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 *			

Literacy Routines	Instructional Focus			
3.2 communicate ideas effectively through speaking and discussion	☐ 3.2A listen actively, ask relevant questions to clarify information, and make pertinent comments			
	☐ 3.2B follow, restate, and give oral instructions that involve a series of related sequences of action			
	☐ 3.2C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively			
	☐ 3.2D work collaboratively with others by following agreed-upon rules, norms, and protocols			
	☐ 3.2E develop social communication such as conversing politely in all situations			

Phonics and Word Study	Instructional Focus			
3.3A/B demonstrate and apply phonetic knowledge while reading and spelling	☐ 3.3A/B.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			
	☐ 3.3A/B.6 identify, read, and spell high-frequency words from a research-based list			
3.3C use skills to support strategies for determining the meaning of unknown words while reading	☐ 3.3C.4 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words			

Shared Reading	Instructional Focus			
3.4 reads grade-level text with fluency and comprehension 3.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process**			
	☐ 3.3C.4 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words			
	☐ 3.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text			
	☐ 3.5A establish purpose for reading assigned and self-selected texts			
	☐ 3.5B generate questions about text before, during, and after reading			
	☐ 3.5C make and correct or confirm predictions using text features, characteristics of genre and structures			
	☐ 3.5D create mental images to deepen understanding			
	☐ 3.5E monitor comprehension and make adjustments when understanding such as rereading, using background knowledge, asking questions and annotating when understanding breaks down			
	Tools to Know: Comprehension			
	☐ 3.5F make connections to personal experiences, ideas in other texts, and society			
	☐ 3.5G make inferences and use evidence to support understanding			
	☐ 3.5H evaluate details read to determine key ideas			
	☐ 3.5I synthesize information to create new understanding			
3.6/3.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction**			
	Poetry			
	Drama			
	Informational			
	Argumentative			

Independent Reading	Instructional Focus			
3.9 self-select text and read independently	☐ 3.9A self-select text and read independently for a sustained period of time			

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	1	1

Responding to Text	Instructional Focus			
3.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	**Ways to Show: Response Skills** ☐ 3.10A describe personal connections to a variety of sources, including self-selected texts ☐ 3.10B write a response to a literary or informational text that demonstrates an understanding of a text ☐ 3.10C use text evidence to support an appropriate response ☐ 3.10D retell and paraphrase texts in ways that meaning and logical order ☐ 3.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating			
3.8 analyze the authors' choices and how they influence and communicate meaning				

Writing	Instructional Focus			
3.11A plan a first draft	☐ 3.11A.1 plan a first draft by selecting a genre for a particular topic, ☐ 3.11A.1 determine purpose and audience ☐ 3.11A.1 use a range of strategies such as brainstorming, freewriting, and mapping			
3.11B develop drafts	☐ 3.11B.1 organize drafts with purposeful structure, including an introduction and conclusion ☐ 3.11B.2 develop an engaging idea with relevant details			
3.11C revise drafts	☐ 3.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.11D edit drafts	☐ 3.11D.1 complete simple and compound sentences with subject-verb agreement ☐ 3.11D.2 past, present, and future verb tense ☐ 3.11D.3 singular, plural, common, and proper nouns ☐ 3.11D.10 punctuation marks, including apostrophes in contractions and possessives, commas in compound sentences, and items in a series ☐ 3.11D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.11E publish written work	☐ 3.11E.1 publish written work for appropriate audiences ☐ 3.11E.2 write complete words, thoughts and answers legibly in cursive leaving appropriate spaces between words			
3.12A use the writing process to compose literary texts				
3.12B use the writing process to compose informational texts				
3.12C use the writing process to compose argumentative texts				
3.12D compose correspondence				

Research	Instructional Focus			
3.13 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 *			

Literacy Routines	**Instructional Focus**			
3.2 communicate ideas effectively through speaking and discussion	☐ 3.2A listen actively, ask relevant questions to clarify information, and make pertinent comments ☐ 3.2B follow, restate, and give oral instructions that involve a series of related sequences of action ☐ 3.2C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ☐ 3.2D work collaboratively with others by following agreed-upon rules, norms, and protocols ☐ 3.2E develop social communication such as conversing politely in all situations			

