Third Grade ELA Timeline

Macon County   2017-2018

On-going standards through the year:

New	Old	Learning Target	Resources	T	M
RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	RL.3.1	• I can justify my responses with evidence from the text when writing or speaking. • I can ask and answer questions to demonstrate understating of a text.			
3.RL.KID.2 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.	RL.3.2	• I can use supporting key details from the text to justify the main idea. • I can determine the main idea (central message,) lesson, or moral when I read. (R) • I can recount (retell) stories, including fables, folktales, and myths from diverse cultures. (K)			
3. RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.	RL.3.3	• I can explain how a character's actions contribute to the sequence of events. (R) • I can describe characters in a story (e.g. traits, motivations, or feelings). (K)			
3.RL.CS.5 Refer to parts of stories,	RL.3.5	• I can refer to parts of stories, dramas, and poems when writing using terms like chapter, scene, and			

dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections		stanza. (K) • I can refer to parts of stories, dramas, and poems when speaking using terms like chapter, scene, and stanza. (K) • I can indicate how each part of a story, drama, or poem builds on earlier parts. (R)			
RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.	RL.3.7	• I can use specific illustrations from a text to defend elements of a story (e.g. create mood or emphasize aspects of a character or setting). (R)			
RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	RL.3.9	• I can compare and contrast story characteristics (such as themes, settings, and plots) or stories in a series from the same author. (R)			
RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.	RL.3.10	• I can read and comprehend different types of literature (stories and poetry) independently. (R)			
3. RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the	RI.3.1	• I can justify to others my response to questions by citing text evidence. (R) • I can identify evidence from the text to formulate questions and answers. (P)			

answers.					
RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.	RI. 3.4	• I can construct a vocabulary learning tool to show meanings of third grade words. (P)			
RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.	RI.3.7	• I can infer information gained from illustrations and words in a text. (R)			
RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	RI.3.10	• I can read and comprehend information from all subject areas independently. (R)			
FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding c. Decode multi-syllable words isolated words and in connected text. d. Read grade-appropriate irregularly spelled words.	RF. 3.3.c	• I can decode multi-syllable words. (R) • I can read third grade words with irregular spellings. (K)			
3. FL.F.5 Read with	RF.3.4.a	• I can read grade-level text with purpose and			

sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-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 of words; reread as necessary	RF.3.4.b RF.3.4.c	understanding. (R) • I can read grade-level prose (story-form) and poetry orally with accuracy, appropriate rate, and expression each time I read. (S) • I can use context clues to confirm, self-correct, or reread when necessary. (S)			
SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	SL.3.1	• I can express my ideas clearly when discussing a specific text with classmates. (R) • I can express my ideas clearly when discussing various topics with classmates. (R) • I can apply my prior knowledge of a topic by stating my ideas during a discussion. (S) • I can summarize a text that I have read. (K) • I can stay on topic during a class discussion. (S) • I can help develop and demonstrate correct behaviors during class discussion. (K,P) • I can elaborate on the ideas of others. (R) • I can create questions about the information being presented in a discussion. (P) • I can justify my ideas and understanding of the discussion by paraphrasing what has been discussed.			

		(R)			
SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3	• I can answer questions about information from a speaker by elaborating on the details given. (R) • I can ask questions about information from a speaker. (P)			
SL.PKI.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.	SL.3.4	I can speak clearly at an understandable pace. (S)			
SL.PKI.5 Add audio or visual elements when appropriate to emphasize or enhance certain facts or details.	SL.3.5	• I can record myself reading a story or poem fluently at an understandable pace. (S) • I can include visuals to illustrate important details of my recording. (R)			
SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.3.6	• I can speak in complete sentences when responding. (R)			
FL.WC.4 Know and apply grade-	L.3.2.e	• I can apply rules when adding suffixes to base words (double consonant, drop the final y, change y to i.) (S)			

level phonics and word analysis skills when encoding words; write legibly. a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters.		• I can choose the correct spelling or high-frequency words. (K) • I can use spelling patterns and rules of spelling to spell words correctly. (S) • I can use a glossary or dictionary to check the spelling of words. (S) • I can define words using print and digital dictionaries or glossaries. (K)			
3.FL.VA.7 A. 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. i. Use sentence-level context as a clue to the	L.3.3.a	• I can choose synonyms to improve the effectiveness of my writing. (S) • I can use shades of meaning to improve the effectiveness of my writing. (S) • I can identify dialect and difference in spoken and formal written language. (K) • I can recognize differences between spoken and written language. (K) • I can illustrate real life examples of vocabulary words. (R)			

meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words B. Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states		• I can organize words with the same meaning in order of extremes (shades of meaning.) (S) • I can incorporate new vocabulary words in my conversations and my writing. (S)			

New	Old	Learning Target		Resources	T	M
of mind or degrees of certainty. C. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships						
W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	W.3.4	• I can use prewriting strategies (brainstorming, graphic organizers, logs, journals.) (S) • I can create a rough draft. (P) • I can edit my writing with the help of classmates and my teacher (spelling and grammar.) (S) • I can revise my writing using a rubric. (S) • I can produce my final piece of writing using a computer. (R) • I can write routinely across different subject areas. (P)				

1st 9 Weeks

New	Old	Learning Target	Resources	T	M
FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in	RF 3.3.a	• I can identify common prefixes. (K) • I can identify derivational suffixes. (How a suffix changes the meaning of a word.) (K)			

connected text. a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as -ly, -less, and -ful					
SL.PKI.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.	SL 3.4	• I can tell a story or share an experience using appropriate, important, and descriptive details. (P) • I can give a report on a topic or text using appropriate, important, and descriptive details. (P)			
FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	L3.1.1	• I can identify nouns. (K) • I can construct sentences using nouns correctly. (P) • I can use singular and plural nouns correctly in a sentence. (S) • I can represent nouns in singular and plural forms including irregular nouns. (R) • I can produce simple sentences (types of sentences, subjects and predicates, & end marks). (P) • I can write titles with correct capitalization. (P)			
FL.VA.7 A. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3	L3.4.a	• I can use context clues to determine the meaning of a word. (S)			

reading and content, choosing flexibly from a range of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.					
W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Establish a situation by using a narrator, including characters, and organizing		• I can plan a story including characters, a setting, and a plot. (P) • I can choose a narrator for my story. (S) • I can create conversations to describe actions, thoughts, and feelings of characters. (P) • I can use time order words (first, next, after, then, etc…) to show sequence of events. (S) • I can develop an ending that provides a logical solution. (P)			

an event sequence that unfolds naturally. b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. e. Apply language standards addressed in the Foundational Literacy standards.				

2nd 9 Weeks:

New	Old	Learning Target	Resources	T	M
RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2	• I can name and explain the main idea of an informational text. (R) • I can use the key details to support the main idea. (S)			
RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps	RI.3.3	• I can create a timeline to show the order of events in history and science. (P) • I can classify cause and effect information by producing a graphic organizer. (P) • I can apply sequence words to connect sentences			

in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		and paragraphs within a text. (S)			
RI.CS.5 Use text features to locate information relevant to a given topic efficiently.	RI.3.5	• I can choose appropriate text features and search tools to locate information within a text. (S)			
RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9	• I can differentiate the main idea and key details from the two texts on the same topic. (R)			
FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	RF.3.3a	• I can define the meanings of common prefixes and suffixes. (K)			
SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.	SL.3.2	• I can identify the main idea and supporting details of pictures, articles, videos, and reports. (K) • I can identify the main idea and supporting details of a text that has been read-aloud. (K)			
FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and	L.3.1.a	• I can identify and define verbs. (K) • I can construct sentences using verbs correctly. (P) I can identify abstract nouns. (S) • I can construct sentences using abstract nouns. (P) • I can distinguish the tense of a verb. (R)			

conventions of standard English grammar and usage, including capitalization and punctuation, when writing.		- I can create sentences using verb tenses correctly. (P) - I can recognize correct subject/verb agreement (including use of pronouns). (K) - I can define and locate conjunctions within a sentence. (K) - I can create sentences using conjunctions correctly. (P,S) - I can produce compound sentences. (P) I can identify and use possessive nouns. (K,S)			
FL.VA.7 a. 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. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root.	L.3.4.b	- I can define the meaning of the most common affixes. (K) - I can apply the meaning of an affix when using a known word. (S) - I can use root words to determine the meaning of words in the same family. (S)			

Standard	Old	Learning Target	Resources	T	M
iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.					
W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.3.1a	• I can introduce the topic or text of an opinion piece I am writing about. (K) • I can state an opinion. (K) • I can create a graphic organizer to list reasons supporting my opinion. (P) • I can provide evidence to justify my opinion. (R) • I can choose linking words or phrases (e.g. because, therefore, since, for example) to connect opinions and reasons. (K) • I can develop a concluding statement or paragraph. (P)			

3rd 9 Week:

Standard	Old	Learning Target	Resources	T	M
3. RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).	RL 3.4	• I can recognize the difference in literal and nonliteral language. (K) • I can classify literal language versus nonliteral language in a text. (S)			
RI.CS.6 Distinguish reader point of	RI 3.6	• I can compare and contrast my point of view from that of the author of a text. (R)			

view from that of an author of a text.					
FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	L 3.1 a	• I can define and identify pronouns. (K) • I can define and identify adjectives. (K) • I can construct sentences using pronouns correctly. (P) • I can construct sentences using adjectives correctly. (P) • I can represent regular and irregular plural verbs. (R) • I can use regular and irregular plural verbs correctly in a sentence. (S) • I can differentiate when to use –er, -est, more, or most when using adjectives. (R/S) • I can use commas in an address. (S) • I can use commas and quotation marks in dialogue. (S) • I can identify and use possessive pronouns. (K, S)			
FL.VA.7 A. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin	L 3.4 b	• I can define the meaning of the most common affixes. (K) • I can apply the meaning of an affix when using a known word. (S) • I can use root words to determine the meaning of words in the same word family. (S)			

affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					
RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	L 3.5 a	• I can distinguish the meanings of idioms. (R)			
W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.	W 3.2 a	• I can introduce the topic or text of an informative/explanatory piece I am writing about. (K) • I can create a graphic organizer to outline facts, definitions, and details. (P) • I can use a web to group information together including illustrations. (R) • I can select linking words and phrases (e.g., also, another, more, and but) to connect ideas. (K) • I can develop a concluding statement or paragraph. (P)			

4th   9 Weeks:

New	Old	Learning Target	Resources	T	M
RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.	RL.3.6	• I can differentiate my point of view from the point of view of the narrator or characters. (R)			
FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	RF.3.3.b	• I can decode words with common Latin suffixes. (R)			
FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	L.3.1.a	• I can identify and define adverbs. (K) • I can construct sentences using adverbs correctly. (P) • I can differentiate when to use er/est/more/most when using adverbs. (R, S) • I can produce complex sentences. (P)			
FL.VA.7 a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content,	L.3.4.b	• I can define the meaning of the most common affixes. (K) • I can apply the meaning of an affix when using a known word. (S) • I can use root words to determine the meaning of words in the same word family. (S)			

choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.					
W.RBPK.7 Conduct short research projects that build general knowledge about a topic	W.3.7	• I can research topics that interest me. • I can design open ended questions to gather information about my topic. (P) • I can develop a plan to collect information on my topic. (surveys, interviews, search engines, and resource materials) (P)			
W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.	W.3.8	• I can gather information from print or digital sources. (S) • I can organize my information in an outline. (P)			