

3rd Grade English Language Arts

Pacing Guide and Unpacked Standards



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Groveport Madison ELA Pacing Guide

➤ Indicates Blueprint Focus Standards

3 rd	Reading Foundational Skills	Reading Literary Text	Reading Informational Text	Writing	Speaking & Listening	Language
1 st 9 wks	RF.3.3(a,b,c,d) Apply phonics & word analysis RF.3.4(a,b,c) Read w/ accuracy & fluency	➤ RL.3.1 Ask & answer w/text evidence ➤ RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables ➤ RL.3.3 Describe characters & actions ➤ RL.3.7 Explain illustration contribution to convey meaning	➤ RI.3.1 Ask & answer w/text evidence ➤ RI.3.2(a,b) Identify main idea & retell details ➤ RI.3.3 Describe series of events ➤ RI.3.7 Use illustrations/words to understand text ➤ RI.3.8 Describe relations between evidence and points	➤ WL.3.1(a,b,c,d) Write opinion pieces WL.3.3 (a,b,c,d) Write narratives ➤ WL.3.4 Organize writings ➤ WL.3.5 Plan, revise, and edit ➤ WL.3.6 Use technology to publish & collaborate	SL.3.1(a,b,c,d) Converse collaboratively SL.3.2 Determine main idea & details	➤ L.3.1(a,b,c,d,e,f,g,h,i,j) Demonstrate grammar usage ➤ L.3.2(a,b,c,d,e,f,g) Demonstrate capitalization, punctuation, & spelling
2 nd 9 wks	RF.3.3(a,b,c,d) Apply phonics & word analysis RF.3.4(a,b,c) Read w/ accuracy & fluency	➤ RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables ➤ RL.3.6 Distinguish own perspective/ from character/narrator ➤ RL.3.5 Refer to features of stanzas, chapters, scenes ➤ RL.3.9 Compare/contrast themes/settings/plots 2 texts on same topic	➤ RI.3.2(a,b) Identify main idea & retell details ➤ RI.3.6 Describe point of view/1st & 3rd person ➤ RI.3.5 Use search tools/text features ➤ RI.3.8 Describe relations between evidence and points ➤ RI.3.9 Compare/contrast differ text same topic	➤ WL.3.1(a,b,c,d) Write opinion pieces ➤ WL.3.4 Organize writings ➤ WL.3.5 Plan, revise, edit ➤ WL.3.6 Use technology to publish/collaborate ➤ WL.3.8 Gather information from sources WL.3.10 Write extended & short time, task, purpose, audience	SL.3.1(a,b,c,d) Converse collaboratively SL.3.4 Report topic SL.3.5 Create visuals/audio/ presentations SL.3.6 Speak for task/situation	➤ L.3.1(a,b,c,d,e,f,g,h,i) Demonstrate grammar usage ➤ L.3.2(a,b,c,d,e,f,g) Demonstrate capitalization punctuation/spelling ➤ L.3.4(a,b,c,d) Determine unknown/multiple meaning words/phrases ➤ L.3.6 Use grade specific words & phrases
3 rd 9 wks	RF.3.3(a,b,c,d) Apply phonics & word analysis RF.3.4(a,b,c) Read w/ accuracy & fluency	➤ RL.3.1 Ask & answer w/text evidence ➤ RL.3.2 RL.3.2(a,b) Analyze text to determine theme through key details/retell stories, myths, fables ➤ RL.3.4 Determine literal/nonliteral words & phrases ➤ RL.3.9 Compare/contrast themes/settings/plots 2 texts on same topic	➤ RI.3.1 Ask & answer w/text evidence ➤ RI.3.2(a,b) Identify main idea & retell details ➤ RI.3.4 Determine meaning of words & phrases ➤ RI.3.9 Compare/contrast differ text same topic	WL.3.1(a,b,c,d) Write opinion pieces ➤ WL.3.2(a,b,c,d) Write informative/explanatory texts ➤ WL.3.7 Conduct short research project ➤ WL.3.8 Gather information from sources WL.3.10 Write over short or extended time, for task, purpose & audience	SL.3.1(a,b,c,d) Converse collaboratively SL.3.2 Determine main idea/details SL.3.3 Ask & answer questions to understand speakers information	➤ L.3.1(a,b,c,d,e,f,g,h,i) Demonstrate grammar/usage ➤ L.3.3 (a,b) Use of language ➤ L.3.5 a,b,c) Demonstrate word relationships & fig.lang.
4 th 9 wks	RF.3.3(a,b,c,d) Apply phonics & word analysis RF.3.4(a,b,c) Read w/ accuracy & fluency	➤ RL.3.3 Describe characters & actions ➤ RL.3.4 Determine literal & nonliteral words & phrases ➤ RL.3.5 Refer to features of stanzas, chapters, scenes ➤ RL.3.6 Distinguish own point of view/ from character/narrator ➤ RL.3.7 Explain illustration contribution to convey meaning explain a text's illustrations RL.3.10 Read/comprehend literature	➤ RI.3.3 Describe series of events ➤ RI.3.4 Determine meaning of words & phrases ➤ RI.3.5 Use search tools/text features ➤ RI.3.6 Describe point of view/1st & 3rd person ➤ RI.3.7 Use illustrations/words to understand text RI.3.10 Read/comprehend informational text	➤ WL.3.2 Write informative/ explanatory texts ➤ WL.3.6 Use technology to publish/collaborate ➤ WL.3.7 Conduct short research project ➤ WL.3.8 Gather information from sources WL.3.3 (a,b,c,d) Write narratives W.3.10 Write over short or extended time, for task, purpose & audience	SL.3.1(a,b,c,d) Converse collaboratively SL.3.4 Report topic SL.3.6 Speak task/situation	➤ L.3.4(a,b,c,d) Determine unknown/multiple meaning words/phrases ➤ L.3.5 a,b,c) Demonstrate word relationships & fig.lang. ➤ L.3.6 Use grade specific words & phrases

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RL 3.1	Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Anchor: 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.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can using questions while I read help me better understand the text? <input type="checkbox"/> How can using the text to justify my answers help me better understand what the author is saying? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions (who, what, when, why, where) <input type="checkbox"/> Formulate questions to demonstrate understanding. <input type="checkbox"/> Refer explicitly to the text to answer questions. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> question <input type="checkbox"/> demonstrate <input type="checkbox"/> understanding <input type="checkbox"/> text <input type="checkbox"/> answer <input type="checkbox"/> details <input type="checkbox"/> sequence 	<p style="text-align: center;">Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Ask and answer explicit questions to demonstrate understanding of a text.</p> <p>Basic: Ask and answer explicit questions to demonstrate understanding text, referring to the text as the basis for answers</p> <p>Proficient: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers</p> <p>Accelerated: Ask and answer moderately complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers</p> <p>Advanced: Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers</p>
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell the story in sequential order <input type="checkbox"/> Who were the major/minor characters <input type="checkbox"/> What were the major/minor events? <input type="checkbox"/> What in the text leads you to that answer? <input type="checkbox"/> What details are the most important? <input type="checkbox"/> Where can you find___? 		<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> ● Read Closely & Critically ● Ask multi-leveled questions about a text Answer multi-leveled questions using text evidence to support the answer ● QAR (question/answer relationship strategy) right there, think and search, beyond the text, author and me
RL 2.1: Ask and answer such questions as <i>who, what, where, when, why</i> , and how to demonstrate understanding of key details in a text.	RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RL 3.2	Standard: Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.	Anchor: Determine central ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.
<div><div>Essential Question(s)<ul style="list-style-type: none">❑ How can I learn life lesson from stories?❑ Why is using key details from the story important in retelling the story?❑ In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?Essential Skills<ul style="list-style-type: none">❑ Recount fables, folktales, myths from different cultures❑ Determine the central message, lesson, or moral in a story❑ Explain how the central message, lesson, or moral is conveyed through key details</div><div>Vocabulary<ul style="list-style-type: none">❑ recount❑ fable❑ folktale❑ myth❑ diverse❑ culture❑ central message❑ lesson❑ moral❑ convey❑ key detail(s)❑ text</div></div>		<div>Criteria for Success (Performance Level Descriptors) Limited: Identify details to recount stories and identify explicitly stated central messages, lessons, or morals Basic: Identify key details to recount stories, including fables, folktales, and myths and determine central messages, lessons, or morals Proficient: Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral and explain how it is conveyed through key details in the text Accelerated: Explain details to recount stories and determine the central messages, lessons, or morals and explain how they are conveyed through key details in the text Advanced: Explain details to recount stories, determine implicit central messages, lessons, or morals, and explain how they are conveyed through key details Key Strategies<ul style="list-style-type: none">● Expose students to a variety of fables, folktales and myths through read alouds.● Demonstrate how to determine the central message, moral or lesson of the story through key details in the text.● Provide opportunities for students to read a variety of fables, folktales and myths.● Students work in partners or individually to determine the central message, theme or lesson, noting the key details in the text</div>
Question Stems <ul style="list-style-type: none">❑ What is the central message (lesson or moral) of the story?❑ How do you know what the moral to the story is?❑ How does the author convey the central message (lesson or moral)?❑ What order was the story written?❑ How do you know this is a myth? A folktale? A fable?❑ Explain how the author uses details to convey the message (lesson or moral) of the story.		
RL 2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.	RL 4.2: Determine a theme of a story, drama, or poem from details in the text. Summarize the text.	