Phonics and Word Study	**Instructional Focus**			
3.3A/B demonstrate and apply phonetic knowledge while reading and spelling	☐ 3.3A/B.3 decode and spell compound words, contractions, and abbreviations ☐ 3.3A/B.4 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts ☐ 3.3A/B.6 identify, read, and spell high-frequency words from a research-based list ☐ 3.3A/B.7 alphabetize a series of words to the third letter			
3.3C use skills to support strategies for determining the meaning of unknown words while reading	☐ 3.3C.1 use print or digital resources to determine meaning, syllabication, and pronunciation			

Shared Reading	**Instructional Focus**			
3.4 read grade-level text with fluency and comprehension 3.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ 3.3C.4 use context within and beyond a sentence to determine the meaning of unfamiliar and multiple-meaning words ☐ 3.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text ☐ 3.5A establish purpose for reading assigned and self-selected texts ☐ 3.5B generate questions about text before, during, and after reading ☐ 3.5C make and correct or confirm predictions using text features, characteristics of genre and structures ☐ 3.5D create mental images to deepen understanding ☐ 3.5E monitor comprehension and make adjustments while when understanding such as rereading, using background knowledge, asking questions and annotating when understanding breaks down **Tools to Know: Comprehension** ☐ 3.5F make connections to personal experiences, ideas in other texts, and society ☐ 3.5G make inferences and use evidence to support understanding ☐ 3.5H evaluate details read to determine key ideas ☐ 3.5I synthesize information to create new understanding			
3.6/3.7 use literary elements and genre-specific characteristics, structures, and purposes to explain and comprehend texts	**Fiction** ☐ 3.6A demonstrate knowledge of the characteristics of folktales, fables, fairy tales, legends, and myths ☐ 3.7C explain the relationships among the major/minor characters ☐ 3.7E identify the causes underlying why people do the things they do * ☐ 3.7F share how literature can contribute to strengthening one's moral character *			
	Poetry			
	Drama			
	Informational ☐ 3.6D recognize features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font			
	Argumentative			

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

Independent Reading	Instructional Focus			
3.9 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			
3.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	**Ways to Show: Response Skills** ☐ 3.10A describe personal connections to a variety of sources, including self-selected texts ☐ 3.10B write a response to a literary or informational text that demonstrates an understanding of a text ☐ 3.10C use text evidence to support an appropriate response ☐ 3.10D retell and paraphrase texts in ways that maintain meaning and logical order ☐ 3.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating			
3.8 analyze the authors' choices and how they influence and communicate meaning	☐ 3.8A explain the author's purpose and message within a text ☐ 3.8C explain how the use of text structure contributes to the author's purpose ☐ 3.8D analyze the author's use of print and graphic features to achieve specific purposes ☐ 3.8F discuss how the author's use of language contributes to voice			

Writing	Instructional Focus			
3.11A plan a first draft	☐ 3.11A **plan a first draft** by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping			
3.11B develop drafts	☐ 3.11B.1 **organize** drafts with purposeful structure, including an introduction and a conclusion ☐ 3.11B.2 develop an engaging idea with relevant details			
3.11C revise drafts	☐ 3.11C **revise** drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.11D edit drafts	☐ 3.11D.4 adjectives, including their comparative and superlative forms ☐ 3.11D.5 adverbs that convey time and adverbs that convey manner ☐ 3.11D.9 capitalization of official titles of people, holidays, and geographical names and places ☐ 3.11D.10 punctuation marks, including apostrophes in contractions and possessives, commas In compound sentences, and items in a series ☐ 3.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
3.11E publish written work	☐ 3.11E.1 **publish** written work for appropriate audiences ☐ 3.11E.2 write complete words, thoughts and answers legibly in cursive leaving appropriate spaces between words			
3.12A use the writing process to compose literary texts	☐ 3.12F compose personal narratives using genre characteristics and craft ☐ 3.12F compose poetry using genre characteristics and craft			
3.12B use the writing process to compose informational texts				
3.12C use the writing process to compose argumentative texts				
3.12D compose correspondence				

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

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Unit 3: Exploring Literary Texts

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	CHECKPOINT		
	1	2	3

Catholic Identity

	Instructional Focus			
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 *			

Literacy Routines

	Instructional Focus			
3.2 communicate ideas effectively through speaking and discussion	☐ 3.2A listen actively, ask relevant questions, and make pertinent comments ☐ 3.2B follow, restate, and give oral instructions that involve a series of related sequences ☐ 3.2C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ☐ 3.2D work collaboratively with others by following agreed-upon rules, norms, and protocols ☐ 3.2E develop social communication such as conversing politely in all situations			

Phonics and Word Study

	Instructional Focus			
3.3A/B demonstrate and apply phonetic knowledge while reading and spelling	☐ 3.3A/B.5 decode and spell words using knowledge of prefixes and suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants ☐ 3.3A/B.6 identify, read, and spell high-frequency words ☐ 3.3B.6 spell homophones			
3.3C use strategies to determine the meaning of unknown words while reading	☐ 3.3C.2 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful ☐ 3.3C.3 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in a text			

Shared Reading

	Instructional Focus			
3.4 use appropriate fluency when reading grade-level text	**Tools to Know: Reading Process** ☐ maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
3.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Comprehension** ☐ maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
3.6/3.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction** ☐ 3.7A infer the theme of a work, distinguishing theme from topic ☐ 3.7B analyze plot elements, including the sequence of events, the conflict, and the resolution ☐ 3.7D explain the influence of the setting on the plot ☐ 3.7E identify the causes underlying why people do the things they do * ☐ 3.7F share how literature can contribute to strengthening one's moral character*			
	Poetry ☐ 3.6B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems ☐ 3.7E share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *			
	Drama ☐ 3.6C discuss elements of drama such as characters, dialogue, setting, and acts ☐ 3.7E use imagination to create dialogue between the readers and characters in a story *			
	Informational			
	Argumentative			
3.8 analyze the authors' choices and how they influence and communicate meaning	☐ 3.8A explain the author's purpose and message within a text ☐ 3.8B identify the use of literary devices, including first- or third-person point of view ☐ 3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes ☐ 3.8F discuss how the author's use of language contributes to voice ☐ 3.8G identify and explain the use of hyperbole ☐ 3.8H recognize Christian and Western symbols and symbolism *			

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Unit 3: Exploring Literary Texts

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

Independent Reading	Instructional Focus			
3.9 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			
3.10 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			
3.8 analyze the authors' choices and how they influence and communicate meaning	☐ 3.8A explain the author's purpose and message within a text (analyze the author's reasoning and discover the author's intent)* ☐ 3.8B identify the use of literary devices, including first- or third-person point of view ☐ 3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes ☐ 3.8F discuss how the author's use of language contributes to voice ☐ 3.8G identify and explain the use of hyperbole ☐ 3.8H recognize Christian and Western symbols and symbolism *			

Writing	Instructional Focus			
3.11A plan a first draft	☐ 3.11A.1 plan a first draft by selecting a genre for a particular topic ☐ 3.11A.2 determine purpose and audience ☐ 3.11A.3 use a range of strategies such as brainstorming, freewriting, and mapping			
3.11B develop drafts	☐ 3.11B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion ☐ 3.11B.2 develop an engaging idea with relevant details			
3.11C revise drafts	☐ 3.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.11D edit drafts	☐ 3.11D.6 prepositions and prepositional phrases ☐ 3.11D.7 pronouns, including subjective, objective, and possessive cases ☐ 3.11D.8 coordinating conjunctions to form compound subjects, predicates, and sentences ☐ 3.11D.9 capitalization of official titles of people, holidays, and geographical names and places ☐ 3.11D.10 punctuation marks, including apostrophes in contractions and possessives, commas in compound sentences, and items in a series ☐ 3.11D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.11E publish written work	☐ 3.11E publish written work for appropriate audiences ☐ 3.11F write complete words, thoughts and answers legibly in cursive leaving appropriate spaces between words			
3.12A use the writing process to compose literary texts	☐ 3.12A compose personal narratives using genre characteristics and craft ☐ 3.12A compose poetry using genre characteristics and craft			
3.12B use the writing process to compose informational texts				
3.12C use the writing process to compose argumentative texts				
3.12D use the writing process to compose correspondence				

