

# Third Grade Florida Standards English Language Arts

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Course #5010044

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This is the Standards Document for the ELA Standards for this grade level. It includes the unpacked standards learning targets. See the Year-At-A-Glance Document for implementation guidance.

## Third Grade Florida Standards for English Language Arts

<b>BODY OF KNOWLEDGE: READING STANDARDS FOR LITURATURE</b>			
<b>Cluster 1: Key Ideas and Details</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RL.1.1	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> <li>• It is important to refer to text for confirmation of answers to questions.</li> <li>• It is important to question what you are reading.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Use text to answer a variety of questions.</li> <li>• Ask a variety of questions from text to clarify understanding.</li> <li>• Cite evidence from the text as the basis for discussion and answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions to clarify understanding of a literary text.</li> <li>• I can answer questions based on evidence and details in a literary text.</li> </ul>
LAFS.3.RL.1.2	<p>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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<p><b>Conceptual and Procedural Understanding – The student understands that:</b></p> <ul style="list-style-type: none"> <li>• Key details are needed to recount/retell a story.</li> <li>• Fables, folktales, and myths are different types of literary texts.</li> <li>• Keys details are used to support the central message (main idea) or moral (lesson) of the text.</li> <li>• Diverse cultures have different versions of familiar fables and folktales.</li> <li>• Literary text reflects the cultures of diverse people.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Summarize a literary text using key details.</li> <li>• Distinguish between fables, folktales, and myths.</li> <li>• Draw conclusions about the central message or moral of the text.</li> <li>• Investigate literature from diverse cultures to identify lessons or morals.</li> </ul>	<p><b>Student Friendly Language Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can retell stories including fables, folktales, and myths from other countries.</li> <li>• I can determine the main idea (central message) and lesson or moral of a fable, folktale or myth.</li> <li>• I can use the most important details to retell the story.</li> <li>• I can give examples of fables, folktales, and myths.</li> </ul>
LAFS.3.RL.1.3	<p>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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<p><b>Conceptual and Procedural Understanding – The student understands that:</b></p> <ul style="list-style-type: none"> <li>• A character's actions affect the outcome of a story.</li> <li>• Every story has a sequence of events.</li> <li>• Characters have traits, motivations, and feelings that are described in a story.</li> <li>• Characters can be described based on traits, motivations, and/or feelings.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize characters traits in a story.</li> <li>• Describe characters in a story by referring to details about their traits, motivations, and/or feelings.</li> <li>• Explain how a character's actions impact the sequence of events and outcome of a story.</li> </ul>	<p><b>Student Friendly Language Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can describe characters by referring to details about traits, motivations, and feelings.</li> <li>• I can explain how a character's actions affect the sequence of events in a story.</li> </ul>

<b>Cluster 2: Craft and Structure</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RL.2.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>Words and phrases can have different meanings within text.</li> <li>Words and phrases in a story may be literal or non-literal.</li> <li>The author's word choice shapes the meaning.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in a literary text.</li> <li>Differentiate between literal and non-literal words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases in a literary text.</li> <li>I can tell the difference between literal and non-literal language.</li> </ul>
LAFS.3.RL.2.5	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.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>Stories, dramas, and poems have unique structures.</li> <li>Stories, dramas, and poems are written sequentially.</li> <li>Words such as chapter, scene, and stanza describe the different parts of a story, drama, or poem.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Use the terms chapter, scene, and stanza correctly when talking about stories, dramas, and poems.</li> <li>Explain how chapters and scenes build on the previous chapters and scenes.</li> <li>Refer to parts of stories, dramas, and poems to cite evidence when writing and speaking about literary text.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the words chapter, scene, and stanza correctly when talking about literary text.</li> <li>I can describe how successive parts of a text build on earlier sections.</li> <li>I can refer to parts of stories, dramas, and poems to give examples when writing or speaking about literary text.</li> </ul>
LAFS.3.RL.2.6	Distinguish their own point of view from that of the narrator or those of the characters.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	<ul style="list-style-type: none"> <li>A character has a point of view.</li> <li>A narrator in a story has a point of view.</li> <li>A reader has a point of view.</li> <li>Points of view may differ.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Determine a character's or narrator's point of view.</li> <li>Determine his/her own point of view regarding a text.</li> <li>Differentiate between personal views and views expressed in text.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the point of view of a character or narrator in a story.</li> <li>I can form an opinion from what I read.</li> <li>I can tell how my point of view is different from a point of view in a story.</li> </ul>
<b>Cluster 3: Integration of Knowledge and Ideas</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RL.3.7	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).	<ul style="list-style-type: none"> <li>Illustrations enhance and provide deeper meaning to a story.</li> <li>Illustrations connect to the words in a story.</li> <li>Illustrations can convey mood.</li> </ul> <b>The student is able to:</b>	<ul style="list-style-type: none"> <li>I can use the illustrations and text to explain the mood, setting, and characters of a story.</li> <li>I can explain how illustrations and</li> </ul>