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RL 3.3	Standard: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<div><div>Essential Question(s)<ul style="list-style-type: none">❑ How does the character affect the text?Essential Skills<ul style="list-style-type: none">❑ Describe and infer a character’s feelings/emotions.❑ Describe and analyze a character’s traits/motivations.❑ Retell the sequence of events using time order words.❑ Interpret how a character’s traits, motivations, and feelings lead to actions.❑ Explain how a character’s actions contribute to the event sequence.</div><div>Question Stems<ul style="list-style-type: none">❑ Distinguish between major/minor characters in the story?❑ Describe the major/minor characters❑ How do the character’s traits contribute to the story?❑ What were the characters motivations in finding a resolution to the problem?❑ How do the character’s actions help move the plot along?</div></div>		<div><div>Vocabulary<ul style="list-style-type: none">❑ describe❑ interpretation of characters❑ character/character traits❑ motivation❑ emotion (feelings)❑ contribute❑ sequence events❑ problem❑ resolution</div><div>Criteria for Success (Performance Level Descriptors)<p>Limited: Identify basic elements (e.g., traits, feelings) of characters in a story, including fables, folktales, and myths and explain how these elements contribute to the story</p><p>Basic: Describe basic elements (e.g., traits, feelings) of characters in a story and explain how these elements contribute to the story</p><p>Proficient: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p><p>Accelerated: Explain complex elements (e.g., traits, feelings, motivations) of characters in a story and explain how characters’ actions contribute to the sequence of events</p><p>Advanced: Analyze complex and inferred elements (e.g., traits, feelings, motivations) of complex characters in a story and explain how their actions contribute to a sequence of events</p>Key Strategies<ul style="list-style-type: none">● Model how characters' actions in the story contribute to the sequence of events.● Provide opportunities for students to read a variety of literature.● Students work individually or with a partner to identify characters' traits, motivations and feelings.</div></div>
RL 2.3: Describe how characters in a story respond to major events and challenges and how these events influence the characters.		RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

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RL 3.4	Standard: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Anchor: 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.
<div><div>Essential Question(s)<ul style="list-style-type: none">❑ How does the author’s choice and use of words affect the meaning of the text?❑ How does the author’s use of words help me know their meanings?</div><div>Essential Skills<ul style="list-style-type: none">❑ Identify literal and nonliteral words and phrases.❑ Determine the meaning of literal and nonliteral words and phrases.</div></div>		<div><div>Vocabulary<ul style="list-style-type: none">❑ determine❑ phrases❑ non-literal❑ literal❑ context clues❑ distinguish</div><div>Criteria for Success (Performance Level Descriptors)<p>Limited: Determine the meaning of the most basic words and phrases as they are used in a text.</p><p>Basic: Determine the meaning of basic words and phrases as they are used in a text, identifying literal and nonliteral language.</p><p>Proficient: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p><p>Accelerated: Determine the meanings of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language based on implicit textual support.</p><p>Advanced: Determine the meaning of unfamiliar words and phrases, distinguishing literal from nonliteral language, in a text by making connections to subtle, sparse textual support.</p><div>Key Strategies<ul style="list-style-type: none">● Model the meaning of literal words and phrases as they are in the text.● Model the meaning of non-literal words and phrases as they are used in the text.● Provide opportunities to identify the literal and non-literal meaning of words and phrase in the text.</div></div></div>
<div><div>Question Stems<ul style="list-style-type: none">❑ Can you tell me what this word or phrase mean?❑ What do you think the author is trying to say when he/she uses that phrase?❑ What phrases are literal or non-literal meanings?❑ Can you change this phrase from literal to non-literal – non-literal to literal (idiomatic expressions)❑ What clues can you find in the sentence, paragraph that can help you figure out the meaning of that word or phrase?</div></div>		
RL 2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 on pages 28 for additional expectations.)	

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RL 3.5	Standard: 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.	Anchor: 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.
<div><div>Essential Question(s)<ul style="list-style-type: none"><input type="checkbox"/> How does the text structure help me understand the text?<input type="checkbox"/> Why does the structure of the text matter?<input type="checkbox"/> What are the text structures and how do they help me understand the text?Essential Skills<ul style="list-style-type: none"><input type="checkbox"/> Refer to parts of stories, dramas, and poems when speaking or writing.<input type="checkbox"/> Use terms such as chapter, scene, and stanza to describe how a story, drama, or poem builds</div><div>Vocabulary<ul style="list-style-type: none"><input type="checkbox"/> refer<input type="checkbox"/> text<input type="checkbox"/> drama/play<input type="checkbox"/> stage directions<input type="checkbox"/> act/scene<input type="checkbox"/> cast<input type="checkbox"/> story<input type="checkbox"/> chapter<input type="checkbox"/> poem/poetry<input type="checkbox"/> verse<input type="checkbox"/> stanza</div></div>		<div>Criteria for Success (Performance Level Descriptors)<p>Limited: Refer to easily identifiable parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza, and identify how one part builds on an earlier section.</p><p>Basic: Refer to parts of stories, dramas, and poems, using terms such as “chapter,” “scene,” and “stanza,” describing how one part builds on an earlier section.</p><p>Proficient: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza, and describe how each successive part builds on earlier sections.</p><p>Accelerated: Refer to moderately complicated parts of stories, dramas, and poems when writing or speaking about a text, using terms such as “chapter,” “scene,” and “stanza,” and describe how each successive part builds on earlier sections.</p><p>Advanced: Refer to complex parts of stories, dramas, and poems when writing or speaking about a text, using terms such as “chapter,” “scene,” and “stanza” and describe in detail how each successive part builds on earlier sections.</p><div>Key Strategies<ul style="list-style-type: none">• Model the different parts of stories, dramas and poems (chapters, stanzas, and scene).• Demonstrate how each part builds on earlier sections.• Provide opportunities for students read stories, dramas and poems to become familiar with their structure and terminology.</div></div>
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> Compare and contrast between a story, poem, and a play?<input type="checkbox"/> In a play, what is the importance of having scenes?<input type="checkbox"/> In a book, what is the importance of having chapters?<input type="checkbox"/> In a poem, what is the importance of having stanzas?<input type="checkbox"/> The use of stage directions helps the reader____?<input type="checkbox"/> In the earlier chapter we learned ...<input type="checkbox"/> How does what the author said in an earlier paragraph help us understand what is happening now?<input type="checkbox"/> Can you restate that using the word <i>chapter</i>, <i>stanza</i>, or <i>scene</i>???		
RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	

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RL 3.6	Standard: Describe the difference between points of view in texts, particularly first and third-person narration.	Anchor: Assess how point of view or purpose shapes the content and style of a text.
<div><div>Essential Question(s)<ul style="list-style-type: none">❑ How is my point of view the same as or different from any characters in the text?Essential Skills<ul style="list-style-type: none">❑ Recognize own point of view❑ Identify narrator’s and character’s point of❑ Know what is meant by “first person”❑ Know what is meant by “third person”❑ Compare and contrast own point of view to the narrator’s or the character’s point of view.</div><div>Vocabulary<ul style="list-style-type: none">❑ distinguish❑ point of view❑ first person❑ third person❑ narrator</div></div>		<div>Criteria for Success (Performance Level Descriptors)<p>Limited: Identify explicitly stated points of view of the narrator or characters.</p><p>Basic: Distinguish his or her own point of view from explicitly stated points of view of the narrator or characters.</p><p>Proficient: Distinguish his or her own point of view from that of the narrator or those of the characters.</p><p>Accelerated: Distinguish his or her own point of view from a suggested point of view of the narrator or those of the characters.</p><p>Advanced: Distinguish his or her own point of view from the implicit points of view of the narrator or those of the characters.</p></div> <div>Key Strategies<ul style="list-style-type: none">● Read aloud text to determine the narrator's or character's point of view.● Provide opportunities for students to give their own point of view, and that it may be different from the students own point of view.</div>
Question Stems <ul style="list-style-type: none">❑ Who is telling the story in this selection?❑ Who is the narrator?❑ Is this selection written in first person? How do you know? What words give clues?❑ Is this selection written in third person? How do you know? What words give you clues?❑ What do you think about what has happened so far?❑ Do you agree with the author’s message so far?❑ Can you put yourself in the character's place?❑ How would you feel if this was you? Would you feel the same or differently?		
RL 2.6: Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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RL 3.7	Standard: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<div><div>Essential Question(s)<ul style="list-style-type: none">❑ What can illustrations tell me about the story?</div><div>Essential Skills<ul style="list-style-type: none">❑ Identify specific aspects of a text’s illustrations.❑ Visually and orally identify descriptions in a story or drama.❑ Explain how aspects of illustrations contribute to the words in a story.❑ Explain how aspects of text illustrations emphasize a character.❑ Explain how aspects of text illustrations emphasize the setting.</div></div>		<div><div>Vocabulary<ul style="list-style-type: none">● illustration(s)● contribute● contribution● convey● aspect(s)● mood</div><div>Criteria for Success (Performance Level Descriptors)<p>Limited: Use explicit aspects of a text's illustrations to understand the text and what is conveyed by the words in a story.</p><p>Basic: Use aspects of a text's illustrations to understand the text and what is conveyed by the words in a story.</p><p>Proficient: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p><p>Accelerated: Interpret how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations reflect mood, characters, and setting.</p><p>Advanced: Interpret how aspects of a text's illustrations contribute to an understanding of the text by making inferences about how the illustrations reflect mood, characters, and setting and provide textual support.</p><div>Key Strategies<ul style="list-style-type: none">● Read aloud literature which demonstrates how the illustrations contribute the character and/or setting.● Provide opportunities for students to explain how the illustrations contribute to what the author is saying.</div></div></div>
<div>Question Stems<ul style="list-style-type: none">❑ How does the illustration help tell the story?❑ What does the illustration convey to you about the character (setting)?❑ What is the illustration’s contribution to the story?❑ What mood does the illustration portray? Did it help you understand the text?❑ What do the illustrations tell you about what the character is like?❑ How do the illustrations help you understand what is happening in the story?</div>		
RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL 4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	

