ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING	READING STANDARD	GRADE THREE SKILL	ASSESSMENTS	RESOURCES
What is the theme of the story? Who is telling the story?	Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature Key Ideas & Details	 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. Recount stories, including fables, and folktales from diverse cultures, and determine their central message, lesson or moral and explain how it is conveyed through key details in the text. Describe how characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events. 	Journeys: Benchmark and Unit Tests, Level 3 DIBELS Story maps Running Records	Stories: children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth. Drama: Staged dialogue Poetry: nursery rhymes and the subgenres of the narrative poem, limerick and free verse poems.
What does the character feel? What is drama? Does the poem tell a story?	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining	Craft & Structure	 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Refer to parts of stories, dramas, poems when writing or speaking about a text, using terms such as chapter, scene or stanza; describe how each successive part builds on earlier 	Video PowerPoint Photo Journal Charts Graphs	Examples: Grades 2-3 1. Who Has Seen the Wind 2. Charlotte's Web 3. Sarah, Plain and Tall 4. Tops and Bottoms 5. Poppelton in Winter
Do people in real life act like people in stories? Are picture books helpful and important to	technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented	Integration of Knowledge and Ideas	 sections. Distinguish their own point of view from that of the narrator or those of characters Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story (e.g., <i>create mood</i>, <i>emphasize aspects of character or setting</i>). Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books from a series) 	Note: Students at risk should be monitored weekly for growth. (Response to Intervention) Reading Journals and Lists Observation	Classroom Resources: Charts Word wall Leveled books Centers Big books Sentence Strips Letter and word games Graphic organizers
what words tell you that the events of a story are happening in a particular order?	in diverse media and formats, including visually and quantitatively, as well as in words.* 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (NA) Not applicable to literature. 9. Analyze how two or more texts address	Range of Reading Level of Text Complexity Responding to Literature	 Read and comprehend literature, including stories, dramas, poetry, at the high end of the 2-3 grade text complexity band independently and proficiently by the end of the year Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events and situations. 	Checklists Short answer, open response quizzes. Dolch Word Checklist	Instructional Practices: Language Experience Charts, Readers Workshop and Writers Workshop are not limited to: Modeling Shared reading Read aloud

How will real life experiences help you to understanding different story genres?	similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual	Informational Text Key Ideas & Details	 Self-select text based upon personal preferences. Ask and answer questions understanding of a text, referring explicitly to the text as the basis for answers. Determine the main idea of the text; recount the key details and explain how they support the main idea. 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? 	Samples of student work accumulated overtime on a range of writing styles. Writing rubrics. Examples of writing	 Think aloud Working with words Guided Reading Choral Reading Partner Reading Independent Reading (SSR) Mini lessons Journaling Author's chair Great Books: Text Based Discussions format.
What is a technical text? How do prefixes and suffixes change a word?	features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American world cultures.	Craft and Structure	 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topics or subject area. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Distinguish their own point of view from that of the author in a text. 	across the curriculum reports journals literature logs Literature extension scripts for drama	Biographies, autobiographies, historical, scientific and technical books and texts. Graphs, charts, maps and digital sources Examples: Grades 2-3 1. A Medieval Feast
How will self-correcting help you read efficiently? What is a context clue?		Integration of Knowledge & Ideas	 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). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first, second, third in a sequence). Compare and contrast the most important points and key details presented in two texts on the same topic. 	 visual arts written forms webs charts time lines murals Student record of books read and attempted	2. From Seed to Plant 3. The Story of Ruby Bridges 4. A Drop of Water: A Book of Science and Wonder 5. Moonshot: The Flight of Apollo 11 6. What Happens to a Hamburger 7. The Digestive System by Rebecca L. Johnson or Kristin Petrie 8. Good Enough to Eat
Why does your opinion need substantiation? What facts are needed in writing?		Range of Reading and Level of Text Complexity	 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 by the end of year 	Audio tape of reading Book Talks Multiple choice	9. Showdown at the Food Pyramid 10. The Mighty Muscular and Skeletal Systems 11. Muscles 12. Bones 13. The Astounding Nervous System 14. The Nervous System

