3rd Grade
Approved May 30, 2012

English Language Arts

CCR: 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 text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 3	Standard #: 1
Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Ask and answer questions to understand text	Based on the text, formulate questions to demonstrate the understanding of a text Refer explicitly to the text to answer questions		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.			
Strand: Reading Literature	**Cluster: Key Ideas and Details**	**Grade: 3**	**Standard #: 2**
Standard: 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.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Recount:
    stories from diverse cultures
    fables from diverse cultures
    folktales from diverse cultures
    myths from diverse cultures
	Determine the:
	    moral of a fable
	    lesson of a folktale
	    central message of a myth
	
	Determine how the central message, lesson or moral is conveyed through key details in the text		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 3	Standard #: 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.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Describe a character's feelings/emotions based on information found in the text
 	
Describe a character's traits/motivations
 	
Retell the sequence of events using time order words
	Infer a character's feelings and/or emotions
	
	Analyze a character's feelings and/or emotions
	
	Interpret how a character's:
	     traits
	     motivations
	     feelings
	lead to actions
	
	Explain how a character's actions contribute to the sequence of events		

English Language Arts

CCR: Interpret words and phrases as they are used in a text, including determining technical connotative, figurative meanings, and analyze how specific word choices shape meaning or tone.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 3	Standard #: 4
Standard: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify literal and nonliteral words and phrases in a text	Determine the meaning of literal and nonliteral words and phrases as they are used in a text		

English Language Arts

CCR: Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the texts (e.g., a section, chapter, scene or stanza) relate to each other and the whole.			
Strand: Reading Literature	**Cluster: Craft and Structure**	**Grade: 3**	**Standard #: 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.			
Type: ____X____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Refer to parts of:
    stories
    dramas
    poems
when speaking or writing about text
 	
Use terms such as:
    chapter
    scene
    stanza
to describe how each part builds on earlier sections			

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Literature	Cluster: Craft & Structure	Grade: 3	Standard #: 6
Standard: Distinguish their own point of view from that of the narrator or those of the characters.			
Type: _____ Knowledge ____X____ Reasoning _____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Recognize own point of view
 	
Identify the:
    narrator's point of view
    characters' point of view
	Compare/contrast own point of view to the narrator's or the character's point of view		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words			
Strand: Reading Literature	Cluster: Integration of knowledge and Ideas	Grade: 3	Standard #: 7
Standard: 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).			
Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify specific aspects of a text's illustrations
 	
Recognize the mood of a story
	Explain how aspects of:
	
	illustrations contribute to the words in a story
	
	text illustrations create the mood of a story
	
	text illustrations emphasize:
	  o a character
	  o the setting		

English Language Arts

CCR: 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.			
Strand: Reading Literature	**Cluster:**	**Grade: 3**	**Standard #: 8**
Standard: Not applicable to literature			
Type: _____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.			
Strand: Reading Literature	**Cluster: Integration of Knowledge and Ideas**	**Grade: 3**	**Standard #: 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 book from a series).			
Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
    theme
    setting
    plot
	Compare and contrast the:
	  theme in stories written by the same author about the same or similar characters
	  setting in stories written by the same author about the same or similar characters
	plot in stories written by the same author about the same or similar characters		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently or proficiently.			
Strand: Reading Literature	**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 3**	**Standard #: 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.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify/understand in literary text:
     key ideas and details craft and structure integration of knowledge and ideas
 at appropriate complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1- 9
	Comprehend in literary text:
	     key ideas and details
	     craft and structure
	     integration of knowledge and ideas
	 at appropriate complexity (Qualitative and Quantitative, and Readers and Task) as seen in 1-9, independently and proficiently		

English Language Arts

CCR: 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 text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 3	Standard #: 1
Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to text as the basis for the answers.			
Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Ask and answer questions to understand text	Formulate questions (based on the text) to demonstrate understanding Refer explicitly to the text to answer questions		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Informational Text	**Cluster: Key Ideas and Details**	**Grade: 3**	**Standard #: 2**
Standard: Determine the main idea of a text; recount the key details and explain how they support the main idea.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine the main idea of a text Recount key details of a text	Explain how the key details support the main idea of a text		

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Informational Text	**Cluster:** Key Ideas and Details	**Grade:** 3	**Standard #:** 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.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Define and use terms pertaining to:
    time sequence
    relationship
    cause and effect
 	
Identify relationships within text
	Describe the relationship that occurs in a text between:
	    historical events
	    scientific ideas or concepts
	    the steps from a procedure
	
	Describe the sequence of events using language that pertains to:
	    time
	    sequence
	    cause/effect		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 3	Standard #: 4
Standard: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
    general academic
    domain-specific
words and phrases in a text relevant to a grade 3 topic or subject area
	Determine the meaning of:
	    general academic
	    domain-specific
	words and phrases in a text relevant to grade 3 topic or subject area		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	**Cluster: Craft and Structure**	**Grade: 3**	**Standard #: 5**
Standard: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
Type: _____X____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine how readers use search tools (e.g., keywords sidebars hyperlinks) Use various text features to locate key facts or information in a text Use search tools to locate key facts or information in a text			

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	**Cluster: Craft and Structure**	**Grade: 3**	**Standard #: 6**
Standard: Distinguish their own point of view from that of the author of a text.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize own point of view Identify the author's point of view	Compare/contrast own point of view to the author's point of view		

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Informational Text	**Cluster: Integration of Knowledge and Ideas**	**Grade**: 3	**Standard #: 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).			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Recognize key events	Demonstrate an understanding of text using information from illustrations:
	    maps
	    photographs
	
	Demonstrate an understanding of text using information from words that tell:
	    where
	    when
	    why
	    how
	key events occur		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 3	Standard #: 8
Standard: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).			
Type: _____Knowledge ___X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define sentence Explain the purpose of a paragraph Identify structure(s) of paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence)	Explain how sentences and paragraphs in text are logically connected Determine how a text is organized (e.g., comparison, cause/effect, first/second/third in a sequence)		

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 3	Standard #: 9
Standard: Compare and contrast the most important points and key details presented by two texts on the same topic.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
    the most important points in each text
    the key details in each text
    similarities of key details
    differences in key details
	Distinguish between key details and important points
	
	Compare and contrast the:
	    most important points in two different texts on the same topic
	    key details in two different texts on the same topic		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading – Informational Text	**Cluster: Range of Reading and Level of Text Complexity**	**Grade: 3**	**Standard #: 10**
Standard: 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.			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify/understand in an informational text:
    key Ideas and details
    craft and structure
    integration of knowledge and ideas
at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently
	Comprehend independently in an informational text:
	    key Ideas and details
	    craft and structure
	    integration of knowledge and I ideas
	at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently		

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	**Cluster: Phonics and Word Recognition**	**Grade: 3**	**Standard #: 1**
Standard: N/A			
Type: _____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster: Phonics and Word Recognition	Grade: 3	Standard #: 2
Standard: N/A			
Type: _____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	**Cluster: Phonics and Word Recognition**	**Grade: 3**	**Standard #: 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 multisyllabic words.
    d. Read grade-appropriate irregularly spelled words.			

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Know and apply grade level-level phonics and word analysis skills in decoding words
 	
Identify and know:
 	
    the meaning of the common prefixes
    meaning of the most common derivational suffixes
 	
Decode words with common Latin suffixes
	Apply grade level-level phonics and word analysis skills in decoding words
	
	Recognize irregularly spelled words
		Read grade-appropriate irregularly spelled words	

Identify syllables in words Read multiple syllable words Recognize irregularly spelled words			

CCR: N/A			
Strand: Reading Foundational Skills	**Cluster: Fluency**	**Grade: 3**	**Standard #: 4**

Standard: Read with sufficient accuracy and fluency to support comprehension.
a.   Read on-level text with purpose and understanding.
b.   Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and understand foundational skills for reading standards #1-3 To support comprehension: - identify the purpose and understanding of text - identify oral reading with accuracy, appropriate rate, and expression on successive readings - identify rereading, when necessary, as a strategy when confirming or self-correcting words in text	Apply foundational skills reflected in reading standards #1-3 To support comprehension: - determine the purpose for reading on-level text - apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings - confirm or self correct word recognition and understanding by using context	To support comprehension: - read on-level text fluently and accurately - reread with fluency as necessary Read with: accuracy - appropriate rate - expression on successive readings	

- **understand how context can help to confirm or self correct word recognition**

English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Strand: Writing	**Cluster: Text Types and Purposes**	**Grade: 3**	**Standard #: 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 opinions and reasons.
  d. Provide a concluding statement or section.

