

**3rd Grade Priority Standards
Reading and Writing 2020-21**

Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Literature	3.RL.1 -Ask and answer questions, and make and support logical inferences to construct meaning from the text.	x x			x
Reading Literature	3.RL.2 -Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	x x			
Reading Literature	3.RL.3 -Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	x		x	
Reading Literature	3.RL.4 -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	x		x	x
Strand	Priority Standard	Q1	Q2	Q3	Q4
Reading Informational	3.RI.1 -Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	x	x		x
Reading Informational	3.RI.2 -Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	x	x x		x
Reading Informational	3.RI.3 -Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.		x		
Reading Informational	3.RI.5 -Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.		x x	x	
Reading	3.RI.6 -Distinguish their own perspective from that of the author of a text, and		x	x	x

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Informational	describe how various perspectives shape the content and style of a text.				
Reading Informational	3.RI.9 -Explain the relationship between information from two or more texts on the same theme or topic.			x	
Strand	Priority Standards	Q1	Q2	Q3	Q4
Composition	<p>3.C.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		x		x x
Composition	<p>3.C.2-Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. 		x	x	x

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	<ul style="list-style-type: none"> f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 				
Composition	<p>3.C.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	<p>x (a,b)</p> <p>x</p>		x	x
Composition	3.C.4- With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.			x x	x
Composition	3.C.5- Conduct short research projects that build knowledge about a topic.			x	x
Composition	3.C.6- Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.			x	x
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Language	3.L.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3		x x		x x

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	<p>reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. 				
Language	<p>3.L.5-Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms c. Distinguish shades of meaning among related words that describe degrees of certainty. 			<p>x x</p>	

- Quarter 1:** 8-12-20 thru 10-14-20
- Quarter 2:** 10-15-20 thru 12-18-20
- Quarter 3:** 1-4-21 thru 3-9-21
- Quarter 4:** 3-10-21 thru 5-20-21