		Foundational Skills		Forced choice	
How does a well organized sequence improve writing?	COLLEGE AND CAREER	Phonics and Word Recognition	 Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes Decode multisyllable words. Read grade-level appropriate irregularly spelled words. 	Open response	A-Z Reading http://www.readinga-z.com/ Book Talks: www.scholastic.com/librarians/ab/ /booktalks.htm
What do good	READINESS ANCHOR STANDARDS	Fluency	Read with sufficient accuracy and fluency to support		7000ktaiks.htm
writers do?	FOR WRITING	•	comprehension.		
	Text Type and Purposes		Read grade-level text with purpose and understanding.		http://www.teachersfirst.com/100
How do you	1. Write arguments to support claims in an		Read grade-level prose and poetry orally with accuracy,		books.cfm
find out information	analysis of substantive topics or texts, using valid reasoning and relevant and		appropriate rate, and expression on successive readings.		
about a topic?	sufficient evidence.		Use context to confirm or self-correct word recognition and		Brain Pop
about a topic:	Write informative/explanatory texts to examine and convey complex ideas and	Writing	understanding, rereading as necessary.		http://www.brainpop.com/
Is listening important to reading and writing?	information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Text Types and Purpose	 Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create and organizational structure that lists reasons. Provide the reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, 		Classroom Assessment & Grading, Robert Marzano Cooperative Learning Spencer Kagan www.KaganOnline.com
important in a group? How do you	Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Begins in Grade 3)		 since, for example) to connect opinion and reasons. Provide a concluding statement or section. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; 		Classrooms That Work: They Can All Read and Write by Patricia Cunningham and Richard L. Allington
stay on topic when in a discussion?	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.		CCSS for ELA and Literacy
uiscussioii?	6. Use technology, including the Internet,		Use linking words and phrases (e.g., also, another, and,		include 3 appendices:
Will hearing	to produce and publish writing and to		more, but) to connect ideas within categories of		•Appendix A Research supporting key elements of the
and watching	interact and collaborate with others		information.		standards and Key Terms
others speak	Research to Build Present and Present		Provide a concluding statement or section.		•Appendix B: Test Exemplars and
improve your	Knowledge		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear		Sample Performance Tasks
own speaking?	7. Conduct short as well as more sustained research projects based on questions,		events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or		•Appendix C: Samples of Student

	demonstrating understanding of the subject		characters; organize an event sequence that unfolds	Writing
	under investigation.		naturally.	
Where do you	8. Gather relevant information from		Use dialogue and descriptions of actions, thoughts and	
hear proper	information from multiple print and digital		feelings to develop experiences and events or show the	
English spoken?	sources, assess the credibility and accuracy		response of characters to situations.	Common Core:
	of each source, and integrate the		Use temporal words and phrases to signal event order.	http://www.emsc.nysed.gov/ciai/
	informational texts to support analysis,		Provide a sense of closure.	
Where do you	reflection, and research.			http://engageny.org/teachers/
see proper	9. Draw evidence from literary or	Production and	*With guidance and support from adults:	Getting Started With the
English written?	informational texts to support analysis,	Distribution of	Produce writing in which the development and organization are	Common Core
	reflection and research.(Begins in Grade	Writing	appropriate to task and purpose. (Grade specific standards for	Common Core
	4)	o o	writing.)*	Implementation, instructional
	Range of Writing (Beings in Grade 3)		Develop and strengthen writing as needed by planning,	Shifts Video Series
	10. Write routinely over extended time		revising, and editing. (Command of Language standards up to	Curriculum Exemplars
	frames (time for research, reflection, and		and including grade 3.)*	
	revision) and shorter time-frames (a single		Use technology to produce and publish writing (use	
	sitting or day or two) for a range of tasks,		keyboarding skills) as well as interact and collaborate with	
	purposes, and audiences.		others.*	
	Responding to Literature		outers.	Cooperative Learning:
	11. Develop personal, cultural, textual, and	Research to Build and	Conduct short research projects that build knowledge about a	Cooperative Learning, Spencer
	thematic connections within and across	Present Knowledge	topic.	Kagan
	genres as they respond to texts through	9	Recall information from experiences or gather information from	www.KaganOnline.com
	written, digital, and oral presentations,		print and digital sources; take brief notes on sources and sort	
	employing a variety of media and genres.		evidence into provided categories.	
			evidence into provided categories.	Common Formative Assessments,
				Larry Ainsworth and Donald
		Range of Writing	Write routinely over extended time frames (time for research,	Viegut
		3 3 3	reflection, and revision) and shorter time frames (a single	1.18.11
			sitting or a day or two) for a range of discipline specific tasks,	Curriculum 21: Essential
			purposes and audiences.	Education For A Changing
	COLLEGE AND CAREER		purposes and audiences.	World, Heidi Hayes Jacobs
	READINESS ANCHOR STANDARDS			<u></u>
	FOR SPEAKING AND LISTENING	Responding To	• Court and account a court was a first and account and	Critical Thinking: Basic Theory
		Literature	Create and present a poem, narrative, play, art work, or	and Instructional Structures
	Comprehension and Collaboration		personal response to a particular author or theme studied in	Handbook
	1. Prepare for and participate effectively in		class.	Richard W. Paul, Linda Elder
	a range of conversations and collaborations	Speaking & Listening		
	with diverse partners, building on others'		Francis (Cod of all languages of 11.1 of 12.1)	
	ideas and expressing their own clearly and	Comprehension and	• Engage effectively in a range of collaborative discussions (one-	
	persuasively.	Collaboration	on-one, in groups, and teacher led) with diverse partners on	The DIBELS measures the 5
	1		grade 3 topics and texts, building on others' ides and expressing	The DIDDLE measures the s

