

**ASSESSMENTS**

- Fountas & Pinnell - given three times per year
- Discovery Education - given three times per year

The following CCSS's are embedded throughout the year, and are present in all units applicable:

**CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-Literacy.SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**CCSS.ELA-Literacy.SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

**CCSS.ELA-Literacy.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CCSS.ELA-Literacy.RF.3.4** Read with sufficient accuracy and fluency to support comprehension.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CCSS.ELA-Literacy.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*).

Unit	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<b>Building a Reading Life</b>	<p><b>CCSS.ELA-Literacy.RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>CCSS.ELA-Literacy.RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>CCSS.ELA-Literacy.RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>CCSS.ELA-Literacy.RL.3.5</b> 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.</p> <p><b>CCSS.ELA-Literacy.RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or</p>	<p>I can ask and answer questions referring to the text for evidence.</p> <p>I can determine the central meaning, lesson, or moral using details from the text</p> <p>I can determine the meaning of words and phrases and distinguish literal from non literal language.</p> <p>I can refer to parts of the text when writing or speaking and describe how parts of the text relate to each other.</p> <p>I can explain how illustrations contribute to the meaning of the text.</p>	<p>Building a Reading Life - Units of Study Lucy Calkins</p> <p>Making Meaning: Strategies That Build Comprehension &amp; Meaning</p>	

<p><b>Following Characters into Meaning</b></p>	<p>setting)</p> <p><b>CCSS.ELA-Literacy.RL.3.10</b> 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.</p> <p><b>CCSS.ELA-Literacy.RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>CCSS.ELA-Literacy.RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>CCSS.ELA-Literacy.RL.3.3</b> 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><b>CCSS.ELA-Literacy.RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>CCSS.ELA-Literacy.RL.3.5</b> Refer to parts of stories, dramas, and poems</p>	<p>I can comprehend a variety of literature at my grade level with independence.</p> <p>I can ask and answer questions referring to the text for evidence.</p> <p>I can determine the central meaning, lesson, or moral using details from the text.</p> <p>I can describe the characters and explain how their actions affect the events of the text.</p> <p>I can determine the meaning of words and phrases and distinguish literal from non literal language.</p> <p>I can refer to parts of the text when writing or speaking</p>	<p>Constructing Curriculum: Alternate Units of Study - Lucy Calkins (p128)</p> <p>Making Meaning: Strategies That Build Comprehension &amp; Meaning</p>	
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<p><b>Navigating Non Fiction</b></p>	<p>when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b>CCSS.ELA-Literacy.RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>CCSS.ELA-Literacy.RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p><b>CCSS.ELA-Literacy.RL.3.10</b> 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.</p> <p><b>CCSS.ELA-Literacy.RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>CCSS.ELA-Literacy.RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>and describe how parts of the text relate to each other.</p> <p>I can develop my own opinion separate from the author or characters.</p> <p>I can explain how illustrations contribute to the meaning of the text.</p> <p>I can comprehend a variety of literature at my grade level with independence.</p> <p>I can ask and answer questions referring to the text for evidence.</p> <p>I can determine the central meaning, lesson, or moral using details from the text.</p>	<p>Navigating Non Fiction - Units of Study Lucy Calkins</p> <p>Making Meaning: Strategies That Build Comprehension</p>	
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	<p><b>CCSS.ELA-Literacy.RI.3.3</b> 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><b>CCSS.ELA-Literacy.RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p><b>CCSS.ELA-Literacy.RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>CCSS.ELA-Literacy.RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>CCSS.ELA-Literacy.RI.3.7</b> 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).</p> <p><b>CCSS.ELA-Literacy.RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>CCSS.ELA-Literacy.RI.3.9</b> Compare and</p>	<p>I can describe the relationship between events, ideas, concepts or steps using time, sequence and cause/effect language.</p> <p>I can determine the meaning of words and phrases related to the text/topic.</p> <p>I can use text features and search tools to find information on a given topic.</p> <p>I can develop my own opinion separate from the author or characters.</p> <p>I can use illustrations, maps, photographs to make meaning of the text.</p> <p>I can describe the logical connection between sentences and paragraphs in the text.</p>	<p>&amp; Meaning</p>	
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<p><b>Non Fiction Book Clubs</b></p>	<p>contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>CCSS.ELA-Literacy.RI.3.10</b> 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.</p> <p><b>CCSS.ELA-Literacy.RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>CCSS.ELA-Literacy.RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>CCSS.ELA-Literacy.RI.3.3</b> 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><b>CCSS.ELA-Literacy.RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p>I can comprehend a variety of literature at my grade level with independence.</p> <p>I can comprehend a variety of information texts at my grade level with independence.</p> <p>I can ask and answer questions referring to the text for evidence.</p> <p>I can determine the central meaning, lesson, or moral using details from the text.</p> <p>I can describe the relationship between events, ideas, concepts or steps using time, sequence and cause/effect language.</p> <p>I can determine the meaning of words and phrases related to the text/topic.</p>	<p>Navigating Non Fiction - Units of Study Lucy Calkins (Volume 2, Part 3), various non fiction trade books</p> <p>Making Meaning: Strategies That Build Comprehension &amp; Meaning</p>	
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	<p><b>CCSS.ELA-Literacy.RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>CCSS.ELA-Literacy.RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>CCSS.ELA-Literacy.RI.3.7</b> 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).</p> <p><b>CCSS.ELA-Literacy.RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>CCSS.ELA-Literacy.RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>CCSS.ELA-Literacy.RI.3.10</b> 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.</p>	<p>I can use text features and search tools to find information on a given topic.</p> <p>I can develop my own opinion separate from the author or characters.</p> <p>I can use illustrations, maps, photographs to make meaning of the text.</p> <p>I can describe the logical connection between sentences and paragraphs in the text.</p> <p>I can compare/contrast the most important information in two texts on the same topic.</p> <p>I can comprehend a variety of information texts at my grade level with independence.</p>		
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<p><b>Fiction Book Clubs</b></p>	<p><b>CCSS.ELA-Literacy.RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>CCSS.ELA-Literacy.RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>CCSS.ELA-Literacy.RL.3.3</b> 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><b>CCSS.ELA-Literacy.RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>CCSS.ELA-Literacy.RL.3.5</b> 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.</p> <p><b>CCSS.ELA-Literacy.RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>I can ask and answer questions referring to the text for evidence.</p> <p>I can determine the central meaning, lesson, or moral using details from the text.</p> <p>I can describe the characters and explain how their actions affect the events of the text.</p> <p>I can determine the meaning of words and phrases and distinguish literal from non literal language.</p> <p>I can refer to parts of the text when writing or speaking and describe how parts of the text relate to each other.</p> <p>I can develop my own opinion separate from the author or characters.</p>	<p><b>Making Meaning: Strategies That Build Comprehension &amp; Meaning</b></p> <p>Various fiction trade books</p>	
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	<p><b>CCSS.ELA-Literacy.RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p><b>CCSS.ELA-Literacy.RL.3.9</b> 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)</p> <p><b>CCSS.ELA-Literacy.RL.3.10</b> 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.</p>	<p>I can explain how illustrations contribute to the meaning of the text.</p> <p>I can compare/contrast themes, settings, and plots of stories by the same author with the same/similar characters.</p> <p>I can comprehend a variety of literature at my grade level with independence.</p>		
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