<table>
<thead>
<tr>
<th>Session</th>
<th>Reading Standard</th>
</tr>
</thead>
</table>
| ALL     | RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  
**We are learning to describe characters in a story.**  
**We are looking for a character’s feelings, traits and motivations to determine how they lead to a sequence of events.**  
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| 1-2     | RL.3.6 Distinguish their own point of view from that of the narrator or those of the character.  
**We are learning to compare our own point of view to that of the character or narrator.**  
**We are looking for ways that our own thoughts or feelings about a topic are the same or different than those of a character or narrator.** |
| 3 | RL.3.2 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.  
  
   **We are learning to explain the author's message (theme).**  
   **We are looking for the key details from the text that show:**  
   - the lesson about right or wrong (moral).  
   - what the character learns about life (central message or lesson).  
  
   RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
   **We are learning to describe how each part of a text builds on earlier parts.**  
   **We are looking for details in the text that contribute to the sequence of events.** |
| 4 | RL.3.2 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.  
  
   **We are learning to explain the author's message (theme).**  
   **We are looking for the key details from the text that show:**  
   - the lesson about right or wrong (moral).  
   - what the character learns about life (central message or lesson).  
  
   RL.3.6 Distinguish their own point of view from that of the narrator or those of the character.  
   **We are learning to compare our own point of view to that of the character or narrator.**  
   **We are looking for ways that our own thoughts or feelings about a topic are the same or different than those of a character or narrator.** |
| 5 | RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
**We are learning to describe how each part of a text builds on earlier parts.**  
**We are looking for details in the text that contribute to the sequence of events.** |
| 6 | See ALL Sessions |
| 7 | RL.3.2 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.  
**We are learning to explain the author’s message (theme).**  
**We are looking for the key details from the text that show:**  
• the lesson about right or wrong (moral).  
• what the character learns about life (central message or lesson).  

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
**We are learning to describe how each part of a text builds on earlier parts.**  
**We are looking for details in the text that contribute to the sequence of events.** |
| 8 | See ALL Sessions |
| 9 | RL.3.2 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.  
   
   We are learning to explain the author's message (theme).  
   We are looking for the key details from the text that show:  
   - the lesson about right or wrong (moral).  
   - what the character learns about life (central message or lesson).  
   
   RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
   
   We are learning to describe how each part of a text builds on earlier parts.  
   We are looking for details in the text that contribute to the sequence of events. |
|---|---|
| 10 | RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  
   
   We are learning to determine the meaning of words and phrases in a text.  
   We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.  
   - literal - the usual meaning of words and phrases.  
   - nonliteral (figurative language) - words or phrases that mean something other than the usual meaning.  
   
   RL.3.7 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).  
   
   We are learning to explain how an illustration supports and adds to the text.  
   We are looking for the details in the illustrations to better understand the text. |
| 11-13 | RL.3.2 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.  

**We are learning to explain the author's message (theme).**  
**We are looking for the key details from the text that show:**  
- the lesson about right or wrong (moral).  
- what the character learns about life (central message or lesson).  

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  

**We are learning to describe how each part of a text builds on earlier parts.**  
**We are looking for details in the text that contribute to the sequence of events.** |
| 14 | RL.3.2 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.  

We are learning to explain the author's message (theme).  
We are looking for the key details from the text that show:  
- the lesson about right or wrong (moral).  
- what the character learns about life (central message or lesson).  

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

We are learning to determine the meaning of words and phrases in a text.  
We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.  
- literal - the usual meaning of words and phrases.  
- nonliteral (figurative language) - words or phrases that mean something other than the usual meaning.  

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  

We are learning to describe how each part of a text builds on earlier parts.  
We are looking for details in the text that contribute to the sequence of events. |
| 15-17 | RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  

We are learning to compare and contrast information between texts, written by the same author, with similar characters.  
We are looking for similarities and differences of theme, setting, and plot of texts. |
| 18 | RL.3.2 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.  
We are learning to explain the author’s message (theme).  
We are looking for the key details from the text that show:  
• the lesson about right or wrong (moral).  
• what the character learns about life (central message or lesson). |
| 19 | See ALL Sessions |
## G3 Reading to Learn Standards and Learning Targets

<table>
<thead>
<tr>
<th>Session</th>
<th>Reading Standard</th>
</tr>
</thead>
</table>
| *All Sessions* (keep posted throughout the unit) | RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of text; recount they key details and explain how they support the main idea.  
**We are learning to determine the main ideas of an informational text.**  
**We are looking for the key details that support the main topic or big idea of**  
- Paragraphs  
- Sections  
- Entire text |
| 1 | RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
**We are learning to efficiently locate information on a given topic within a text.**  
**We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).**  
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
**We are learning to use illustrations, along with words, to understand the text.**  
**We are looking for the additional information that illustrations provide to support the ideas in the text.** |
| 2 | RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  

*We are learning to efficiently locate information on a given topic within a text.*  

*We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).*  

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  

*We are learning to use illustrations, along with words, to understand the text.*  

*We are looking for the additional information that illustrations provide to support the ideas in the text.*  

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  

*We are learning to understand how information is organized in the text.*  

*We are looking for text structures:*  
  - chronological  
  - sequential  
  - compare and contrast  
  - cause and effect |
| 3 | **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  

We are learning to efficiently locate information on a given topic within a text.  