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RL 3.9	Standard: 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).	Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why do you read different stories with the same or similar character? <input type="checkbox"/> How does the author use theme, setting, and plot to help me learn about the characters? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify theme, setting and plot. <input type="checkbox"/> Compare/contrast the theme in stories written by the same author about the same or similar characters. <input type="checkbox"/> Compare/contrast the setting in stories written by the same author about the same or similar characters. <input type="checkbox"/> Compare/contrast the plot in stories written by the same author about the same or similar characters. 		<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> compare <input type="checkbox"/> contrast <input type="checkbox"/> theme <input type="checkbox"/> setting <input type="checkbox"/> plot <input type="checkbox"/> author <input type="checkbox"/> character <input type="checkbox"/> text <p>Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Identify simple and explicit themes, settings, and plots of stories written by the same author or about similar characters (e.g., books from a series).</p> <p>Basic: Describe explicitly stated themes, settings, and plots of stories written by the same author or similar characters (e.g., books from a series).</p> <p>Proficient: Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Accelerated: Compare and contrast complex, implicit themes, settings, and plots of stories written by the same author or about similar characters and make inferences to identify the support used by authors.</p> <p>Advanced: Compare and contrast highly complex, implicit themes, settings, and plots of stories written by the same author about the same or similar characters and make higher-level inferences to identify support used by authors.</p>
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is similar in Book A and Book B? What is different? <input type="checkbox"/> How is character X the same in Book A and Book B? How is he/she different? <input type="checkbox"/> How does the setting affect the character's actions <input type="checkbox"/> What is the theme of this story? How is it different from the other stories we have read about this character? <input type="checkbox"/> Is the setting for this story the same or different? 		<p>Key Strategies</p> <ul style="list-style-type: none"> • Read aloud stories by the same author demonstrating how to compare and contrast the themes, settings and plots. • Provide opportunities for students to compare and contrast themes, settings, and plots of stories written by the same author with the same or similar character. • Provide opportunities for students to read books in a series.
RL 2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RL 3.10	Standard: 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.
Essential Question(s) <input type="checkbox"/> What strategies am I using to become an independent and proficient reader of literary texts? Essential Skills <input type="checkbox"/> Identify/understand key ideas and details. <input type="checkbox"/> Identify/understand craft and structure. <input type="checkbox"/> Identify/understand integration of knowledge. <input type="checkbox"/> Comprehend key ideas and details. <input type="checkbox"/> Comprehend craft and structure. <input type="checkbox"/> Comprehend integration of knowledge.		Vocabulary <input type="checkbox"/> comprehend <input type="checkbox"/> literature <input type="checkbox"/> story <input type="checkbox"/> drama <input type="checkbox"/> poetry <input type="checkbox"/> independently <input type="checkbox"/> proficiently <input type="checkbox"/> chart
Question Stems <input type="checkbox"/> What kind of book is this? <input type="checkbox"/> Ask yourself: Did I understand what the author is trying to say? <input type="checkbox"/> What is the main idea or message in this story, poem, or play? <input type="checkbox"/> Have you read a poem, play, chapter book lately? You might want to try something different. <input type="checkbox"/> What can you do if you don't understand? <input type="checkbox"/> Did you go back and re-read? <input type="checkbox"/> What did you check out from the library? <input type="checkbox"/> You might try____. It's by the same author that you like. <input type="checkbox"/> What are you reading at home? <input type="checkbox"/> Have you completed your reading chart? <input type="checkbox"/> Have you taken an AR test lately?		Key Strategies <ul style="list-style-type: none">• Provide opportunities for students to read and understand the high end of grade 2-3 text complexity independently.
RL 2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.		RL 4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.1	Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Anchor: 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.
<div><div>Essential Question(s)<ul style="list-style-type: none">❑ How can using questions while I read help me better understand the text?❑ How can using the text to justify my answers help me better understand what the author is saying?Essential Skills<ul style="list-style-type: none">❑ Ask and answer questions to understand text.❑ Formulate questions to demonstrate understanding.❑ Refer explicitly to the text to answer questions.</div><div>Vocabulary<ul style="list-style-type: none">❑ question❑ answer❑ demonstrate❑ understanding❑ text</div></div>		<div>Criteria for Success (Performance Level Descriptors)<p>Limited: Ask and answer explicit questions to demonstrate understanding of a text.</p><p>Basic: Ask and answer explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.</p><p>Proficient: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p><p>Accelerated: Ask and answer moderately complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p><p>Advanced: Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p><div>Key Strategies<ul style="list-style-type: none">● Read texts closely and critically. Ask multi-leveled questions about a text.● Answer multi-leveled questions using text evidence to support the answer.● QAR (question/answer relationship strategy) right there, think and search, beyond the text, author and me.</div></div>
RI 2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.2	Standard: Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea.	Anchor: Determine central ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.
<div>Essential Question(s) <input type="checkbox"/> Why is identifying key ideas and supporting details from the text important?</div> <div>Essential Skills <input type="checkbox"/> Determine the main idea of a text. <input type="checkbox"/> Recount key details of a text. <input type="checkbox"/> Explain how the key details support the main idea.</div>		<div>Vocabulary <input type="checkbox"/> determine <input type="checkbox"/> recount <input type="checkbox"/> key details <input type="checkbox"/> support</div> <div>Criteria for Success (Performance Level Descriptors) Limited: Identify an explicitly stated main idea of a text and identify key details to recount the main idea. Basic: Determine the main idea of a text and identify key details to recount the main idea. Proficient: Determine the main idea of a text and recount key details and explain how they support the main idea. Accelerated: Determine a main idea of a text based on simple inferences and recount key details and explain how they support the main idea. Advanced: Determine a main idea of a text based on complex inferences and recount key details and explain how they support the main idea.</div> <div>Key Strategies <ul style="list-style-type: none">• Read texts closely and critically.• Cite text evidence through examples.• Determine author’s intent.• Use of T- charts and idea webs</div>
Question Stems <input type="checkbox"/> What information does the author use to support the main idea? <input type="checkbox"/> Summarize the text for me orally? <input type="checkbox"/> Recount what detail you felt was most important. <input type="checkbox"/> What is the main idea? <input type="checkbox"/> Explain the key details. <input type="checkbox"/> How do the details of the text support the main idea?		
RI 2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI 4.2: Determine the main idea of a text and explain how it is supported by key details. Summarize the text.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.3	Standard: 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.	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Essential Question(s) <ul style="list-style-type: none">❑ How does language in informational texts signal particular kinds of relationships? Essential Skills <ul style="list-style-type: none">❑ Define and use terms pertaining to time, sequence and relationships.❑ Define and use terms pertaining to cause and effect.❑ Identify relationships within text❑ Describe the relationship that occurs between scientific ideas or concepts, historical and steps from a procedure.❑ Describe the sequence of events using language pertaining to time.❑ Describe the sequence of events using language pertaining to sequence and cause and effect.		Vocabulary <ul style="list-style-type: none">❑ relationship❑ events❑ concepts❑ technical❑ procedure❑ scientific❑ historical❑ sequence❑ cause/effect
Question Stems <ul style="list-style-type: none">❑ What was the result of ____?❑ How are ____ and ____ related?❑ What was the result of ____'s idea?❑ What is the first thing that you would do to complete this procedure?❑ What would you expect the result to be at the end?❑ Tell your partner when this happened?❑ Work with your group to create a timeline of these events.❑ Create a flow map that shows the sequence of events.		Criteria for Success (Performance Level Descriptors) <p>Limited: Identify some historical events, scientific ideas, or steps in technical procedures, attempting to use language pertaining to time or sequence.</p> <p>Basic: Identify some historical events, scientific ideas, or steps in technical procedures, attempting to use language pertaining to time or sequence.</p> <p>Proficient: 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.</p> <p>Accelerated: Describe complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with emerging application, using academic language that pertains to time, sequence, and cause/effect.</p> <p>Advanced: Describe and analyze complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with emerging application, using academic language that pertains to time, sequence, and cause/effect.</p> Key Strategies <ul style="list-style-type: none">● Model how to cite evidence that shows a deep understanding of the relationships found in information.● Students read informational text on a series of historical events, scientific ideas, or technical procedures.● Using their knowledge of how cause and effect gives order to events/steps, they use specific language to describe the sequence of events/steps.● Students read text closely and critically.● Connect information between several texts/genres.
RI 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		RL 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.4	Standard: Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade three topic or subject area.	Anchor: 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.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I learn and use academic vocabulary appropriately? <input type="checkbox"/> How can I learn and use domain-specific vocabulary appropriately? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that words may have multiple meanings <input type="checkbox"/> Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies <input type="checkbox"/> Understand that words may be used as figurative language <input type="checkbox"/> Use antonyms and synonyms as clues to find the meaning of grade level words 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> determine <input type="checkbox"/> Greek <input type="checkbox"/> Latin <input type="checkbox"/> prefixes <input type="checkbox"/> suffixes <input type="checkbox"/> root words <input type="checkbox"/> dictionary <input type="checkbox"/> glossary <input type="checkbox"/> Google <input type="checkbox"/> multiple meanings <input type="checkbox"/> figurative language <div style="text-align: center; margin-top: 20px;"> <p>Criteria for Success (Performance Level Descriptors)</p> <p>Limited: Determine the meaning of the most basic general academic and domain-specific words and phrases.</p> <p>Basic: Determine the meaning of basic general academic and domain-specific words and phrases.</p> <p>Proficient: Determine the meaning of general academic and domain-specific words and phrases.</p> <p>Accelerated: Determine the meanings of general academic and domain-specific words and phrases based on implicit textual support.</p> <p>Advanced: Determines the meaning of general academic and domain-specific words and phrases as they are used in a text making connections to subtle, sparse textual support.</p> </div>
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What tools can you use to find the meaning of this word? <input type="checkbox"/> What does the word _____ mean in this sentence? <input type="checkbox"/> Can you read the sentences around the word to help you understand its meaning? <input type="checkbox"/> Can you read words around the word to help you understand its meaning? <input type="checkbox"/> What does the phrase _____ mean? <input type="checkbox"/> Where can you look in the book to help you figure out what that words means? <input type="checkbox"/> Are there any parts of the word that you know? 		<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Model how to recognize context clues in and around the sentence with the unknown word. • Model how to recognize explanatory phrases-, phrases within a sentence that define what a term means. • Model which resources will help define unknown words (glossary, dictionary, online dictionary).
<p>RI 2.4: Determine the meanings of words and phrases in a text relevant to a <i>grade 2 topic or subject area. (See grade 2 Language Standards 4-6 for additional expectations.)</i></p>		<p>RI 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.(See grade 4 Language standards 4-6 on pages 28 for additional expectations.)</p>