Type: _____Knowledge _____Reasoning _____Performance Skill _____X_____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Define point of view
 	
Recognize the purpose of a concluding statement
 	
Recognize linking words and phrases (e.g., because, therefore, since, for example) that connect opinions and reasons
	Select a topic or text for an opinion piece
	
	Determine an opinion about the text or topic and reasons that support the opinion
	
	Create an organizational structure for listing reasons for the opinion; select appropriate linking words and phrases
	
	Plan a concluding statement or section
			Create an opinion piece on a topic or text which:
			
			    supports a point of view with reasons
			    introduces the topic or text
			    states an opinion
			    organizes ideas
			    provides reasons for the opinion
			    uses linking words to connect opinions and reasons
			    provides a conclusion

English Language Arts

CCR: Write Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Strand: Writing	**Cluster: Text Types and Purposes**	**Grade: 3**	**Standard #: 2**

Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    a. **Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.**
    b. **Develop the topic with facts, definitions, and details.**
    c. **Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.**
    d. **Provide a concluding statement or section.**			

Type: _____Knowledge _____Reasoning _____Performance Skill _____X_____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
    topic facts
    definitions
    details
    linking words and phrases to connect ideas within categories of information
    concluding statements or sections
	Develop:
	    a topic that groups related information together illustrations when useful to aiding comprehension
	    a topic with:
	      o facts
	      o definitions
	      o details
	    linking words and phrases to connect ideas within categories of information
	    a concluding statement or section
			Write informative/explanatory text that include(s):
			    a topic that groups related information together illustrations when useful to aiding comprehension
			    a developed topic with:
			      o facts
			      o definitions
			      o details
			    linking words and phrases to connect ideas within categories of information
			    a concluding statement or section

	to:
	
	    examine a topic
	    convey ideas
	    convey information clearly
			to:
			
			    examine a topic:
			    convey ideas
			    convey information clearly

CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Strand: Writing	**Cluster: Text Types & Purposes**	**Grade: 3**	**Standard #: 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.**

Type: _____Knowledge _____Reasoning _____Performance Skill ___X_____ Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: 　narrator 　character Identify: 　story elements 　structure of a narrative 　how writers establish a 　situation 　correct use of dialogue	Establish a situation in writing Formulate appropriate dialogue between characters Develop: 　characters through dialogue, actions, thoughts feelings, as well as responses to situations 　events through dialogue, actions, thoughts and feelings		Write a narrative that: 　establishes a situation 　introduces a narrator or character(s) 　uses dialogue & descriptions to reveal actions, thoughts, feelings 　uses temporal words and phrases 　includes a sense of closure

Explain how:	Use temporal words to organize narrative into logical sequence		
writers use dialogue to develop a narrative			
writers develop characters	Formulate logical conclusions		
Identify how temporal words and phrases are used to develop a sequence of events			
Recognize closure in others' writing			

CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	**Cluster: Production and Distribution in Writing**	**Grade: 3**	**Standard #: 4**
Standard: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above)			
Type: _____**Knowledge** _____**Reasoning** _____**Performance Skill** _____**X**_____**Product**			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

(The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6)	Analyze the reason for writing a piece to decide on:
	    task
	    purpose
	with guidance and support
	
	Determine suitable:
	    idea development strategies,
	    organization,
	 appropriate to task and purpose, with guidance and support
	
	(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)
		(The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)	Write a piece with:
			    idea development
			    organization
			appropriate to task and purpose, with support and guidance
			
			(Grade-specific expectations and writing types defined in Standards 1-3.)

CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Strand: Writing	**Cluster: Production and Distribution of Writing**	**Grade: 3**	**Standard #: 5**
Standard: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

With guidance and support from peers and adults, students recognize how to:
  plan
  revise
  edit
  rewrite
  try a new approach
 	
Know how to edit for conventions of writing demonstrating (see Language standards 1-3 up to and including grade 3)
	With guidance and support from peers and adults, students develop and strengthen writing by:
	  planning
	  revising
	  editing
	  rewriting
	  trying a new approach		

CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Strand: Writing	**Cluster: Production & Distribution of Writing**	**Grade: 3**	**Standard #: 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.			
Type: _____Knowledge _____Reasoning ____X____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support: use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools) know how to use technology to produce writing and to interact with others know how to use technology to edit and revise writing	With guidance and support: select appropriate technology tools that fit the intended audience and purpose	With guidance and support: perform keyboarding skills use technology to develop, revise, edit, and publish writing use technology to interact and collaborate with others	

CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	

Strand: Writing	**Cluster: Research to Build and Present Knowledge**	**Grade: 3**	**Standard #: 7**

Standard: Conduct short research projects that build knowledge about a topic.

Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Conduct shared research using various sources and tools	Examine information gathered during shared research Discriminate between relevant and irrelevant information Participate in short research projects to gain knowledge of a specific topic		

CCR: Gather Relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	

Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 3	Standard #: 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.

Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize print and digital sources Gather information from print and digital sources Provide brief notes from sources	Sort evidence from sources into provided categories		

CCR: Draw evidence from literary or informational texts to support analysis, reflection, and research			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 3	Standard #: 9
Standard: Begins in grade 4			
Type: _____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

CCR: 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.			
Strand: Writing	Cluster: Range of Writing	Grade: 3	Standard #: 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.			
Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the various purposes for writing Identify and understand the various organizational structures related to different genres or purposes for writing	Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences Determine the appropriate organizational structure needed for specific audiences and purposes	Write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences	

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: 3	Standard #: 1

Standard: 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.

    a. **Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.**

    b. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).**

    c. **Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**

    d. **Explain their own ideas and understanding in light of the discussion.**

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
 	
    key ideas from reading texts
 	
    agreed-upon rules for discussion
 	
    ways to listen effectively
 	
Know how to ask a question
 	
Identify key ideas presented during discussion
	Relate information read to discussion topics
	
	Evaluate implementation of discussion rules
	
	Formulate questions and responses based on comments made by others during discussion
		Engage in a variety of discussions by sharing acquired and prior knowledge of grade 3 topics and texts
		
		Listen actively to discussions and presentations
		
		Follow agreed-upon rules for discussion	

	Explain the topic using personal ideas, opinions, and reasoning	Ask questions to check understanding of discussion or presentation	
		Connect comments to the remarks of others	
		Express ideas clearly	

CCR: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.			
Strand: Speaking and Listening	**Cluster: Comprehension and Collaboration**	**Grade: 3**	**Standard #: 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.			
Type: ____X____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Determine the main idea of an oral or media presentation including:
     visual
     quantitative
     oral
 	
 Determine supporting details of an oral or media presentation including:
     visual
     quantitative
     oral			

CCR: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening	**Cluster: Comprehension and Collaboration**	**Grade: 3**	**Standard #: 3**
Standard: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			
Type: _____Knowledge _____Reasoning ____X__ ____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify where questioning is needed about what a speaker says

Identify appropriate elaboration and detail when answering questions about information from a speaker | Formulate appropriate questions about information from a speaker

Formulate answers about information from a speaker, offering appropriate elaboration and detail | Ask detailed questions about information from a speaker

Answer questions about information from a speaker, offering appropriate elaboration and detail | |

CCR: 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.			
Strand: Speaking and Listening	**Cluster: Presentation of Knowledge and Ideas**	**Grade: 3**	**Standard #: 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.			
Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify:
      topic
      facts
      descriptive details
 	
Identify and recall an experience
 	
Identify:
      clearly pronounced and
      enunciated words
      understandable pace
	Determine:
	      appropriate supportive facts
	      relevant descriptive details
		Speak clearly at an understandable pace while:
		      reporting on topic or text
		      telling a story
		      recounting an experience
		with appropriate facts and relevant, descriptive details	

CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking and Listening	**Cluster: Presentation of Knowledge and Ideas**	**Grade: 3**	**Standard #: 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.			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____X_____ Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Recognize "engaging" audio recordings
 	
Identify:
    fluid reading
    facts or details
	Emphasize/enhance facts by adding visual displays when appropriate
	
	Emphasize/enhance details by adding visual displays when appropriate
		Read stories or poems fluently for audio recordings	Create audio recordings that demonstrate fluid reading
			
			Create visual displays

CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking & Listening	**Cluster: Presentation of Knowledge & Ideas**	**Grade: 3**	**Standard #: 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.)			
Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize complete sentences in writing and when spoken Identify the audience Recognize task and situation (The underpinning knowledge targets are found in Language Standards 1 and 3)	Differentiate when situation calls for speaking in complete sentences Interpret requested detail or clarification Formulate a response	Speak in complete sentences when appropriate to task and situation Respond to answer questions or to clarify	

CCR: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Strand: Language	**Cluster: Conventions and Standard English**	**Grade:3**	**Standard #: 1**

Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
b. Form and use regular and irregular plural nouns.
c. Use abstract nouns (e.g., childhood).
d. Form and use regular and irregular verbs.
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
f. Ensure subject-verb and pronoun-antecedent agreement.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
h. Use coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Identify abstract nouns
 	
Recognize verb tenses
Identify agreement of:
    subject-verb
    pronoun-antecedent
	Demonstrate command of the conventions of standard English grammar and usage when writing
	
	Explain function of:
	    nouns
	    pronouns
	    verbs
		Demonstrate command of the conventions of standard English grammar and usage when speaking:
		    form and use regular and irregular plural nouns
		    use abstract nouns
		    form and use regular and irregular verb	

Identify comparative and superlative adjectives and adverbs Recognize coordinating and subordinating conjunctions Recognize complex sentences	adjectives adverbs in general and in particular sentences Choose between comparative and superlative adjectives and adverbs	form and use the simple 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 complex sentences	

CCR: Demonstrate command of the convention of standard English capitalization, punctuation, spelling when writing.			
Strand: Language	**Cluster: Conventions of Standard English**	**Grade: 3**	**Standard #: 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 (e.g. sitting, smiled, cries, happiness).**
  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.**

Type: ___X_____Knowledge _____Reasoning _____Performance Skill _____Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct capitalization, punctuation, and spelling when writing Capitalize appropriate words in titles Use commas in addresses			

Use commas and quotation marks in dialogue Form and use possessives Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words Consult reference materials, including beginning dictionaries, as needed to check and correct spellings			

CCR: 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.			
Strand: Language	Cluster: Knowledge of Language	Grade: 3	Standard #: 3

Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a.   Choose words and phrases for effect.
    b. Recognize and observe differences between the conventions of spoken and written standard English.			

Type: _____Knowledge _____Reasoning _____X_____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Recognize the conventions of language for:
    writing
    speaking
    reading
    listening
 	
Identify types of words and phrases that create effect
	Apply knowledge of language when:
	    writing
	    reading
	    listening
	
	Apply knowledge of language conventions when:
	    writing
	    reading
	    listening
	
	Determine words and phrases that create effect
		Use:
		    knowledge of language when
		    speaking
		    conventions of language
		    when speaking
		
		Include words and phrases that create effect	

	Recognize and observe differences between the conventions of spoken and written standard English		

CCR: 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.

Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 3	Standard #: 4

Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
   a. **Use sentence-level context as a clue to the meaning of a word or phrase.**
   b. **Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *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.**

Type: _____ Knowledge _____X_____ Reasoning _____ Performance Skill _____ Product

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that context clues can help determine the meaning of unknown or multiple-meaning words Identify and define root words Identify and define affixes Find words in dictionaries and glossaries	Determine the meaning of unknown and multiple-meaning words or phrases by: examining a sentence to find clues determining the meaning of a word when an affix is added (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*)		

Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases	Determine the meaning of an unknown word by identifying the common root (e.g., *company, companion*) Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase		

CCR: Demonstrate understanding of figurative language, word relationships, and nuance in word meanings.			
Strand: Language	**Cluster: Vocabulary Acquisition and Use**	**Grade: 3**	**Standard #: 5**

Standard: Demonstrate understanding of word relationships and nuances in word meanings.
a.   Distinguish the literal and non-literal 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).

Type: _____**Knowledge** _____**X**_____**Reasoning** _____**Performance Skill** _____**Product**

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize difference between literal and non-literal meanings of words and phrases Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful)	Distinguish the literal and non-literal meanings of words and phrases in context (e.g. take steps) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. new, believed, suspected, heard, wondered)		

CCR: 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.			
Strand: Language	**Cluster: Vocabulary Acquisition and Use**	**Grade: 3**	**Standard #: 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., af*ter dinner that night we went looking for them).			
Type: _____Knowledge _____X_____Reasoning _____Performance Skill _____Product			

Learning Targets
What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

Acquire grade appropriate:
    conversational
    general academic
    domain-specific
words and phrases including those that signal:
    spatial relationships
    temporal relationships
	Use accurately grade appropriate:
	    conversational
	    general academic
	    domain-specific
	words and phrases including those that signal:
	    spatial relationships
	    temporal relationships		