We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).  

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  

We are learning to use illustrations, along with words, to understand the text.  

We are looking for the additional information that illustrations provide to support the ideas in the text. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - 5</td>
<td>Use standards listed in All Sessions</td>
</tr>
<tr>
<td></td>
<td>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td><strong>We are learning to figure out the meaning of words and phrases in an informational text.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>We are looking for details in the text that help us determine and confirm the meaning of words and phrases.</strong></td>
</tr>
<tr>
<td></td>
<td>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</td>
</tr>
<tr>
<td></td>
<td><strong>We are learning to understand how information is organized in the text.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>We are looking for text structures:</strong></td>
</tr>
<tr>
<td></td>
<td>• chronological</td>
</tr>
<tr>
<td></td>
<td>• sequential</td>
</tr>
<tr>
<td></td>
<td>• compare and contrast</td>
</tr>
<tr>
<td></td>
<td>• cause and effect</td>
</tr>
<tr>
<td></td>
<td>7 Use standards listed in All Sessions</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 8 | **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  

*We are learning to describe the relationship between individuals, events, or ideas within informational text.*  
*We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.*  

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  

*We are learning to figure out the meaning of words and phrases in an informational text.*  
*We are looking for details in the text that help us determine and confirm the meaning of words and phrases.*  

| 9 | **RI.3.6** Distinguish their own point view from that of the author of a text.  

*We are learning to compare our own point of view to the point of view of the author.*  
*We are looking for ways that our own thoughts or feelings about a topic are the same or different than those of the author.*  

| 10 | Use standards listed in All Sessions |

| 11 | **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  

*We are learning to describe the relationship between individuals, events, or ideas within informational text.*  
*We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.*  

|   |   |   |
| 12 | RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.  
   We are learning to determine the meaning of words and phrases in a text.  
   We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.  
   - literal - the usual meaning of words and phrases.  
   - nonliteral (figurative language) - words or phrases that mean something other than the usual meaning. |
| 13 | RL.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  
   We are learning to figure out the meaning of words and phrases in an informational text.  
   We are looking for details in the text that help us determine and confirm the meaning of words and phrases.  
   RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.  
   We are learning to determine the meaning of words and phrases in a text.  
   We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.  
   - literal - the usual meaning of words and phrases.  
   - nonliteral (figurative language) - words or phrases that mean something other than the usual meaning. |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **14** | **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  
**We are learning to describe the relationship between individuals, events, or ideas within informational text.**  
**We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.** |
| **15** | **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  
**We are learning to describe the relationship between individuals, events, or ideas within informational text.**  
**We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.**  
**RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  
**We are learning to understand how information is organized in the text.**  
**We are looking for text structures:**  
  * chronological  
  * sequential  
  * compare and contrast  
  * cause and effect |
| 17 | RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  
   **We are learning to describe the relationship between individuals, events, or ideas within informational text.**  
   **We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.**  
   RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
   **We are learning to describe how each part of a text builds on earlier parts.**  
   **We are looking for details in the text that contribute to the sequence of events.** |
| 18 | Use standards listed in All Sessions |
| 19 | RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2 – 3 text complexity band independently and proficiently.  
   Use standards listed in All Sessions |
<table>
<thead>
<tr>
<th>Session</th>
<th>Reading Standard</th>
</tr>
</thead>
</table>
| *All Sessions (keep posted throughout the unit) | **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**RI.3.2** Determine the main idea of text; recount they key details and explain how they support the main idea.  
We are learning to determine the main ideas of an informational text.  
We are looking for key details that support the main topic or big idea of  
- Paragraphs  
-Sections  
-Entire text  

**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  
We are learning to describe the relationship between individuals, events, or ideas within informational text.  
We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.  

**RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
We are learning to efficiently locate information on a given topic within a text.  
We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).  

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
We are learning to use illustrations, along with words, to understand the text.  
We are looking for the additional information that illustrations provide to support the ideas in the text.  

| 1-2         |**RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  
We are learning to describe the relationship between individuals, events, or ideas within informational text.  
We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.  

**RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
We are learning to efficiently locate information on a given topic within a text.  
We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).  

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
We are learning to use illustrations, along with words, to understand the text.  
We are looking for the additional information that illustrations provide to support the ideas in the text.  

| 3 | RI.3.9 Compare and contrast the most important points and key details presented by two texts on the same topic.  

*We are learning to compare and contrast main ideas and key details between two texts on the same topic.*  

*We are looking for:*  
  - similarities in the main ideas and key details across texts  
  - differences in the main ideas and key details across texts |
| 4 | RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  

*We are learning to figure out the meaning of words and phrases in an informational text.*  

*We are looking for details in the text that help us determine and confirm the meaning of words and phrases.* |
| 5 | Use standards listed in All Sessions |
| 6 | RI.3.6 Distinguish their own point view from that of the author of a text.  

*We are learning to compare our own point of view to the point of view of the author.*  

*We are looking for ways that our own thoughts or feelings about a topic are the same or different than those of the author.* |
<table>
<thead>
<tr>
<th>7</th>
<th>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>We are learning to understand how information is organized in the text.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>We are looking for text structures:</strong></td>
</tr>
<tr>
<td></td>
<td>• chronological</td>
</tr>
<tr>
<td></td>
<td>• sequential</td>
</tr>
<tr>
<td></td>
<td>• compare and contrast</td>
</tr>
<tr>
<td></td>
<td>• cause and effect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>RI.3.9 Compare and contrast the most important points and key details presented by two texts on the same topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>We are learning to compare and contrast main ideas and key details between two texts on the same topic.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>We are looking for:</strong></td>
</tr>
<tr>
<td></td>
<td>• similarities in the main ideas and key details across texts</td>
</tr>
<tr>
<td></td>
<td>• differences in the main ideas and key details across texts</td>
</tr>
</tbody>
</table>

| 8 | Use standards listed in All Sessions |
| 9 | **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  

_We are learning to describe the relationship between individuals, events, or ideas within informational text._  
_We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related._  

**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  

_We are learning to figure out the meaning of words and phrases in an informational text._  
_We are looking for details in the text that help us determine and confirm the meaning of words and phrases._ |
| 10 | | RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  

We are learning to efficiently locate information on a given topic within a text.  

We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).  

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  

We are learning to use illustrations, along with words, to understand the text.  

We are looking for the additional information that illustrations provide to support the ideas in the text.  

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  

We are learning to understand how information is organized in the text.  

We are looking for text structures:  

- chronological  
- sequential  
- compare and contrast  
- cause and effect |
| 11 | RI.3.9 Compare and contrast the most important points and key details presented by two texts on the same topic.  
|    | **We are learning to compare and contrast main ideas and key details between two texts on the same topic.**
|    | **We are looking for:**  
|    | • similarities in the main ideas and key details across texts  
|    | • differences in the main ideas and key details across texts |
| 12 | RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.  
|    | **We are learning to determine the meaning of words and phrases in a text.**  
|    | **We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text:**  
|    | • literal - the usual meaning of words and phrases.  
|    | • nonliteral (figurative language) - words or phrases that mean something other than the usual meaning. |
|    | RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  
|    | **We are learning to understand how information is organized in the text.**  
|    | **We are looking for text structures:**  
|    | • chronological  
|    | • sequential  
|    | • compare and contrast  
|    | • cause and effect |
| 13-15 | RI.3.9 Compare and contrast the most important points and key details presented by two texts on the same topic.  

We are learning to compare and contrast main ideas and key details between two texts on the same topic.  

We are looking for:  
- similarities in the main ideas and key details across texts  
- differences in the main ideas and key details across texts  

| 16 | Use standards listed in All Sessions  

| 17 | RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  

We are learning to describe the relationship between individuals, events, or ideas within informational text.  

We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.  

| 18 | RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  

We are learning to describe the relationship between individuals, events, or ideas within informational text.  

We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.  

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

We are learning to determine the meaning of words and phrases in a text.  

We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.  
- literal - the usual meaning of words and phrases.  
- nonliteral (figurative language) - words or phrases that mean something other than the usual meaning.  

<p>| 19-20 | Use standards listed in All Sessions |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Reading Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td><strong>RF.3.3 Know and apply grade-level phonics and word analysis in decoding words.</strong>&lt;br&gt;a) Identify and know the meaning of the most common prefixes and derivational suffixes. &lt;br&gt;b) Decode words with common Latin suffixes. &lt;br&gt;c) Decode multisyllable words. &lt;br&gt;d) Read grade-appropriate irregularly spelled words. <strong>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</strong> &lt;br&gt;a) Read grade-level text with purpose and understanding. &lt;br&gt;b) Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings. &lt;br&gt;c) Use context to confirm or self-correct word recognition and understanding, rereading if necessary.</td>
</tr>
<tr>
<td>6</td>
<td><strong>RF.3.3 Know and apply grade-level phonics and word analysis in decoding words.</strong>&lt;br&gt;a) Identify and know the meaning of the most common prefixes and derivational suffixes. &lt;br&gt;b) Decode words with common Latin suffixes. &lt;br&gt;c) Decode multisyllable words. &lt;br&gt;d) Read grade-appropriate irregularly spelled words. <strong>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</strong> &lt;br&gt;a) Read grade-level text with purpose and understanding.</td>
</tr>
</tbody>
</table>
b) Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.

c) Use context to confirm or self-correct word recognition and understanding, rereading if necessary.

**RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

| 7 | RL.3.1 Ask and Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
|   | RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
|   | **We are learning to describe characters in a story.** |
|   | **We are looking for a character's feelings, traits and motivations to determine how they lead to a sequence of events.** |
|   | RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
|   | **We are learning to describe how each part of a text builds on earlier parts.** |
|   | **We are looking for details in the text that contribute to the sequence of events.** |

| 8 | RL.3.1 Ask and Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
|   | RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
|   | **We are learning to describe characters in a story.** |
|   | **We are looking for a character's feelings, traits and motivations to determine how they lead to a sequence of events.** |

<p>| 9-10 | RL.3.1 Ask and Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
|      | RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
|      | <strong>We are learning to describe characters in a story.</strong> |
|      | <strong>We are looking for a character's feelings, traits and motivations to determine how they lead to a sequence of events.</strong> |</p>
<table>
<thead>
<tr>
<th></th>
<th>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</th>
</tr>
</thead>
</table>
|   | **We are learning to describe characters in a story.**  
|   | **We are looking for a character’s feelings, traits and motivations to determine how they lead to a sequence of events.** |
|   | RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
|   | **We are learning to describe how each part of a text builds on earlier parts.**  
|   | **We are looking for details in the text that contribute to the sequence of events.** |
| 11 | RL.3.2 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.  
|   | **We are learning to explain the author’s message.**  
|   | **We are looking for the key details from the text that show:**  
|   | - the lesson about right or wrong (moral).  
|   | - what the character learns about life (central message or lesson). |
|   | RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
|   | **We are learning to describe how each part of a text builds on earlier parts.**  
|   | **We are looking for details in the text that contribute to the sequence of events.** |
| 12 | RL.3.2 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.  
|   | **We are learning to explain the author’s message.**  
|   | **We are looking for the key details from the text that show:**  
|   | - the lesson about right or wrong (moral).  
|   | - what the character learns about life (central message or lesson). |
| RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| 13-15 | **RF.3.3** Know and apply grade-level phonics and word analysis in decoding words. |
|       | a) Identify and know the meaning of the most common prefixes and derivational suffixes. |
|       | b) Decode words with common Latin suffixes. |
|       | c) Decode multisyllable words. |
|       | d) Read grade-appropriate irregularly spelled words. |
|       | **RF.3.4** Read with sufficient accuracy and fluency to support comprehension. |
|       | a) Read grade-level text with purpose and understanding. |
|       | b) Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings. |
|       | c) Use context to confirm or self-correct word recognition and understanding, rereading if necessary. |

We are learning to describe how each part of a text builds on earlier parts. We are looking for details in the text that contribute to the sequence of events.

<p>| 16 | <strong>RF.3.3</strong> Know and apply grade-level phonics and word analysis in decoding words. |
|    | a) Identify and know the meaning of the most common prefixes and derivational suffixes. |
|    | b) Decode words with common Latin suffixes. |
|    | c) Decode multisyllable words. |
|    | d) Read grade-appropriate irregularly spelled words. |
|    | <strong>RF.3.4</strong> Read with sufficient accuracy and fluency to support comprehension. |
|    | a) Read grade-level text with purpose and understanding. |
|    | b) Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings. |
|    | c) Use context to confirm or self-correct word recognition and understanding, rereading if necessary. |</p>
<table>
<thead>
<tr>
<th>RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.</th>
</tr>
</thead>
</table>
| **We are learning to determine the meaning of words and phrases in a text.**  
**We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.**  
- **literal** - the usual meaning of words and phrases.  
- **nonliteral (figurative language)** - words or phrases that mean something other than the usual meaning. |

| 17 | RL.3.1 Ask and Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
|---|---|
| **We are learning to describe characters in a story.**  
**We are looking for a character’s feelings, traits and motivations to determine how they lead to a sequence of events.** |

| 18 | RL.3.1 Ask and Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
RL.3.2 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. |
|---|---|
| **We are learning to explain the author’s message.**  
**We are looking for the key details from the text that show:**  
- the lesson about right or wrong (moral).  
- what the character learns about life (central message or lesson). |

| 19 | RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |