

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Routines

The following standards are to be focused on during daily routines. These standards should be embedded in all that is done in the third-grade classroom. For example, during morning meeting, guided reading, read aloud etc. Through modeling and constant exposure, these essential standards should be mastered by the end of Grade 3.

1.1 Foundational Skills

CC.1.1.3.D	Know and apply grade-level phonics and word analysis skills in decoding words.
CC.1.1.3.E.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text

CC.1.2.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.2.3.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.2.3.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

CC.1.3.3.A	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
CC.1.3.3.B	Ask and answer questions about the text and make inferences from text, referring to text to support responses.
CC.1.3.3.C	Describe characters in a story and explain how their actions contribute to the sequence of events.
CC.1.3.3.F	Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
CC.1.3.3.G	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting)
CC.1.3.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.
CC.1.3.1.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

In All types of Writing	Choose words and phrases for effect.
	Demonstrate a grade-appropriate command of the conventions of standard English grammar , usage, capitalization. punctuation and spelling.
	Use a variety of words and sentence types to appeal to the audience.
CC.1.4.3.X	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

1.5 Speaking and Listening

CC.1.5.3.A	Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.
CC.1.5.3.C	Ask and answer questions about information from a speaker, offering appropriate detail.
CC.1.5.3.D	Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing and clear pronunciation.
CC.1.5.3.E	Speak in complete sentences with appropriate to task and situation in order to provide requested detail or clarification.
CC..5.3.G	Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.

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Quarter 1

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.3.D.1	Identify and know the meaning of the most common prefixes and derivational suffixes.
CC.1.1.3.D.3	Decode multisyllable words.
CC.1.1.3.D.4	Read grade-appropriate irregularly spelled words.
Fluency	
CC.1.1.3.E	Read with accuracy to support comprehension.
CC.1.1.3.E.1	Read on-level text with purpose and understanding.
CC.1.1.3.E.2	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
1.2 Reading – Informational Text	
Standards for Reading Informational Text – Key Ideas and Details	
CC.1.2.3.A	Determine the main ideas of a text; recount the key details and explain how they support the main idea.
Standards for Reading Informational Text – Craft and Structure	
CC.1.2.3.D	Explain the point of view of the author
Standards for Reading Informational Text – Vocabulary Acquisition and Use	
CC.1.2.3.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
1.3. Reading – Literature	
Standards for Reading Literature – Craft and Structure	
CC.1.3.3.D	Explain the point of view of the author
Standards for Reading Literature – Vocabulary Acquisition and Use	
CC.1.3.3.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships.
1.4 Writing	
Writing – Opinion/Arguments	
CC.1.4.3.G	Write opinion pieces on familiar topics or texts.
CC.1.4.3.H	Introduce the topic and state an opinion on the topic.
CC.1.4.3.I	Support an opinion with reasons.
CC.1.4.3.J	Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
Writing – The Writing Process	
CC.1.4.3.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
1.5 Speaking and Listening	
Comprehension and Collaboration	
CC.1.5.3.B	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively and orally.

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Quarter 2

Routines

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1.1 Foundational Skills	
<i>Phonics and Word Recognition</i>	
CC.1.1.3.D.1	Identify and know the meaning of the most common prefixes and derivational suffixes.
CC.1.1.3.D.2	Decode words with common Latin suffixes.
CC.1.1.3.D.3	Decode multisyllable words
CC.1.1.3.D.4	Read grade-appropriate irregularly spelled words (spiral)
<i>Fluency</i>	
CC.1.1.3.E	Read with accuracy to support comprehension (spiral)
CC.1.1.3.E.1	Read on-level text with purpose and understanding (spiral)
CC.1.1.3.E.2	Read on-level text orally with accuracy, appropriate rate and expression on successive readings (spiral)
1.2 Reading – Informational Text	
<i>Standards for Reading Informational Text – Key Ideas and Details</i>	
CC.1.2.3.A	Determine the main ideas of a text; recount the key details and explain how they support the main idea.
CC.1.2.3.B	Ask and answer questions about the text and make inferences from text; to support responses. (spiral)
CC.1.2.3.C	Explain how a series of concepts or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause/effect.
<i>Standards for Reading Informational Text – Craft and Structure</i>	
CC.1.2.3.D	Explain the point of view of the author.
CC.1.2.3.E	Use text features and search tools to locate and interpret information.
<i>Standards for Reading Informational Text – Integration of Knowledge and Ideas</i>	
CC.1.2.3.G	Use information gained from text features to demonstrate understanding of a text.
CC.1.2.3.I	Compare and contrast the most important points and key details present in two texts on the same topic.
<i>Standards for Informational Text – Vocabulary Acquisition and Use</i>	
CC.1.2.3.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
1.3. Reading – Literature	
<i>Standards for Literature – Craft and Structure</i>	
CC.1.3.3.D	Explain the point of view of the author.
<i>Standards for Literature – Vocabulary Acquisition and Use</i>	
CC.1.3.3.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships.
1.4 Writing	
<i>Writing – Narrative</i>	
CC.1.4.3.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.3.N	Establish a situation and introduce a narrator and/or characters.
CC.1.4.3.O	Use dialogue and descriptions of actions/thoughts and feelings to develop experiences and events or show the response of characters to situations.
CC.1.4.3.P	Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order, provide a sense of closure.
CC.1.4.3.Q	Choose words and phrases for effect.
<i>Writing – The Writing Process</i>	
CC.1.4.3.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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Quarter 3

