

3rd Grade ELA Unit 1	
4.0	<p>The student will:</p> <ul style="list-style-type: none"> • make new generalizations about a text in order to draw inferences. (3.RL.1.1 and 3.RI.1.1) • describe the author's motive in using words and phrases in a text, distinguishing literal from nonliteral language. (3.RL.2.4) • read above-level texts with sufficient accuracy and fluency to support comprehension. (3.RF.4.4) • write narratives using effective techniques such as symbolization and figurative language, concrete words and phrases and sensory details to convey experiences and events precisely, and/or a variety of transitional words, phrases, and clauses to manage the sequence of events. (3.W.1.3) • develop and strengthen writing as needed by planning, revising, and editing with minimal guidance and support from peers and adults. (3.W.2.5) • engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on more complex topics and texts, building on others' ideas and expressing their own clearly. (3.SL.1.1)
3.0	<p>The student will:</p> <ul style="list-style-type: none"> • ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RL.1.1 and 3.RI.1.1) • describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (3.RL.2.4) • read with sufficient accuracy and fluency to support comprehension. (3.RF.4.4) <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3.W.1.3) <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"> • with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (3.W.2.5) • 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. (3.SL.1.1) <ul style="list-style-type: none"> 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
<p>2.0</p>	<p>The student will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> • question, text, basis for answers (3.RL.1.1 and 3.RI.1.1) • phrases, literal, nonliteral (3.RL.2.4) • accuracy, fluency, comprehension, purpose, understanding, prose/poetry, rate, expression, context, word recognition (3.RF.4.4) • narratives, details, event sequences, situations, narrator, characters, dialogue, description, temporal words, closure (3.W.1.3) • writing, plan, revise, edit (3.W.2.5) • collaborative discussions, diverse partners, topics and texts, ideas, material, information, rules for discussion, questions, comments/remarks (3.SL.1.1) <p>The student will perform basic processes such as:</p> <ul style="list-style-type: none"> • show the key parts of the texts the author uses to describe character, setting, events, problem and resolution (3.RL.1.1) • ask questions that begin with who, what, where, and when to determine main events (3.RL.1.1 and 3.RI.1.1) • use background knowledge to be able to understand an information text (3.RI.1.1) • going back into the informational text to locate information (3.RI.1.1) • find the author's use of comparisons to describe characters, details, or settings(3.RL.2.4) • find the words or phrases that allow the reader to make a mental movie (3.RL.2.4)

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	<ul style="list-style-type: none">• use the strategies of self-correct, reread, and confirm to check for understanding (3.RF.4.4)• explain events that take place in their lives (3.W.1.3)• develop experiences through dialogue, description, actions, thoughts, and feelings (3.W.1.3)• demonstrate the importance of the four stages of the writing process: planning, developing, revising, and editing (3.W.2.5)• recognize the rules for discussion and how they lead to respectful and productive discussions (3.SL.1.1)
1.0	With help, partial success at 2.0 content but not at score 3.0 content
0.0	With help, no success at 2.0 content.

3rd Grade ELA Unit 2	
4.0	<p>The student will:</p> <ul style="list-style-type: none"> • make and defend a theory about characters in a story and form conclusions about their actions. (3.RL.1.3) • draw a conclusion from the text's illustrations about the author's purpose. (3.RL.3.7) • make judgments about the themes, settings, and plots of stories written by the same author about the same or similar characters (3.RL.3.9) • know and apply above grade-level phonics and word analysis skills in decoding words. (3.RF.3.3) • write narratives using effective techniques such as symbolization and figurative language, concrete words and phrases and sensory details to convey experiences and events precisely, and/or a variety of transitional words, phrases, and clauses to manage the sequence of events. (3.W.1.3)
3.0	<p>The student will:</p> <ul style="list-style-type: none"> • describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.RL.1.3) • 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). (3.RL.3.7) • compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (3.RL.3.9) • know and apply grade-level phonics and word analysis skills in decoding words. (3.RF.3.3) <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. • write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3.W.1.3) <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.

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	<p>d. Provide a sense of closure.</p>
<p>2.0</p>	<p>The student will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> • Characters, traits, motivations, feelings, actions, sequence of events (3.RL.1.3) • Aspects, character, illustrations, setting, mood (3.RL.3.7) • Theme, setting, plot, character (3.RL.3.9) • Phonics and word analysis skills, words, common prefixes, derivational suffixes, Latin suffixes, multisyllable words, irregularly spelled words (3.RF.3.3) • narratives, details, event sequences, situations, narrator, characters, dialogue, description, temporal words, closure (3.W.1.3) <p>The student will perform basic processes such as:</p> <ul style="list-style-type: none"> • identify the characters in a story and their actions. (3.RL.1.3) • identify the events in a story. (3.RL.1.3) • recognize that illustrations contribute to the events in a story. (3.RL.3.7) • identify the mood of a story. (3.RL.3.7) • identify the plot in two stories by the same author (3.RL.3.9) • knowing and applying some grade level phonics and word analysis skills when decoding words. (3.RF.3.3) • explaining events that take place in their lives (3.W.1.3)
<p>1.0</p>	<p>With help, partial success at 2.0 content but not at score 3.0 content</p>
<p>0.0</p>	<p>With help, no success at 2.0 content.</p>