a dictionary or glossary.** | |  |  |  |
| |  | | --- | | I can identify Greek and Latin roots. | |  |  |  |
| |  | | --- | | I can determine the meaning of a word using context clues, prefixes, and suffixes. | |  |  |  |

Academic Vocabulary:

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Standard:

CCSS.ELA-Literacy.R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | I can identify the subject of a text. | |  |  | |  | | --- | | **1- No topic 2- Topic that's narrow 3- Correct topic and main idea.** | |  | |
| |  | | --- | | **I can choose the main idea from a list.** | |  |  | |  | | --- | | **1- No topic 2- Topic that's narrow 3- Correct topic and main idea.** | |  | |
| |  | | --- | | I can identify the main idea of a text. | |  |  | |  | | --- | | **1- No topic 2- Topic that's narrow 3- Correct topic and main idea.** | |  | |
| |  | | --- | | I can identify the main idea of a text and give key details. | |  |  | |  | | --- | | **1- No topic 2- Topic that's narrow 3- Correct topic and main idea.** | |  | |

Academic Vocabulary:

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Standard:

CCSS.ELA-Literacy.R.I.1Ask and answer questions to determine understanding of a text, referring explicitly to the text as the basis for the answers.

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | I can determine if a question can be answered from the text. | |  |  |  |
| |  | | --- | | I can answer questions about a text I have read. | |  |  |  |
| |  | | --- | | I can answer questions about a text I have read citing the text to support my answer. | |  |  |  |
| |  | | --- | | I can ask questions about a text. | |  |  |  |

Academic Vocabulary:

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Standard:

CCSS.ELA-Literacy.R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | I can identify the topic of the text. | |  |  |  |
| |  | | --- | | **I can identify key details from a text.** | |  |  |  |
| |  | | --- | | **I can identify the theme of two texts about the same or similar character.** | |  |  |  |
| |  | | --- | | **I can find similarities between the two texts.** | |  |  |  |
| |  | | --- | | **I can find differences between the two texts.** | |  |  |  |

Academic Vocabulary:

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Standard:

CCSS.ELA-Literacy.R.L.1 Ask and answer questions to determine understanding of a text, referring explicitly to the text as the basis for the answers.

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | I can determine if a question can be answered from the text. | |  |  |  |
| |  | | --- | | I can answer questions about a text I have read. | |  |  |  |
| |  | | --- | | I can answer questions about a text I have read citing the text to support my answer. | |  |  |  |
| |  | | --- | | I can ask questions about a text. | |  |  |  |

Academic Vocabulary:

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Standard:

CCSS.ELA-Literacy.R.L.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).

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| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | I can identify the topic of the text. | |  |  |  |
| |  | | --- | | **I can identify key details from a text.** | |  |  |  |
| |  | | --- | | **I can identify the theme of two texts about the same or similar character.** | |  |  |  |
| |  | | --- | | **I can find similarities between the two texts.** | |  |  |  |
| |  | | --- | | **I can find differences between the two texts.** | |  |  |  |

Academic Vocabulary:

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Standard:

CCSS.ELA-Literacy.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

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| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | **I can write in complete and correct sentences with correct punctuation.** | |  |  | |  | | --- | | **Third Grade Writing Assessment Kit - Whitney** | |  | |  | |  | |  | |  | |
| |  | | --- | | I can write a topic sentence that shares my opinion | |  |  |  |
| |  | | --- | | I can support my topic sentences with 3 reasons. | |  |  |  |
| |  | | --- | | I can finish my writing with a conclusion. | |  |  |  |
| |  | | --- | | I can include linking words to connect my reasons. | |  |  |  |

Academic Vocabulary:

1.

2.

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Standard:

CCSS.ELA-Literacy.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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| --- | --- | --- | --- |
| Learning Target | DOK | Instruction | Assessment |
| |  | | --- | | **I can write in complete and correct sentences.** | |  |  | |  | | --- | | **Third grade Writing Assessment Kit - Whitney** | |  | |  | |  | |  | |  | |
| |  | | --- | | I can write a topic sentence that shares what I will be writing about. | |  |  |  |
| |  | | --- | | I can use sources to include facts in my writing. | |  |  |  |
| |  | | --- | | I can finish my writing with a conclusion. | |  |  |  |
| |  | | --- | | I can include linking words to connect my ideas. | |  |  |  |

Academic Vocabulary:

1.

2.

3.

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