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

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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 *			

Literacy Routines	**Instructional Focus**			
3.2 communicate ideas effectively through speaking and discussion	☐ maintain and apply previously learned skills			

Phonics and Word Study	**Instructional Focus**			
3.3A/B demonstrate and apply phonetic knowledge while reading and spelling	☐ maintain and apply previously learned skills			
3.3C use skills to support strategies for determining the meaning of unknown words while reading	☐ 3.3C.3 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in a text			

Shared Reading	**Instructional Focus**			
3.4 use appropriate fluency when reading grade-level text 3.5 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)			
3.6/3.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction**			
	Poetry			
	Drama			
	Informational ☐ 3.6D recognize features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized fonts ☐ 3.6D.1 recognize the central idea with supporting evidence ☐ 3.6D.2 recognize organizational patterns such as cause/effect and problem/solution			
	Argumentative ☐ 3.6E recognize characteristics and structures of argumentative text ☐ 3.6E.1 identify the claim ☐ 3.6E.2 identify the intended audience or reader ☐ 3.6E.3 distinguish facts from opinion			

Independent Reading	**Instructional Focus**			
3.9 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**			
3.10 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)			
3.8 analyze the authors' choices and how they influence and communicate meaning	☐ 3.8A explain the author's purpose and message within a text ☐ 3.8C explain how the use of text structure contributes to the author's purpose ☐ 3.8D analyze the author's use of print and graphic features to achieve specific purposes ☐ 3.8G identify and explain the use of hyperbole ☐ 3.8H recognize Christian and Western symbols and symbolism *			

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Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3

Writing	Instructional Focus			
3.11A plan a first draft	☐ 3.11A.1 plan a first draft by selecting a genre for a particular topic, ☐ 3.11A.2 determine purpose and audience ☐ 3.11A.3 use a range of strategies such as brainstorming, freewriting, and mapping			
3.11B develop drafts	☐ 3.11B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion ☐ 3.11B.2 develop an engaging idea with relevant details			
3.11C revise drafts	☐ 3.11C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.11D edit drafts	☐ 3.11D.8 coordinating conjunctions to form compound subjects, predicates, and sentences ☐ 3.11D.9 capitalization of official titles of people, holidays, and geographical names and places ☐ 3.11D.10 punctuation marks, including apostrophes in contractions and possessives, commas in compound sentences, and items in a series ☐ 3.11D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.11E publish written work	☐ 3.11E publish written work for appropriate audiences ☐ 3.11F write complete words, thoughts and answers legibly in cursive leaving appropriate spaces between words			
3.12A use the writing process to compose literary texts				
3.12B use the writing process to compose informational texts				
3.12C use the writing process to compose argumentative texts	☐ 3.12C compose argumentative texts using genre characteristics and craft ☐ 3.12C compose opinion essays using genre characteristics and craft			
3.12D use the writing process to compose correspondence	☐ 3.12D compose correspondence such as thank you notes or letters			

Research	Instructional Focus			
3.13 use research skills to plan and present in written, oral, or multimodal formats	☐ 3.13A generate questions on a topic for formal and informal inquiry ☐ 3.13B develop and follow a research plan with adult assistance ☐ 3.13C identify and gather relevant information from a variety of sources ☐ 3.13D identify primary and secondary sources ☐ 3.13E demonstrate understanding of information gathered ☐ 3.13F recognize the difference between paraphrasing and plagiarism when using source materials ☐ 3.13G create a works cited page ☐ 3.13H use an appropriate mode of delivery, whether written, oral, or multimodal			

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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 *			

Literacy Routines		**Instructional Focus**			
3.2	communicate ideas effectively through speaking and discussion	☐ 3.2A listen actively, ask relevant questions to clarify information, and make pertinent comments			
		☐ 3.2B follow, restate, and give oral instructions that involve a series of related sequences of action			
		☐ 3.2C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively			
		☐ 3.2E work collaboratively with others by following agreed-upon rules, norms, and protocols			
		☐ 3.2E develop social communication such as conversing politely in all situations			