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.5	Standard: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Anchor: 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.
<div><div>Essential Question(s)<ul style="list-style-type: none">❑ What are the text features and how do they help me understand the text?❑ How can search tools help me locate relevant information?</div><div>Essential Skills<ul style="list-style-type: none">❑ Determine how readers use search tools.❑ Use various text features to locate key facts or information.❑ Use search tools to locate key facts or information.</div></div>		<div><div>Vocabulary<ul style="list-style-type: none">❑ locate❑ key words❑ information❑ relevant❑ importance❑ organized</div><div>Criteria for Success (Performance Level Descriptors)<p>Limited: Use basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.</p><p>Basic: Use basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.</p><p>Proficient: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p><p>Accelerated: Use complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to interpret information relevant to a given topic efficiently.</p><p>Advanced: Use complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently.</p></div><div>Key Strategies<ul style="list-style-type: none">● Model and provide opportunities for student to use electronic search tools.</div></div>
<div>Question Stems<ul style="list-style-type: none">❑ What can you do if you don't understand?❑ How is the information organized?❑ Can you locate key words?❑ Where can you locate ____?❑ Which information would you find more relevant?❑ If you were using the computer to search for your topics, which words would you use to start your search?</div>		
RI 2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.6	Standard: Distinguish their own perspective from that of the author of a text.		Anchor: Assess how point of view or purpose shapes the content and style of a text.
Essential Question(s) <input type="checkbox"/> How is my point of view the same as or different from the text?		Vocabulary <input type="checkbox"/> valid <input type="checkbox"/> information <input type="checkbox"/> text <input type="checkbox"/> authors <input type="checkbox"/> provide <input type="checkbox"/> point of view <input type="checkbox"/> accounts	Criteria for Success (Performance Level Descriptors) Limited: Identify an explicitly stated point of view of the author of a text. Basic: Distinguish his or her own point of view from an explicitly stated point of view of the author of a text. Proficient: Distinguish his or her own point of view from that of the author of a text. Accelerated: Explain the difference between his or her own point of view from a point of view of the author of a text. Advanced: Explain the difference between his or her own point of view from an implicit point of view of the author of a text.
Essential Skills <input type="checkbox"/> Recognize own point of view. <input type="checkbox"/> Identify the author's point of view. <input type="checkbox"/> Identify the narrator's point of view. <input type="checkbox"/> Identify the character's point of view. <input type="checkbox"/> Compare/contrast own point of view to the narrator's or the character's point of view.		Key Strategies <ul style="list-style-type: none"> Find evidence to support the author's point of view. Find evidence to support your point of view. 	
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Who is providing the information? <input type="checkbox"/> What is the author's point of view? <input type="checkbox"/> Is the author relating information, or is he/she trying to convince you of an idea? <input type="checkbox"/> Do you agree or disagree with what the author has said so far? <input type="checkbox"/> Compare the accounts and how they were presented in the text? <input type="checkbox"/> Why do you think the authors describe the events or experiences differently? <input type="checkbox"/> Can you explain your thoughts about what you read? Do you agree with the author? <input type="checkbox"/> Why do you think the information is different? <input type="checkbox"/> Which information do you feel is most valid? 			
RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.7	Standard: 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).	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Essential Question(s) <input type="checkbox"/> How can illustrations help me understand information?		Criteria for Success (Performance Level Descriptors) Limited: Use basic information from a simple illustration and explicit details within a text to demonstrate understanding of the text. Basic: Identify the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Proficient: Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Accelerated: Describe the logical connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence). Advanced: Use information gained from multiple illustrations and inferences within a text to explain the meaning of the text. Key Strategies <ul style="list-style-type: none">● Model how to use illustrations from an informational text to gain understanding.● Guide students in reading and interpreting information from illustrations to aid in their understanding of a text.	
Essential Skills <ul style="list-style-type: none"><input type="checkbox"/> Recognize key events.<input type="checkbox"/> Recognize nonfiction text features.<input type="checkbox"/> Read graphs, charts, diagram, timelines, etc.<input type="checkbox"/> Recognize interactive Web elements.<input type="checkbox"/> Demonstrate understanding using information from maps.<input type="checkbox"/> Demonstrate understanding using information from photographs.<input type="checkbox"/> Demonstrate understanding using information from words telling where, when, why, and how key events occur.			Vocabulary <ul style="list-style-type: none"><input type="checkbox"/> determine<input type="checkbox"/> information<input type="checkbox"/> convey<input type="checkbox"/> map<input type="checkbox"/> map key/legend<input type="checkbox"/> event<input type="checkbox"/> occur<input type="checkbox"/> illustration
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> What is this text about?<input type="checkbox"/> What can you do if you don't understand?<input type="checkbox"/> What information can you obtain from the map?<input type="checkbox"/> Can you tell me what the “key/legend” of the map conveys?<input type="checkbox"/> Looking at the illustration, how does it relate to the text? Why is this important to help you understand?<input type="checkbox"/> Where and when did the event take place?<input type="checkbox"/> Why and how did the event occur?<input type="checkbox"/> Why is the map key or legend important?<input type="checkbox"/> When did the event occur?			
RI 2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		RI 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.8	Standard: Describe the relationships between the evidence and points an author uses throughout a text.		Anchor: 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.
Essential Question(s) <input type="checkbox"/> How does the organization support the author's purpose for the text?		Vocabulary <input type="checkbox"/> determine <input type="checkbox"/> author <input type="checkbox"/> author's message <input type="checkbox"/> author's claim <input type="checkbox"/> detail <input type="checkbox"/> comparison <input type="checkbox"/> cause/effect <input type="checkbox"/> sequential order	Criteria for Success (Performance Level Descriptors) Limited: Identify simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Basic: Identify the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Proficient: Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Accelerated: Describe the logical connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence). Advanced: Describe complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence). Key Strategies <ul style="list-style-type: none"> Model how good readers reread to identify the text structure employed by the author. Teach explicitly the various text structures comparing/contrasting; cause/effect; sequential order; problem/solution
Essential Skills <input type="checkbox"/> Define sentence. <input type="checkbox"/> Explain the purpose of a paragraph. <input type="checkbox"/> Identify structure(s) of paragraphs. <input type="checkbox"/> Explain how sentences logically connect to a paragraph's meaning. <input type="checkbox"/> Determine how a text is organized.			
Question Stems <input type="checkbox"/> What is the author's message? <input type="checkbox"/> What does the author claim? <input type="checkbox"/> What details or facts support the author's claim? <input type="checkbox"/> How was the text written? (comparison, cause/effect, or sequential order) <input type="checkbox"/> How does the author connect the ideas in each of the paragraphs to the topic of the text? <input type="checkbox"/> Can you tell me something else that you have read that was written this way? <input type="checkbox"/> What details were important? <input type="checkbox"/> How does what this sentence say connect with what we read earlier? <input type="checkbox"/> What organizational pattern was used to write this text? <input type="checkbox"/> Did the photographs help you understand the author's meaning? How?			
RI 2.8: Describe how reasons support specific points the author makes in a text.		RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.9	Standard: Compare and contrast the most important points and key details presented in two texts on the same topic.	Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> Why do you read different texts on the same topic? <input type="checkbox"/> How does the author use important points and key details to help me learn about the topic? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify the most important points in two texts. <input type="checkbox"/> Identify the key details in two texts. <input type="checkbox"/> Identify similarities of key details. <input type="checkbox"/> Identify differences in key details. <input type="checkbox"/> Compare/contrast the most important points in two different texts on the same topic. <input type="checkbox"/> Compare/contrast the key details in two different texts on the same topic. <input type="checkbox"/> Distinguish between key details and important points. 		Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> compare <input type="checkbox"/> contrast <input type="checkbox"/> topics <input type="checkbox"/> similar <input type="checkbox"/> different <input type="checkbox"/> points <input type="checkbox"/> key details
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What are the key details in this text? <input type="checkbox"/> How will you keep track of the points the authors are making in each text? <input type="checkbox"/> What is this text about? <input type="checkbox"/> What details does the author use to support his point? <input type="checkbox"/> Can you tell your partner what is the same/different about what you are reading? <input type="checkbox"/> Is there information in this text that was not included in the other text? <input type="checkbox"/> How are the ideas the same in both texts? 		Criteria for Success (Performance Level Descriptors) <p>Limited - Basic: Describe the most important points and key details presented in two texts on the same topic.</p> <p>Proficient: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Accelerated: Compare and contrast the most important points and key details presented in two texts on the same topic and provide limited textual evidence to support these comparisons.</p> <p>Advanced: Compare and contrast the most important points and key details presented in two texts on the same topic and provide detailed textual evidence to support these comparisons.</p> Key Strategies <ul style="list-style-type: none"> ● Model how to compare and contrast with the use of appropriate graphic organizers (e.g. Venn diagram). ● Teach that comparing and contrasting is done on similar points or details of the texts (e.g. comparing one text structure to another; contrasting the use of illustrations in the two texts).
RI 2.9: Compare and contrast the most important points presented by two texts on the same topic.		RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RI 3.10	Standard: 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.	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.
Essential Question(s) <ul style="list-style-type: none">❑ What strategies am I using to become an independent and proficient reader of informational texts? Essential Skills <ul style="list-style-type: none">❑ Identify/understand key ideas and details of an informational text.❑ Identify/understand craft and structure of an informational text.❑ Identify/understand integration of knowledge of an informational text.❑ Comprehend informational text key ideas and details of an informational text.❑ Comprehend informational text craft and structure of an informational text.❑ Comprehend informational text integration of knowledge of an informational text.		Vocabulary <ul style="list-style-type: none">❑ science book❑ history book❑ informational text❑ non-fiction text Key Strategies <ul style="list-style-type: none">• Read closely and critically using grade level text
Question Stems <ul style="list-style-type: none">❑ Do you have any questions about what you are reading?❑ If you don't understand, who can you ask to help you?❑ Have you tried using the graphics to help you understand what you are reading about?❑ Have you tried reading this book?❑ What helps you understand as you are reading the history or science book?		
RI 2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		RI 4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RF 3.3	Standard: 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 multi-syllable words. d. Read grade-appropriate irregularly spelled words.	Anchor: N/A
Essential Question(s) <input type="checkbox"/> How can I use my understanding of word parts to spell words correctly? <input type="checkbox"/> How can I break words into parts to determine the meaning of the word? Essential Skills <input type="checkbox"/> Identify and know the meaning of common prefixes <input type="checkbox"/> Identify and know meaning of common suffixes <input type="checkbox"/> Decode words with common Latin suffixes <input type="checkbox"/> Identify syllables in words <input type="checkbox"/> Read multiple syllable words <input type="checkbox"/> Apply grade-level phonics and word analysis in decoding words <input type="checkbox"/> Identify irregularly spelled words <input type="checkbox"/> Recognize irregularly spelled words Read grade-appropriate irregularly spelled words		Vocabulary <input type="checkbox"/> decode <input type="checkbox"/> suffixes <input type="checkbox"/> prefixes <input type="checkbox"/> multi-syllable <input type="checkbox"/> appropriate <input type="checkbox"/> irregular <input type="checkbox"/> Latin <input type="checkbox"/> analyze
Question Stems <input type="checkbox"/> Can you point to the root word? <input type="checkbox"/> Are there any chunks you know that can help you figure out what this word says <input type="checkbox"/> Does the word have suffixes or prefixes you know? <input type="checkbox"/> How many parts do you hear in that word? <input type="checkbox"/> Are there any patterns you can use to help you write that word?		Key Strategies <ul style="list-style-type: none">● Guide students through chunking words, modeling where syllable breaks occur in words.● Introduce and define common prefixes and suffixes.● Multiple exposures to irregularly spelled words through a rich print in the environment.
RF 2.3: Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	RF 4.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

RF 3.4	Standard: Read with sufficient accuracy and fluency to support comprehension. <div><div>a. Read on-level text with purpose and understanding.</div><div>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</div><div>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</div></div>	Anchor: N/A		
	Essential Question(s) <div><div><input type="checkbox"/> How does my fluency and accuracy affect my understanding of any text I read?</div><div><input type="checkbox"/> How does my reading need to change when I read different kinds of texts?</div></div>	Vocabulary <div><div><input type="checkbox"/> selection</div><div><input type="checkbox"/> strategies</div><div><input type="checkbox"/> paragraph</div><div><input type="checkbox"/> fluently</div><div><input type="checkbox"/> expression</div><div><input type="checkbox"/> skimming</div><div><input type="checkbox"/> scanning</div><div><input type="checkbox"/> self-monitor</div></div>	Key Strategies <div><div><div>• Model the meaning of literal words and phrases as they are in the text.</div><div>• Model the meaning of non-literal words and phrases as they are used in the text.</div><div>• Provide opportunities to identify the literal and non-literal meaning of words and phrase in the text.</div></div></div>	
	Essential Skills <div><div><div><input type="checkbox"/> Identify and understand foundational reading skills</div><div><input type="checkbox"/> Identify textual purpose and understanding</div><div><input type="checkbox"/> Determine the purpose for reading on-level text</div><div><input type="checkbox"/> Identify oral reading with accuracy, appropriate rate, and expression on successive readings</div><div><input type="checkbox"/> Apply reading strategies for accuracy, rate, and expression</div><div><input type="checkbox"/> Read on-level text fluently and accurately</div><div><input type="checkbox"/> Reread with fluency as necessary</div><div><input type="checkbox"/> Read with accuracy and expression at the appropriate rate on successive reading</div><div><input type="checkbox"/> Identify rereading as a strategy when confirming or self-correcting words</div><div><input type="checkbox"/> Understand how context can help to confirm or self-correct word recognition</div><div><input type="checkbox"/> Understand how to confirm or self-correct using context</div><div><input type="checkbox"/> Confirm or self-correct word recognition</div><div><input type="checkbox"/> Confirm or self-correct word understanding</div></div></div>			
Question Stems <div><div><div><input type="checkbox"/> Why did you choose this selection?</div><div><input type="checkbox"/> What can you do when the story/text doesn't make sense?</div><div><input type="checkbox"/> What strategies can you use when you don't understand the text?</div><div><input type="checkbox"/> Can you read this paragraph fluently and with expression?</div><div><input type="checkbox"/> Why is it important to scan the page?</div><div><input type="checkbox"/> Did you skim the page looking for information?</div></div></div>				
RF 2.4: Read with sufficient accuracy and fluency to support comprehension. <div><div>a. Read on-level text with purpose and understanding.</div><div>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</div><div>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</div></div>	RF 4.4: Read with sufficient accuracy and fluency to support comprehension. <div><div>a. Read on-level text with purpose and understanding.</div><div>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</div><div>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</div></div>			

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.1	Standard: 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., because, therefore, since, for example) to connect opinion and reasons. d. Provide concluding statement or section.	Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Essential Question(s) <input type="checkbox"/> How can I use reasons to support my opinion? Essential Skills <input type="checkbox"/> Define point of view. <input type="checkbox"/> Select a topic or text for an opinion piece. <input type="checkbox"/> Determine an opinion about the text or topic, and reasons that support the opinion. <input type="checkbox"/> Create an organizational structure for listing reasons for the opinion and use appropriate linking words and phrases to connect opinions and reasons. <input type="checkbox"/> Create an opinion piece that includes clear introduction, a statement of opinion, strong organizational structure, reasons supported by facts and details. <input type="checkbox"/> Recognize linking words and phrases that connect opinions and reasons. <input type="checkbox"/> Apply grade-level phonics and word analysis in decoding words <input type="checkbox"/> Create an opinion piece that includes a concluding statement or section.		Vocabulary <input type="checkbox"/> fact/opinion <input type="checkbox"/> topic <input type="checkbox"/> point of view <input type="checkbox"/> introduction/conclusion statements <input type="checkbox"/> support <input type="checkbox"/> organizational structure <input type="checkbox"/> linking words
Question Stems <input type="checkbox"/> What is your purpose for writing? <input type="checkbox"/> Have you stated an opinion or preference? <input type="checkbox"/> How did you introduce your topic? <input type="checkbox"/> Is your writing organized in a way that makes sense to your reader? <input type="checkbox"/> Do you use time-order words to help your reader understand when the events happened? <input type="checkbox"/> Does your conclusion sum up or restate your opinion or purpose? <input type="checkbox"/> What linking words could you use to help your reader follow your thinking?		Criteria for Success (Performance Level Descriptors) Limited: Demonstrate an emerging ability to craft a piece of writing, using an opinion or controlling idea, attempt an organizational structure with somewhat grouped ideas and very limited progression of ideas, lack evidence, introduce minimal variation in sentence structure and word choice, and demonstrate the most basic command of conventions. Basic: Demonstrate a general ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, attempt an organizational structure with grouped ideas and limited progression of ideas, draw evidence from text to support, introduce some variation in sentence structure and with general word choice, and demonstrate basic command of conventions. Proficient - Advanced: Demonstrate a consistent (superior/sophisticated) ability to craft a piece of writing, supporting an opinion or controlling idea with text-based reasons and information, include a clear organizational structure that provides logically grouped support with adequate progression of ideas, draw relevant evidence from text to support analysis, reflection, or to convey ideas, include some variation in sentence structure and precise language. Key Strategies <ul style="list-style-type: none">• Opinion versus point of view• Opinion versus fact• Graphic organizers• Paragraph structure• Introductions and conclusions
W 2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>), to connect opinion and reasons, and provide a concluding statement or section.	W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) d. Provide a concluding statement or section related to the opinion presented.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.2	Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <div><div>a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</div><div>b. Develop the topic with facts, definitions, and details.</div><div>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</div><div>d. Provide a concluding statement or section.</div></div>	Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
Essential Question(s) <div><div><input type="checkbox"/> How can I use information to express an idea?</div></div> Essential Skills <div><div><input type="checkbox"/> Write informative/explanatory texts that include a topic that groups related information.</div><div><input type="checkbox"/> Write informative/explanatory texts that include illustrations to aid comprehension.</div><div><input type="checkbox"/> Write informative/explanatory texts that include a developed topic with facts, definitions, and details.</div><div><input type="checkbox"/> Write informative/explanatory texts to examine a topic.</div><div><input type="checkbox"/> Write informative/explanatory texts to convey ideas and information clearly.</div><div><input type="checkbox"/> Write informative/explanatory texts that include linking words and phrases to connect ideas within categories.</div><div><input type="checkbox"/> Write informative/explanatory texts that include a concluding statement.</div></div>		Vocabulary <div><div><input type="checkbox"/> topic</div><div><input type="checkbox"/> inform</div><div><input type="checkbox"/> explain</div><div><input type="checkbox"/> topic sentence</div><div><input type="checkbox"/> examples</div><div><input type="checkbox"/> definitions</div><div><input type="checkbox"/> details</div><div><input type="checkbox"/> quotations</div></div>	Key Strategies <div><div><div>● Model how to identify topic and related details in mentor texts.</div><div>● Demonstrate how to write an informative/explanatory text which conveys a topic and ideas clearly.</div><div>● Through modeled writing demonstrate how to develop a topic with facts and details, using linking words and phrases and a concluding statement.</div></div></div>
Question Stems <div><div><div><input type="checkbox"/> Are you writing to inform or explain?</div><div><input type="checkbox"/> What is your topic? Why did you pick this topic?</div><div><input type="checkbox"/> Did you begin you writing with a topic sentence?</div><div><input type="checkbox"/> What example, definitions, and details will you use to explain your topic?</div><div><input type="checkbox"/> Talk to a partner about your topic. Can you get a quote from your partner for you writing?</div></div></div>			
W 2.2: Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section		W 4.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly. <div><div>a. Introduce a topic clearly and group related information in paragraphs and sections. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</div><div>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</div><div>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).</div><div>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</div><div>e. Provide a concluding statement or section related to the information or explanation presented.</div></div>	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.3	Standard: 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.	Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.	
Essential Question(s) <input type="checkbox"/> How can I use appropriate details and organization to express a real or imagined event? <input type="checkbox"/> How can I use appropriate techniques to express the event more effectively? Essential Skills <input type="checkbox"/> Define narrator and character. <input type="checkbox"/> Identify the story elements. <input type="checkbox"/> Write a narrative that establishes a situation. <input type="checkbox"/> Write a narrative that introduces a narrator or character(s). <input type="checkbox"/> Identify how writers establish a situation. <input type="checkbox"/> Describe how writers use sensory details. <input type="checkbox"/> Formulate appropriate dialogue between characters. <input type="checkbox"/> Develop characters through dialogue, actions, thoughts and feelings, as well as responses to situations. <input type="checkbox"/> Develop events through dialogue, actions, thoughts, and feelings. <input type="checkbox"/> Write a narrative that uses dialogue to reveal actions, thoughts, feelings. <input type="checkbox"/> Write a narrative that uses temporal words and phrases. <input type="checkbox"/> Write a narrative that provides a conclusion.		Vocabulary <input type="checkbox"/> setting <input type="checkbox"/> major/minor character <input type="checkbox"/> problem <input type="checkbox"/> details <input type="checkbox"/> descriptive words <input type="checkbox"/> information <input type="checkbox"/> events <input type="checkbox"/> details <input type="checkbox"/> experience	Key Strategies <ul style="list-style-type: none">• Using mentor text, model how experiences develop sequentially with descriptive details.• Through modeled writing demonstrate how to develop a story with characters and dialogue using temporal words and phrases, and a sense of closure.• Provide opportunities for students to write a narrative story with characters, dialogue, and a sense of closure.
Question Stems <input type="checkbox"/> Who is your story about? <input type="checkbox"/> Where does your story take place? (Setting) <input type="checkbox"/> What problem will the main character face? <input type="checkbox"/> Have you used details that will help your readers see and know the characters? <input type="checkbox"/> What events will lead up to your conclusion? <input type="checkbox"/> Where can you add more descriptive words and information to make your story more exciting?			
W 2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W 4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/ or characters. Organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.		

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.4	Standard: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <i>(Grade specific expectations for writing types are defined in standards 1-3.)</i>	Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Essential Question(s) <input type="checkbox"/> Why do I write?		Key Strategies <ul style="list-style-type: none">● Model the use of graphic organizers to help develop and organize student writing.● Conference with students to support the order sequential development of their writing.● Have students work in pairs to support each other's writing.	
Essential Skills <ul style="list-style-type: none"><input type="checkbox"/> Analyze the reason for writing to decide the task with guidance and support from adults.<input type="checkbox"/> Analyze the reason for writing to decide the purpose with guidance and support from adults.<input type="checkbox"/> Determine suitable idea development strategies with guidance and support from adults.<input type="checkbox"/> Determine suitable organization with guidance and support from adults.<input type="checkbox"/> Write a piece with idea development appropriate to task and purpose with guidance and support from adults.<input type="checkbox"/> Write a piece with organization appropriate to task and purpose with guidance and support from adults.			Vocabulary <ul style="list-style-type: none"><input type="checkbox"/> organize<input type="checkbox"/> purpose<input type="checkbox"/> audience<input type="checkbox"/> chronological order<input type="checkbox"/> sequential order<input type="checkbox"/> cause/effect<input type="checkbox"/> develop<input type="checkbox"/> persuade<input type="checkbox"/> entertain<input type="checkbox"/> inform
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> What is the purpose for writing this piece?<input type="checkbox"/> How will you persuade your audience?<input type="checkbox"/> Who is your audience?<input type="checkbox"/> How will you organize your writing?<input type="checkbox"/> What information will you need to add to help your reader understand?<input type="checkbox"/> Where can you add more information to help the reader understand?<input type="checkbox"/> Are there any events or details you need to add so that your writing is organized well?			
W 2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <i>(Grade- specific expectations for writing types are defined in standards 1-3 above.)</i>		W 4.4: Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. <i>(Grade-specific expectations for writing types are defined in Standards 1–3 above.)</i>	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.5	Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Essential Question(s) <input type="checkbox"/> How does the writing process make me a better writer?		Criteria for Success (Performance Level Descriptors) Limited: Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Basic: Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Proficient: Demonstrate command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Accelerated: Demonstrate strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Advanced: Demonstrate mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics. Key Strategies <ul style="list-style-type: none">● Model the use of graphic organizers to help develop and organize student writing.● Using writing aloud, model how to plan, revise and edit a piece of writing.● Using a partner, revise and edit each other's writing.	
Essential Skills <input type="checkbox"/> Recognize how to plan, revise and edit with guidance and support from peers and adults. <input type="checkbox"/> Develop and strengthen writing by planning, revising, editing with guidance and support from peers and adults. <input type="checkbox"/> Develop and strengthen writing by rewriting with guidance and support from peers and adults. <input type="checkbox"/> Develop and strengthen writing by trying a new approach with guidance and support from peers and adults.			Vocabulary <input type="checkbox"/> develop <input type="checkbox"/> plan <input type="checkbox"/> organize <input type="checkbox"/> purpose <input type="checkbox"/> editing <input type="checkbox"/> revising <input type="checkbox"/> proofreading <input type="checkbox"/> feedback
Question Stems <input type="checkbox"/> What will you use to help you organize your ideas? <input type="checkbox"/> Can you create a graphic organizer/thinking maps to help you sequence your ideas and events? <input type="checkbox"/> Can you share with your partner what you plan to write? <input type="checkbox"/> Does your partner have ideas that you can use? <input type="checkbox"/> Have you completed your first draft? <input type="checkbox"/> Can you rewrite this so that the ideas/details are clearer? <input type="checkbox"/> Is there a better way you could write your beginning? <input type="checkbox"/> What is your topic sentence? <input type="checkbox"/> Have you asked your partner to give you feedback about what you have written so far? <input type="checkbox"/> Have you used your editing/proofreading checklist to help you make any changes?			
W 2.5: With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.		W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (<i>Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.</i>)	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.6	Standard: 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.	Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can technology be used as a tool to write, publish, and/or collaborate? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use basic computer skills with guidance and support from adults. <input type="checkbox"/> Know how to use technology to produce writing and to interact with others with guidance and support from adults. <input type="checkbox"/> Know how to use technology to edit and revise writing with guidance and support from adults. <input type="checkbox"/> Select appropriate technology tools that fit the intended audience and purpose with guidance and support from adults. <input type="checkbox"/> Perform keyboarding skills with guidance and support from adults. <input type="checkbox"/> Use technology to develop, revise, edit, and publish writing with guidance and support from adults. <input type="checkbox"/> Use technology to communicate and collaborate with guidance and support from adults. 		<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> technology <input type="checkbox"/> digital <input type="checkbox"/> word processing <input type="checkbox"/> copy and paste <input type="checkbox"/> PowerPoint <input type="checkbox"/> Google <input type="checkbox"/> search engine <input type="checkbox"/> toolbar <input type="checkbox"/> spell check <p>Key Strategies</p> <ul style="list-style-type: none"> • Model how to use keyboarding to produce writing. • Model how to use search tools and search engines. • Model the use of print commands, on line dictionaries and thesaurus, grammar check and spell check to support writing.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have you and your group decided what you will write about? <input type="checkbox"/> How will you divide the work so that you all contribute to the project? <input type="checkbox"/> Where will you save your work until you are ready to print? <input type="checkbox"/> What program will you use to publish your work? Word? PowerPoint? etc. <input type="checkbox"/> What online resources can you use to help write your paper? 		
W 2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.7	Standard: Conduct short research projects that build knowledge about a topic.	Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
<div><div>Essential Question(s)<ul style="list-style-type: none"><input type="checkbox"/> How can I learn more about a topic by completing a research project?Essential Skills<ul style="list-style-type: none"><input type="checkbox"/> Conduct shared research using various sources and tools.<input type="checkbox"/> Examine information gathered during shared research.<input type="checkbox"/> Discriminate between relevant and irrelevant information.<input type="checkbox"/> Participate in short research projects to gain knowledge.</div><div>Vocabulary<ul style="list-style-type: none"><input type="checkbox"/> topic<input type="checkbox"/> sources<input type="checkbox"/> information<input type="checkbox"/> key words<input type="checkbox"/> online<input type="checkbox"/> credit<input type="checkbox"/> cite<input type="checkbox"/> bibliography<input type="checkbox"/> citation page</div></div>		<div>Key Strategies<ul style="list-style-type: none">• Model how to narrow down to a single focused topic.• Model summarizing with note taking strategies and graphic organizers.• Teach how to use reference materials and how to cite sources.• Provide opportunities to complete short research projects.</div>
<div>Question Stems<ul style="list-style-type: none"><input type="checkbox"/> What is the topic of your report?<input type="checkbox"/> Can you narrow your topic?<input type="checkbox"/> What sources will you use to find information?<input type="checkbox"/> What key words can you use to find your topic online?<input type="checkbox"/> Where can you go to find more information?<input type="checkbox"/> How will you give your sources credit?<input type="checkbox"/> What is the page called where you will list your sources?</div>		
W 2.7: Participate in shared research and writing projects (<i>e.g., read a number of books on a single topic to produce a report. record science observations</i>).		W 4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.8	Standard: Recall information from experiences or gather information from print and digital sources. Take brief notes on sources and sort evidence into provided categories.	Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Essential Question(s) <input type="checkbox"/> How can I recall and organize information accurately?		Key Strategies <ul style="list-style-type: none">● Model a shared writing experience demonstrating how to take and use notes.● Model how take notes on information gathered from print and digital sources, and how to sort the evidence into categories.● Provide opportunities to take notes from experiences or information gathered from text and to sort the information into categories.
Essential Skills <ul style="list-style-type: none"><input type="checkbox"/> Recognize print and digital sources.<input type="checkbox"/> Gather information from print and digital sources.<input type="checkbox"/> Provide brief notes from sources.<input type="checkbox"/> Sort evidence from sources into provided categories.		
Vocabulary <ul style="list-style-type: none"><input type="checkbox"/> sources<input type="checkbox"/> list<input type="checkbox"/> bibliography<input type="checkbox"/> citation page<input type="checkbox"/> cite<input type="checkbox"/> note-taking<input type="checkbox"/> paraphrasing<input type="checkbox"/> internet search<input type="checkbox"/> library sources		
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> What sources did you use to find your information?<input type="checkbox"/> What sources did you find on an internet search?<input type="checkbox"/> What sources did you find in a library search?<input type="checkbox"/> How can you paraphrase this sentence?<input type="checkbox"/> Can you write this sentence using your own words?<input type="checkbox"/> Is this information important to your research?<input type="checkbox"/> Can you use an organizer to help you group your ideas?		
W 2.8: Recall information from experiences or gather information from provided sources to answer a question.		W 4.8: Recall relevant information from experiences or gather relevant information from print and digital sources. Take notes paraphrase, and categorize information, and provide a list of sources.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