Routines

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1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.3.D.1	Identify and know the meaning of the most common prefixes and derivational suffixes.
CC.1.1.3.D.2	Decode words with common Latin suffixes.
CC.1.1.3.D.3	Decode multisyllable words
CC.1.1.3.D.4	Read grade-appropriate irregularly spelled words.
Fluency	
CC.1.1.3.E	Read with accuracy to support comprehension.
CC.1.1.3.E.1	Read on-level text with purpose and understanding.
CC.1.1.3.E.2	Read on-level text orally with accuracy, appropriate rate and expression on successive readings.
1.2 Reading – Informational Text	
Standards for Reading Informational Text – Key Ideas and Details	
CC.1.2.3.A	Determine the main ideas of a text; recount the key details and explain how they support the main idea.
CC.1.2.3.B	Ask and answer questions about the text and make inferences from text; to support responses.
CC.1.2.3.C	Explain how a series of concepts or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause/effect.
Standards for Reading Informational Text – Integration of Knowledge and Ideas	
CC.1.2.3.I	Compare and contrast the most important points and key details present in two texts on the same topic.
Standards for Reading Informational Text – Vocabulary Acquisition and Use	
CC.1.2.3.J	Acquire and use accurately grade-level appropriate conversational general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
1.3. Reading – Literature	
Standards for Reading Literature – Craft and Structure	
CC.1.3.3.D	Explain the point of view of the author.
CC.1.3.3.E	Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
Standards for Reading Literature – Vocabulary Acquisition and Use	
CC.1.3.3.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships.
1.4 Writing	
Writing – Informative/Explanatory	
CC.1.4.3.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.3.B	Identify and introduce the topic.
CC.1.4.3.C	Develop the topic with facts, definitions and illustrations as appropriate.
CC.1.4.3.D	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
Writing – The Writing Process	
CC.1.4.3.U	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
CC.1.4.3.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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Quarter 4

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1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.3.D.1	Identify and know the meaning of the most common prefixes and derivational suffixes.
CC.1.1.3.D.3	Decode multisyllable words
CC.1.1.3.D.4	Read grade-appropriate irregularly spelled words
Fluency	
CC.1.1.3.E	Read with accuracy to support comprehension
CC.1.1.3.E.1	Read on-level text with purpose and understanding
CC.1.1.3.E.2	Read on-level text orally with accuracy, appropriate rate and expression on successive readings
1.2 Reading – Informational Text	
Standards for Reading Informational Text – Key Ideas and Details	
CC.1.3.2.A	Determine the main ideas of a text; recount the key details and explain how they support the main idea.
CC.1.2.3.B	Ask and answer questions about the text and make inferences from text; to support responses.
CC.1.2.3.C	Explain how a series of concepts or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause/effect.
Standards for Reading Informational Text – Integration of Knowledge and Ideas	
CC.1.2.3.H	Describe how an author connects sentences and paragraphs in a text to support particular points.
CC.1.2.3.I	Compare and contrast the most important points and key details present in two texts on the same topic.
1.3. Reading – Literature	
Standards for Reading Literature – Craft and Structure	
CC.1.3.3.D	Explain the point of view of the author.
Standards for Reading Literature – Integration of Knowledge and Ideas	
CC.1.3.3.H	Compare and contrast the themes, setting and plots of stories written by the same author about the same or similar characters.
Standards for Reading Literature – Vocabulary Acquisition and Use	
CC.1.3.3.J	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases including those that signal spatial and temporal relationships.
1.4 Writing	
Response to Literature	
CC.1.4.3.S	Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade-level reading standards for literature and informational texts.
Writing – The Writing Process	
CC.1.4.3.V	Conduct short research projects that build knowledge about a topic.
CC.1.4.3.W	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CC.1.4.3.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
1.5 Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.1.5.3.F	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

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