

Focus Topic: RL – Reading Standards for Literature

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	3.RL.1	What is a genre?	Settings, characters and plot help a reader to identify the problem and important events	Ongoing observation & questioning during class discussions
TSW recount stories, including fables, folktales, and myths from diverse cultures	3.RL.2	What makes a complete sentence?	Different genres have different structures and conventions	Performance tasks
TSW determine the central message, lesson, or moral and explain how it is conveyed through key details in the text	3.RL.2	How do you identify the main idea of a passage?		Self-Assessment
TSW describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.RL.3	How do you summarize a story?		Literature Connections
TSW determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	3.RL.4	How do I make inferences based on the text and prior knowledge?		Multiple Choice
TSW refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	3.RL.5			Projects
TSW describe how each successive part builds on earlier sections	3.RL.5			Journal Writing
TSW distinguish their own point of view from that of the narrator or those of the characters	3.RL.6			
TSW explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	3.RL.7			
TSW 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)	3.RL.9			
TSW read and comprehend literature, including stories, dramas, and poetry, at the high end of grade appropriate text complexity band independently and proficiently	3.RL.10			

Focus Topic: RI – Reading Standards for Informational Text

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	3.RI.1	What is the difference between fact and fiction?	Structure and elements play an important part in informational texts	Ongoing observation & questioning during class discussions
TSW determine the main idea of a text; recount the key details and explain how they support the main idea	3.RI.2	What techniques are used to predict the outcome of a story?	Description, chronological, problem / solution, and sequential text patterns are important to informational text	Performance tasks
TSW 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	3.RI.3	What is a biography?		Self-Assessment
TSW determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade appropriate topic or subject area	3.RI.4	What strategies can we use when analyzing text for information or to answer a question?		Literature Connections
TSW use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently	3.RI.5			Multiple Choice
TSW distinguish their own point of view from that of the author of a text	3.RI.6			Projects
TSW 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)	3.RI.7			Journal Writing
TSW describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/ second/ third in a sequence)	3.RI.8			
TSW compare and contrast the most important points and key details presented in two texts on the same topic	3.RI.9			
TSW read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades appropriate text complexity band independently and proficiently	3.RI.10			

Focus Topic: RF – Reading Standards: Foundational Skills

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW know and apply grade-level phonics and word analysis skills in decoding words	3.RF.3	How do graphic organizers help us with reading?	How a word or phrase is used determines its meaning	Ongoing observation & questioning during class discussions
TSW identify and know the meaning of the most common prefixes and derivational suffixes	3.RF.3.a	What impact does context have on word meaning?	Words become part of our language in many ways	Performance tasks
TSW decode words with common Latin suffixes	3.RF.3.b			Self-Assessment
TSW decode multi-syllable words	3.RF.3.c			Literature Connections
TSW read grade-appropriate irregularly spelled Words	3.RF.3.d			Multiple Choice
TSW read with sufficient accuracy and fluency to support comprehension	3.RF.4			Projects
TSW read on-level text with purpose and understanding	3.RF.4.a			Journal Writing
TSW read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	3.RF.4.b			
TSW use context to confirm or self-correct word recognition and understanding, rereading as necessary	3.RF.4.c			

Focus Topic: W - Writing

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW write opinion pieces on topics or texts, supporting a point of view with reasons. organizational structure that lists reasons	3.W.1	How can ideas be organized in writing?	Understand that writing is strengthened through revision	Ongoing observation & questioning during class discussions
TSW introduce the topic or text they are writing about, state an opinion, and create and create an organizational structure that lists reasons	3.W.1.a	How can understanding subject/verb agreement help me in my reading and writing?	Writing is a powerful tool for communicating.	Performance tasks
TSW provide reasons that support the opinion	3.W.1.b	What are transition words and how are they used in writing?	Effective writing is coherent, logical, and effective	Self-Assessment
TSW use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons	3.W.1.c	What is a descriptive paragraph?	Appropriate use of conventions aids the reader's understanding	Literature Connections
TSW provide a concluding statement or section	3.W.1.d	What is sentence fluency?		Multiple Choice
TSW write informative/explanatory texts to examine a topic and convey ideas and information clearly	3.W.2			Projects
TSW introduce a topic and group related information together; include illustrations when useful to aiding comprehension	3.W.2.a			Journal Writing
TSW develop the topic with facts, definitions, and details	3.W.2.b			
TSW use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information	3.W.2.c			
TSW provide a concluding statement or section	3.W.2.d			
TSW write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	3.W.3			
TSW establish a situation and introduce a	3.W.3.a			