2. Integrate and evaluate information
presented in diverse media and formats,
including visually, quantitatively, and
orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- 4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

- 1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language (Begins in Grade 2)

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to

their own clearly.

- Come to discussions prepared having read or studied required material; explicitly draw on that preparations and other information known about the topic to explore ideas under discussion.
- Follow agreed upon rules of discussion. (e.g., gain the floor in a respectful way, listening to others with care, speaking one at a time about the topics and texts under discussion.
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- > Seek to understand and communicate with individuals from different cultural backgrounds.
- Determine the main ides and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally
- Ask and answer questions about information from a speaker offering appropriate elaboration or detail.

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking at an understandable pace.
- 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.
- 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*.

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar when writing or speaking.
 - Explain the functions of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.

Big Ideas in early literacy identified

by the National Reading Panel:

- •Phonemic Awareness
- •Alphabetic Principle
- Accuracy and Fluency
- Vocabulary
- Comprehension

https://dibels.uoregon.edu/

The Differentiated Classroom:
Responding To The Needs Of All
Learners,

Carol Ann Tomlinson

250 Dolch Words. http://dolchword.com/

Effective Classroom Assessment: Linking Assessment with Instruction by Catherine Garrison, Dennis Chandler, and Michael Ehringhaus

The Fountas & Pinnell Leveled Book List, K–8+ (2009–2011 Edition, Print Version), Irene Fountas and Gay Su Pinnell

Great Books: : Shared Inquiry www.greatbooks.org

Handbook of Instructional
Practices for Literacy TeacherEducators: Examples ... Joyce
Many

Journeys: Word Study: Teachers Guide L3 Journeys Weekly, Benchmark

comprehend more fully when reading or listening. Vocabulary Acquisition and Use 4. Determine or clarify meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings. 6. Acquire and use accurately a range of general words and phrases.		 Use abstract nouns. (e.g., childhood) Form and use regular and irregular verbs. Form and use the simple verb tenses. (e.g., I walked, I walk, I will walk). Ensure subject-verb agreement and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing. 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, smiling, 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 	and Unit Tests L3 Journeys: Comprehensive Language and Literacy Guide, 3. https://www.k6.thinkcentral.com/ ePC/start.do The Key Elements Of Classroom Management: Managing Time And Space, Student Behavior, And Instructional (EBOOK) Joyce C. McLeod, Janice Fisher, Ginny Hoover Leveling Books K-6: Matching Readers to Text [Paperback] Brenda M. Weaver Mosaic of Thought: Teaching Comprehension in a Reader's Workshop By Ellin Oliver Keene and Susan Zimmerman.
	Knowledge of Language Vocabulary Acquisition and Use	 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written Standard English. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. Use sentence—level context as a clue to the meaning of 	Portfolio Assessment in the Reading-Writing Classroom by Robert J. Tierney, , Mark A. Carter, and Laura E. Desai (Christopher Gordon, 1991 ISBN 0-926842-08-0.) Professional Book Running Records:
		word or a phrase. Determine the meaning of the new word formed when a	http://www.readinga- z.com/guided/runrec/howto.html

	known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable_care/careless, heat/preheat). > Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company /companion). > Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases • Demonstrate understanding of word relationships and nuances in word meanings. > Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). > Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). > Distinguish shades of meanings among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). • Acquire and use accurately grade-appropriate, conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationship.(e.g. after dinner that night we went looking for them)	http://www.learnnc.org/lp/edition s/readassess/1.0 http://www.reading.org/ Response to Intervention: www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/ Rubrics http://www.bpsd.mb.ca/tech_files /PrimListeningSpeaking.pdf Writing Process http://www.readwritethink.org Using Formative Assessment to Monitor Learning and Inform Instruction: Giselle O. Martin- Kniep, Ph. D
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