Phonics and Word Study		**Instructional Focus**			
3.3A	phonological awareness	☐ N/A			
3.3B	demonstrate and apply phonetic knowledge while reading	☐ 3.3B.1 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			
		☐ 3.3B.2 decode and spell compound words, contractions, and abbreviations			
		☐ 3.3B.3 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts			
		☐ 3.3B.4 decode and spell using knowledge of prefixes and suffixes on base words including those that change due to the dropping, changing, and doubling rules			
		☐ 3.3B.5 identify, read, and spell high-frequency words from a research-based list			
		☐ 3.3B.6 alphabetize a series of words to the third letter			
3.3C	use strategies to determine the meaning of unknown words while reading	☐ 3.3C.1 use print or digital resources to determine meaning (alphabetize a series of words to the third letter)			
		☐ 3.3C.2 identify the meaning of and use words with affixes			
		☐ 3.3C.3 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context			
		☐ 3.3C.4 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words			

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Reading and Writing – Grade 3 (all standards)

	CHECKPOINT		
	1	2	3

Shared Reading	Instructional Focus			
3.4 use appropriate fluency when reading grade-level text 3.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process**			
	☐ 3.3C.4 use context within and beyond a sentence to determine the meaning of unfamiliar and multiple meaning words			
	☐ 3.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text			
	☐ 3.5A establish purpose for reading assigned and self-selected texts			
	☐ 3.5B generate questions about text before, during, and after reading			
	☐ 3.5C make, correct, or confirm predictions using text features, characteristics of genre, and structures			
	☐ 3.5D create mental images to deepen understanding			
	☐ 3.5E monitor comprehension and make adjustments while reading			
	Tools to Know: Comprehension			
	☐ 3.5F make connections to personal experiences, other texts, and society			
	☐ 3.5G make inferences and use evidence to support understanding			
	☐ 3.5H evaluate details read to determine key ideas			
	☐ 3.5I synthesize information to create new understanding			
3.6/3.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	**Fiction**			
	☐ 3.6A demonstrate knowledge of the characteristics of folktales, fables, fairy tales, legends and myths			
	☐ 3.7A infer the theme of a work, distinguishing theme from topic			
	☐ 3.7B analyze plot elements, including the sequence of events, the conflict, and the resolution			
	☐ 3.7C explain the relationships among the major and minor characters			
	☐ 3.7D explain the influence of the setting on the plot			
	☐ 3.7E identify the causes underlying why people do the things they do*			
	☐ 3.7F share how literature can contribute to strengthening one's moral character*			
	Poetry			
	☐ 3.6B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems			
	☐ 3.6E share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *			
	Drama			
	☐ 3.6C discuss elements of drama such as characters, dialogue, setting, and acts			
	☐ 3.6E use imagination to create dialogue between the readers and the characters in a story *			
	Informational			
	☐ 3.6D recognize features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized fonts			
	☐ 3.7A recognize the central idea with supporting evidence			
	☐ 3.7B recognize organizational patterns such as cause/effect and problem/solution			
	Argumentative			
	☐ 3.6E recognize characteristics and structures of argumentative text			
	☐ 3.7A identify the claim			
	☐ 3.7B identify the intended audience or reader			
	☐ 3.7C distinguish facts from opinion			
3.8 analyze the authors' choices and how they influence and communicate meaning	☐ 3.8A explain the author's purpose and message within a text (analyze the author's reasoning and discover the author's intent)*			
	☐ 3.8B identify the use of literary devices, including first- or third-person point of view			
	☐ 3.8C explain how the use of text structure contributes to the author's use of print and graphic features to achieve specific purposes			
	☐ 3.8D analyze the author's use of print and graphic features to achieve specific purposes			
	☐ 3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes			
	☐ 3.8F discuss how the author's use of language contributes to voice			
	☐ 3.8G identify and explain the use of hyperbole			
	☐ 3.8H recognize Christian and Western symbols and symbolism *			

