

Domain: Reading Literature (RL)

Cluster: Key Ideas and Details				
Standard 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				
	Q1	Q2	Q3	Q4
I can ask and answer questions before, during, and after reading a text to demonstrate understanding.	X	X	X	
I can answer questions by using words and details from the text that demonstrates understanding of a text.	X	X	X	
Standard 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.				
	Q1	Q2	Q3	Q4
I can explain the lesson, message, or moral and how it is conveyed using key details from fables, folktales, and myths from diverse cultures.	X		X	X
I can define central message, lesson, and/or moral from fables, folktales, and myths from diverse cultures.	X		X	
I can recount/retell stories in my own words.	X		X	
Standard 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.				
	Q1	Q2	Q3	Q4
I can identify characters in a story.	X		X	
I can explain how characters' actions cause events to happen in a certain order or sequence in a story and use time-order words.	X		X	
I can describe physical traits (appearance) from direct evidence and inference.	X		X	
I can describe emotional traits (feelings and emotions) from direct evidence and inference.	X		X	

Cluster: Craft and Structure				
Standard 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				
	Q1	Q2	Q3	Q4
I can use strategies to determine the meaning of words and phrases.		X	X	
I can define literal language and non-literal language.		X	X	
I can understand sentences that may have idioms, similes, metaphors, or exaggerations.		X	X	
Standard 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.				
	Q1	Q2	Q3	Q4
I can explain and use parts of a chapter of a narrative text when writing or speaking about a text.		X		X
I can explain and use the scene in a drama when speaking or writing.		X		X
I can explain and use a stanza in a poem when speaking or writing.		X		X
I can describe how each part builds on earlier sections.		X		X
Standard 6: Distinguish their own point of view from that of the narrator or those of the characters.				
	Q1	Q2	Q3	Q4
I can explain how my point of view is similar to or different from a narrator or	X	X		

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character from a story.				
I can determine and define the point of view (someone’s view or attitude about a situation) of the narrator or character of a story.	X		X	

Cluster: Integration of Knowledge and Ideas				
Standard 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).				
	Q1	Q2	Q3	Q4
I can explain the feelings of the characters, the mood, and details of the setting by using the pictures in the story.	X		X	
Standard 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).				
	Q1	Q2	Q3	Q4
I can identify themes, settings, and plots in stories written by the same author about similar characters.		X		X
I can compare and contrast themes, settings, and plots in stories written by the same author about similar characters.		X		X

Cluster: Range of Reading and Level of Text Complexity				
Standard 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.				
	Q1	Q2	Q3	Q4
I can recognize when the text I am reading is too easy or too difficult for me.			X	X
I can determine reading strategies that will help me understand difficult texts.			X	X

Domain: Reading Informational Text (RI)

Cluster: Key Ideas and Details				
Standard 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				
	Q1	Q2	Q3	Q4
I can ask and answer questions before, during, and after reading that demonstrates understanding of a text.	X		X	X
I can answer questions by using words and details from the text that demonstrates understanding of a text.	X		X	X
Standard 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.				
	Q1	Q2	Q3	Q4
I can determine and explain the main idea (who or what a text is mostly about).	X		X	
I can identify key details in a text and explain how they support the main idea.	X		X	
I can recount/retell (put into my own words) the key details of a text.	X		X	
Standard 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.				
	Q1	Q2	Q3	Q4
I can define event, procedure, idea, and concept.	X	X		
I can tell about the time, sequence, and cause/effect of a historical event.	X	X		
I can tell about the time, sequence, and cause/effect of scientific ideas.	X	X		
I can tell about the time, sequence, and cause/effect of steps in a procedure.	X	X		
I can identify and use language that shows time, sequence, and cause/effect when describing a text.	X	X		

Cluster: Craft and Structure				
Standard 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .				
	Q1	Q2	Q3	Q4
I can use various strategies to find meanings of general words in text.		X		X
I can use various strategies to find meanings of domain-specific words in text.		X		X
Standard 5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.				
	Q1	Q2	Q3	Q4
I can use text features (e.g. headings, bold /italicized words, captions, highlighted words, maps, illustrations, photographs, diagrams, index, table of contents, charts, tables, timelines, and glossaries) to locate information.		X	X	
I can use search tools (e.g. Sidebars, key words, hyperlinks, etc.) to locate information quickly.		X	X	
I can explain how text features and search tools help locate information quickly.		X	X	
Standard 6: Distinguish their own point of view from that of the author of a text.				
	Q1	Q2	Q3	Q4
I can define point of view (the person's attitude about a situation).		X		X
I can determine the point of view of an author.		X		X

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I can identify and describe how my point of view is similar to or different from the author's viewpoints.		X		X
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Cluster: Integration of Knowledge and Ideas				
Standard 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).				
	Q1	Q2	Q3	Q4
I can use graphic sources and words in a text to help me understand what I read.		X	X	
I can explain how graphic sources in a text add meaning to the words I read.		X	X	
Standard 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).				
	Q1	Q2	Q3	Q4
I can describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).	X		X	
Standard 9: Compare and contrast the most important points and key details presented in two texts on the same topic.				
	Q1	Q2	Q3	Q4
I can compare/contrast two texts on the same topic.	X		X	
I can find the main idea and key details in two texts on the same topic.	X		X	

Cluster: Range of Reading and Level of Text Complexity				
Standard 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.				
	Q1	Q2	Q3	Q4
I can recognize when the text I am reading is too easy or too difficult for me.			X	X
I can determine reading strategies that will help me understand difficult texts.			X	X

Domain: Reading Foundational Skills (RF)

Cluster: Phonics and Word Recognition				
Standard 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.				
	Q1	Q2	Q3	Q4
I can define prefixes and suffixes.		X	X	X
I can find prefixes and suffixes (-able, -ible, -fy, -ty, -ment) in words.		X	X	X
I can explain the meanings of common prefixes and suffixes.		X	X	X
I can determine the meaning of words with suffixes.		X	X	X
I can read longer words and words that are spelled irregularly.		X	X	X
I can break words into syllable segments to help me decode words I do not know.		X	X	X
I can read irregularly spelled words without having to sound them out.		X	X	X

Cluster: Fluency				
Standard 4: Read with sufficient accuracy and fluency to support comprehension.				
a) Read grade-level text with purpose and understanding.				
b) Read grade-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.				
	Q1	Q2	Q3	Q4
I can read with accuracy and fluency to make my reading sound like conversation.	X		X	
I can recognize when a word I have read does not make sense within a text.	X		X	
I can self-correct misread or misunderstood words using context clues.	X		X	
I can read on level text, prose, and poetry with accuracy, appropriate rate, and expression.	X		X	

Domain: Writing

Cluster: Text Type and Purposes				
Standard 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 (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d) Provide a concluding statement or section.				
	Q1	Q2	Q3	Q4
I can determine my opinion or point of view about something that I have read.			X	
I can support my opinion with details from the text that I have noted on a graphic organizer.			X	
I can connect the reasons and details with linking words (because, therefore, since, and for example) to connect opinion and reasons.			X	
I can write an opinion piece with an introduction, supporting reasons and concluding statement/section.			X	
Standard 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.				
	Q1	Q2	Q3	Q4
I can select a topic and identify information to share.		X		
I can organize details, facts, and categories to support the topic.		X		
I can use illustrations, pictures, or other media to help my reader understand the writing.		X		
I can write a conclusion for my paper.		X		
I can connect my information using linking words (also, another, and, more, but) and phrases.		X		
Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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.				
	Q1	Q2	Q3	Q4
I can use story elements (e.g., narrator, characters, event/situation, etc.) to begin my writing.	X			
I can write a story about something that has happened or an imagined story.	X			
I can tell a story in order from beginning to end using temporal words and phrases such as first, second, third, as long as, in the meantime, meanwhile, suddenly, etc.	X			
I can use words to describe the characters' actions and setting in my story.	X			
I can write a narrative that uses dialogue to reveal actions, thoughts, and feelings.	X	X	X	

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I can write a narrative that provides a sense of closure or resolution for the reader.	X			
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Cluster: Production and Distribution of Writing				
Standard 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.)				
	Q1	Q2	Q3	Q4
I can identify the text type needed for a specific task, purpose, text type, and audience.	X		X	
I can use brainstorming, graphic organizers, and writing with a group for a specific reason.	X		X	
I can create a piece of writing that shows my understanding of a specific text type.	X		X	
Standard 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 here .)				
	Q1	Q2	Q3	Q4
I can use prewriting strategies to create my idea.	X		X	
I can edit my writing to make it better.	X		X	
I can revise my writing with multiple drafts when needed.	X		X	
I can prepare a final draft.	X		X	
Standard 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.				
	Q1	Q2	Q3	Q4
I can use resources and technology to create a writing project and collaborate with a classmate or small group.				X
I can use keyboarding skills to publish my writing.				X

Cluster: Research to Build and Present Knowledge				
Standard 7: Conduct short research projects that build knowledge about a topic.				
	Q1	Q2	Q3	Q4
I can define research and explain how it is different from other types of writing.				X
I can research a topic to answer questions and/ or gain information.				X
Standard 8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				
	Q1	Q2	Q3	Q4
I can recall information from experiences or gather information from print and digital sources about a topic.			X	X
I can take notes about a topic.			X	X
I can organize and sort the information from my notes into provided categories.			X	X

Cluster: Ranges of Writing				
Standard 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.				
	Q1	Q2	Q3	Q4
I can write for long periods of time, depending on my task.		X		X

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I can choose an organizational structure to fit my task, purpose, and/or audience.		X		X
I can write for a variety of reasons.		X		X

Domain: Speaking and Listening

Cluster: Comprehension and Collaboration				
Standard 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.				
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.				
	Q1	Q2	Q3	Q4
I can bring the correct information to a discussion.	X			X
I can give ideas about that information to the group.	X			X
I can follow rules by respecting and listening to others, and taking turns during a discussion.	X			X
I can ask and answer questions when I do not understand.	X			X
I can add to the discussion by making comments about the information being discussed.	X			X
I can explain my own ideas and tell what I've learned from a discussion.	X			X
Standard 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.				
	Q1	Q2	Q3	Q4
I can identify information from a text being read aloud.			X	X
I can identify information that is shared through presentations.			X	X
I can identify the main idea with supporting details from different media forms with similar topics.			X	X
Standard 3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				
	Q1	Q2	Q3	Q4
I can ask questions about a speaker's presentation when I do not understand or need more information.		X		X
I can answer questions about a speaker's presentation by using appropriate elaboration and detail.		X		X

Cluster: Presentation of Knowledge and Ideas				
Standard 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.				
	Q1	Q2	Q3	Q4
I can orally share a topic or text, story or experience with appropriate and relevant descriptive details.		X		X
I can report my information by speaking clearly at an understandable speed.		X		X
Standard 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 or details.				
	Q1	Q2	Q3	Q4
I can share at an understandable reading pace on a recording (e.g., video, PowerPoint, dvd, iPod, iPad, computer, cd, etc.)			X	X

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I can use visuals (posters, pictures, etc) to help the audience understand my reading.			X	X
Standard 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 here for specific expectations.)				
	Q1	Q2	Q3	Q4
I can speak using complete sentences when asked to provide details or clarification.	X		X	X