	<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>Explain how the illustrations and text are related.</li> <li>Determine the mood conveyed by the illustrations in a story.</li> <li>Explain how illustrations contribute to the message of a story.</li> </ul>	text are related in a story.
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RL.3.9	<p>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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> <li>Authors may use the same characters in a series of books.</li> <li>The theme, plot, and setting could be similar or different in books by the same author.</li> <li>Although the characters in a series can be the same, the theme, plot, and setting can change.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Identify book series by familiar authors.</li> <li>Compare and contrast the themes in stories written by the same author.</li> <li>Compare and contrast the settings of stories written by the same author.</li> <li>Compare and contrast plots of stories written by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast themes from different stories by the same author.</li> <li>I can compare and contrast settings from different stories by the same author.</li> <li>I can compare and contrast plots from different stories by the same author.</li> <li>I can identify a book series by an author.</li> </ul>
<b>Cluster4: Range of Reading and Level of Text Complexity</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RL.4.10	<p>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>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> <li>Different types of text require different levels of attention and rates of reading speed.</li> <li>Rereading is a way to increase comprehension.</li> <li>Writing clarifies understanding.</li> <li>Comprehension includes understanding the author's craft in the writing.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Read and comprehend complex text within the 2-3 text complexity band.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand complex text.</li> </ul>

<b>BODY OF KNOWLEDGE: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)</b>			
<b>Cluster 3: Phonics and Word Recognition</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multisyllable words.</li> <li>Read grade-appropriate irregularly spelled words</li> </ol> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<ul style="list-style-type: none"> <li>Prefixes and suffixes can change the meaning of words.</li> <li>Knowing the meaning of prefixes and suffixes assists the reader in understanding the word.</li> <li>Words are not always spelled the way that they sound.</li> <li>Vowel and consonant patterns along with syllabication rules can be used to decode multisyllabic words.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Identify and apply the meaning of common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes (ex. –able, - ible, - ment, -ation, -fy, -ify, -ty, -ity)</li> <li>Decode multisyllabic words correctly.</li> <li>Read third-grade irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>I can use phonics skills to figure out words with more than one syllable.</li> <li>I can identify and know the meaning of many common prefixes.</li> <li>I can identify and know the meaning of common suffixes.</li> <li>I can use phonics skills to figure out words with Latin suffixes.</li> <li>I can read third-grade words that are spelled differently than they sound.</li> </ul>
<b>Cluster 4: Fluency</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> <li>The purpose of reading is comprehension.</li> <li>Reading rate must be adjusted to compensate for the reading purpose and/or the text's difficulty.</li> <li>Reading is more enjoyable and more understandable if the text is read with accuracy, expression and fluency.</li> <li>Context clues can be used to determine word meaning.</li> <li>It is sometimes necessary to reread text in order to comprehend or self-correct text.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Accurately read on-level text (including prose and poetry) with expression and at appropriate rates for understanding.</li> <li>Use context clues to double check accuracy and understanding.</li> <li>Recognize the need to adjust reading rates or reread text to more thoroughly comprehend text.</li> <li>Use self-correction strategies when reading text.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand what I read.</li> <li>I can read third-grade text with fluency and expression.</li> <li>I can use context clues to determine word meaning.</li> <li>I can slow down my reading if the text is challenging</li> <li>I can reread or self-correct to better understand what I am reading.</li> </ul>

