Catholic Schools
DIOCESE OF DALLAS

Unit 1: Reading and Writing Process

	CHECKPOINT		
	1	**2**	**3**

Catholic Identity	**Instructional Focus**			
3.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	☐ 3.1A share how literature contributes to strengthening moral character *			

Phonics and Word Study	**Instructional Focus**			
3.2A use appropriate fluency when reading grade-level text	☐ 3.2A read at a rate to increase comprehension ☐ 3.2A read with accuracy ☐ 3.2A read with inflection and emphasis			
3.2B demonstrate and apply phonetic knowledge while reading	☐ 3.2B.1 decode and spell multisyllabic words with multiple sound-spelling patterns such as eigh and ought. ☐ 3.2B.2 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables ☐ 3.2B.8 identify, read, and spell high-frequency words from a research-based list			
3.2C use strategies to determine the meaning of unknown words while reading	☐ 3.2C.1 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words			

Shared Reading	**Instructional Focus**			
3.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ 3.3A establish purpose for reading assigned and self-selected texts ☐ 3.3B generate questions about text before, during, and after reading ☐ 3.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures ☐ 3.3D create mental images to deepen understanding ☐ 3.3E monitor comprehension and make adjustments while reading **Tools to Know: Comprehension** ☐ 3.3F make connections to personal experiences, other texts, and society ☐ 3.3G make inferences and use evidence to support understanding ☐ 3.3H evaluate details read to determine key ideas ☐ 3.3I synthesize information to create new understanding			
3.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction**			
	Poetry			
	Drama			
	Informational			
	Argumentative			

Independent Reading	**Instructional Focus**			
3.4 self-select text and read independently	☐ 3.4A self-select text and read independently for a sustained period of time ☐ 3.4B share beautifully told and well-crafted works *			

Responding to Text	**Instructional Focus**			
3.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	**Ways to Show: Response Skills** ☐ 3.5A describe personal connections to texts ☐ 3.5B write brief comments on literary or informational texts ☐ 3.5C use text evidence to support an appropriate response ☐ 3.5D retell and paraphrase texts in ways that meaning and order ☐ 3.5E respond using newly acquired vocabulary as appropriate			
3.6A analyze the authors' choices and how they influence and communicate meaning				

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	**2**	**3**

Writing	Instructional Focus			
3.7A plan first drafts	☐ 3.7A.1 plan a first draft by selecting a genre for a particular topic, ☐ 3.7A.1 determine purpose and audience ☐ 3.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
3.7B develop drafts	☐ 3.7B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion ☐ 3.7B.2 developing an engaging idea with relevant details			
3.7C revise drafts	☐ 3.7C.1 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.7D edit drafts	☐ 3.7D.1 complete simple and compound sentences with subject-verb agreement ☐ 3.7D.2 past, present, and future verb tense ☐ 3.7D.3 singular, plural, common, and proper nouns ☐ 3.7D.10 punctuation marks - commas in items in a series ☐ 3.7D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.7E publish written work	☐ 3.7E.1 publish written work for appropriate audiences			
3.7F use the writing process to compose literary texts				
3.7G use the writing process to compose informational texts				
3.7H use the writing process to compose argumentative texts				
3.7I compose correspondence				

Research	Instructional Focus			
3.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3

Catholic Identity	Instructional Focus			
3.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	☐ 3.1B interpret and evaluate literature in a Christian spirit * ☐ 3.1C share how literature ignites the creative imagination * ☐ 3.1D recognize and model the virtues possessed by literary characters *			

Phonics and Word Study	Instructional Focus			
3.2A use appropriate fluency when reading grade-level text	☐ 3.2A read at a rate to increase comprehension ☐ 3.2A read with accuracy ☐ 3.2A read with inflection and emphasis			
3.2B demonstrate and apply phonetic knowledge while reading	☐ 3.2B.3 decode and spell compound words, contractions, and abbreviations ☐ 3.2B.4 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts ☐ 3.2B.8 identify, read, and spell high-frequency words from a research-based list			
3.2C use strategies to determine the meaning of unknown words while reading	☐ 3.2C.2 use print or digital resources to determine meaning (alphabetize a series of words to the third letter)			

