

Pacing & Curriculum Guide

Grade 3 – Language Arts (#5010044)

Year Round School



Content:

- ❖ Grade 3 Course Description and ELD Standards
 - ❖ Pacing Guide
 - ❖ Curriculum Guide

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The Pacing Guide will be reviewed and revised if necessary every year.

VERSION DESCRIPTION

This course description defines what students should understand and be able to do by the end of Grade 3.

GENERAL NOTES

Special Notes:

Instructional Practices

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.



Grade Level:	Trimester 1	Trimester 2	Trimester 3
3rd	7/14 – 10/15 2015	11/2 – 2/11 2016	2/16 – 5/26 2016
Reading Standards for Literature	RL.1.1 Ask & Answer Text Based Questions RL.1.2 Recount Moral, Lesson or Message RL.1.3 Character Traits RL.2.4 Determining Meaning RL.2.5 Structural Elements RL.2.6 Point of View RL.3.7 Contribution of Text Illustrations RL.3.9 Compare & Contrast Themes RL.4.10 Text Complexity	RL.1.1 Ask & Answer Text Based Questions RL.1.2 Recount Moral, Lesson or Message RL.1.3 Character Traits RL.2.4 Determining Meaning RL.2.5 Structural Elements RL.2.6 Point of View RL.3.7 Contribution of Text Illustrations RL.3.9 Compare & Contrast Themes RL.4.10 Text Complexity	RL.1.1 Ask & Answer Text Based Questions RL.1.2 Recount Moral, Lesson or Message RL.1.3 Character Traits RL.2.4 Determining Meaning RL.2.5 Structural Elements RL.2.6 Point of View RL.3.7 Contribution of Text Illustrations RL.3.9 Compare & Contrast Themes RL.4.10 Text Complexity
Reading Standards for Informational Text	RI.1.1 Text Evidence RI.1.2 Main Idea RI.1.3 Relationship Between Ideas & Concepts RI.2.4 Academic & Domain Specific Words RI.2.5 Text Features & Search Tools RI.2.6 Point of View RI.3.7 Contribution of Text Illustrations RI.3.8 Sentences & Paragraphs Connections RI.3.9 Compare & Contrast RI.4.10 Text Complexity	RI.1.1 Text Evidence RI.1.2 Main Idea RI.1.3 Relationship Between Ideas & Concepts RI.2.4 Academic & Domain Specific Words RI.2.5 Text Features & Search Tools RI.2.6 Point of View RI.3.7 Contribution of Text Illustrations RI.3.8 Sentences & Paragraphs Connections RI.3.9 Compare & Contrast RI.4.10 Text Complexity	RI.1.1 Text Evidence RI.1.2 Main Idea RI.1.3 Relationship Between Ideas & Concepts RI.2.4 Academic & Domain Specific Words RI.2.5 Text Features & Search Tools RI.2.6 Point of View RI.3.7 Contribution of Text Illustrations RI.3.8 Sentences & Paragraphs Connections RI.3.9 Compare & Contrast RI.4.10 Text Complexity
Foundational Skills *phonics	RF.3.3 Phonics RF.4.4 Fluency	RF.3.3 Phonics RF.4.4 Fluency	RF.3.3 Phonics RF.4.4 Fluency
Writing Standards	W.1.1 Opinion W.1.2 Informative/Explanatory W.1.3 Narrative W.2.4 Purpose, Task & Organization W.2.5 Planning, Revising & Editing W.2.6 Technology to Produce & Publish W.3.7 Research Projects W.3.8 Use Print & Digital Sources W.4.10 Writing Routinely	W.1.1 Opinion W.1.2 Informative/Explanatory W.1.3 Narrative W.2.4 Purpose, Task & Organization W.2.5 Planning, Revising & Editing W.2.6 Technology to Produce & Publish W.3.7 Research Projects W.3.8 Use Print & Digital Sources W.4.10 Writing Routinely	W.1.1 Opinion W.1.2 Informative/Explanatory W.1.3 Narrative W.2.4 Purpose, Task & Organization W.2.5 Planning, Revising & Editing W.2.6 Technology to Produce & Publish W.3.7 Research Projects W.3.8 Use Print & Digital Sources W.4.10 Writing Routinely



<p>Speaking & Listening</p>	<p>SL.1.1 Range of Collaborative Discussions SL.1.2 Main Idea in Diverse Formats SL.1.3 Ask & Answer Questions of Speaker SL.2.4 Report on a Topic SL.2.5 Adding Visual & Audio To Emphasize SL.2.6 Speak Appropriate to Task</p>	<p>SL.1.1 Range of Collaborative Discussions SL.1.2 Main Idea in Diverse Formats SL.1.3 Ask & Answer Questions of Speaker SL.2.4 Report on a Topic SL.2.5 Adding Visual & Audio To Emphasize SL.2.6 Speak Appropriate to Task</p>	<p>SL.1.1 Range of Collaborative Discussions SL.1.2 Main Idea in Diverse Formats SL.1.3 Ask & Answer Questions of Speaker SL.2.4 Report on a Topic SL.2.5 Adding Visual & Audio To Emphasize SL.2.6 Speak Appropriate to Task</p>
<p>Language Standards</p>	<p>L.1.1* Grammar Speaking & Writing L.1.2 Capitalization, Punctuation & Spelling L.2.3 Knowledge of Language L.3.4 Unknown & Multiple Meaning Words L.3.5 Word Relationships & Nuances L.3.6 Academic & Domain Specific Vocabulary</p>	<p>L.1.1* Grammar Speaking & Writing L.1.2 Capitalization, Punctuation & Spelling L.2.3 Knowledge of Language L.3.4 Unknown & Multiple Meaning Words L.3.5 Word Relationships & Nuances L.3.6 Academic & Domain Specific Vocabulary</p>	<p>L.1.1* Grammar Speaking & Writing L.1.2 Capitalization, Punctuation & Spelling L.2.3 Knowledge of Language L.3.4 Unknown & Multiple Meaning Words L.3.5 Word Relationships & Nuances L.3.6 Academic & Domain Specific Vocabulary New Standards after FSA: L.1.1a; cursive</p>
<p>Total Number of Standards</p>	<p>42</p>	<p>42</p>	<p>42</p>

NOT FINAL

Reading Standards for Literature Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.RL.1.1</u> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> It is important to refer to text for confirmation of answers to questions. It is important to question what you are reading. 	<ul style="list-style-type: none"> I can ask questions to clarify understanding of a literary text. I can answer questions based on evidence and details in a literary text.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Use text to answer a variety of questions. Ask a variety of questions from text to clarify understanding. Cite evidence from the text as the basis for discussion and answers to questions. 	
Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas & Details 15-25%</i>	Learning Progression	
<p>Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.</p>	<p>K: With prompting and support, ask and answer questions about key details in a text. 1st: [Without prompting and support] ask and answer questions about key details in a text. 2nd: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 3rd: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 4th: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 5th: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	
Suggested Resources		
<p>iReady LAFS: Unit 2: Lesson 5 Reading Street: All fictional stories; This is a spiraling skill which needs to be addressed throughout the year. CPALMS: 32 lessons</p>		

