

Conventions of Standard English			
<p>L 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Independently, and legibly write all upper- and lowercase letters. b. Produce grade-appropriate text using legible cursive writing. c. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. d. Form and use regular and irregular plural nouns. e. Use abstract nouns (e.g., <i>childhood</i>). f. Form and use regular and irregular verbs. g. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. h. Ensure subject-verb and pronoun-antecedent agreement. * i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. j. Use coordinating and subordinating conjunctions. k. Produce simple, compound, and complex sentences. 			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> ● I can use conventions correctly when writing and speaking. ● I can write legibly in both print and cursive. 	abstract nouns irregular verbs verb tenses pronoun-antecedent agreement comparative adjectives/adverbs superlative adjectives/adverbs coordinating conjunctions subordinating conjunctions complex sentences	What words are abstract nouns? What makes a verb irregular? What is pronoun-antecedent agreement? How do we make an adjective or adverb comparative or superlative? What is a complex sentence? How do you form...?	Teacher discretion: District, state and/or teacher created.

Any standard **highlighted in yellow** has been determined by our MCSD teachers, district and state content experts as essential for students to master.

L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (*sitting, smile, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful words parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> ● I can use conventions correctly when writing. ● I can use conventional spelling, spelling patterns, and generalizations in writing words. ● I can use reference materials to check spelling. ● I can use commas and quotation marks correctly in dialogue. 	possessives suffix/affix/prefix base word/root word relevant	What words should have a capital letter? Did you check your writing for capital letters? Is there anywhere that you need to use commas or quotation marks in your writing? Why? Why is punctuation relevant to your writing? What spelling strategies did you use?	Teacher discretion: District, state and/or teacher created.

Knowledge of Language			
<p>L 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can use interesting words or phrases in writing and speaking. I can recognize interesting words or phrases in reading and listening. 	conventions spoken language written language audience	Who is the intended audience? How would it look or sound for a different audience? What interesting words or phrases (figurative language) did you use in your writing?	Teacher discretion: District, state and/or teacher created.

Any standard **highlighted in yellow** has been determined by our MCSD teachers, district and state content experts as essential for students to master.

L 4: 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.**

a. Use sentence-level context as a clue to the meaning of a word or phrase.

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*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can use known strategies (context clues, roots and affixes, and text features) to determine unknown meaning of words in a text. I can use reference materials to determine precise meaning of keywords and phrases. 	context clues root words affixes glossary dictionary multiple-meaning words	What do you think _____ means? Where can you get more information? What strategy did you use to determine the meaning of? I figured out the meaning of this word by....	Teacher discretion: District, state and/or teacher created.

Vocabulary Acquisition and Use			
L 5: Demonstrate understanding of word relationships and nuances in word meanings.			
<ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). 			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> • I can distinguish between literal and nonliteral meanings of words and phrases. • I can identify real-life connections between words and their use. • I can determine the meaning of related words that describe states of mind or degrees of uncertainty. 	distinguish nuances literal nonliteral real-life connections	What does this word or phrase mean in this context? Justify your word choice.	Teacher discretion: District, state and/or teacher created.
L 6: 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., knew, believed, suspected, heard, wondered).			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> • I can accurately use appropriate conversational words and phrases. • I can use spatial and temporal relationship words. 	acquire spatial relationships temporal relationship	What is the correct way to say ____? Which sounds better ____ or ____?	Teacher discretion: District, state and/or teacher created.

Language Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Reading Standards: Foundational Skills-3rd Grade

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Phonics and Word Recognition			
RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.			
a. Identify and know the meaning of the most common prefixes and derivational suffixes.			
b. Decode words with common Latin suffixes.			
c. Decode multisyllable words.			
d. Read grade-appropriate irregularly spelled words.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none">● I can identify common prefixes.● I can identify common suffixes.● I can decode multisyllable words.● I can read grade level irregularly spelled words.	prefix derivational suffix multisyllable decode irregular	What does the prefix ____ mean? What does the suffix ____ mean? What does the base/root word _____ mean?	Teacher discretion: District, state and/or teacher created.

Reading Standards: Foundational Skills-3rd Grade

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Fluency			
<p>RF 4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can read and understand a grade level text. I can identify the author’s purpose. I can read prose and poetry orally with accuracy, appropriate rate, and expression. I can use context to confirm or self-correct word recognition and understanding. I can stop to reread and clarify when something doesn’t make sense. 	<p>context</p> <p>prose</p> <p>poetry</p> <p>accuracy</p> <p>fluency</p> <p>expression</p> <p>rate</p> <p>comprehension</p>	<p>What is the main idea?</p> <p>What does the word _____ mean?</p> <p>What context clue from the text helps you know what _____ means?</p> <p>What is the author’s purpose?</p>	<p>Teacher discretion: District, state and/or teacher created.</p>

Reading Standards-Informational Text: **3rd Grade**

Any standard **highlighted in yellow** has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Key Ideas and Details			
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can ask questions about the text before, during, and after reading. I can use details from the text to answer questions. 	question explicit information analyze evidence cite	How do you know? Where in the text did you find...? How else did you know? What did you learn today? I wonder... Use two examples of textual evidence to show why the author wrote this piece. Use two pieces of text to prove_____. What evidence can be shown in the text to show ____? Analyze the passage; what is implied? Cite a piece of textual evidence to support the implication.	Teacher discretion: District, state and/or teacher created.