<b>BODY OF KNOWLEDGE: READING STANDARDS FOR INFORMATIONAL TEXT</b>			
<b>Cluster 1: Key Ideas and Details</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>It is important to refer to text for confirmation.</li> <li>It is important to ask questions to clarify understanding when you are reading.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Use informational text to answer a variety of questions.</li> <li>Ask a variety of questions to clarify understanding of an informational text.</li> <li>Cite evidence from the text to support an answer or to discuss what was read.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to make sure I understand informational text that I am reading.</li> <li>I can give details or evidence from the text to support my answers to questions about informational text.</li> </ul>
LAFS.3.RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>The main idea is the big thought the author of the text is trying to convey.</li> <li>Understanding the main idea and the details that support it help with comprehension of informational text.</li> <li>Details support the main idea in an informational text.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Identify the main idea of an informational text.</li> <li>Retell details of the text that support the main idea.</li> <li>Explain how the details support the main idea of the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell the main idea of an informational text.</li> <li>I can retell details that support the main idea of an informational text.</li> <li>I can explain how the details support the main idea of an informational text.</li> </ul>
LAFS.3.RI.1.3	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.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	<ul style="list-style-type: none"> <li>Sequencing is putting things in order from past to present or present to past.</li> <li>It is important to understand causes and effects when reading informational text about historical events and scientific concepts.</li> <li>Events in a series are related to and/or dependent on each other.</li> <li>Language that pertains to time, sequence, and/or cause and effect can be used to describe the relationship of events in a series.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Use time (temporal words), sequence, and cause/effect language to talk about and explain informational text.</li> <li>Describe how a series of events, ideas or procedures are related to each other.</li> <li>Determine cause and effect based on information in historical, scientific, or technical text.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine sequence of events in an informational text and describe how the events are dependent on each other.</li> <li>I can use cause and effect to show and explain events in a historical or scientific text.</li> <li>I can follow the steps in a procedure to help understand a technical process.</li> <li>I can use language that pertains to time, sequence, and cause/effect when talking about informational text.</li> </ul>

<b>Cluster 2: Craft and Structure</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>There are multiple strategies that can be used to find the meaning of a word.</li> <li>Words can be sorted into domains.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Determine ways to sort words based upon their meaning.</li> <li>Determine the meaning of words in third-grade informational text.</li> </ul>	<ul style="list-style-type: none"> <li>I can figure out the meanings of words in third-grade informational texts.</li> </ul>
LAFS.3.RI.2.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>Text features provide quick access to information.</li> <li>Not all information identified through a search tool is relevant.</li> <li>Hyperlinks and sidebars on the Internet are organized ways to help one find and navigate information.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Select and use the appropriate text features to find information.</li> <li>Differentiate between information that is relevant and information that is not when conducting a search.</li> <li>Use digital tools efficiently to locate information on a given topic..</li> <li>Locate information on a given topic.</li> </ul>	<ul style="list-style-type: none"> <li>I can use text features to locate information on a topic.</li> <li>I can use digital tools to locate information on a topic.</li> <li>I can determine if the information I find is relevant or not.</li> </ul>
LAFS.3.RI.2.6	Distinguish their own point of view from that of the author of a text.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>An author expresses a point of view in a text.</li> <li>A reader may have a different point of view from an author.</li> <li>It is important to determine an author's point of view in order to fully understand the message of the text.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Identify the author's point of view in an informational text.</li> <li>Cite evidence from the text to support the determination of the author's point of view.</li> <li>Distinguish his/her personal point of view from that of the author.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the author's point of view in an informational text.</li> <li>I can give evidence from the text to support the author's point of view.</li> <li>I can tell how my point of view is the same or different from that of the author.</li> </ul>
<b>Cluster 3: Integration of Knowledge and Ideas</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.RI.3.7	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).  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>Illustrations and text features aid in comprehension of a text.</li> <li>Illustrations and graphics provide additional information to support the words in the text.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Read and interpret text features (maps, photographs, diagrams, etc.) accurately.</li> <li>Use information from illustration and graphics to increase understanding of an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>I can use illustrations and graphics to understand parts of a text.</li> <li>I can explain where, when, why and how events in a text occur based on information found in the illustrations and words of the text.</li> </ul>