Shared Reading	Instructional Focus			
3.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ 3.3A establish purpose for reading assigned and self-selected texts ☐ 3.3B generate questions about text before, during, and after reading ☐ 3.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures ☐ 3.3D create mental images to deepen understanding ☐ 3.3E monitor comprehension and make adjustments while reading **Tools to Know: Comprehension** ☐ 3.3F make connections to personal experiences, other texts, and society ☐ 3.3G make inferences and use evidence to support understanding ☐ 3.3H evaluate details read to determine key ideas ☐ 3.3I synthesize information to create new understanding			
3.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction** ☐ 3.3K.2 identify the causes underlying why people do the things they do * ☐ 3.3K.3 share how literature can contribute to strengthening one's moral character * **Poetry** **Drama** **Informational** ☐ 3.3N.1 recognize features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding **Argumentative**			

Independent Reading	Instructional Focus			
3.4 self-select text and read independently	☐ 3.4A self-select text and read independently for a sustained period of time ☐ 3.4B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
3.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	**Ways to Show: Response Skills** ☐ 3.5A describe personal connections to texts ☐ 3.5B write brief comments on literary or informational texts ☐ 3.5C use text evidence to support an appropriate response ☐ 3.5D retell and paraphrase texts in ways that meaning and order ☐ 3.5E respond using newly acquired vocabulary as appropriate			
3.6A analyze the authors' choices and how they influence and communicate meaning	☐ 3.6A.1 analyze the author's reasoning and discover the author's intent * ☐ 3.6A.2 explain how the use of text structure contributes to the author's purpose ☐ 3.6A.3 explain the author's use of print and graphic features to achieve specific purposes ☐ 3.6A.7 discuss how the author's use of language contributes to voice			

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3

Writing	Instructional Focus			
3.7A plan first drafts	☐ 3.7A.1 plan a first draft by selecting a genre for a particular topic, ☐ 3.7A.1 determine purpose and audience ☐ 3.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
3.7B develop drafts	☐ 3.7B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion ☐ 3.7B.2 developing an engaging idea with relevant details ☐ 3.7B.3 apply author's craft purposefully			
3.7C revise drafts	☐ 3.7C.1 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.7D edit drafts	☐ 3.7D.4 adjectives, including their comparative and superlative forms ☐ 3.7D.5 adverbs that convey time and adverbs that convey manner ☐ 3.7D.9 capitalization of official titles of people, holidays, and geographical names and places ☐ 3.7D.10 punctuation marks ☐ 3.7D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.7E publish written work	☐ 3.7E.1 publish written work for appropriate audiences			
3.7F use the writing process to compose literary texts	☐ 3.7F compose personal narratives using genre characteristics and craft			
3.7G use the writing process to compose informational texts				
3.7H use the writing process to compose argumentative texts				
3.7I compose correspondence				

Research	Instructional Focus			
3.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 3: Exploring Literary Texts

Catholic Schools
DIOCESE OF DALLAS

		CHECKPOINT		
Catholic Identity	**Instructional Focus**	**1**	**2**	**3**
3.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	☐ 3.1C share how literature ignites the creative imagination * ☐ 3.1D recognize and model the virtues possessed by literary characters *			

Phonics and Word Study	**Instructional Focus**			
3.2A use appropriate fluency when reading grade-level text	☐ maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
3.2B demonstrate and apply phonetic knowledge while reading	☐ 3.2B.5 decode and spell using knowledge of prefixes ☐ 3.2B.6 decode and spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants ☐ 3.2B.7 spell homophones ☐ 3.2B.8 identify, read, and spell high-frequency words from a research-based list			
3.2C use strategies to determine the meaning of unknown words while reading	☐ 3.2C.3 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful ☐ 3.2C.4 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context			

Shared Reading	**Instructional Focus**			
3.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension) **Tools to Know: Comprehension** ☐ maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
3.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction** ☐ 3.3K.1 infer the theme of a work, distinguishing theme from topic ☐ 3.3K.2 identify the causes underlying why people do the things they do * ☐ 3.3K.3 share how literature can contribute to strengthening one's moral character * ☐ 3.3K.4 analyze plot elements, including the sequence of events, the conflict, and the resolution ☐ 3.3K.5 explain the influence of the setting on the plot ☐ 3.3K.6 articulate how spiritual knowledge is communicated through fairy tales, fables, myths, and parables *			
	Poetry ☐ 3.3L.1 explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems ☐ 3.3L.2 share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *			
	Drama ☐ 3.3M.1 discuss elements of drama such as characters, dialogue, setting, and acts ☐ 3.3M.2 use imagination to create dialogue between the readers and the characters in a story *			
	Informational			
	Argumentative			