narrator and/or characters; organize an event sequence that unfolds naturally				
Focus Topic:W – Writing (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	3.W.3.b			
TSW use temporal words and phrases to signal event order	3.W.3.c			
TSW provide a sense of closure	3.W.3.d			
TSW produce writing in which the development and organization are appropriate to task and purpose	3.W.4			
TSW develop and strengthen writing as needed by planning, revising, and editing	3.W.5			
TSW use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others	3.W.6			
TSW conduct short research projects that build knowledge about a topic	3.W.7			
TSW recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	3.W.8			
TSW 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	3.W.10			

Focus Topic: SL – Speaking & Listening

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade appropriate topics and texts</i> , building on others' ideas and expressing their own clearly	3.SL.1	How do we learn from listening?	Questions asked about text help make connections	Ongoing observation & questioning during class discussions
TSW 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	3.SL.1.a	How do we present information effectively to an audience?	Use of words impact meaning and understanding	Performance tasks
TSW 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)	3.SL.1.b	How does good listening help us to identify relevant information?		Self-Assessment
TSW ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	3.SL.1.c			Literature Connections
TSW explain their own ideas and understanding in light of the discussion	3.SL.1.d			Multiple Choice
TSW 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	3.SL.2			Projects
TSW ask and answer questions about information from a speaker, offering appropriate elaboration and detail	3.SL.3			Journal Writing
TSW 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	3.SL.4			
TSW 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	3.SL.5			
TSW speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	3.SL.6			

Focus Topic: L - Language

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	3.L.1	Why should you continue to practice rules of good grammar?	Conventions are rules that have been established to standardize written communication	Ongoing observation & questioning during class discussions
TSW explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences	3.L.1.a	How does the spelling of a word impact its meaning?	Understand that language captures and records human aspirations and imagination, evoking both emotion and reason	Performance tasks
TSW form and use regular and irregular plural nouns	3.L.1.b	Why is punctuation important?		Self-Assessment
TSW use abstract nouns (e.g., <i>childhood</i>)	3.L.1.c			Literature Connections
TSW form and use regular and irregular verbs	3.L.1.d			Multiple Choice
TSW form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses	3.L.1.e			Projects
TSW ensure subject-verb and pronoun-antecedent agreement	3.L.1.f			Journal Writing
TSW form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	3.L.1.g			
TSW use coordinating and subordinating conjunctions	3.L.1.h			
TSW produce simple, compound, and complex sentences	3.L.1.i			
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	3.L.2			
TSW capitalize appropriate words in titles	3.L.2.a			
TSW use commas in addresses	3.L.2.b			

Focus Topic: L – Language (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW use commas and quotation marks in dialogue	3.L.2.c			
TSW form and use possessives	3.L.2.d			
TSW 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>)	3.L.2.e			
TSW use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words	3.L.2.f			
TSW consult reference materials, including beginning dictionaries, as needed to check and correct spellings	3.L.2.g			
TSW use knowledge of language and its conventions when writing, speaking, reading, or listening	3.L.3			
TSW choose words and phrases for effect	3.L.3.a			
TSW recognize and observe differences between the conventions of spoken and written standard English	3.L.3.b			
TSW determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade appropriate reading and content, choosing flexibly from a range of strategies	3.L.4			
TSW use sentence-level context as a clue to the meaning of a word or phrase	3.L.4.a			
TSW 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>)	3.L.4.b			

Focus Topic: L – Language (continued)				
Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW 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>)	3.L.4.c			
TSW use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	3.L.4.d			
TSW demonstrate understanding of word relationships and nuances in word meanings	3.L.5			
TSW distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>)	3.L.5.a			
TSW identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)	3.L.5.b			
TSW distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>)	3.L.5.c			
TSW 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>)	3.L.6			

College and Career Readiness Anchor Standards for Reading (Grades K-8)

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
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
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
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
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 tasks, purposes, and audiences

College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
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 (Grades K-8)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
Determine or clarify the 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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression