# G3 Character Studies Standards and Learning Targets

| Session | Reading Standard |
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| **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. <br><br> **We are learning to describe characters in a story.** <br> **We are looking for a character's feelings, traits and motivations to determine how they lead to a sequence of events.** <br><br> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <br><br> 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. <br><br> **We are learning to compare our own point of view to that of the character or narrator.** <br><br> **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.<br><br>**We are learning to explain the author's message (theme).**<br>**We are looking for the key details from the text that show:**<br>   • **the lesson about right or wrong (moral).**<br>   • **what the character learns about life (central message or lesson).**<br><br><br>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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**We are looking for details in the text that contribute to the sequence of events.** |
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| 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.<br><br>**We are learning to explain the author's message (theme).**<br>**We are looking for the key details from the text that show:**<br>   • **the lesson about right or wrong (moral).**<br>   • **what the character learns about life (central message or lesson).**<br><br><br>RL.3.6 Distinguish their own point of view from that of the narrator or those of the character.<br><br>**We are learning to compare our own point of view to that of the character or narrator.**<br><br>**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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**We are looking for details in the text that contribute to the sequence of events.** |
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| 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.<br><br>**We are learning to explain the author's message (theme).**<br>**We are looking for the key details from the text that show:**<br>   • **the lesson about right or wrong (moral).**<br>   • **what the character learns about life (central message or lesson).**<br><br>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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**We are looking for details in the text that contribute to the sequence of events.** |
| 8 | See ALL Sessions |

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| 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.<br><br>**We are learning to explain the author's message (theme).**<br>**We are looking for the key details from the text that show:**<br>• **the lesson about right or wrong (moral).**<br>• **what the character learns about life (central message or lesson).**<br><br><br>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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**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.<br><br>**We are learning to determine the meaning of words and phrases in a text.**<br><br>**We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.**<br>• **literal – the usual meaning of words and phrases.**<br>• **nonliteral (figurative language) – words or phrases that mean something other than the usual meaning.**<br><br><br>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).<br><br>**We are learning to explain how an illustration supports and adds to the text.**<br><br>**We are looking for the details in the illustrations to better understand the text.** |

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| 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.<br><br>**We are learning to explain the author's message (theme).**<br>**We are looking for the key details from the text that show:**<br>- **the lesson about right or wrong (moral).**<br>- **what the character learns about life (central message or lesson).**<br><br><br>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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**We are looking for details in the text that contribute to the sequence of events.** |
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| 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.<br><br>**We are learning to explain the author's message (theme).**<br>**We are looking for the key details from the text that show:**<br>• **the lesson about right or wrong (moral).**<br>• **what the character learns about life (central message or lesson).**<br><br>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.<br><br>**We are learning to determine the meaning of words and phrases in a text.**<br><br>**We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.**<br>• **literal – the usual meaning of words and phrases.**<br>• **nonliteral (figurative language) – words or phrases that mean something other than the usual meaning.**<br><br>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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**We are looking for details in the text that contribute to the sequence of events.** |
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| 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).<br><br>**We are learning to compare and contrast information between texts, written by the same author, with similar characters.**<br><br>**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).** |
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| 19 | See ALL Sessions |

# G3 Reading to Learn Standards and Learning Targets

| Session | Reading Standard |
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| **\*All Sessions**<br><br>**(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.<br><br>RI.3.2 Determine the main idea of text; recount they key details and explain how they support the main idea.<br><br>**We are learning to determine the main ideas of an informational text.**<br>**We are looking for the key details that support the main topic or big idea of**<br><ul><li>**Paragraphs**</li><li>**Sections**</li><li>**Entire text**</li></ul> |
| 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.<br><br>**We are learning to efficiently locate information on a given topic within a text.**<br><br>**We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).**<br><br>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).<br><br>**We are learning to use illustrations, along with words, to understand the text.**<br><br>**We are looking for the additional information that illustrations provide to support the ideas in the text.** |

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| 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.<br><br>**We are learning to efficiently locate information on a given topic within a text.**<br><br>**We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).**<br><br>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).<br><br>**We are learning to use illustrations, along with words, to understand the text.**<br><br>**We are looking for the additional information that illustrations provide to support the ideas in the text.**<br><br>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).<br><br>**We are learning to understand how information is organized in the text.**<br><br>**We are looking for text structures:**<br>    • **chronological**<br>    • **sequential**<br>    • **compare and contrast**<br>    • **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. |
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| | **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.** |
| 4 – 5 | Use standards listed in *All Sessions* |

| 6 | 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.* |
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| | **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.** |
| | 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:**<br>• **chronological**<br>• **sequential**<br>• **compare and contrast**<br>• **cause and effect** |
| 7 | Use standards listed in *All Sessions* |

| 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.<br><br>**We are learning to describe the relationship between individuals, events, or ideas within informational text.**<br><br>**We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.**<br><br>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.*<br><br>**We are learning to figure out the meaning of words and phrases in an informational text.**<br><br>**We are looking for details in the text that help us determine and confirm the meaning of words and phrases.** |
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| 9 | RI.3.6 Distinguish their own point view from that of the author of a text.<br><br>**We are learning to compare our own point of view to the point of view of the author.**<br><br>**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.<br><br>**We are learning to describe the relationship between individuals, events, or ideas within informational text.**<br><br>**We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.** |

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| 12 | RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.<br><br>**We are learning to determine the meaning of words and phrases in a text.**<br>**We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.**<br>    • **literal – the usual meaning of words and phrases.**<br>    • **nonliteral (figurative language) – words or phrases that mean something other than the usual meaning.**<br><br>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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**We are looking for details in the text that contribute to the sequence of events.** |
| 13 | 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.*<br><br>**We are learning to figure out the meaning of words and phrases in an informational text.**<br><br>**We are looking for details in the text that help us determine and confirm the meaning of words and phrases.**<br><br><br>RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.<br><br>**We are learning to determine the meaning of words and phrases in a text.**<br>**We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.**<br>    • **literal – the usual meaning of words and phrases.**<br>    • **nonliteral (figurative language) – words or phrases that mean something other than the usual meaning.** |

| 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.<br><br>**We are learning to describe the relationship between individuals, events, or ideas within informational text.**<br><br>**We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.** |
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| 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.<br><br>**We are learning to describe the relationship between individuals, events, or ideas within informational text.**<br><br>**We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.**<br><br>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).<br><br>**We are learning to understand how information is organized in the text.**<br><br>**We are looking for text structures:**<br>**• chronological**<br>**• sequential**<br>**• compare and contrast**<br>**• 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. |
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| | **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* |

# G3 Research Clubs Standards and Learning Targets

| Session | Reading Standard |
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| **\*All Sessions**<br><br>**(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.<br><br>RI.3.2  Determine the main idea of text; recount they key details and explain how they support the main idea.<br><br>**We are learning to determine the main ideas of an informational text.**<br>**We are looking for the key details that support the main topic or big idea of**<br>• **Paragraphs**<br>• **Sections**<br>• **Entire 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.<br>**We are learning to describe the relationship between individuals, events, or ideas within informational text.**<br><br>**We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.**<br><br>RI.3.5  Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.<br><br>**We are learning to efficiently locate information on a given topic within a text.**<br><br>**We are looking for text features or search tools (including, but not limited to: bold print, captions, subheadings, sidebars, hyperlinks).**<br><br>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).<br><br>**We are learning to use illustrations, along with words, to understand the text.**<br><br>**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.<br><br>**We are learning to compare and contrast main ideas and key details between two texts on the same topic.**<br><br>**We are looking for:**<br>- **similarities in the main ideas and key details across texts**<br>- **differences in the main ideas and key details across texts** |
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| 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.*<br><br>**We are learning to figure out the meaning of words and phrases in an informational  text.**<br><br>**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.<br><br>**We are learning to compare our own point of view to the point of view of the author.**<br><br>**We are looking for ways that our own thoughts or feelings about a topic are the same or different than those of the author.** |

| 7 | 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).<br><br>**We are learning to understand how information is organized in the text.**<br><br>**We are looking for text structures:**<br>    • **chronological**<br>    • **sequential**<br>    • **compare and contrast**<br>    • **cause and effect**<br><br>RI.3.9 Compare and contrast the most important points and key details presented by two texts on the same topic.<br><br>**We are learning to compare and contrast main ideas and key details between two texts on the same topic.**<br><br>**We are looking for:**<br>    • **similarities in the main ideas and key details across texts**<br>    • **differences in the main ideas and key details across texts** |
| 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. |
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| | **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:**<br>• **chronological**<br>• **sequential**<br>• **compare and contrast**<br>• **cause and effect** |

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| 11 | RI.3.9 Compare and contrast the most important points and key details presented by two texts on the same topic.<br><br>**We are learning to compare and contrast main ideas and key details between two texts on the same topic.**<br><br>**We are looking for:**<br>   • **similarities in the main ideas and key details across texts**<br>   • **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.<br><br>**We are learning to determine the meaning of words and phrases in a text.**<br>**We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.**<br>   • **literal – the usual meaning of words and phrases.**<br>   • **nonliteral (figurative language) – words or phrases that mean something other than the usual meaning.**<br><br>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).<br><br>**We are learning to understand how information is organized in the text.**<br><br>**We are looking for text structures:**<br>   • **chronological**<br>   • **sequential**<br>   • **compare and contrast**<br>   • **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.<br><br>**We are learning to compare and contrast main ideas and key details between two texts on the same topic.**<br><br>**We are looking for:**<br>• **similarities in the main ideas and key details across texts**<br>• **differences in the main ideas and key details across texts** |
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| 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.<br><br>**We are learning to describe the relationship between individuals, events, or ideas within informational text.**<br><br>**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.<br><br>**We are learning to describe the relationship between individuals, events, or ideas within informational text.**<br><br>**We are looking for time, sequence, or cause/effect language to explain how ideas in a text are related.**<br><br>RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.<br><br>**We are learning to determine the meaning of words and phrases in a text.**<br>**We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.**<br>• **literal – the usual meaning of words and phrases.**<br>• **nonliteral (figurative language) – words or phrases that mean something other than the usual meaning.** |
| 19-20 | Use standards listed in *All Sessions* |

# G3 Building a Reading Life Standards and Learning Targets

| Session | Reading Standard |
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| 1-5 | RF.3.3 Know and apply grade-level phonics and word analysis in decoding words.<br><br>    a) Identify and know the meaning of the most common prefixes and derivational suffixes.<br>    b) Decode words with common Latin suffixes.<br>    c) Decode multisyllable words.<br>    d) Read grade-appropriate irregularly spelled words.<br><br>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.<br><br>    a) Read grade-level text with purpose and understanding.<br>    b) Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.<br>    c) Use context to confirm or self-correct word recognition and understanding, rereading if necessary.<br><br>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.<br><br>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 the grades 2-3 text complexity banc independently and proficiently. |
| 6 | RF.3.3 Know and apply grade-level phonics and word analysis in decoding words.<br><br>    a) Identify and know the meaning of the most common prefixes and derivational suffixes.<br>    b) Decode words with common Latin suffixes.<br>    c) Decode multisyllable words.<br>    d) Read grade-appropriate irregularly spelled words.<br><br>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.<br><br>    a) Read grade-level text with purpose and understanding. |

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| | b) Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.<br>c) Use context to confirm or self-correct word recognition and understanding, rereading if necessary.<br><br>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.<br><br>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.<br><br>**We are learning to describe characters in a story.**<br>**We are looking for a character's feelings, traits and motivations to determine how they lead to a sequence of events.**<br><br>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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**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.<br><br>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.<br><br>**We are learning to describe characters in a story.**<br>**We are looking for a character's feelings, traits and motivations to determine how they lead to a sequence of events.** |
| 9-10 | RL.3.1 Ask and Answer questions to demonstrate understanding of a text, referring explicitly to the text as the |

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| | 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.** |
| 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).**

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| | 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.<br><br>**We are learning to describe how each part of a text builds on earlier parts.**<br>**We are looking for details in the text that contribute to the sequence of events.** |
| 13-15 | RF.3.3 Know and apply grade-level phonics and word analysis in decoding words.<br>    a) Identify and know the meaning of the most common prefixes and derivational suffixes.<br>    b) Decode words with common Latin suffixes.<br>    c) Decode multisyllable words.<br>    d) Read grade-appropriate irregularly spelled words.<br>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.<br>    a) Read grade-level text with purpose and understanding.<br>    b) Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.<br>    c) Use context to confirm or self-correct word recognition and understanding, rereading if necessary.<br><br>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. |
| 16 | RF.3.3 Know and apply grade-level phonics and word analysis in decoding words.<br>    a) Identify and know the meaning of the most common prefixes and derivational suffixes.<br>    b) Decode words with common Latin suffixes.<br>    c) Decode multisyllable words.<br>    d) Read grade-appropriate irregularly spelled words.<br><br>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.<br>    a) Read grade-level text with purpose and understanding.<br>    b) Read grade-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.<br>    c) Use context to confirm or self-correct word recognition and understanding, rereading if necessary. |

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| | RL.3.4 Determine the meaning of words and phrases as they are used in text, distinguishing literal from non-literal language.<br><br>**We are learning to determine the meaning of words and phrases in a text.**<br>**We are looking for clues to determine the meanings of words and phrases (both literal and non-literal) in a text.**<br>    • **literal – the usual meaning of words and phrases.**<br>    • **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.<br><br>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.<br><br>**We are learning to describe characters in a story.**<br>**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.<br><br>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.<br><br>**We are learning to explain the author's message.**<br>**We are looking for the key details from the text that show:**<br>    • **the lesson about right or wrong (moral).**<br>    • **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. |