## Focus Standards

### RL.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**Assessment**

I can determine the meaning of words and phrases as they are used in text, distinguishing between literal and nonliteral language.

### RL.3.5
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.

**Assessment**

I can refer to parts of stories, dramas, and poems when writing or speaking about a text, using words such as chapter, scene or stanza, and describe how each part builds on earlier sections.

### 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).

**Assessment**

I can use information gained from illustrations and the words in a text to make meaning of the text.

### RF.3.3b
Decode words with common Latin suffixes.

**Assessment**

I can decode words with common Latin suffixes.

### RF.3.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Assessment**

I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### W.3.1
Write opinion pieces on topics or texts, supporting a point of view with reasons.

- **a)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **b)** Provide reasons that support the opinion.
- **c)** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **d)** Provide a concluding statement or section.

**Assessment**

I can write an opinion piece by introducing my topic, stating my opinion, and providing reasons that support my opinion. I can use linking words to connect my opinion with my reasons, and provide a concluding statement.

### W.3.6
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.

**Assessment**

I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with my classmates.

### SL.3.1b
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).

**Assessment**

I can follow agreed-upon rules for discussions.

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

**Assessment**

I can report on a topic with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### SL.3.6
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Assessment**

I can speak in complete sentences when necessary to provide more detail or clarification.
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<th>Satisfactory Growth Toward Meeting Standard</th>
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<tr>
<td>L.3.1c Use abstract nouns (e.g., <em>childhood</em>).</td>
<td></td>
<td>I can use abstract nouns in my writing.</td>
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<tr>
<td>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <em>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</em>).</td>
<td></td>
<td>I can determine the meaning of words formed with affixes.</td>
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<td>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <em>company, companion</em>).</td>
<td></td>
<td>I can use a known root word as clue to the meaning of an unfamiliar word with the same root.</td>
<td>Language Assessment 1</td>
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<tr>
<td>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <em>take steps</em>).</td>
<td></td>
<td>I can distinguish literal and nonliteral meanings of words in phrases in context.</td>
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### Science Connections

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### Social Studies Connections