Reading Standards for Literature Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RL.1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<ul style="list-style-type: none"> • Key details are needed to recount/retell a story. • Fables, folktales, and myths are different types of literary texts. • Key details are used to support the central message (main idea) or moral (lesson) of the text. • Diverse cultures have different versions of familiar fables and folktales. • Literary text reflects the cultures of diverse people. 	<ul style="list-style-type: none"> • I can use key details to retell stories including fables, folktales, and myths from other cultures in order to determine the main idea (central message) and lesson or moral of a fable, folktale or myth. • I can use the most important details to retell the story.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Summarize a literary text using key details. • Distinguish between fables, folktales, and myths. • Draw conclusions about the central message or moral of the text. • Investigate literature from diverse cultures to identify lessons or morals. 	
Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas & Details 15-25%</i>	Learning Progression	
<p>Items may ask the student to appropriately sequence events. Items may ask the student to determine the central message, lesson, or moral of a passage and how key details support the central message, lesson, or moral of a passage and how key details support the central message, lesson, or moral.</p>	<p>K: With prompting and support, retell familiar stories, including key details. 1st: [Without prompting and support] retell stories, including key details, and demonstrate understanding of their central message or lesson. 2nd: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3rd: 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. 4th: Determine a theme of a story, drama, or poem from details in the text; summarize the text. 5th: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	
Suggested Resources		
<p>iReady LAFS: Unit 2: Lesson 7 Reading Street: U1 W2- What About Me?/U6W5- Atlantis-The Legend of a Lost City/U4W5 Fly Eagle Fly; This is a spiraling skill which needs to be addressed throughout the year. CPALMS: 18 lessons</p>		

Reading Standards for Literature Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<ul style="list-style-type: none"> • A character's actions affect the outcome of a story. • Every story has a sequence of events. • Characters have traits, motivations, and feelings that are described in a story. • Characters can be described based on traits, motivations, and/or feelings. 	<ul style="list-style-type: none"> • I can describe characters by referring to what they say, do, feel and/or act to explain how a character's actions affect the sequence of events in a story.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Recognize characters traits in a story. • Describe characters in a story by referring to details about their traits, motivations, and/or feelings. • Explain how a character's actions impact the sequence of events and outcome of a story. 	
Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas & Details 15-25%</i>	Learning Progression	
<p>Items may ask the student to use explicit and implicit details from the text to describe a character and how the character's actions affect the events in the text. The item may require the student to draw inferences from the text.</p>	<p>K: With prompting and support, identify characters, settings, and major events in a story. 1st: [Without prompting and support] Describe characters, settings, and major events in a story, using key details. 2nd: Describe how characters in a story respond to major events and challenges. 3rd: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 4th: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 5th: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	
Suggested Resources		
<p>iReady LAFS: Unit 2: Lesson 6 Reading Street: Unit 1 Week 1 When Charlie McButton Lost Power/U3W3-Pushing Up The Sky; This is a spiraling skill which needs to be addressed throughout the year. CPALMS: 26 lessons</p>		

Reading Standards for Literature Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<ul style="list-style-type: none"> Words and phrases can have different meanings within text. Words and phrases in a story may be literal or non-literal. The author's word choice shapes the meaning. 	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in a literary text in order to tell the difference between literal and non-literal language.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a literary text. Differentiate between literal and non-literal words and phrases. 	
Assessment Limits ~ FSA Reporting Categories: <i>Craft & Structure 25-35%</i>		Learning Progression
<p>Items may ask the student to use the text to determine the meanings of words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>		<p>K: Ask and answer questions about unknown words in a text. 1st: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 2nd: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 3rd: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 4th: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5th: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
Suggested Resources		
<p>iReady LAFS: Unit 4: Lesson 12 Reading Street: U3W4 Symphony of Whales/U2W2 I Wanna Iguana This is a spiraling skill which needs to be addressed throughout the year. CPALMS: 8 lessons</p>		

Reading Standards for Literature Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RL.2.5 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.</p>	<ul style="list-style-type: none"> • Stories, dramas, and poems have unique structures. • Stories, dramas, and poems are written sequentially. • Words such as chapter, scene, and stanza/verse describe the different parts of a story, drama, or poem. 	<ul style="list-style-type: none"> • I can refer to parts of stories, dramas, and poems to give examples when writing or speaking about literary text using the words chapter, scene and stanza/verse correctly. • I can describe how successive parts of a text build on earlier sections.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Use the terms chapter, scene, and stanza correctly when talking about stories, dramas, and poems. • Explain how chapters and scenes build on the previous chapters and scenes. • Refer to parts of stories, dramas, and poems to cite evidence when writing and speaking about literary text. 	
Assessment Limits ~ Reporting Category: <i>Craft & Structure 25-35%</i>		Learning Progression
<p>Items may ask the student to interpret the interaction between different parts of text. Items may ask the student to describe how events in a text cause other events to occur or how subsequent events are shaped by earlier ones. The items may ask the student to reference specific parts of text to support the explanations.</p>		<p>K: Recognize common types of texts (e.g., storybooks, poems). 1st: Recognize common types of texts (e.g., storybooks, poems). 2nd: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 3rd: 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. 4th: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 5th: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>
Suggested Resources		
<p>iReady LAFS: Unit 4: Lesson 13:Stories, 14:Plays, 15:Poems Reading Street: Unit 3 Week 2 Pushing up the Sky/U1W1 Charlie McButton/U5W3 Good Bye 382/U6W2 Happy Birthday Mr. Kang CPALMS: 1 lesson</p>		

Reading Standards for Literature Cluster 2: Craft & Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> • A character has a point of view. • A narrator in a story has a point of view. • A reader has a point of view. • Points of view may differ. 	<ul style="list-style-type: none"> • I can form an opinion to tell how my point of view is different from the character/narrator point of view in a story.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Determine a character's or narrator's point of view. • Determine his/her own point of view regarding a text. • Differentiate between personal views and views expressed in text. 	
Assessment Limits ~ FSA Reporting Category: Craft & Structure 25-35%		Learning Progression
<p>Items may ask the student to evaluate the point of view of the narrator or the characters in a text. Items should not ask the student to identify the narrator in a text in isolation. Instead, items should ask the student to provide support for the identification of the narrator. Items should not ask the student to identify first and third person point of view.</p>		<p>K: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>1st: Identify who is telling the story at various points in a text.</p> <p>2nd: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>3rd: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>4th: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>5th: Describe how a narrator's or speaker's point of view influences how events are described.</p>
Suggested Resources		
<p>iReady LAFS: Unit 4 Lesson 16 Reading Street: U1W5 Rows and Piles of Coins/U2W4 Tops and Bottoms/U5W5 Me and Uncle Romie; This is a spiraling skill which needs to be addressed throughout the year. CPALMS: 5 lessons</p>		

Reading Standards for Literature Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RL.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).</p>	<ul style="list-style-type: none"> • Illustrations enhance and provide deeper meaning to a story. • Illustrations connect to the words in a story. • Illustrations can convey mood. 	<ul style="list-style-type: none"> • I can use the illustrations and text to explain the mood, setting, and characters of a story. • I can explain how illustrations and text are related in a story.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Explain how the illustrations and text are related. • Determine the mood conveyed by the illustrations in a story. • Explain how illustrations contribute to the message of a story. 	
Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge & Ideas 20-30%</i>		Learning Progression
<p>Items may require the student to explain how an illustration relates to the text. Items may ask the student to consider how illustrations affect the meaning of the text. Also, items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. Items may also require students to answer questions about information from an audio or multimedia presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer option.</p>		<p>K: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>1st: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>2nd: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>3rd: 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).</p> <p>4th: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>5th: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)</p>
Suggested Resources		
<p>iReady LAFS: Unit 6 Lesson 21 Reading Street: U2 W2 I Wanna Iguana/U6W4 Two Bad Ants/U5W1 Suki's Kimono/U5W4 Jalapeno Bagels; Skills are spiraled throughout year. CPALMS: 8 lessons</p>		

Reading Standards for Literature Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.RL.3.9</u> 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).</p>	<ul style="list-style-type: none"> • Authors may use the same characters in a series of books. • The theme, plot, and setting could be similar or different in books by the same author. • Although the characters in a series can be the same, the theme, plot, and setting can change. 	<ul style="list-style-type: none"> • I can compare and contrast themes from different stories with the same or similar characters by the same author. • I can compare and contrast settings with the same or similar character from different stories by the same author. • I can compare and contrast plots with the same or similar characters from different stories by the same author. • I can identify a book series by an author.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Identify book series by familiar authors. • Compare and contrast the themes in stories written by the same author. • Compare and contrast the settings of stories written by the same author. • Compare and contrast plots of stories written by the same author. 	
Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge & Ideas 20-30%</i>		Learning Progression
<p>Items may ask the student to compare and/or contrast themes, settings, and plots from two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. The themes and settings may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets written by the same author.</p>		<p>K: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 1st: [Without prompting and support] compare and contrast the adventures and experiences of characters in stories. 2nd: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 3rd: 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). 4th: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 5th: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
Suggested Resources		
<p>iReady LAFS: Unit 6 Lesson 22 Reading Street: U1 W4 Supermarket/U5W1 Suki's Kimono/U6W4 Two Bad Ants CPALMS- 1 lesson</p>		

Reading Standards for Literature Cluster 4: Range of Reading and Level of Text Complexity	
Standard	The student understands that:
<p>LAFS.3.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • Different types of text require different levels of attention and rates of reading speed. • Rereading is a way to increase comprehension. • Writing clarifies understanding. • Comprehension includes understanding the author’s craft in the writing.
DOK Level	The student is able to:
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Read and comprehend complex text within the 2-3 text complexity band.
Assessment Limits	Learning Progression
<p>ALL -Staircase Standard</p>	<p>K: Actively engage in group reading activities with purpose and understanding 1st: With prompting and support, read prose and poetry of appropriate complexity for grade 1 2nd: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 3rd: 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 [without scaffolding]. 4th: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 5th: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently [without scaffolding]</p>
Suggested Resources	
<p>Reading Street: U6W4 Two Bad Ants/Spiral Review - On going Standard CPALMS: 6 lessons</p>	

Reading Standards: Foundational Skills Cluster 3: Phonics & Word Recognition		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words</p>	<ul style="list-style-type: none"> Prefixes and suffixes can change the meaning of words. Knowing the meaning of prefixes and suffixes assists the reader in understanding the word. Words are not always spelled the way that they sound. Vowel and consonant patterns along with syllabication rules can be used to decode multisyllabic words. 	<ul style="list-style-type: none"> I can use phonics skills to figure out words with more than one syllable. I can identify and know the meaning of many common prefixes. I can identify and know the meaning of common suffixes. I can use phonics skills to figure out words with Latin suffixes. I can read third-grade words that are spelled differently than they sound.
DOK Level	The student is able to:	
<p>1 Recall</p>	<ul style="list-style-type: none"> Identify and apply the meaning of common prefixes and derivational suffixes. Decode words with common Latin suffixes (ex. -able, -ible, -ment, -ation, -fy, -ify, -ty, -ity) Decode multisyllabic words correctly. Read third-grade irregularly spelled words. 	
Assessment Limits		Learning Progression
<p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>		<p>K: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1st: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>2nd: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3rd: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4th: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5th: Know and apply grade-level phonics and word analysis skills in decoding words.</p>
Suggested Resources		
<p>Refer to grade level phonics pacing guide.</p>		

Reading Standards: Foundational Skills Cluster 3: Phonics & Word Recognition		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • The purpose of reading is comprehension. • Reading rate must be adjusted to compensate for the reading purpose and/or the text's difficulty. • Reading is more enjoyable and more understandable if the text is read with accuracy, expression and fluency. • Context clues can be used to determine word meaning. • It is sometimes necessary to reread text in order to comprehend or self-correct text. 	<ul style="list-style-type: none"> • I can understand what I read. • I can read third-grade text with fluency and expression. • I can use context clues to determine word meaning. • I can slow down my reading if the text is challenging • I can reread or self-correct to better understand what I am reading.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Accurately read on-level text (including prose and poetry) with expression and at appropriate rates for understanding. • Use context clues to double check accuracy and understanding. • Recognize the need to adjust reading rates or reread text to more thoroughly comprehend text. • Use self-correction strategies when reading text. 	
Assessment Limits	Learning Progression	
<p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>	<p>K: Read emergent-reader texts with purpose and understanding.</p> <p>1st: Read with sufficient accuracy and fluency to support comprehension.</p> <p>2nd: Read with sufficient accuracy and fluency to support comprehension.</p> <p>3rd: Read with sufficient accuracy and fluency to support comprehension.</p> <p>4th: Read with sufficient accuracy and fluency to support comprehension.</p> <p>5th: Read with sufficient accuracy and fluency to support comprehension.</p>	
Suggested Resources		
<p>This standard is an ongoing skill.</p>		

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> It is important to refer to text for confirmation. It is important to ask questions to clarify understanding when you are reading. 	<ul style="list-style-type: none"> I can ask questions to make sure I understand informational text that I am reading. I can give details or evidence from the text to support my answers to questions about informational text.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Use informational text to answer a variety of questions. Ask a variety of questions to clarify understanding of an informational text. Cite evidence from the text to support an answer or to discuss what was read. 	
Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas & Details 15-25%</i>		Learning Progression
<p>Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific textual evidence.</p>		<p>K: With prompting and support, ask and answer questions about key details in a text. 1st: [Without prompting and support] ask and answer questions about key details in a text. 2nd: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 3rd: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 4th: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 5th: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Suggested Resources		
<p>Reading Street: Skills will spiral throughout the series</p>		

