

English Language Arts	Reading		
<i>Essential Skill Component</i>	<i>Standard</i>	<i>Sub-components</i>	<i>Quarterly Focus</i>
<b>Reading: Foundational Skills</b>			
Able to use phonics and word analysis to decode	RF.3.3		<b>Phonics:</b> Prefixes, suffixes, syllabication, irregularly spelled words <b>Focus:</b> irregularly spelled words
Reads fluently and accurately	RF.3.4		<b>Fluency:</b> Reads on-level text (prose, poetry, etc.) with accuracy, appropriate rate, and expression Rereads and self-corrects as needed
Reads for understanding	RF.3.4		All 4 quarters
Uses key details to compare and contrast different forms of text	RI.3.9		Uses two passages or texts to compare and contrast similar topics
<b>Reading: Literature</b>			
Asks and answers questions about the text	RL3.1, RL.3.3, *RL.3.10		Answers explicit questions about text, using evidence from text to support their answers <b>*RL.3.10, 4th qtr. mastery</b>
Recounts stories to include story elements	RL3.2, RL.3.3, RL.3.7, RL.3.10		Students learn about characters, setting, and important events in the life of a person. Also, discuss and differentiate between fiction and nonfiction. <b>Focus:</b> Biographies
Demonstrates understanding of literary devices (point of view, cause and effect, figurative language, etc.)	RL3.4, RL.3.5, RL.3.6, RL.3.9		<b>Literary Devices:</b> Vocabulary, figurative language, POV, compare/contrast (POV, characters, themes, settings, plots), author study/two texts by same author Discuss and differentiate between fiction and nonfiction <b>Focus:</b> figurative language
<b>Reading: Informational Text</b>			
Asks and answers questions using evidence from the text	RI.3.1, RI.3.4, RI.3.6, *RI.3.10		Answers explicit questions about text, using evidence from text to support answers <b>*RI.3.10, 4th qtr. mastery</b>
Determines the main idea of a text; recounts the key details and explains how they support the main idea	RI.3.2, RI.3.3, RI.3.8		Identifies main ideas and details of informational text (time lines, cause & effect charts)
Uses text features and search tools (glossary, contents, illustrations, hyperlinks, etc.)	RI.3.5, RI.3.7		Uses maps, photographs, headings, diagrams, etc., and the words "who, what, where, when, why, and how" to demonstrate understanding
<b>Writing</b>			
Writes to communicate ideas and information	W.3.1, W.3.2, W.3.3	W.3.1a, W.3.1b, W.3.1c, W.3.1d W.3.2a, W.3.2b, W.3.2c, W.3.2d W.3.3a, W.3.3b, W.3.3c, W.3.3d	Write opinion, informational, and narrative pieces on topics or texts. <b>Focus:</b> Narrative writing

Writes with a clear topic, developing and supporting ideas using organization appropriate to the task (opinion, informative, narrative)	W.3.4, W.3.6, W.3.10		Develop writing pieces with organization, use technology to publish writing, and write routinely over short and extended time frames.  <b>Focus:</b> Work on writing stronger, more detailed 5 paragraph essays and emphasize using transition or temporal words ( first, after, next, therefore, also, another, etc.)
Strengthens writing by planning, revising, and editing	W.3.5, W.3.10		Shorter or longer writing strengthened with or without support from teachers or peers. (Writing process.)  <b>Focus:</b> Continue planning, editing, but focus on revising.
<b>Language</b>			
Uses grade level conventions of grammar, punctuation, and spelling	L.3.1, L.3.2	L.3.1a, L.3.1b, L.3.1c, L.3.1d, L.3.1e, L.3.1f, L.3.1g, L.3.1h, L.3.1i  L.3.2a, L.3.2b, L.3.2c, L.3.2d, L.3.2e, L.3.2f, L.3.2g	<b>Sentences:</b> Continue using detailed sentences  <b>Punctuation:</b> Quotation marks  <b>Grammar:</b> Adjectives, adverbs, and conjunctions
Uses grade level appropriate words, phrases, and figurative language	L.3.3, L.3.4, L.3.5, L.3.6	L.3.3a, L.3.3b L.3.4a, L.3.4b, L.3.4c, L.3.4d L.3.5a, L.3.5b, L.3.5c	Writing with clear sequences of events, including temporal words (first, next, then, after), dialogue, descriptive details, and endings with closure  Utilizes writing process (plans, organizes, edits)  Utilizes technology to publish writing.
<b>Research to Build and Present Knowledge</b>			
Conducts short research projects that build knowledge about a topic	W.3.7		Work independently or with peers to research a topic. (Reports, posters, slideshows, etc.)  <b>Minimum one project per quarter, any topic</b>
Takes brief notes when gathering information	W.3.8		Students will work independently or with peers to research a topic and take notes (note cards, google docs, graphic organizers, etc.)
<b>Speaking and Listening</b>			
Effectively engages in discussions within a group	SL.3.1, SL.3.3,	SL.3.1a, SL.3.1b, SL.3.1	Actively participates in classroom discussions (teacher-led, small groups, one-on-one)  Asks and answers questions about information from a speaker or presentation
Understands and identifies main ideas and details from text read aloud	SL.3.2		After listening to an oral or digital presentation, student can identify main ideas and details verbally or in writing
Presents information with appropriate facts and relevant, descriptive details	SL.3.4, SL.3.5	L.3.4a, L.3.4b, L.3.4c, L.3.4d, L.3.5a, L.3.5b, L.3.5c	Orally reports on or discusses a topic, tell a story, recount an experience with appropriate facts and details  May create audio recordings of stories or poems, etc., to demonstrate fluid reading
Speaks clearly with appropriate pace, volume, and expression	SL.3.4, SL.3.6	L.3.4a, L.3.4b, L.3.4c, L.3.4d,	Uses complete sentences when speaking  Speaks clearly in formal and informal situations