Independent Reading	Instructional Focus			
3.9 self-select text and read independently	☐ 3.9A self-select text and read independently for a sustained period of time			
	☐ 3.9B share beautifully told and well-crafted works *			

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Reading and Writing – Grade 3 (all standards)

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

Responding to Text — Instructional Focus

	Instructional Focus	1	2	3
3.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	**Ways to Show: Response Skills** ☐ 3.10A describe personal connections to texts ☐ 3.10B write brief comments on literary or informational texts ☐ 3.10C use text evidence to support an appropriate response ☐ 3.10D retell and paraphrase texts in ways that meaning and order ☐ 3.10E respond using newly acquired vocabulary as appropriate			
3.8 analyze the authors' choices and how they influence and communicate meaning	☐ 3.8A explain the author's purpose and message within a text (analyze the author's reasoning and discover the author's intent)* ☐ 3.8B identify the use of literary devices, including first- or third-person point of view ☐ 3.8C explain how the use of text structure contributes to the author's use of print and graphic features to achieve specific purposes ☐ 3.8D analyze the author's use of print and graphic features to achieve specific purposes ☐ 3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes ☐ 3.8F discuss how the author's use of language contributes to voice ☐ 3.8G identify and explain the use of hyperbole ☐ 3.8H recognize Christian and Western symbols and symbolism *			

Writing — Instructional Focus

	Instructional Focus	1	2	3
3.11A plan first drafts	☐ 3.11A.1 plan a first draft by selecting a genre for a particular topic, ☐ 3.11A.2 determine purpose and audience ☐ 3.11A.3 use a range of strategies such as brainstorming, freewriting, and mapping			
3.11B develop drafts	☐ 3.11B.1 organize drafts with purposeful structure, including a purposeful structure, including an introduction and a conclusion ☐ 3.11B.2 developing an engaging idea with relevant details			
3.11C revise drafts	☐ 3.11C.1 revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity			
3.11D edit drafts	☐ 3.11D.1 complete simple and compound sentences with subject-verb agreement ☐ 3.11D.2 past, present, and future verb tense ☐ 3.11D.3 singular, plural, common, and proper nouns ☐ 3.11D.4 adjectives, including their comparative and superlative forms ☐ 3.11D.5 adverbs that convey time and adverbs that convey manner ☐ 3.11D.6 prepositions and prepositional phrases ☐ 3.11D.7 pronouns, including subjective, objective, and possessive cases ☐ 3.11D.8 coordinating conjunctions to form compound subjects, predicates, and sentences ☐ 3.11D.9 capitalization of official titles of people, holidays, geographical names, places ☐ 3.11D.10 punctuation marks - apostrophes in contractions and possessives and commas in compound sentences and items in a series ☐ 3.11D.11 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
3.11E publish written work	☐ 3.11E.1 publish written work for appropriate audiences ☐ 3.11E.2 write complete words, thoughts and answers legibly in cursive			
3.12A use the writing process to compose literary texts	☐ 3.12A compose personal narratives using genre characteristics and craft ☐ 3.12A compose poetry using genre characteristics and craft			
3.12B use the writing process to compose informational texts	☐ 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft			
3.12C use the writing process to compose argumentative texts	☐ 3.12C compose argumentative texts using genre characteristics and craft ☐ 3.12C compose opinion essays using genre characteristics and craft			
3.12D compose correspondence	☐ 3.12D compose correspondence such as thank you notes or letters			

Research — Instructional Focus

	Instructional Focus	1	2	3
3.13 use research skills to plan and present in written, oral, or multimodal formats	☐ 3.13A generate questions on a topic for formal and informal inquiry ☐ 3.13B develop and follow a research plan ☐ 3.13C identify and gather relevant information from a variety of sources ☐ 3.13D identify primary and secondary sources ☐ 3.13E demonstrate understanding of information gathered ☐ 3.13F recognize the difference between paraphrasing and plagiarism when using source materials ☐ 3.13G create a works cited page ☐ 3.13H use an appropriate mode of delivery, whether written, oral, or multimodal			

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