Reading Standards-Informational Text: **3rd Grade**

Any standard **highlighted in yellow** has been determined by our MCSD teachers, district and state content experts as essential for students to master.

RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can determine the main idea of a text. I can recount key details. I can explain how key details support the main idea. 	main idea key details support recount	What is most/least important? What is the text mostly about? What are the key details? How do the details support the main idea?	Teacher discretion: District, state and/or teacher created.
RI 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.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can put events and processes in order. I can explain the relationship between events and processes. I can identify how a text is organized (time, sequence, or cause and effect). 	sequence cause and effect time order technical procedure event	What caused...? What was the effect of...? How was the text organized? How does the key idea unfold? Explain the process of _____(in order). Describe three details the author uses to show how the key event changes. How did the events in the beginning of the article lead to its conclusion? Where does the author provide an example or anecdote to support the development of the key idea?	Teacher discretion: District, state and/or teacher created.

Reading Standards-Informational Text: 3rd Grade

Any standard **highlighted in yellow** has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Craft and Structure			
RI 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.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none">I can use known strategies (context clues, roots and affixes, and text features) to determine unknown meaning of words in a text.I can analyze the impact of specific word choice on meaning.	context clues glossary analyze word choice determine	What do you think _____ means? What does the word/phrase ___ mean in this selection? How does the author use word choice to impact meaning? What clues/strategy did you use to determine the meaning of? Which words in the passage are tier 3 words? What is the meaning of each of these technical terms?	Teacher discretion: District, state and/or teacher created.

Reading Standards-Informational Text: **3rd Grade**

Any standard **highlighted in yellow** has been determined by our MCSD teachers, district and state content experts as essential for students to master.

RI 5: Use Text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can locate information about a topic using text features and/or search tools. 	table of contents index glossary key words hyperlinks sidebars bold print italics	Where can you look for more information about ...? Which text feature would be most helpful to...? How can I use _____ to find more information?	Teacher discretion: District, state and/or teacher created.
RI 6: Distinguish their own point of view from that of the author of a text.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can compare and contrast my point of view with the author's point of view. 	student point of view author's point of view	How does the author feel about...? How do you feel about...?	Teacher discretion: District, state and/or teacher created.

Reading Standards-Informational Text: **3rd Grade**

Any standard **highlighted in yellow** has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Integration of Knowledge and Ideas			
RI 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).			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can read text features and use the information to demonstrate understanding. 	maps photographs chart/graph caption heading/subheading diagrams	What information did you get from (text feature)? How did you use the information from? How did the information from _____ improve your understanding?	Teacher discretion: District, state and/or teacher created.
RI 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can describe the connection between sentences and paragraphs that show cause and effect. I can describe the connection between sentences and paragraphs that show sequencing. I can describe the connection between sentences and paragraphs that compare/contrast. 	time order words transition words cause/effect sequence compare/contrast logical	What is the connection between these two paragraphs/sentences? What clues helped you determine the connection?	Teacher discretion: District, state and/or teacher created.

Reading Standards-Informational Text: **3rd Grade**

Any standard **highlighted in yellow** has been determined by our MCSD teachers, district and state content experts as essential for students to master.

RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can compare and contrast two texts on the same topic. 	compare contrast main idea key details	What are the facts and details of each text? How are the texts similar? How are the texts different?	Teacher discretion: District, state and/or teacher created.

Range of Reading and Level of Text Complexity			
RI 10: 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. Recognize and begin to read documents written in cursive.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can read and comprehend a variety of grade level informational text. I can recognize and begin to read cursive. 	comprehension fluency informational text proficient text complexity informational text nonfiction proficient	How did you choose which nonfiction text to read? What strategies should you use to comprehend a complex text? What strategies will you use to be sure you can read and comprehend this text? How do you monitor your own comprehension as you read?	Teacher discretion: District, state and/or teacher created.