W 3.10	Standard: 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.	Anchor: 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.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to write regularly? <input type="checkbox"/> Why is it important to adopt the routine of research, reflection, and revision? <input type="checkbox"/> Why is it important to write for different reasons and different audiences <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the various purposes for writing. <input type="checkbox"/> Identify and understand the various organizational structures. <input type="checkbox"/> Identify and understand different genres or purposes for writing. <input type="checkbox"/> Determine when to write for short or extended time frames. <input type="checkbox"/> Determine the appropriate organizational structure for specific audiences and purposes. <input type="checkbox"/> Write for various purposes and to various audiences for short or extended time frames. <input type="checkbox"/> Write for a range of discipline-specific tasks, purposes, and audiences. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> research <input type="checkbox"/> report <input type="checkbox"/> narrative <input type="checkbox"/> reflection <input type="checkbox"/> revise <input type="checkbox"/> proofread <input type="checkbox"/> edit <input type="checkbox"/> audience <input type="checkbox"/> proofreading <input type="checkbox"/> checklist <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Provide opportunities for students routinely write for extended periods of time to build stamina. • Provide opportunities for students routinely write on a daily basis for shorter periods of time for a range of disciplines, purposes and audiences.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write about <input type="checkbox"/> You will have ____ minutes to write about <input type="checkbox"/> What will you do to plan your writing? <input type="checkbox"/> Use your proofreading checklist when you are editing and revision <input type="checkbox"/> Re-read your writing or ask a partner to read it to see if there are additions your need to make <input type="checkbox"/> Think about whom your audience is and why you are writing as you plan your paper. <input type="checkbox"/> How is writing a report different from writing a report different from writing a narrative 		
W 2.10: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	W 4.10: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

SL 3.1	Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners <i>on grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <div><div>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.</div><div>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).</div><div>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</div><div>d. Explain their own ideas and understanding in light of the discussion.</div></div>	Anchor: 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.
<div><div><div>Essential Question(s)<div><div><input type="checkbox"/> How are my conversation skills dependent on the makeup of the group?</div><div><input type="checkbox"/> What contributions can I make to the conversation when I'm prepared and engaged?</div></div></div><div>Essential Skills<div><div><input type="checkbox"/> Engage in discussions by sharing knowledge.</div><div><input type="checkbox"/> Listen actively to discussions and presentations.</div><div><input type="checkbox"/> Follow agreed-upon rules during discussion.</div><div><input type="checkbox"/> Know how to ask a question.</div><div><input type="checkbox"/> Identify key ideas presented during discussion.</div><div><input type="checkbox"/> Formulate questions and responses based on comments made by others during discussion.</div><div><input type="checkbox"/> Ask questions to check understanding of discussion or presentation.</div><div><input type="checkbox"/> Connect comments to others' remarks.</div><div><input type="checkbox"/> Explain the topic using personal ideas, opinions, and reasoning.</div><div><input type="checkbox"/> Express ideas clearly.</div></div></div></div><div>Question Stems<div><div><input type="checkbox"/> Today you will be working in your teams . . .</div><div><input type="checkbox"/> Ask your partner ____</div><div><input type="checkbox"/> Tell your partner everything you learned about ____ .</div><div><input type="checkbox"/> Did you listen carefully to your partner?</div><div><input type="checkbox"/> Did you offer suggestions or comments when your partner was finished speaking?</div></div></div></div>		<div><div>Vocabulary<div><div><input type="checkbox"/> discussion</div><div><input type="checkbox"/> conversation</div><div><input type="checkbox"/> group work</div><div><input type="checkbox"/> understanding</div><div><input type="checkbox"/> role</div><div><input type="checkbox"/> comments</div></div></div><div>Key Strategies<div><div>• Model the rules for discussion and give students multiple opportunities to practice them.</div><div>• For discussions of texts, consider using literature circles and assigning students specific roles that they are responsible for in order to keep the discussion focused and relevant.</div></div></div></div>
SL 2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and text</i> with peers and adults in small and larger groups. <div><div>a. 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).</div><div>b. Build on others' talk in conversations by linking their comments to the remarks of others.</div><div>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</div></div>	SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners <i>on grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. <div><div>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.</div><div>b. Follow agreed-upon rules for discussions and carry out assigned roles.</div><div>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</div><div>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</div></div>	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

SL 3.2	Standard: 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.	Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
<div><div>Essential Question(s)<ul style="list-style-type: none">❑ How do I determine what is important when listening to and/or watching a presentation?Essential Skills<ul style="list-style-type: none">❑ Determine the main idea of an oral or media presentation.❑ Determine supporting details of an oral or media presentation.</div><div>Vocabulary<ul style="list-style-type: none">❑ oral❑ media❑ video❑ graphs❑ graphics❑ charts❑ main idea❑ supporting ideas❑ summarize</div></div>		<div>Key Strategies<ul style="list-style-type: none">● Model how to distinguish a main idea and supporting details when information is presented in diverse formats.</div>
<div>Question Stems<ul style="list-style-type: none">❑ What was the main idea of the video? Share with your partner.❑ How did you decide this was the main idea?❑ Using your own words, summarize the video with your partner?❑ Can you explain this graph?❑ This chart explains _____?❑ Why is information put into charts or graphs?❑ Can you think of any other information that could be graphed or charted?</div>		
SL 2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. a. Give and follow three- and four-step oral directions.		SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

SL 3.3	Standard: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Anchor: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric	
Essential Question(s) <input type="checkbox"/> What kinds of questions should I ask during a presentation to increase my understanding?		Key Strategies <ul style="list-style-type: none">• Provide students with question starters so that they are supported in framing their questions.• Provide students with answer starters so that they are supported in framing their answer to questions.• Model how to paraphrase/summarize the information given by a speaker for the purpose of posing a question.	
Essential Skills <input type="checkbox"/> Identify where questioning is needed about what a speaker says. <input type="checkbox"/> Identify appropriate elaboration and detail when answering questions about information from a speaker. <input type="checkbox"/> Formulate appropriate questions about information from a speaker. <input type="checkbox"/> Formulate answers about information from a speaker, offering appropriate elaboration and detail. <input type="checkbox"/> Ask detailed questions about information from a speaker. <input type="checkbox"/> Answer questions about information from a speaker, offering appropriate elaboration and detail.			
Question Stems <input type="checkbox"/> What is the speaker trying to tell you? <input type="checkbox"/> What is the speaker doing to support what they are saying? <input type="checkbox"/> Do you believe what the speaker is saying? Why? <input type="checkbox"/> What reasons made you agree/ disagree with what you heard or saw? <input type="checkbox"/> Based on what you saw or heard what conclusions did you come up with?			
SL 2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		SL 4.3: Identify the reasons and evidence a speaker or media source provides to support particular points.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

SL 3.4	Standard: 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. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.	Anchor: 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.
Essential Question(s) <input type="checkbox"/> How can I give a good presentation? Essential Skills <input type="checkbox"/> Identify a topic, facts, and descriptive details. <input type="checkbox"/> Identify and recall an experience. <input type="checkbox"/> Identify clearly pronounced and enunciated words. <input type="checkbox"/> Identify an understandable pace. <input type="checkbox"/> Determine appropriate supportive facts. <input type="checkbox"/> Determine relevant descriptive details. <input type="checkbox"/> Speak clearly and understandably while reporting on a topic with appropriate facts and relevant, descriptive details. <input type="checkbox"/> Speak clearly and understandably while telling a story with appropriate facts and relevant, descriptive details. <input type="checkbox"/> Speak clearly and understandably while recounting an experience with appropriate facts and relevant, descriptive details.		Vocabulary <input type="checkbox"/> theme <input type="checkbox"/> pace <input type="checkbox"/> descriptive <input type="checkbox"/> relate <input type="checkbox"/> recount <input type="checkbox"/> recall <input type="checkbox"/> relevant Key Strategies <ul style="list-style-type: none">• Provide students with practice for recounting events (sequential order).• Model how to report on a topic using only the most relevant, appropriate facts/details.• Provide opportunities for students to rehearse their speaking and give feedback regarding their pace and intonation. Consider having students record themselves and listen to playback.
Question Stems <input type="checkbox"/> What is the theme of your report or presentation? <input type="checkbox"/> Did you write or present facts that were relevant? <input type="checkbox"/> What descriptive words or language did you use? <input type="checkbox"/> When you related the events, did they have a beginning, middle, and an end?		
SL 2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.	SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes. Speak clearly at an understandable pace. a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

SL 3.5	Standard: 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.	Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Essential Question(s) <input type="checkbox"/> How can I create an audio recording?		Key Strategies <ul style="list-style-type: none">● Provide ample time and opportunities for students to build fluency through repeated oral readings of poems, stories, and reader’s theater.	
Essential Skills <input type="checkbox"/> Recognize “engaging” audio recordings. <input type="checkbox"/> Identify fluid reading. <input type="checkbox"/> Identify facts or details. <input type="checkbox"/> Emphasize/enhance facts by adding visual displays. <input type="checkbox"/> Emphasize/enhance details by adding visual displays. <input type="checkbox"/> Read stories or poems fluently for audio recordings. <input type="checkbox"/> Create audio recordings that demonstrate fluid reading. <input type="checkbox"/> Create visual displays.			
Vocabulary <input type="checkbox"/> presentation <input type="checkbox"/> display <input type="checkbox"/> visual <input type="checkbox"/> theme <input type="checkbox"/> enhance <input type="checkbox"/> emphasizing			
Question Stems <input type="checkbox"/> What is the theme of your presentation? <input type="checkbox"/> What visuals will you use to enhance your presentation? <input type="checkbox"/> Have you practiced your reading emphasizing important words or points? <input type="checkbox"/> How is your pacing? <input type="checkbox"/> At what time in your presentation will you show your visuals? <input type="checkbox"/> Do your visuals support your presentation theme?			
SL 2.5: Create audio recordings of stories or poems. Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		SL 4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

SL 3.6	Standard: 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 for specific expectations.)	Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Essential Question(s) <ul style="list-style-type: none"><input type="checkbox"/> Why do I need to speak well?<input type="checkbox"/> Why do I need to think about the audience and purpose each time I speak? Essential Skills <ul style="list-style-type: none"><input type="checkbox"/> Recognize complete sentences when spoken.<input type="checkbox"/> Recognize task and situation.<input type="checkbox"/> Identify the audience.<input type="checkbox"/> Differentiate when situation calls for speaking in complete sentences.<input type="checkbox"/> Interpret requested detail or clarification.<input type="checkbox"/> Formulate a response.<input type="checkbox"/> Speak in complete sentences when appropriate to task and situation.<input type="checkbox"/> Respond to answer questions or to clarify.		Vocabulary <ul style="list-style-type: none"><input type="checkbox"/> audience<input type="checkbox"/> formal English<input type="checkbox"/> informal English<input type="checkbox"/> presentation<input type="checkbox"/> respond<input type="checkbox"/> specific vocabulary Key Strategies <ul style="list-style-type: none">• Model how to turn questions into statements.• Teach students to include content vocabulary when presenting formally.• Teach students how to distinguish their speaking based upon their audience.
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> Who is your audience?<input type="checkbox"/> Would you use formal or informal English with this audience?<input type="checkbox"/> Why would you use formal English?<input type="checkbox"/> Why would you use informal English?<input type="checkbox"/> What type of language do you use when talking with friends?<input type="checkbox"/> What type of language do you use when giving a presentation?<input type="checkbox"/> What is the specific vocabulary that relates to your topic?<input type="checkbox"/> When will you use this specific vocabulary?		
SL 2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