Independent Reading	**Instructional Focus**			
3.4 self-select text and read independently	☐ maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			

Responding to Text	**Instructional Focus**			
3.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	☐ maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
3.6A analyze the authors' choices and how they influence and communicate meaning	☐ 3.6A.1 analyze the author's reasoning and discover the author's intent * ☐ 3.6A.4 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes ☐ 3.6A.5 recognize Christian and Western symbols and symbolism * ☐ 3.6A.6 identify the use of literary devices, including first- or third-person point of view ☐ 3.6A.7 discuss how the author's use of language contributes to voice ☐ 3.6A.8 identify and explain the use of hyperbole			

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3

Writing	**Instructional Focus**			
3.7A plan first drafts	☐ 3.7A.1 plan a first draft by selecting a genre for a particular topic, ☐ 3.7A.1 determine purpose and audience ☐ 3.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
3.7B develop drafts	☐ 3.7B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion ☐ 3.7B.2 developing an engaging idea with relevant details ☐ 3.7B.3 apply author's craft purposefully			
3.7C revise drafts	☐ 3.7C.1 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.7D edit drafts	☐ 3.7D.6 prepositions and prepositional phrases ☐ 3.7D.7 pronouns, including subjective, objective, and possessive cases ☐ 3.7D.8 coordinating conjunctions to form compound subjects, predicates, and sentences ☐ 3.7D.9 capitalization of official titles of people, holidays, and geographical names and places ☐ 3.7D.10 punctuation marks - apostrophes in contractions and possessives and commas in compound sentences ☐ 3.7D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.7E publish written work	☐ 3.7E.1 publish written work for appropriate audiences			
3.7F use the writing process to compose literary texts	☐ 3.7F compose personal narratives using genre characteristics and craft ☐ 3.7F compose poetry using genre characteristics and craft			
3.7G use the writing process to compose informational texts				
3.7H use the writing process to compose argumentative texts				
3.7I compose correspondence				

Research	**Instructional Focus**			
3.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 4: Exploring Informational Texts

	CHECKPOINT		
	1	2	3

Catholic Identity	Instructional Focus			
3.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	☐ 3.1B interpret and evaluate literature in a Christian spirit *			

Phonics and Word Study	Instructional Focus			
3.2A use appropriate fluency when reading grade-level text	☐ maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
3.2B demonstrate and apply phonetic knowledge while reading	☐ maintain and apply previously learned skills			
3.2C use strategies to determine the meaning of unknown words while reading	☐ 3.2C.4 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context			

Shared Reading	Instructional Focus			
3.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension) **Tools to Know: Comprehension** ☐ maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
3.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction**			
	Poetry			
	Drama			
	Informational ☐ 3.3N.1 recognize the central idea with supporting evidence, features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding, organizational patterns such as cause and effect and problem and solution			
	Argumentative ☐ 3.3O.1 identify the claim and identify the intended audience or reader ☐ 3.3O.2 distinguish facts from opinion			

Independent Reading	Instructional Focus			
3.4 self-select text and read independently	☐ maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			

Responding to Text	Instructional Focus			
3.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	**Ways to Show: Response Skills** ☐ maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
3.6A analyze the authors' choices and how they influence and communicate meaning	☐ 3.6A.1 analyze the author's reasoning and discover the author's intent * ☐ 3.6A.2 explain how the use of text structure contributes to the author's purpose ☐ 3.6A.3 explain the author's use of print and graphic features to achieve specific purposes ☐ 3.6A.5 recognize Christian and Western symbols and symbolism * ☐ 3.6A.8 identify and explain the use of hyperbole			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3

Writing	Instructional Focus			
3.7A plan first drafts	☐ 3.7A.1 plan a first draft by selecting a genre for a particular topic, ☐ 3.7A.1 determine purpose and audience ☐ 3.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
3.7B develop drafts	☐ 3.7B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion ☐ 3.7B.2 developing an engaging idea with relevant details ☐ 3.7B.3 apply author's craft purposefully			
3.7C revise drafts	☐ 3.7C.1 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.7D edit drafts	☐ 3.7D.8 coordinating conjunctions to form compound subjects, predicates, and sentences ☐ 3.7D.9 capitalization ☐ 3.7D.10 punctuation marks ☐ 3.7D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.7E publish written work	☐ 3.7E.1 publish written work for appropriate audiences			
3.7F use the writing process to compose literary texts				
3.7G use the writing process to compose informational texts				
3.7H use the writing process to compose argumentative texts	☐ 3.7H compose argumentative texts using genre characteristics and craft ☐ 3.7H compose opinion essays using genre characteristics and craft			
3.7I compose correspondence	☐ 3.7I.1 compose correspondence such as thank you notes or letters			

Research	Instructional Focus			
3.8 use research skills to plan and present in written, oral, or multimodal formats	☐ 3.8A.1 generate and clarify questions on a topic for formal and informal inquiry ☐ 3.8A.2 develop and follow a research plan ☐ 3.8A.3 identify and gather relevant information from a variety of sources ☐ 3.8A.4 identify primary and secondary sources ☐ 3.8A.5 demonstrate understanding of information gathered ☐ 3.8A.6 recognize the difference between paraphrasing and plagiarism when using source materials ☐ 3.8A.7 create a works cited page ☐ 3.8A.8 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

Reading and Writing – Grade 3 (all standards)

			CHECKPOINT		
			1	2	3

Catholic Identity	**Instructional Focus**			
3.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	☐ 3.1A share how literature contributes to strengthening moral character * ☐ 3.1B interpret and evaluate literature in a Christian spirit * ☐ 3.1C share how literature ignites the creative imagination * ☐ 3.1D recognize and model the virtues possessed by literary characters *			

Phonics and Word Study	**Instructional Focus**			
3.2A use appropriate fluency when reading grade-level text	☐ 3.2A read at a rate to increase comprehension ☐ 3.2A read with accuracy ☐ 3.2A read with inflection and emphasis			
3.2B demonstrate and apply phonetic knowledge while reading	☐ 3.2B.1 decode and spell multisyllabic words with multiple sound-spelling patterns such as eigh and ought. ☐ 3.2B.2 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables ☐ 3.2B.3 decode and spell compound words, contractions, and abbreviations ☐ 3.2B.4 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts ☐ 3.2B.5 decode and spell using knowledge of prefixes ☐ 3.2B.6 decode and spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants ☐ 3.2B.7 spell homophones ☐ 3.2B.8 identify, read, and spell high-frequency words from a research-based list			
3.2C use strategies to determine the meaning of unknown words while reading	☐ 3.2C.1 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words ☐ 3.2C.2 use print or digital resources to determine meaning (alphabetize a series of words to the third letter) ☐ 3.2C.3 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful ☐ 3.2C.4 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context			

Reading and Writing – Grade 3 (all standards)

			CHECKPOINT		
			1	2	3

Shared Reading	Instructional Focus			
3.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ 3.3A establish purpose for reading assigned and self-selected texts ☐ 3.3B generate questions about text before, during, and after reading ☐ 3.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures ☐ 3.3D create mental images to deepen understanding ☐ 3.3E monitor comprehension and make adjustments while reading **Tools to Know: Comprehension** ☐ 3.3F make connections to personal experiences, other texts, and society ☐ 3.3G make inferences and use evidence to support understanding ☐ 3.3H evaluate details read to determine key ideas ☐ 3.3I synthesize information to create new understanding			
3.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction** ☐ 3.3K.1 infer the theme of a work, distinguishing theme from topic ☐ 3.3K.2 identify the causes underlying why people do the things they do * ☐ 3.3K.3 share how literature can contribute to strengthening one's moral character * ☐ 3.3K.4 analyze plot elements, including the sequence of events, the conflict, and the resolution ☐ 3.3K.5 explain the influence of the setting on the plot ☐ 3.3K.6 articulate how spiritual knowledge is communicated through fairy tales, fables, myths, and parables * **Poetry** ☐ 3.3L.1 explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems ☐ 3.3L.2 share how the beauty and cadence of poetry impacts human sensibilities and forms the soul * **Drama** ☐ 3.3M.1 discuss elements of drama such as characters, dialogue, setting, and acts ☐ 3.3M.2 use imagination to create dialogue between the readers and the characters in a story * **Informational** ☐ 3.3N.1 recognize the central idea with supporting evidence, features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding, organizational patterns such as cause and effect and problem and solution **Argumentative** ☐ 3.3O.1 identify the claim and identify the intended audience or reader ☐ 3.3O.2 distinguish facts from opinion			