Reading Standards-Informational Text: 3rd Grade

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Key Ideas and Details			
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can ask and answer questions to demonstrate understanding of the text I can use key details and examples from the text to answer questions to demonstrate understanding. 	ask questions answer questions demonstrate understanding refer explicitly analyze cite evidence details explain	Where did you find this in the text? What details/information in the text help you ...? What questions do you still have? Use an example of textual evidence to show why the author wrote this. Which of the following quotes would most strongly support the main idea? What conclusion can you draw from this text? Give an example of an inference you can make from the story, support it with evidence from the text.	Teacher discretion: District, state and/or teacher created.
RL 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.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can retell the story. I can use key details from the text to identify the message/lesson/ moral in the story. 	folk tale fable myth lesson/moral	What is the lesson/moral of the story? How was the lesson/message learned?	Teacher discretion: District, state and/or teacher created.
RL 3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can describe the character’s traits, feelings, or motivations in the story. I can explain how the character’s actions in the beginning, middle, and end of the story contribute to the sequence of events. 	character traits character motivations	Who are the characters in the story? What do the characters do in the story? Why/how do they do it? How/why do the characters change from the beginning of the story to the end? How did their actions change the story? What evidence is in the text that supports	Teacher discretion: District, state and/or teacher created.

		that trait? How do you know what the character ...(wants, feels, needs etc.)	
--	--	---	--

Craft and Structure

RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can explain the meaning of words or phrases as they are used in the text. I can tell the difference between literal and nonliteral words/phrases. 	literal language nonliteral language distinguish figurative language point of view phrases	What does that word or phrase really mean in this story? What is another way we could say that? How is it used in the context? What does the word/phrase ___ mean in this selection? Is there a feeling or emotion associated with the word? Which of the following synonyms is closest in meaning to the word ___? How did the author use word choice to impact meaning? What is the tone of the passage? What kind of figurative language is being used in paragraph ___? How does it affect the meaning of the passage?	Teacher discretion: District, state and/or teacher created.

RL 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.

I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can use parts of a text to write or tell the sequence. I can explain why the sequence is important to the text. I can use terms like chapter, scene, and stanza in my explanation. 	chapter scene stanza	Why did it happen in that order? How is that (chapter, scene, stanza) important to the story? Would changing the order of the events, change the meaning?	Teacher discretion: District, state and/or teacher created.

RL 6: Distinguish their own point of view from that of the narrator or those of the characters.

I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can identify various points of view in a text. I can share my point of view. I can explain the similarities/differences in the points of view. 	point of view narrator	What is the main character’s point of view? What is another character’s point of view? What is your point of view? How is one point of view the same or different from another? What is the narrator’s point of view?	Teacher discretion: District, state and/or teacher created.

Integration of Knowledge and Ideas

RL 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).

I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can explain how the illustrations contribute to the mood of the story. I can explain how the illustrations are used to portray the characters or setting. 	mood emphasize aspects	How do the illustrations contribute to the mood of the story? What do the illustrations tell you about the character? the setting? How or why are these illustrations important to the text?	Teacher discretion: District, state and/or teacher created.

RL 8: (Not applicable to literature)

Reading Standards-Literature: 3rd Grade

Any standard highlighted in yellow has been determined by our MCS D teachers, district and state content experts as essential for students to master.

RL 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can compare/contrast the theme, setting, and plot in two different stories by the same author. 	theme plot setting	How is the theme, setting, or plot similar/different in the two stories?	Teacher discretion: District, state and/or teacher created.

Range of Reading and Level of Text Complexity			
RL 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. Recognize and begin to read documents written in cursive.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can read a grade level text proficiently. I can understand the grade level texts I read. I can read cursive writing. 	literature drama poetry comprehend complex text proficient fluency text complexity	How should you choose literary texts to read? What strategies should you use to read a complex text? How do you monitor your own comprehension as you read? What steps are involved in the close reading of text?	Teacher discretion: District, state and/or teacher created.

Writing Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Text Types and Purposes			
W 1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
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 (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons.			
d. Provide a concluding statement or section.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none">• I can write an opinion.• I can provide reasons that support the opinion.• I can connect my opinion and reasons using linking words.• I can provide a concluding statement.	introduce topic opinion organizational structure linking words conclude statement	How do I feel about...? How does this benefit or harm? What experiences have caused me to think this way? Why is this the best possible opinion? How can you defend your thinking?	Teacher discretion: District, state and/or teacher created.

Writing Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

W 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none">● I can write informative/explanatory texts to share ideas and information.● I can use information related to the topic to aid comprehension.● I can connect facts and details using linking words.● I can provide a concluding statement.	informative/explanatory texts examine topic convey related comprehension facts definitions details linking words conclude statement	How do you know? What did you learn from the reading? What facts are important? What details should people know about? What is your topic? Are you writing to inform or explain? What words will you use to connect your ideas? How will you introduce the topic to the reader What is a logical way to conclude your writing?	Teacher discretion: District, state and/or teacher created.