Domain: Language

Cluster: Convention of Standard English				
Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<ul style="list-style-type: none"> a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b) Form and use regular and irregular plural nouns. c) Use abstract nouns (e.g., <i>childhood</i>). d) Form and use regular and irregular verbs. e) Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f) Ensure subject-verb and pronoun-antecedent agreement.* g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h) Use coordinating and subordinating conjunctions. i) Produce simple, compound, and complex sentences. 				
	Q1	Q2	Q3	Q4
I can define noun (person, place, thing, or idea) and pronoun (a word that takes place of one or more nouns) and explain how they function in a sentence.	X	X		
I can define verb (an action or state of being) and explain how it functions in a sentence.	X	X		
I can define adjective (a word that adds meaning to a noun or pronoun) and an adverb (a word that adds meaning to a verb, adjective, or other adverb) and explain how they function in a sentence.		X	X	
I can form and use plural (more than one) regular (e.g. boys, boys) and irregular plural nouns (e.g. mouse, mice) correctly.	X		X	
I can use abstract nouns (nouns that represent an idea, feeling, emotion, etc) correctly.	X		X	
I can I can explain the difference between regular (e.g. walk, walked) simple and irregular (e.g. run, ran) verb tenses (past, present, future) and form/ use them correctly.		X	X	
I can define subject and verb and explain that a singular subject needs a singular verb and a plural subject needs a plural verb.		X		X
I can define antecedent (the word or group of words a pronoun replaces) and make sure a pronoun agrees with its antecedent.	X			X
I can identify comparative adjectives/adverbs (formed by adding –er or more) and superlative adjectives/adverbs by adding –est or most) and choose the correct form when writing or speaking.			X	X
I can identify coordinating conjunctions (e.g. for, and, nor, but, or, yet, so) and subordinating conjunctions (e.g., after, because, it, since, while) and use them correctly.	X		X	X
I can identify and create simple sentences (e.g., Megan walks to school), compound sentences (e.g., Megan walks to school, and her puppy follows her.), and complex sentences (e.g., Because Megan took the puppy back home, she was late for school.)	X		X	X
Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<ul style="list-style-type: none"> 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 (e.g., <i>sitting, smiled, cries, happiness</i>). 				

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f) Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.				
g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				
	Q1	Q2	Q3	Q4
I can identify words in a title that should and should not be capitalized (words that should NOT be capitalized: articles, coordinating conjunctions, prepositions of 4 or fewer letters).			X	X
I can use a comma to separate the city and state in an address.	X		X	
I can punctuate dialogue correctly by using commas before/after speaker tags and placing quotation marks around spoken words(e.g., “I was walking,” Christian said, “when Caleb tripped me.”)		X	X	
I can form and use possessives.		X	X	X
I can spell high-frequency words correctly.		X		X
I can recognize when I need to double consonants, drop e, or change the y to i when adding suffixes to base words.	X	X		
I can write words correctly using common spelling patterns and generalizations.	X		X	
I can identify misspelled words and use resources to assist me in spelling correctly.	X			X

Cluster: Knowledge and Language				
Standard 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
a) Choose words and phrases for effect.*				
b) Recognize and observe differences between the conventions of spoken and written standard English.				
	Q1	Q2	Q3	Q4
I can use words and phrases to make my language more exciting and create interest in writing and speaking.	X			X
I can explain how spoken language differs from written language.	X			X

Cluster: Vocabulary Acquisition and Use				
Standard 4: Determine or clarify the meaning of unknown and multiple-meaning word 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., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).				
c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).				
d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
	Q1	Q2	Q3	Q4
I can use context clues to determine the meaning of a new word.		X	X	X
I can recognize and define common affixes (e.g. un-, dis-, -able, -less) to determine the meaning of unknown words.		X	X	X
I can use base/root words to determine the meaning of unknown words.		X	X	X
I can use reference materials (e.g. dictionaries, glossaries, the internet, etc.) to find the meanings of words and phrases.		X	X	X
I can break down unknown words into parts (affix, root) to determine the meaning.		X	X	X
Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.				
a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).				

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- b) Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

	Q1	Q2	Q3	Q4
I can recognize and explain the difference between literal and non-literal meaning of words and phrases.		X	X	
I can make a real-life connection (text to self) between words and phrases.		X	X	
I can recognize words that have similar meaning, and choose the word that best describes the mood/ state of mind (knew, believed, suspected, heard, and wondered).		X	X	
Standard 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., <i>After dinner that night we went looking for them</i>).				
	Q1	Q2	Q3	Q4
I can speak using complete sentences when asked to provide details or clarification.		X		X