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> The main idea is the big thought the author of the text is trying to convey. Understanding the main idea and the details that support it help with comprehension of informational text. Details support the main idea in an informational text. 	<ul style="list-style-type: none"> I can tell the main idea of an informational text. I can retell details that support the main idea of an informational text. I can explain how the details support the main idea of an informational text.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Identify the main idea of an informational text. Retell details of the text that support the main idea. Explain how the details support the main idea of the text. 	
Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas & Details 15-25%</i>		Learning Progression
<p>Items may ask the student to use details from a text to determine a main idea. These may be explicitly or implicitly stated. Items may ask the student to identify key details and to explain how they support the main idea.</p>		<p>K: With prompting and support, identify the main topic and retell key details of a text. 1st: [Without prompting and support] identify the main topic and retell key details of a text. 2nd: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 3rd: Determine the main idea of a text; recount the key details and explain how they support the main idea. 4th: Determine the main idea of a text and explain how it is supported by key details; summarize the text. 5th: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>
Suggested Resources		
<p>Reading Street: Unit 2 Week 1-Penguin Chick/ U5W2 I Love Saturdays Y Domingos/U2W5 Amazing Bird Nests*Skills will spiral throughout the series. iReady LAFS: LESSON 2</p>		

Reading Standards for Informational Text Cluster 1: Key Ideas and Details		
Standard	The student understands that:	
<p>LAFS.3.RI.1.3 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.</p>	<ul style="list-style-type: none"> Sequencing is putting things in order from past to present or present to past. It is important to understand causes and effects when reading informational text about historical events and scientific concepts. Events in a series are related to and/or dependent on each other. Language that pertains to time, sequence, and/or cause and effect can be used to describe the relationship of events in a series. 	<ul style="list-style-type: none"> I can determine sequence of events in an informational text and describe how the events are dependent on each other. I can use cause and effect to show and explain events in a historical or scientific text.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> Use time (temporal words), sequence, and cause/effect language to talk about and explain informational text. Describe how a series of events, ideas or procedures are related to each other. Determine cause and effect based on information in historical, scientific, or technical text. 	<ul style="list-style-type: none"> I can follow the steps in a procedure to help understand a technical process. I can use language that pertains to time, sequence, and cause/effect when talking about informational text.
Assessment Limits ~ FSA Reporting Categories: <i>Key Ideas & Details 15-25%</i>		Learning Progression
<p>Items may ask the student to use explicit and implicit details from the text to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures. Items may ask the students how these affect other events in the text. The item may require the student to identify language in the text used to convey time and/or sequence.</p>		<p>K: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 1st: [Without prompting and support] describe the connection between two individuals, events, ideas, or pieces of information in a text. 2nd: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 3rd: 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. 4th: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 5th: 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.</p>
Suggested Resources		
<p>Reading Street: Unit 1 Week 3-Kumak's Fish/Unit 5 Week 5 Me and Uncle Romie/U3W1 How to Raise a Raisin/U3W6 Around One Cactus *Skills will spiral throughout the series iReady LAFS: LESSON 3/4.</p>		

Reading Standards for Informational Text Cluster 2: Craft and Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<ul style="list-style-type: none"> • There are multiple strategies that can be used to find the meaning of a word. • Words can be sorted into domains. 	<ul style="list-style-type: none"> • I can figure out the meanings of words in third-grade informational texts.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Determine ways to sort words based upon their meaning. • Determine the meaning of words in third-grade informational text. 	
Assessment Limits ~ FSA Reporting Category: <i>Craft & Structure 25-35%</i>		Learning Progression
<p>Items may ask the student to use the text to determine the meanings of words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>		<p>K: With prompting and support, ask and answer questions about unknown words in a text. 1st: [Without prompting and support] ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 2nd: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 3rd: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 4th: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 5th: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>
Suggested Resources		
<p>Reading Street: U3 W3 Seeing Stars/U4W1 The Man Who Invented Basketball/U6W3 Talking Walls/U2W5 Amazing Birds Nests/U2W1 Penguin Chick/U4W2 Hottest Coldest Highest Deepest *Skills will spiral throughout the series iReady LAFS: LESSON 9</p>		

Reading Standards for Informational Text Cluster 2: Craft and Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<ul style="list-style-type: none"> Text features provide quick access to information. Not all information identified through a search tool is relevant. Hyperlinks and sidebars on the Internet are organized ways to help one find and navigate information. 	<ul style="list-style-type: none"> I can use text features to locate information on a topic. I can use digital tools to locate information on a topic. I can determine if the information I find is relevant or not.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Select and use the appropriate text features to find information. Differentiate between information that is relevant and information that is not when conducting a search. Use digital tools efficiently to locate information on a given topic. Locate information on a given topic. 	
Assessment Limits ~ FSA Reporting Category: Craft & Structure 25-35%		Learning Progression
<p>Items may ask students to use features located within the text to identify information relevant to key ideas or details within a text.</p>		<p>K: Identify the front cover, back cover, and title page of a book. 1st: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 2nd: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 3rd: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 4th: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 5th: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>
Suggested Resources		
<p>Reading Street: *Skills will spiral throughout the series</p> <p>iReady LAFS: LESSON 10.</p>		

Reading Standards for Informational Text Cluster 2: Craft and Structure		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.</p>	<ul style="list-style-type: none"> An author expresses a point of view in a text. A reader may have a different point of view from an author. It is important to determine an author's point of view in order to fully understand the message of the text. 	<ul style="list-style-type: none"> I can identify the author's point of view in an informational text. I can give evidence from the text to support the author's point of view. I can tell how my point of view is the same or different from that of the author.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Identify the author's point of view in an informational text. Cite evidence from the text to support the determination of the author's point of view. Distinguish his/her personal point of view from that of the author. 	
Assessment Limits ~ FSA Reporting Category: Craft & Structure 25-35%		Learning Progression
<p>Items may ask the student to evaluate the point of view of the narrator or the characters in a text. Items should not ask the student to identify the narrator in a text in isolation. Instead, items should ask the student to provide support for the identification of the narrator. Items should not ask the student to identify first and third person point of view.</p>		<p>K: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 1st: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 2nd: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 3rd: Distinguish their own point of view from that of the author of a text. 4th: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 5th: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
Suggested Resources		
<p>Reading Street: *Skills will spiral throughout the series</p> <p>iReady LAFS: LESSON 11</p>		

Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<ul style="list-style-type: none"> • Illustrations and text features aid in comprehension of a text. • Illustrations and graphics provide additional information to support the words in the text. 	<ul style="list-style-type: none"> • I can use illustrations and graphics to understand parts of a text. • I can explain where, when, why and how events in a text occur based on information found in the illustrations and words of the text.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Read and interpret text features (maps, photographs, diagrams, etc.) accurately. • Use information from illustration and graphics to increase understanding of an informational text. 	
Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge & Ideas 20-30%</i>	Learning Progression	
<p>Items may ask the student to determine what information is gained from both the illustrations and the text. Also, items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. Items may also require students to answer questions about information from an audio or multimedia presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p>	<p>K: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 1st: Use the illustrations and details in a text to describe its key ideas. 2nd: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 3rd: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 4th: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 5th: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	
Suggested Resources		
<p>Reading Street: U2 W5 Amazing Bird Nest/U3W3 Seeing Stars/U4W2 Hottest Coldest Highest Deepest *Skills will spiral throughout the series iReady LAFS: LESSON 17.</p>		

Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RI.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).</p>	<ul style="list-style-type: none"> • Paragraphs within a text each have a focus that supports the overall topic of the text and they are indicated by a new line, indentation, or numbering. • The organization of the paragraphs is important to the overall organization of the text. • Connections can be made between different paragraphs and sentences within a text. • Informational text may be organized in a variety of ways (i.e., cause/effect, chronological order, etc.) 	<ul style="list-style-type: none"> • I can retell ideas from an informational text in order. • I can identify paragraphs within an informational text. • I can determine if an informational text has a cause/effect structure. • I can determine if an informational text has a sequential structure. • I can tell how the ideas in paragraphs within a text are connected.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Describe the connection between paragraphs in an informational text. • Recognize cause/ effect structure in a text. • Recognize chronological or sequential structure in a text. 	
Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge & Ideas 20-30%</i>		Learning Progression
<p>Items may ask students to identify connections between sentences, paragraphs, or ideas. Items may ask students to describe the type of connection used (comparison, cause/effect, first/second/third, etc.) and to identify examples within the text.</p>		<p>K: With prompting and support, identify the reasons an author gives to support points in a text. 1st: [Without prompting and support] identify the reasons an author gives to support points in a text. 2nd: Describe how reasons support specific points the author makes in a text. 3rd: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 4th: Explain how an author uses reasons and evidence to support particular points in a text. 5th: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>
Suggested Resources		
<p>Reading Street: U1W4 Supermarket/U3 W5 Around One Cactus *Skills will be taught throughout the year iReady LAFS: Lesson 18/19</p>		

Reading Standards for Informational Text Cluster 3: Integration of Knowledge & Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> Comparing and contrasting are useful tools in comprehending text. Key details presented in two informational texts may be compared and contrasted. 	<ul style="list-style-type: none"> I can compare important points and details from two texts on the same topic. I can contrast important points and details from two texts on the same topic.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Compare important points and key details presented in two texts on the same topic. Contrast important points and key details presented in two texts on the same topic. 	
Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge & Ideas 20-30%</i>	Learning Progression	
<p>Items may ask the student to compare and/or contrast important points and key details in two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. Important points and key details may be explicitly or implicitly stated. Items should be used with text sets on the same topic.</p>	<p>K: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 1st: [Without prompting and support] identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 2nd: Compare and contrast the most important points presented by two texts on the same topic 3rd: Compare and contrast the most important points and key details presented in two texts on the same topic. 4th: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 5th: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
Suggested Resources		
<p>Reading Street: *Skills will spiral throughout the series</p>		
<p>iReady LAFS: Lesson 20</p>		

Reading Standards for Informational Text Cluster 4: Range of Reading and Level of Text Complexity		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.RI.4.10</u> 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.</p>	<ul style="list-style-type: none"> • Different types of text require different levels of attention and rates of reading speed. • Rereading is a way to increase comprehension. • Writing clarifies understanding. • Comprehension includes understanding the author’s craft in the writing. • Reading informational text requires different skills that reading literary text. 	<ul style="list-style-type: none"> • I can read and understand complex informational text independently.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Read and comprehend complex text within the 2-3 text complexity band. 	
Assessment Limits		Learning Progression
All-Staircase standard		<p>K: Actively engage in group reading activities with purpose and understanding. 1st: With prompting and support, read informational texts appropriately complex for grade 1 2nd: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 3rd: 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 [without scaffolding]. 4th: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 5th: 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 4–5 text complexity band independently and proficiently [without scaffolding].</p>
Suggested Resources		
<p>Reading Street: U6W3 Talking Walls *Skills will spiral throughout the series</p> <p>CPALMS lessons for LAFS.3.RI.4.10 (FCRR centers).</p>		

Writing Standards Cluster 1: Text Types and Purposes		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.W.1.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 	<ul style="list-style-type: none"> • Opinions must be supported by facts and details. • Organizational structure and linking words are important to writing clearly. 	<ul style="list-style-type: none"> • I can write an opinion piece that introduces my topic, states my opinion, provides reasons to support my point of view, has an organizational structure, links ideas, and has a conclusion.
DOK Level	The student is able to:	
<p style="text-align: center;">2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Introduce an opinion/topic. • Provide reasons to support the opinion. • Use linking words and phrases to connect opinions and reasons. • Include a conclusion that provides closure to the writing. 	
Assessment Limits	Learning Progression	
Not an assessed standard	<p>K: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>1st: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2nd: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>3rd: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>4th: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>5th: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
Suggested Resources		
<p>Reading Street: Unit 2 Week 3, Unit 4 Week 1, Unit 5 Weeks 1 and 5</p> <p>iReady LAFS: The LAFS workbook contains a "Write" task at the end of each lesson to engage students in a writing task.</p>		

Writing Standards Cluster 1: Text Types and Purposes		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.W.1.2 Writing informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<ul style="list-style-type: none"> • A well written informative/explanatory text includes a topic, supporting details, facts, and/or definitions, and a conclusion. • Linking words (such as also, another, and, more, and but) connect ideas in informational writing. • Illustrations can add to the clarity of the message. 	<ul style="list-style-type: none"> • I can write to examine a topic and present ideas clearly. • I can produce informational writing that introduces a topic, groups information in an organized way, is developed with facts, definitions and details, uses linking words to connect ideas, includes illustrations as needed, and has a conclusion.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic when writing. • Organize informational writing so that related ideas are grouped together. • Develop a topic using facts, definitions, details and illustrations as needed. • Write a conclusion that makes the writing sound finished. 	
Assessment Limits	Learning Progression	
Not an assessed standard	<p>K: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>1st: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>2nd: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>3rd: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>4th: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Learning Progression is in the sub-standards</p> <p>5th: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Learning Progression is in the sub standards.</p>	
Suggested Resources		
<p>Reading Street: Uni1 Week 3, Unit 1 Week 4, Unit 2 Week 5, Unit 3 Weeks 3, Unit 3 Week 4, Unit 3 Week 5, Unit 4 Week 3, Unit 5 Week 4, Unit 6 Week 3</p>		

Writing Standards Cluster 1: Text Types and Purposes		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. 	<ul style="list-style-type: none"> • Narrative writing tells a personal experience or a fictional story. • Narrative writing includes a focus on story elements. • Temporal words help move the reader through time in the story. • Dialogue, description, thoughts, feelings, and word choice help to develop the experiences in narrative writing. • Narrative writing needs a sense of closure. 	<ul style="list-style-type: none"> • I can tell the difference between real events and fictional events. • I can write a narrative that establishes a situation, moves the reader through time, provides elaborated detail, dialogue and description as needed, and has a sense of closure.
DOK Level	The student is able to:	
<p style="text-align: center;">3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Explain the difference between a real and imagined story. • Use the story elements of character, setting, and plot when writing a narrative. • Use dialogue and descriptions to make the story interesting and clear for the reader. • Use temporal words to help the reader know the order of events. • Write a conclusion to the narrative. 	
Assessment Limits	Learning Progression	
Not an assessed standard	<p>K: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>1st: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p> <p>2nd: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>3rd: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4th: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Learning Progression is in the substandards</p> <p>5th: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Learning Progression is in the substandards</p>	
Suggested Resources		
<p>Reading Street: Unit 1 Week 1, Unit 1 Week 2, Unit 1 Week 5, Unit 2 Week 2, Unit 2 Week 4, Unit 3 Week 1, Unit 3 Week 2, Unit 4 Week 2, Unit 4 Week 4, Unit 4 Week 5, Unit 5 Week 2, Unit 5 Week 3, Unit 6 Week 4, Unit 6 Week 5</p>		