Writing Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

<p>W 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> ● I can write a narrative using real or imagined experiences or events. ● I can include dialogue. ● I can use descriptive details. ● I can write clear event sequences with temporal words. ● I can provide a sense of closure. 	<p>narratives real or imagined experiences techniques event sequences unfold naturally dialogue temporal words closure</p>	<p>What actions, thoughts or feelings do my characters have? Where does my story take place and does it change? What words signal a sequence of events? Which character tells the story? What dialogue supports character’s actions, thoughts or feelings?</p>	<p>Teacher discretion: District, state and/or teacher created.</p>

Writing Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Production and Distribution of Writing			
W 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 above.)			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can produce writing specific to the task and purpose (e.g. respond to prompt). 	task purpose development organization	Do I understand my purpose for writing? Who is interested in this information? Do I have an opinion about this information? Does my writing support the topic?	Teacher discretion: District, state and/or teacher created.
W 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 including grade 3 on page 30.)			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can plan writing. I can edit writing. I can revise writing. 	edit revise conventions	Is there a better way to say this? How can I write this sentence differently? How do I know which punctuation is needed? Are there any spelling corrections needed? What words need to be capitalized?	Teacher discretion: District, state and/or teacher created.

Writing Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

W 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.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can produce and publish writing using technology to interact and collaborate with others. I can use keyboarding skills to produce my writing. 	interact collaborate produce publish technology keyboard	How can I share my writing? What tools could I use to best interact and collaborate with others?	Teacher discretion: District, state and/or teacher created.

Research to Build and Present Knowledge			
W 7: Conduct short research projects that build knowledge about a topic.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can conduct a research project that builds knowledge about a topic. 	research topic	Where can I get information about...? Why should people know about this? What is most important for people to know about ...? What questions do I have about...?	Teacher discretion: District, state and/or teacher created.

Writing Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

W 8: Recall information from experiences or gather information from print and digital sources and sort evidence into provided categories.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none">• I can recall information from experience.• I can gather information from print and digital sources.• I can take notes.• I can sort evidence into categories.	recall evidence print digital sources sort evidence categories	What did I learn from the reading? How did I record it? What experience can I share? Where would specific information be best used in my writing? What print or digital sources would provide me information about ...?	
W 9: Begins in grade 4.			

Writing Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Range of Writing			
W 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.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none">• I can routinely write for a discipline-specific task, purpose, and audience.• I can routinely write over extended periods, using research, reflection, and revision skills.• I can routinely write for short time frames.	routinely extended time frame research reflection revision range discipline-specific task purpose audience	What type of writing is needed to communicate my purpose? What type of writing is needed to share information with my audience? What time frame does my writing require? How do I know I have written enough?	

Speaking and Listening Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

Comprehension and Collaboration			
<p>SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, 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>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can collaborate with others on Grade 3 topics and texts. I can build on other's ideas. I can express my own ideas and understandings clearly. I can follow agreed upon rules for discussions. I can ask questions about the text. 	collaborative engage explicitly draw explain linking comments to others	What do you understand about this topic? What do you notice about it? What do you know about this topic? What do your peers know about this topic? What did you learn? How do you know _____?	Teacher discretion: District, state and/or teacher created.
<p>SL 2: 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>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can determine the main idea of a text read aloud. I can determine the main idea from information presented orally and visually. I can identify supporting details of a text read aloud. I can identify supporting details from information presented orally and visually. 	main idea supporting details visual oral	What is the main idea? Which details help determine the main idea? Which details support the main idea?	Teacher discretion: District, state and/or teacher created.

Speaking and Listening Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

SL 3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can ask a speaker questions about their topic. I can elaborate on details presented orally. 	elaborate topic orally detail	What was the speaker telling about? What did you learn about...?	Teacher discretion: District, state and/or teacher created.

Presentation of Knowledge and Ideas			
SL 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.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> I can report on a topic or text with appropriate facts and descriptive details. I can speak clearly at an understandable pace. 	recount relevant descriptive details	How is your presentation organized? How can my audience make connections to my presentation? Why is this topic important to you?	Teacher discretion: District, state and/or teacher created.

Speaking and Listening Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

SL 5: 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.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none">• I can create a fluent, engaging audio recording reading of a story or poem.• I can add details to presentations to enhance or emphasize audio recordings.	audio fluid reading visual displays pace emphasize enhance fluent	What strategies or techniques would make an engaging audio recording? Would a visual display make this better? Why or why not?	Teacher discretion: District, state and/or teacher created.

Speaking and Listening Standards: Grade 3

Any standard highlighted in yellow has been determined by our MCSD teachers, district and state content experts as essential for students to master.

SL 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 on page 30 for specific expectations.)			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none">I can speak in complete sentences.	clarification complete sentence detail		Teacher discretion: District, state and/or teacher created.