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	<p><b>Conceptual and Procedural Understanding – The student understands that:</b></p> <ul style="list-style-type: none"> <li>Paragraphs within a text each have a focus that supports the overall topic of the text and they are indicated by a new line, indentation, or numbering.</li> <li>The organization of the paragraphs is important to the overall organization of the text.</li> <li>Connections can be made between different paragraphs and sentences within a text.</li> <li>Informational text may be organized in a variety of ways (i.e., cause/effect, chronological order, etc.)</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Describe the connection between paragraphs in an informational text.</li> <li>Recognize cause/ effect structure in a text.</li> <li>Recognize chronological or sequential structure in a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can retell ideas from an informational text in order.</li> <li>I can identify paragraphs within an informational text.</li> <li>I can determine if an informational text has a cause/effect structure.</li> <li>I can determine if an informational text has a sequential structure.</li> <li>I can tell how the ideas in paragraphs within a text are connected.</li> </ul>
LAFS.3.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<p><b>Conceptual and Procedural Understanding – The student understands that:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting are useful tools in comprehending text.</li> <li>Key details presented in two informational texts may be compared and contrasted.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Compare important points and key details presented in two texts on the same topic.</li> <li>Contrast important points and key details presented in two texts on the same topic.</li> </ul>	<p><b>Student Friendly Language Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can compare important points and details from two texts on the same topic.</li> <li>I can contrast important points and details from two texts on the same topic.</li> </ul>
<b>Cluster 4: Range of Reading and Level of Text Complexity</b>			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.RI.4.10	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.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<p><b>Conceptual and Procedural Understanding – The student understands that:</b></p> <ul style="list-style-type: none"> <li>Different types of text require different levels of attention and rates of reading speed.</li> <li>Rereading is a way to increase comprehension.</li> <li>Writing clarifies understanding.</li> <li>Comprehension includes understanding the author’s craft in the writing.</li> <li>Reading informational text requires different skills that reading literary text.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Read and comprehend complex text within the 2-3 text complexity band.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and understand complex informational text.</li> </ul>

<b>BODY OF KNOWLEDGE: WRITING STANDARDS</b>			
<b>Cluster 1: Text Types and Purposes</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.W.1.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> <li>Opinions must be supported by facts and details.</li> <li>Organizational structure and linking words are important to writing clearly.</li> </ul> <hr/> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Introduce an opinion/topic.</li> <li>Provide reasons to support the opinion.</li> <li>Use linking words and phrases to connect opinions and reasons.</li> <li>Include a conclusion that provides closure to the writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can write an opinion piece that introduces my topic, states my opinion, provides reasons to support my point of view, has an organizational structure, links ideas, and has a conclusion.</li> </ul>
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.W.1.2	<p>Writing informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> <li>A well written informative/explanatory text includes a topic, supporting details, facts, and/or definitions, and a conclusion.</li> <li>Linking words (such as also, another, and, more, and but) connect ideas in informational writing.</li> <li>Illustrations can add to the clarity of the message.</li> </ul> <hr/> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>Introduce a topic when writing.</li> <li>Organize informational writing so that related ideas are grouped together.</li> <li>Develop a topic using facts, definitions, details and illustrations as needed.</li> <li>Connect ideas when writing through the use of linking words.</li> <li>Write a conclusion that makes the writing sound finished.</li> </ul>	<ul style="list-style-type: none"> <li>I can write to examine a topic and present ideas clearly..</li> <li>I can produce informational writing that introduces a topic, groups information in an organized way, is developed with facts, definitions and details, uses linking words to connect ideas, includes illustrations as needed, and has a conclusion.</li> </ul>

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.W.1.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order.</li> <li>Provide a sense of closure</li> </ol> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> <li>Narrative writing tells a personal experience or a fictional story.</li> <li>Narrative writing includes a focus on story elements.</li> <li>Temporal words help move the reader through time in the story.</li> <li>Dialogue, description, thoughts, feelings, and word choice help to develop the experiences in narrative writing.</li> <li>Narrative writing needs a sense of closure.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Explain the difference between a real and imagined story.</li> <li>Use the story elements of character, setting, and plot when writing a narrative.</li> <li>Use dialogue and descriptions to make the story interesting and clear for the reader.</li> <li>Use temporal words to help the reader know the order of events.</li> <li>Write a conclusion to the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell the difference between real events and fictional events.</li> <li>I can write a narrative that establishes a situation, moves the reader through time, provides elaborated detail, dialogue and description as needed, and has a sense of closure.</li> </ul>