Independent Reading	Instructional Focus			
3.4 self-select text and read independently	☐ 3.4A self-select text and read independently for a sustained period of time ☐ 3.4B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
3.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	**Ways to Show: Response Skills** ☐ 3.5A describe personal connections to texts ☐ 3.5B write brief comments on literary or informational texts ☐ 3.5C use text evidence to support an appropriate response ☐ 3.5D retell and paraphrase texts in ways that meaning and order ☐ 3.5E respond using newly acquired vocabulary as appropriate			
3.6A analyze the authors' choices and how they influence and communicate meaning	☐ 3.6A.1 analyze the author's reasoning and discover the author's intent * ☐ 3.6A.2 explain how the use of text structure contributes to the author's purpose ☐ 3.6A.3 explain the author's use of print and graphic features to achieve specific purposes ☐ 3.6A.4 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes ☐ 3.6A.5 recognize Christian and Western symbols and symbolism * ☐ 3.6A.6 identify the use of literary devices, including first- or third-person point of view ☐ 3.6A.7 discuss how the author's use of language contributes to voice ☐ 3.6A.8 identify and explain the use of hyperbole			

Reading and Writing – Grade 3 (all standards)

		CHECKPOINT		
		1	2	3

Writing	Instructional Focus			
3.7A plan first drafts	☐ 3.7A.1 plan a first draft by selecting a genre for a particular topic, ☐ 3.7A.1 determine purpose and audience ☐ 3.7A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
3.7B develop drafts	☐ 3.7B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion ☐ 3.7B.2 developing an engaging idea with relevant details ☐ 3.7B.3 apply author's craft purposefully			
3.7C revise drafts	☐ 3.7C.1 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.7D edit drafts	☐ 3.7D.1 complete simple and compound sentences with subject-verb agreement ☐ 3.7D.2 past, present, and future verb tense ☐ 3.7D.3 singular, plural, common, and proper nouns ☐ 3.7D.4 adjectives, including their comparative and superlative forms ☐ 3.7D.5 adverbs that convey time and adverbs that convey manner ☐ 3.7D.6 prepositions and prepositional phrases ☐ 3.7D.7 pronouns, including subjective, objective, and possessive cases ☐ 3.7D.8 coordinating conjunctions to form compound subjects, predicates, and sentences ☐ 3.7D.9 capitalization of official titles of people, holidays, and geographical names and places ☐ 3.7D.10 punctuation marks - apostrophes in contractions and possessives and commas in compound sentences and items in a series ☐ 3.7D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.7E publish written work	☐ 3.7E.1 publish written work for appropriate audiences			
3.7F use the writing process to compose literary texts	☐ 3.7F compose personal narratives using genre characteristics and craft ☐ 3.7F compose poetry using genre characteristics and craft			
3.7G use the writing process to compose informational texts	☐ 3.7G compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
3.7H use the writing process to compose argumentative texts	☐ 3.7H compose argumentative texts using genre characteristics and craft ☐ 3.7H compose opinion essays using genre characteristics and craft			
3.7I compose correspondence	☐ 3.7I.1 compose correspondence such as thank you notes or letters			

Research	Instructional Focus			
3.8 use research skills to plan and present in written, oral, or multimodal formats	☐ 3.8A.1 generate and clarify questions on a topic for formal and informal inquiry ☐ 3.8A.2 develop and follow a research plan ☐ 3.8A.3 identify and gather relevant information from a variety of sources ☐ 3.8A.4 identify primary and secondary sources ☐ 3.8A.5 demonstrate understanding of information gathered ☐ 3.8A.6 recognize the difference between paraphrasing and plagiarism when using source materials ☐ 3.8A.7 create a works cited page ☐ 3.8A.8 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

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