Writing Standards Cluster 2: Production and Distribution of Writing	
Standard	The student understands that:
<p>LAFS.3.W.2.4 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.)</p>	<ul style="list-style-type: none"> • Writing can be organized in different ways depending on the purpose. • Writing is a process that can be improved with adult support and guidance.
DOK Level	The student is able to:
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Identify a purpose for writing. • Choose an appropriate organizational structure for writing. • Produce writing that is developed and addresses the purpose or task. • Demonstrate an awareness of audience.
Assessment Limits	Learning Progression
Not an assessed standard	<p>*Begins in Grade 3 3rd: 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.) 4th: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.) 5th: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p>
Suggested Resources	

Writing Standards Cluster 2: Production and Distribution of Writing		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3 on pages 28 and 29.)</p>	<ul style="list-style-type: none"> • Making a plan organizes thoughts for the writing process. • Revising changes content to improve writing. • Editing changes conventions to improve writing. • Receiving feedback from peers and adults will strengthen writing. 	<ul style="list-style-type: none"> • I can make a plan for my writing. • I can improve my writing by revising. • I can improve my writing by editing. • I can seek feedback from my classmates and adults.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Construct a plan to before writing. • Develop a piece of writing. • Modify a piece of writing by adding detail or making changes. • Apply appropriate conventions to a finished piece of writing. • Ask peers and adults for input to improve writing. 	
Assessment Limits	Learning Progression	
Not an assessed standard	<p>K: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>1st: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>2nd: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>3rd-5th: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 3-5.)</p>	
Suggested Resources		

Writing Standards Cluster 2: Production and Distribution of Writing		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.W.2.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • Technology is a tool that can be used to produce writing. • Technology is a tool that can be used to publish writing. • Technology is a tool that can be used to interact/collaborate with others. 	<ul style="list-style-type: none"> • I can use technology to produce writing. • I can use technology to publish writing. • I can work with others to produce and publish writing. • I can use technology to interact and collaborate with others about writing.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Produce a piece of writing using technology. • Publish a piece of writing using technology. • Collaborate with others using technology to produce a piece of writing. 	
Assessment Limits	Learning Progression	
Not an assessed standard	<p>K: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers</p> <p>1st: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>2nd: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>3rd: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>4th: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>5th: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	
Suggested Resources		

Writing Standards Cluster 3: Research to Build and Present Knowledge		
Standard	The student understands that:	Student Friendly Learning Targets
LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> Nonfiction text or informational text will allow us to gain knowledge about a subject. Research involves looking for information in a variety of sources. 	<ul style="list-style-type: none"> I can read informational text to learn more about a topic. I can organize information to make a report.
DOK Level	The student is able to:	
4 Extended Thinking and Complex Reasoning	<ul style="list-style-type: none"> Consult multiple sources to find information on a topic. Determine key or relevant information from the sources. Summarize relevant information gathered from media sources. Compare and contrast information from two or more different sources. 	
Assessment Limits	Learning Progression	
Not an assessed standard	K: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 1st: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 2nd: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record scientific observations). 3rd: Conduct short research projects that build knowledge about a topic 4th: Conduct short research projects that build knowledge through investigation of different aspects of a topic. 5th: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
Suggested Resources		

Writing Standards Cluster 3: Research to Build and Present Knowledge		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.W.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.</p>	<ul style="list-style-type: none"> Previously learned information can be used to help understand new information. Information can be gathered from a variety of sources. Note taking helps him/her remember and organize information. Information must be sorted and organized in order to create a report. 	<ul style="list-style-type: none"> I can use information I have learned to help me understand new information. I can find information from different materials. (books, magazines, pamphlets, brochures, websites, videos, TV). I can take notes and organize information for learning.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> Recall information from previous learning experiences. Gather information from text and digital sources. Prioritize information according to importance. Take notes and categorize information. Categorize information. Organize information for presentation. 	
Assessment Limits		Learning Progression
Not an assessed standard		<p>K: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 1st: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 2nd: [Without guidance and support from adults,] recall information from experiences or gather information from provided sources to answer a question. 3rd: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 4th: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources 5th: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
Suggested Resources		
Reading Street : Unit 6 Week 1		

Writing Standards Cluster 4: Range of Writing		Student Friendly Learning Targets
<p>Standard</p> <p>LAFS.3.W.4.10 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.</p>	<p>The student understands that:</p> <ul style="list-style-type: none"> • Some types of writing can be completed in one sitting. • Some types of writing are completed during multiple sittings. • There are different purposes for writing. • Awareness of audience is important when writing. 	<ul style="list-style-type: none"> • I can work on a written project over several days. • I can complete a written project in a single setting. • I can write for different purposes. • I can write for different audiences.
<p>DOK Level</p> <p>3 Strategic Thinking and Complex Reasoning</p>	<p>The student is able to:</p> <ul style="list-style-type: none"> • Apply the writing process for short and extended periods of writing. 	
<p>Assessment Limits</p> <p>Not an assessed standard</p>	<p>Learning Progression</p> <p>*Begins in Grade 3 3rd: 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. 4th: 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. 5th: 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.</p>	
<p>Suggested Resources</p>		

Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.SL.1.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<ul style="list-style-type: none"> • Preparation is important for group discussions. • All members can contribute to group discussion. • Questioning helps group members clarify understanding. • Participation of all members is necessary in order to have a good discussion. • Speaking can help clarify understanding. 	<ul style="list-style-type: none"> • I can come to my group prepared to share my ideas and what I have learned through my research. • I can contribute to group discussions by asking questions. • I can follow the rules for group discussions. • I can listen respectfully and stay on topic.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Actively engage in collaborative discussions. • Listen respectfully. • Ask questions to clarify understanding. • Study materials in order to prepare for group discussions. • Link statements to the statements of others. • Stay on topic. 	
Assessment Limits	Learning Progression	
Not an assessed standard	<p>K: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.1st: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 2nd: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 3rd: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.4th: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.5th: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	
Suggested Resources		
<p>Reading Street: Teacher directions each week on day 4 engages students in speaking and listening tasks.</p> <p>iReady LAFS: Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p>		

Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.SL.1.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> Determining the main idea and supporting details can help clarify understanding of presented information. Information can be presented through different media. 	<ul style="list-style-type: none"> I can identify the main idea and supporting details of a story read aloud to me. I can identify the main idea and supporting details of information presented through a variety of media.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Interpret and share in small groups and/or large groups what the main idea was of the material that was presented visually, quantitatively, and/or orally. Interpret and share with small groups and/or large groups supporting details that support the main idea which was presented visually, quantitatively, and/or orally. 	
Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge & Ideas 20-30%</i>	Learning Progression	
<p>Items may ask the students to determine what information is gained from both the illustrations and the text. Also, items may require the student to determine the main idea and supporting details of an audio or multi-media presentation. Items may also require students to answer questions about information from an audio or multi-media presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p>	<p>K: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 1st: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 2nd: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3rd: 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. 4th: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 5th: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
Suggested Resources		
<p>Reading Street: Teacher directions each week on day 4 engages students in speaking and listening tasks. iReady LAFS: Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p>		

Standards for Speaking & Listening Cluster 1: Comprehension and Collaboration		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<ul style="list-style-type: none"> Asking a speaker questions can help clarify understanding of the topic. Listening and answering questions can help clarify understanding of the speaker's topic. It is important to ask relevant questions. He/she may provide related elaboration and detail when discussing information from a speaker's talk. 	<ul style="list-style-type: none"> I can ask questions about the information shared by a speaker. I can answer questions about the information shared by a speaker. I can provide relevant details when discussing what a speaker has said.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Listen respectfully and actively to a speaker. Construct on-topic questions to clarify understanding of the speaker's message. Elaborate and add details when answering questions about the speaker's topic. 	
Assessment Limits ~ FSA Reporting Category: <i>Integration of Knowledge & Ideas 20-30%</i>	Learning Progression	
<p>Items may ask the students to determine what information is gained from both the illustrations and the text. Also, items may require the student to determine the main idea and supporting details of an audio or multi-media presentation. Items may also require students to answer questions about information from an audio or multi-media presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p>	<p>K: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 1st: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 2nd: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 3rd: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 4th: Identify the reasons and evidence a speaker provides to support particular points. 5th: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	
Suggested Resources		
<p>Reading Street: Teacher directions each week on day 4 engages students in speaking and listening tasks. iReady LAFS: Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p>		

Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.SL.2.4 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.</p>	<ul style="list-style-type: none"> • Presentation format depends on the information being shared. • Facts may be relevant or irrelevant. • Pace and clarity of speech will affect the audience's understanding of the content. • Descriptive details add to the content of a presentation. 	<ul style="list-style-type: none"> • I can share my findings on a topic or text, tell a story, or tell about something that has happened to me. • I can share facts that are relevant to a topic. • I can make my report interesting by using descriptive details. • I can use good pacing and volume when speaking to a group.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Tell a story or recount an experience. • Report on a topic or text. • Determine which facts are relevant and appropriate to the topic and audience. • Use good pacing and volume when speaking. 	
Assessment Limits	Learning Progression	
Not an assessed standard	<p>K: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>1st: Describe [familiar and unfamiliar] people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>2nd: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>3rd: 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.</p> <p>4th: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5th: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	
Suggested Resources		
<p>Reading Street: Teacher directions each week on day 4 engages students in speaking and listening tasks.</p> <p>iReady LAFS: Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p>		

Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas	
Standard	The student understands that:
<p>LAFS.3.SL.2.5 Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p>	<ul style="list-style-type: none"> • Reading with fluency, clarity, expression, and at a pace appropriate for a listening audience is important for understanding. • Gestures, drawings, or displays help answer audience questions and emphasize key information.
DOK Level	The student is able to:
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Create audio recordings of poems or stories. • Create or act out visual displays to emphasize or enhance certain facts or details. • Analyze a story or poem in order to determine what key points need a visual display. • Determine what type of visual display will best suit the task and audience.
Assessment Limits	Learning Progression
Not an assessed standard	<p>K: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>1st: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>2nd: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>3rd: 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.</p> <p>4th: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5th: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
Suggested Resources	
<p>Reading Street: Teacher directions each week on day 4 engages students in speaking and listening tasks.</p> <p>iReady LAFS: Contains a "TALK" prompt for every lesson to engage students in Speaking and Listening Tasks.</p>	

Standards for Speaking & Listening Cluster 2: Presentation of Knowledge and Ideas	
Standard	The student understands that:
<p>LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> It is appropriate to respond in complete sentences when asked a question. Speaking in complete sentences can help others understand what we mean more easily. Using complete sentences can help clarify details for others.
Student Friendly Learning Targets	
<ul style="list-style-type: none"> I can speak in complete sentences to answer a question. I can speak in complete sentences to provide details to someone. I can speak in complete sentences to help someone understand more clearly what I have said. 	
DOK Level	The student is able to:
<p>1 Recall</p>	<ul style="list-style-type: none"> Answer questions in complete sentences. Demonstrate understanding of a complete sentence. Analyze sentences to determine whether they are complete or incomplete sentences.
Assessment Limits	Learning Progression
Not an assessed standard	<p>K: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>1st: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p> <p>2nd: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>3rd: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p> <p>4th: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p> <p>5th: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>
Suggested Resources	

Standards for Language Cluster 1: Conventions of Standard English	
Standard	The student understands that:
<p>LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate beginning cursive writing skills. b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood). e. Form and use regular and irregular verbs. f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. g. Ensure subject-verb and pronoun- antecedent agreement. h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i. Use coordinating and subordinating conjunctions. j. Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> • Using the conventions of standard English grammar when speaking or writing enhances communication and helps the understanding of the listener or reader.
DOK Level	The student is able to:
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood). • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative (better) and superlative adjectives (best) and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions.* • Produce simple, compound, and complex sentences.
Assessment Limits ~ FSA Reporting Category: <i>Language & Editing 15-25%</i>	Learning Progression
<p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>	<p>K: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1st-5th: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Learning Progression is in the sub-standards 1st -5th</p>
Suggested Resources	
<p>Reading Street: Lessons spiral throughout the year iReady LAFS: Lessons 1-16 & 21</p>	

Standards for Language Cluster 1: Conventions of Standard English		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. 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. 	<ul style="list-style-type: none"> Titles need capital letters. Commas are needed in addresses and dialogue. (dates, series, greetings/closings of letters taught previously) Quotation marks are needed in dialogue. There are different ways to form and use possessives. Patterns help us spell words correctly. Suffixes can be added to words. It is important to know how to use reference materials. 	<ul style="list-style-type: none"> I can capitalize appropriate words in titles. I can use commas in addresses. I can use commas and quotation marks in dialogue. I can form and use possessives. I can spell high frequency and other studied words correctly. I can add suffixes to base words. I can apply spelling patterns when writing words. I can use reference materials to check and correct spellings.
DOK Level	The student is able to:	
<p>1 Recall</p>	<ul style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. 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. 	
Assessment Limits ~ FSA Reporting Category: <i>Language & Editing 15-25%</i>	Learning Progression	
<p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>	<p>K: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 1st-5th: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Learning Progression is in the sub-standards.</p>	
Suggested Resources		
<p>Reading Street: Lessons spiral throughout the year iReady LAFS: Lessons 17-21</p>		

Standards for Language Cluster 2: Knowledge of Language		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.L.2.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.</p>	<ul style="list-style-type: none"> • There are differences in written and spoken language. • We choose words when writing, speaking, reading and listening that will add effect and communicate clearly. 	<ul style="list-style-type: none"> • I can tell the difference between spoken and written language. • I can choose words and phrases that will add meaning to my writing, speaking, reading, or listening.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Write, speak, listen, and read using appropriate language. • Choose words that will give deeper meaning to whomever is reading or listening. • Recognize differences between the conventions of spoken and written Standard English. 	
Assessment Limits ~ FSA Reporting Category: <i>Craft & Structure 25-35%</i>	Learning Progression	
<p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>	<p>Begins in Grade 2 2nd: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3rd-5th: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>The Learning Progression is within the sub-standards.</p>	
Suggested Resources		
<p>Reading Street: Lessons spiral throughout the year iReady LAFS: Lessons 24 & 25 CPALMS: 2 lessons</p>		

Standards for Language Cluster 1: Conventions of Standard English		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> k. Demonstrate beginning cursive writing skills. l. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. m. Form and use regular and irregular plural nouns. n. Use abstract nouns (e.g., childhood). o. Form and use regular and irregular verbs. p. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. q. Ensure subject-verb and pronoun- antecedent agreement. r. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. s. Use coordinating and subordinating conjunctions. t. Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> • Using the conventions of standard English grammar when speaking or writing enhances communication and helps the understanding of the listener or reader. 	<ul style="list-style-type: none"> • I can use correct English grammar when I speak and write.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., childhood). • Form and use regular and irregular verbs. • Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative (better) and superlative adjectives (best) and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions.* • Produce simple, compound, and complex sentences. 	
Assessment Limits ~ FSA Reporting Category: <i>Language & Editing 15-25%</i>	Learning Progression	
<p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>	<p>K: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1st-5th: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Learning Progression is in the sub-standards 1st -5th</p>	
Suggested Resources		
<p>Reading Street: Lessons spiral throughout the year iReady LAFS: Lessons 1-16 & 21</p>		

Standards for Language Cluster 1: Conventions of Standard English		
Standard	The student understands that:	Student Friendly Learning Targets
<p>LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> h. Capitalize appropriate words in titles. i. Use commas in addresses. j. Use commas and quotation marks in dialogue. k. Form and use possessives. l. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). m. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. n. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> • Titles need capital letters. • Commas are needed in addresses and dialogue. (dates, series, greetings/closings of letters taught previously) • Quotation marks are needed in dialogue. • There are different ways to form and use possessives. • Patterns help us spell words correctly. • Suffixes can be added to words. • It is important to know how to use reference materials. 	<ul style="list-style-type: none"> • I can capitalize appropriate words in titles. • I can use commas in addresses. • I can use commas and quotation marks in dialogue. • I can form and use possessives. • I can spell high frequency and other studied words correctly. • I can add suffixes to base words. • I can apply spelling patterns when writing words. • I can use reference materials to check and correct spellings.
DOK Level	The student is able to:	
<p>1 Recall</p>	<ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • 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. 	
Assessment Limits ~ FSA Reporting Category: <i>Language & Editing 15-25%</i>	Learning Progression	
<p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>	<p>K: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 1st-5th: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Learning Progression is in the sub-standards.</p>	
Suggested Resources		
<p>Reading Street: Lessons spiral throughout the year iReady LAFS: Lessons 17-21</p>		

Standards for Language Cluster 3: Vocabulary Acquisition and Use		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> Words have multiple meanings and context can be used to determine meaning. Root words can help determine meaning. Affixes help determine word meaning. Tools, such as glossaries, dictionaries, or on line resources, can be used to understand words. 	<ul style="list-style-type: none"> I can use context clues to figure out an unknown word (read, reread, pictures). I can use affixes to help me understand what a word means. I can use root words I know to understand unfamiliar words. I can use a glossary or a dictionary (print or digital) to understand what a word means.
DOK Level	The student is able to:	
<p>2 Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> Use tools such as glossaries, dictionaries and online dictionaries to determine word meaning. Use context clues to determine meaning of words that are unfamiliar. Apply knowledge of affixes and/or root words to clarify or understand words and phrases clearly. Determine the meaning of multiple-meaning words based on context. 	
Assessment Limits ~ FSA Reporting Category: <i>Craft & Structure</i> 25-35%	Learning Progression	
<p>Items may ask the student to use the text to determine the meanings of words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>	<p>K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>1st -5th: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.</p>	
Suggested Resources		
<p>Reading Street: Lessons spiral throughout the year iReady LAFS: Lessons 26-29 CPALMS: 15 Lessons</p>		

Standards for Language Cluster 3: Vocabulary Acquisition and Use		
Standard	The student understands that:	Student Friendly Learning Targets
<p><u>LAFS.3.L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>	<ul style="list-style-type: none"> Words and word phrases can have literal or nonliteral meanings. Word choice is important to convey clear meaning or to comprehend text. Synonyms have different intensities (shades) of meaning. 	<ul style="list-style-type: none"> I can choose exactly the words I need in order to describe to others what I mean. I can distinguish the difference between literal and nonliteral meanings of words. I can identify real life connections of words. I can distinguish shades of meaning in synonyms.
DOK Level	The student is able to:	
<p>3 Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> Understand nuance of words and use it correctly when choosing words to use. Distinguish shades of meaning in a group of synonyms. Analyze context in order to determine word meaning. Categorize words to identify real-life connections. 	
Assessment Limits ~ FSA Reporting Category: <i>Craft & Structure</i> 25-35%	Learning Progression	
<p>Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>	<p>K: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>1st: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2nd: [Without guidance and support from adults,] demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3rd: Demonstrate understanding of word relationships and nuances in word meanings. Learning Progression is in the sub-standards.</p> <p>4th: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5th: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
Suggested Resources		
<p>Reading Street: Lessons spiral throughout the year</p> <p>iReady LAFS: Lessons 30-32</p> <p>CPALMS: 5 Student Centers</p>		
<p>The Learning Progression is within the sub-standards.</p>		

Standards for Language Cluster 3: Vocabulary Acquisition and Use	
Standard	The student understands that:
<p>LAFS.3.L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases, found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<ul style="list-style-type: none"> • That using words and phrases that are learned in the classroom is important. • That communicating with others is simplified when we use a common vocabulary that is domain specific. • That words can signal spatial and time relationships.
DOK Level	The student is able to:
<p>1 Recall</p>	<ul style="list-style-type: none"> • Use words that have been learned in classroom instruction. • Determine relationships between words. • Use domain specific words.
Assessment Limits	Learning Progression
<p>Not an assessed standard</p>	<p>K: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 1st: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). 2nd: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). 3rd: 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). 4th: Acquire and use accurately grade-appropriate [non-conversational] general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). 5th: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>
Suggested Resources	
<p>iReady LAFS: Language Lesson- 33</p>	