**Cluster 2: Production and Distribution of Writing**

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.W.2.4	<p>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.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> <li>Writing can be organized in different ways depending on the purpose.</li> <li>Writing is a process that can be improved with adult support and guidance.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Identify a purpose for writing.</li> <li>Choose an appropriate organizational structure for writing.</li> <li>Produce writing that is developed and addresses the purpose or task.</li> <li>Demonstrate an awareness of audience.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a narrative with help and support.</li> <li>I can write an informative/explanatory essay with help and support.</li> <li>I can write about my opinion with help and support.</li> <li>I can organize my writing to help my reader understand my message.</li> </ul>
LAFS.3.W.2.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> <li>Making a plan organizes thoughts for the writing process.</li> <li>Revising changes content to improve writing</li> <li>Editing changes conventions to improve writing.</li> <li>Receiving feedback from peers and adults will strengthen writing.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Construct a plan to before writing.</li> <li>Develop a piece of writing.</li> <li>Modify a piece of writing by adding detail or making changes.</li> <li>Apply appropriate conventions to a finished piece of writing.</li> <li>Ask peers and adults for input to improve writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can make a plan for my writing.</li> <li>I can improve my writing by revising.</li> <li>I can improve my writing by editing.</li> <li>I can seek feedback from my classmates and adults.</li> </ul>

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.W.2.6	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  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	<p><b>Conceptual and Procedural Understanding – The student understands that:</b></p> <ul style="list-style-type: none"> <li>Technology is a tool that can be used to produce writing.</li> <li>Technology is a tool that can be used to publish writing.</li> <li>Technology is a tool that can be used to interact/collaborate with others.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Produce a piece of writing using technology.</li> <li>Publish a piece of writing using technology.</li> <li>Collaborate with others using technology to produce a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can use technology to produce writing.</li> <li>I can use technology to publish writing.</li> <li>I can work with others to produce and publish writing.</li> <li>I can use technology to interact and collaborate with others about writing.</li> </ul>
<b>Cluster 3: Research to Build and Present Knowledge</b>			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.W.3.7	Conduct short research projects that build knowledge about a topic.  <i>Cognitive Complexity:</i> Level 4: Extended Thinking and Complex Reasoning	<p><b>Conceptual and Procedural Understanding – The student understands that:</b></p> <ul style="list-style-type: none"> <li>Nonfiction text or informational text will allow us to gain knowledge about a subject.</li> <li>Research involves looking for information in a variety of sources.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Consult multiple sources to find information on a topic.</li> <li>Determine key or relevant information from the sources.</li> <li>Summarize relevant information gathered from media sources.</li> <li>Compare and contrast information from two or more different sources.</li> </ul>	<ul style="list-style-type: none"> <li>I can read informational text to learn more about a topic.</li> <li>I can organize information to make a report.</li> </ul>
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	<p><b>Conceptual and Procedural Understanding – The student understands that:</b></p> <ul style="list-style-type: none"> <li>Previously learned information can be used to help understand new information.</li> <li>Information can be gathered from a variety of sources.</li> <li>Note taking helps him/her remember and organize information.</li> <li>Information must be sorted and organized in order to create a report.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Recall information from previous learning experiences.</li> <li>Gather information from text and digital sources.</li> <li>Prioritize information according to importance.</li> <li>Take notes and categorize information.</li> <li>Categorize information</li> <li>Organize information for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>I can use information I have learned to help me understand new information.</li> <li>I can find information from different materials. (books, magazines, pamphlets, brochures, websites, videos, TV)</li> <li>I can take notes and organize information for learning.</li> </ul>

<b>Cluster 4: Range of Writing</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.W.4.10	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.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	<ul style="list-style-type: none"> <li>• Some types of writing can be completed in one sitting.</li> <li>• Some types of writing are completed during multiple sittings.</li> <li>• There are different purposes for writing.</li> <li>• Awareness of audience is important when writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can work on a written project over several days.</li> <li>• I can complete a written project in a single setting.</li> <li>• I can write for different purposes.</li> <li>• I can write for different audiences.</li> </ul>
		<b>The student is able to:</b> <ul style="list-style-type: none"> <li>• Apply the writing process for short and extended periods of writing.</li> </ul>	