L 3.1	<p>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb 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. 	<p>Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain function of nouns, pronouns, verbs, adjectives, and adverbs. <input type="checkbox"/> Form and use regular and irregular plural nouns. <input type="checkbox"/> Identify and use abstract nouns. <input type="checkbox"/> Use regular and irregular verbs. <input type="checkbox"/> Ensure subject-verb and pronoun-antecedent agreement <input type="checkbox"/> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <input type="checkbox"/> Use coordinating and subordinating conjunctions <input type="checkbox"/> Produce simple, compound and complex sentences. 	<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> comparative <input type="checkbox"/> superlative <input type="checkbox"/> specific <input type="checkbox"/> object <input type="checkbox"/> simple, compound, complex sentences 	<p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Model effective writing including conventions. • Provide students opportunities to write daily. • Help students edit in small groups.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen as I read what you wrote. Did that sound right? <input type="checkbox"/> Read what you wrote slowly? Did you write what you just said? <input type="checkbox"/> Is there another word that would be specific <input type="checkbox"/> How would you write that word when you are comparing two people or object? <input type="checkbox"/> How would you write that word when you are comparing three or more people or object? 		
<p>L 2.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Create readable documents with legible print. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., <i>feet children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.</i>). 	<p>L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Write fluidly and legibly in cursive or joined italics. Use interrogative relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking. I am walking. I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* Correctly use frequently confused words (e.g., <i>to, too, two. there, their</i>).* 	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

L 3.2	Standard: 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 (<i>e.g., sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	Essential Question(s) <input type="checkbox"/> Why is it important for me to know and follow the rules of standard English mechanics for writing?	Vocabulary <input type="checkbox"/> analogies <input type="checkbox"/> generalization <input type="checkbox"/> dictionary appropriate <input type="checkbox"/> roots <input type="checkbox"/> affixes <input type="checkbox"/> compound and simple sentences <input type="checkbox"/> conjunctions <input type="checkbox"/> quotes	Key Strategies • Model effective writing including conventions. • Provide students opportunities to write daily. • Help students edit in small groups.	
	Essential Skills <input type="checkbox"/> Apply correct capitalization. <input type="checkbox"/> Apply correct punctuation. <input type="checkbox"/> Form and use regular and irregular plural nouns. <input type="checkbox"/> Use commas and quotation marks in dialogue. <input type="checkbox"/> Form and use possessives. <input type="checkbox"/> Use conventional spelling for high frequency words and for adding suffixes to base words. <input type="checkbox"/> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <input type="checkbox"/> Apply correct spelling. <input type="checkbox"/> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <input type="checkbox"/> Form and use regular and irregular plural nouns.			
Question Stems <input type="checkbox"/> What words in this sentence should be capitalized? <input type="checkbox"/> How should this sentence be written to show someone is talking? <input type="checkbox"/> How would you make this a compound sentence? <input type="checkbox"/> How should this sentence be written correctly?				
L 2.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge. boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		L 4.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.		

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

L 3.3	Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases for effect b. Recognize and observe differences between the conventions of spoken and written standard English. 	Anchor: 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.
Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> How can I convey my ideas effectively through word choice and punctuation? <input type="checkbox"/> How does my language change based on the situation and audience? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Recognize language conventions for writing, reading and listening. <input type="checkbox"/> Identify types of words and phrases that create effect. <input type="checkbox"/> Apply language knowledge when writing, reading and listening. <input type="checkbox"/> Apply knowledge of language conventions when writing and listening. <input type="checkbox"/> Include words and phrases that create effect. <input type="checkbox"/> Use knowledge of language conventions when speaking. 		<div style="text-align: center;">Vocabulary</div> <ul style="list-style-type: none"> <input type="checkbox"/> purpose <input type="checkbox"/> presentation <input type="checkbox"/> audience <input type="checkbox"/> tone <input type="checkbox"/> style <input type="checkbox"/> punctuation <input type="checkbox"/> grammar <input type="checkbox"/> precise <input type="checkbox"/> thesaurus <input type="checkbox"/> quote <input type="checkbox"/> speech <div style="text-align: center;">Key Strategies</div> <ul style="list-style-type: none"> • Model and provide opportunities for students to edit work.
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Have you determined the purpose for your speech/writing/presentation? <input type="checkbox"/> Who will be your audience? <input type="checkbox"/> Is the tone or style appropriate to your audience? <input type="checkbox"/> Have you followed the rules of punctuation and grammar? <input type="checkbox"/> Did you practice your presentation with your group and did they provide you with feedback? <input type="checkbox"/> In your group, did you talk about using precise language to convey your ideas? <input type="checkbox"/> Did you use a thesaurus to locate other ways to say _____? <input type="checkbox"/> Did you use quotes, questions, or exclamations to add to importance to your writing/presentation? 		
L 2.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. <ul style="list-style-type: none"> a. Compare formal and informal uses of English. 	L 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). 	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

L 3.4	<p>Standard: L.3.4 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.</p> <ul style="list-style-type: none">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 key words and phrases.	<p>Anchor: 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.</p>	
<p>Essential Question(s)</p> <ul style="list-style-type: none">❑ How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? <p>Essential Skills</p> <ul style="list-style-type: none">❑ Recognize that context clues can help determine the meaning of unknown or multiple-meaning words.❑ Choose from a range of vocabulary strategies to determine a word's meaning.❑ Form and use regular and irregular plural nouns.❑ Identify and define root words.❑ Determine the meaning of unknown and multiple-meaning words or phrases by examining a sentence to find clues.❑ Determine the meaning of an unknown word by identifying the common root (e.g., company, companion).❑ Find words in dictionaries and glossaries.❑ Use print and digital glossaries and dictionaries to determine or clarify meanings of keywords and phrases.		<p>Vocabulary</p> <ul style="list-style-type: none">❑ multiply meaning❑ precise❑ definition❑ affixes (prefix, suffixes)	<p>Key Strategies</p> <ul style="list-style-type: none">● Model strategies to learn unknown vocabulary words: context clues, glossaries, dictionaries, using base words to determine meaning of words.● Provide students opportunities to independently use reading strategies.
<p>Question Stems</p> <ul style="list-style-type: none">❑ What strategies have you used to help you figure out what this word means?❑ Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?❑ Have you read the sentences around the word to help you determine what the word means?❑ Can you go online and search for the meaning of the word?❑ Did you check the thesaurus for other ways you can write?			
<p>L 2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none">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 prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.		<p>L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases and to identify alternate word choices in all content areas.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

L 3.5	Standard: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>). b. Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>).	Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Essential Question(s) <input type="checkbox"/> How do I show I know how to use words accurately and effectively? Essential Skills <input type="checkbox"/> Recognize the difference between literal and non-literal meanings of words and phrases. <input type="checkbox"/> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). <input type="checkbox"/> Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). <input type="checkbox"/> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered).		Vocabulary <input type="checkbox"/> shades of meaning <input type="checkbox"/> literal meaning <input type="checkbox"/> non-literal meaning <input type="checkbox"/> real life- connections <input type="checkbox"/> context <input type="checkbox"/> specific
Question Stems <input type="checkbox"/> What real-life connections can you make? <input type="checkbox"/> In what other context could this word be used? <input type="checkbox"/> Without changing the meaning, what word could you add to make the sentence stronger? <input type="checkbox"/> What word would best describe this character? <input type="checkbox"/> What is the literal meaning of this sentence? <input type="checkbox"/> Why is the purpose of writing with “non-literal” words or phrases?		Key Strategies <ul style="list-style-type: none">Through the use of think alouds, model how to understand word relationships and meanings.Provide opportunities to work with words in context.
L 3.5: Demonstrate understanding of word relationships and nuances in word meanings. 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 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).	L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 3

L 3.6	Standard: 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., After dinner that night, we went looking for them).	Anchor: 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.
Essential Question(s) <input type="checkbox"/> What strategies will I use to learn and use words that are specific to the things I study? Essential Skills <input type="checkbox"/> Acquire grade appropriate conversational words and phrases. <input type="checkbox"/> Acquire grade appropriate general academic words and phrases. <input type="checkbox"/> Acquire grade appropriate domain-specific words and phrases. <input type="checkbox"/> Acquire grade appropriate words and phrases that signal spatial relationships. <input type="checkbox"/> Acquire grade appropriate words and phrases that signal temporal relationships. <input type="checkbox"/> Use grade appropriate conversational words. <input type="checkbox"/> Use grade appropriate general academic words. <input type="checkbox"/> Use grade appropriate domain-specific words. <input type="checkbox"/> Use words that signal spatial relationships. <input type="checkbox"/> Use words that signal temporal relationships.		Vocabulary <input type="checkbox"/> academic <input type="checkbox"/> specific <input type="checkbox"/> general <input type="checkbox"/> emotions <input type="checkbox"/> actions <input type="checkbox"/> precise <input type="checkbox"/> shades of meaning
Question Stems <input type="checkbox"/> Without changing the meaning of the sentence, which word can best be used to replace the underlined part? <input type="checkbox"/> What word would best describe ____? <input type="checkbox"/> Can you restate this sentence using more precise words? <input type="checkbox"/> Can you replace a word in this sentence with another word that is more precise or specific?		Key Strategies <ul style="list-style-type: none">• Model the inclusion of transitional phrases at the beginning and ends of thoughts - moving from one topic in the conversation to the next.• Guide students through the development of grade-level appropriate skills in conversation, providing opportunities for students to dialogue together.• Give students time to practice their conversational skills multiple times throughout the day and have discussion starters and sentence stems to support them.
L 3.6: 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., After dinner that night we went looking for them).		L 4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).