<b>BODY OF KNOWLEDGE: STANDARDS FOR SPEAKING AND LISTENING</b>			
<b>Cluster 1: Comprehension and Collaboration</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.SL.1.1	<p>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.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> <li>Preparation is important for group discussions.</li> <li>All members can contribute to group discussion.</li> <li>Questioning helps group members clarify understanding.</li> <li>Participation of all members is necessary in order to have a good discussion.</li> <li>Active listening is an important skill.</li> <li>Speaking can help clarify understanding.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Actively engage in collaborative discussions.</li> <li>Listen respectfully.</li> <li>Ask questions to clarify understanding,</li> <li>Study materials in order to prepare for group discussions.</li> <li>Link statements to the statements of others.</li> <li>Stay on topic.</li> </ul>	<ul style="list-style-type: none"> <li>I can come to my group prepared to share my ideas and what I have learned through my research.</li> <li>I can contribute to group discussions by asking questions.</li> <li>I can follow the rules for group discussions.</li> <li>I can listen respectfully and stay on topic.</li> </ul>
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.SL.1.2	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<ul style="list-style-type: none"> <li>Determining the main idea and supporting details can help clarify understanding of presented information.</li> <li>Information can be presented through different media.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Interpret and share in small groups and/or large groups what the main idea was of the material that was presented visually, quantitatively, and/or orally.</li> <li>Interpret and share with small groups and/or large groups supporting details that support the main idea which was presented visually, quantitatively, and/or orally.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the main idea and supporting details of a story read aloud to me.</li> <li>I can identify the main idea and supporting details of information presented through a variety of media.</li> </ul>

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.SL.1.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail  <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>• Asking a speaker questions can help clarify understanding of the topic.</li> <li>• Listening and answering questions can help clarify understanding of the speaker's topic.</li> <li>• It is important to ask relevant questions.</li> <li>• He/she may provide related elaboration and detail when discussing information from a speaker's talk.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Listen respectfully and actively to a speaker.</li> <li>• Construct on-topic questions to clarify understanding of the speaker's message.</li> <li>• Elaborate and add details when answering questions about the speaker's topic.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask questions about the information shared by a speaker.</li> <li>• I can answer questions about the information shared by a speaker.</li> <li>• I can provide relevant details when discussing what a speaker has said.</li> </ul>
<b>Cluster 2: Presentation of Knowledge and Ideas</b>			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.SL.2.4	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.  <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts	<ul style="list-style-type: none"> <li>• Presentation format depends on the information being shared.</li> <li>• Facts may be relevant or irrelevant.</li> <li>• Pace and clarity of speech will affect the audience's understanding of the content.</li> <li>• Descriptive details add to the content of a presentation.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Tell a story or recount an experience.</li> <li>• Report on a topic or text.</li> <li>• Determine which facts are relevant and appropriate to the topic and audience.</li> <li>• Use good pacing and volume when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• I can share my findings on a topic or text, tell a story, or tell about something that has happened to me.</li> <li>• I can share facts that are relevant to a topic.</li> <li>• I can make my report interesting by using descriptive details.</li> <li>• I can use good pacing and volume when speaking to a group.</li> </ul>
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.SL.2.5	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.  <u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning	<ul style="list-style-type: none"> <li>• Reading with fluency, clarity, expression, and at a pace appropriate for a listening audience is important for understanding.</li> <li>• Gestures, drawings, or displays help answer audience questions and emphasize key information.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Create audio recordings of poems or stories.</li> <li>• Create or act out visual displays to emphasize or enhance certain facts or details.</li> <li>• Analyze a story or poem in order to determine what key points need a visual display.</li> <li>• Determine what type of visual display will best suit the task and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can read a poem or story aloud in an entertaining way.</li> <li>• I can record myself reading a poem or story aloud.</li> <li>• I can pick out details from the story or poem that need a visual display.</li> <li>• I can decide if a visual display will be a picture, a map, a graph or a drama.</li> </ul>

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.SL.2.6	<p>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.)</p> <p><u>Cognitive Complexity:</u> Level 1: Recall</p>	<ul style="list-style-type: none"> <li>• It is appropriate to respond in complete sentences when asked a question..</li> <li>• Speaking in complete sentences can help others understand what we mean more easily.</li> <li>• Using complete sentences can help clarify details for others.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Answer questions in complete sentences.</li> <li>• Demonstrate understanding of a complete sentence.</li> <li>• Analyze sentences to determine whether they are complete or incomplete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• I can speak in complete sentences to answer a question.</li> <li>• I can speak in complete sentences to provide details to someone.</li> <li>• I can speak in complete sentences to help someone understand more clearly what I have said.</li> </ul>

<b>BODY OF KNOWLEDGE: LANGUAGE STANDARDS</b>			
<b>Cluster 1: Conventions of Standard English</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Demonstrate beginning cursive writing skills.</p> <p>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>c. Form and use regular and irregular plural nouns.</p> <p>d. Use abstract nouns (e.g., childhood).</p> <p>e. Form and use regular and irregular verbs.</p> <p>f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>g. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>i. Use coordinating and subordinating conjunctions.</p> <p>j. Produce simple, compound, and complex sentences.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p><b>The student understands that:</b></p> <ul style="list-style-type: none"> <li>Using the conventions of standard English grammar when speaking or writing enhances communication and helps the understanding of the listener or reader.</li> </ul> <hr/> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns (e.g., childhood).</li> <li>Form and use regular and irregular verbs.</li> <li>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>Ensure subject-verb and pronoun-antecedent agreement.</li> <li>Form and use comparative (better) and superlative adjectives (best) and adverbs, and choose between them depending on what is to be modified.</li> <li>Use coordinating and subordinating conjunctions.*</li> <li>Produce simple, compound, and complex sentences.</li> </ul> <p>*<u>Coordinating conjunctions</u> join sentence elements that are the same. They may join words and phrases. Ex. <i>Cookies or cake?; She went out the door and ran away.</i> There are only seven: for, and, nor, but, or, yet, so.</p> <p><u>Subordinating conjunctions</u> join dependent to independent clauses. Ex. <i>I will eat broccoli after I eat this sandwich.</i> There are <u>many</u> subordinating conjunctions.</p>	<ul style="list-style-type: none"> <li>I can use correct English when I speak.</li> <li>I can use correct English when I write.</li> </ul>

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<ul style="list-style-type: none"> <li>Titles need capital letters.</li> <li>Commas are needed in addresses and dialogue. (dates, series, greetings/closings of letters taught previously)</li> <li>Quotation marks are needed in dialogue.</li> <li>There are different ways to form and use possessives.</li> <li>Patterns help us spell words correctly.</li> <li>Suffixes can be added to words.</li> <li>It is important to know how to use reference materials.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>I can capitalize appropriate words in titles.</li> <li>I can use commas in addresses.</li> <li>I can use commas and quotation marks in dialogue.</li> <li>I can form and use possessives.</li> <li>I can spell high frequency and other studied words correctly.</li> <li>I can add suffixes to base words.</li> <li>I can apply spelling patterns when writing words.</li> <li>I can use reference materials to check and correct spellings.</li> </ul>
<b>Cluster 2: Knowledge of Language</b>			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Recognize and observe differences between the conventions of spoken and written standard English.</li> </ol> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> <li>There are differences in written and spoken language.</li> <li>We choose words when writing, speaking, reading and listening that will add effect and communicate clearly.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>Write, speak, listen, and read using appropriate language</li> <li>Choose words that will give deeper meaning to whomever is reading or listening</li> <li>Recognize differences between the conventions of spoken and written standard English.</li> </ul>	<ul style="list-style-type: none"> <li>I can speak correctly.</li> <li>I can choose words and phrases that will add meaning to my writing, speaking, reading, or listening.</li> <li>I can recognize differences between spoken and written standard English.</li> </ul>
<b>Cluster 3: Vocabulary Acquisition and Use</b>			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.3.L.3.4	<p>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.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the</li> </ol>	<ul style="list-style-type: none"> <li>Words have multiple meanings and context can be used to determine meaning.</li> <li>Root words can help determine meaning.</li> <li>Affixes help determine word meaning.</li> <li>Tools, such as glossaries, dictionaries, or on line resources, can be used to understand words.</li> </ul>	<ul style="list-style-type: none"> <li>I can figure out what a word means by reading the words in the same sentence, the sentences around the unknown word, or using clues from pictures or other text on the page.</li> <li>I can use prefixes help me understand</li> </ul>

	<p>meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Use tools such as glossaries, dictionaries and online dictionaries to determine word meaning.</li> <li>• Use context clues to determine meaning of words that are unfamiliar.</li> <li>• Apply knowledge of affixes and/or root words to clarify or understand words and phrases clearly.</li> <li>• Determine the meaning of multiple-meaning words based on context.</li> </ul>	<p>what a word means.</p> <ul style="list-style-type: none"> <li>• I can use root words I know to understand unfamiliar words.</li> <li>• I can use a glossary or a dictionary (print or digital) to understand what a word means.</li> </ul>
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.L.3.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p><b>The student understands that:</b></p> <ul style="list-style-type: none"> <li>• Words and word phrases can have literal or nonliteral meanings.</li> <li>• Word choice is important to convey clear meaning or to comprehend text.</li> <li>• Synonyms have different intensities (shades) of meaning.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Understand nuance of words and use it correctly when choosing words to use.</li> <li>• Distinguish shades of meaning in a group of synonyms.</li> <li>• Analyze context in order to determine word meaning.</li> <li>• Categorize words to identify real-life connections.</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose exactly the words I need in order to describe to others what I mean.</li> <li>• I can distinguish shades of meaning in synonyms.</li> <li>• I can understand when to take words literally.</li> <li>• I can identify real life connections of words.</li> </ul>
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
LAFS.3.L.3.6	<p>Acquire and use accurately conversational, general academic, and domain specific words and phrases, found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><u>Cognitive Complexity:</u> Level 1: Recall</p>	<p><b>The student understands that:</b></p> <ul style="list-style-type: none"> <li>• That using words and phrases that are learned in the classroom is important.</li> <li>• That communicating with others is simplified when we use a common vocabulary that is domain specific.</li> <li>• That words can signal spatial and time relationships.</li> </ul> <p><b>The student is able to:</b></p> <ul style="list-style-type: none"> <li>• Use words that have been learned in classroom instruction.</li> <li>• Determine relationships between words.</li> <li>• Use domain specific words.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use words that I have learned in my class.</li> <li>• I can determine relationships between words.</li> </ul>

**CONTENT-AREA CONNECTIONS****Cluster 1: Science**

<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
SC.3.N.1.3	Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> <li>It is important to record procedures and findings when completing investigations.</li> <li>Charts and graphs can be used to communicate information.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Maintain notes, both pictorial and written, of investigations.</li> <li>Create a simple chart or graph to communicate information from an investigation.</li> </ul>	<ul style="list-style-type: none"> <li>I can keep notes about my investigations.</li> <li>I can make a chart or graph to communicate information.</li> </ul>
SC.3.N.1.4	Recognize the importance of communication among scientists.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> <li>Communication is important when sharing scientific concepts.</li> <li>Scientists must communicate with each other.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Give a reason that communication is important among scientists.</li> <li>Communicate with others about science concepts.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate with others about science concepts.</li> </ul>
SC.3.N.1.5	Recognize that scientists question, discuss, and check each other's' evidence and explanations.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<ul style="list-style-type: none"> <li>It is important to check evidence and explanations.</li> <li>It is important to ask questions and have discussions about findings.</li> <li>Questioning and discussion help clarify ideas about science.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Ask a question to clarify understanding about someone's science project or work.</li> <li>Check the evidence provided in an investigation and give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to clarify understanding about a science investigation.</li> </ul>
SC.3.N.1.5	Infer based on observation.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> <li>Scientists make inferences based on their observations.</li> <li>Inference is not the same as observation.</li> </ul> <b>The student is able to:</b> <ul style="list-style-type: none"> <li>Make an inference from observations.</li> </ul>	<ul style="list-style-type: none"> <li>I can make an inference or draw a conclusion based on my observations.</li> </ul>

<b>Cluster 2: Civics</b>			
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
SS.3.C.1.2	Describe how government gains its power from the people.	<ul style="list-style-type: none"> <li>Government has power that is given to it by the citizens.</li> <li>Laws govern a government's power.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe power that belongs to the government.</li> <li>I can describe the citizen's role in our government's power.</li> </ul>
		<b>The student is able to:</b>	
		<ul style="list-style-type: none"> <li>Describe how citizens give power to the government (Example: voting).</li> </ul>	
<b>Standard Identifier</b>	<b>Standard with Complexity Rating</b>	<b>Conceptual and Procedural Understanding – The student understands that:</b>	<b>Student Friendly Language Learning Targets</b>
SS.23C.2.1	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.	<ul style="list-style-type: none"> <li>Citizens have responsibilities in a society.</li> <li>Citizens can demonstrate civility, cooperation, volunteerism, and other civic virtues.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell ways to demonstrate civility, cooperation, and volunteerism.</li> <li>I can recognize when citizens are demonstrating civic virtues.</li> </ul>
		<b>The student is able to:</b>	
		<ul style="list-style-type: none"> <li>Identify civic virtues such as civility, cooperation, volunteerism, and others.</li> <li>Tell how actions of citizens demonstrate civic virtues.</li> </ul>	