Standard: **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I Can Statements	Essential Questions	Vocabulary
● I can ask and answer questions to show or **demonstrate** that I understand the **text** I am reading. ● I can use **details** in the text to find the answers to specific questions using **evidence** from the text.	● How can I use **details/evidence** from the **text** to ask and answer questions before, during, and after reading to show understanding?	text, demonstrate, details, evidence

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can ask and answer questions using background knowledge to make connections to the **text**.	I can ask and answer questions using **evidence** from the text.	With support, I can use **evidence** from the text to ask and answer questions.	Even with support, I cannot use **evidence** from the text, but I can ask and answer questions about the text.	Even with support, I still have trouble.

Interventions/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Close Reading in Elementary Schools By: Fisher & Frey (article) Question Quest Question Creation Ask and Answer Question Cards Stop and Ask Read and Respond QAR: Question Answer Response	Text Dependent Questions Reading Comprehension Asking Questions- Mini Lessons Graphic Organizers Close Reading Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **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.

I Can Statements	Essential Questions	Vocabulary
● I can **retell/recount** stories from **diverse**, or different, **cultures**. ● I can determine the **lesson, message**, or **moral** of a story. ● I can **explain** the **central message** using key **details** from the text.	● How can I use **key details** from the text to **explain** the **message, moral**, or **lesson** of a story?	myth, fable, folktale, diverse, culture, retell, recount, moral, central message, details, explain

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can **retell/recount** stories including **fables, folktales,** and **myths** from **diverse cultures.** I can determine the **central message, lesson,** or **moral** and make connections. Using background knowledge and evidence from the text, I can explain how the **central message, lesson,** or **moral** is being conveyed.	I can **retell/recount** stories, including **fables, folktales**, and **myths** from **diverse cultures.** I can determine the **central message, lesson** or **moral.** I can explain how the **central message, lesson, or moral** is conveyed through key **details** in the text.	I can **retell/recount** stories, including **fables, folktales,** and **myths** from **diverse cultures** AND I can determine the **central message, lesson** or **moral** OR I can explain how the **central message, lesson,** or **moral** is conveyed through key **details** in the text.	With support, I can **retell/recount** stories, including **fables, folktales,** and **myths** from **diverse cultures** OR I can determine the **central message, lesson or moral** OR I can explain how the **central message, lesson,** or **moral is** conveyed through key **details** in the text.	Even with support, I still have trouble.

Interventions/Enrichment		
Retell Ring Retell A Story Sum Summary	Story Element Ease Retell Recap Sum-Thing Special	Reading Comprehension Graphic Organizers Student Center Activities

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Standard: **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.

I Can Statements	Essential Questions	Vocabulary
• I can use **characters' actions** to help me understand the **sequence** of the story. • I can identify **characters' traits**, **feelings**, and **motives**.	• How do the **characters'** actions affect the **sequence** of the story? • How does identifying **characters' traits**, **feelings**, and **motives** influence my understanding of what happens in the story?	actions, character traits, motives, sequence, abstract feelings (i.e. surprised, ecstatic, thankful)

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use characters' traits, actions, and feelings to make a connection (text to self, text to text, or text to world).	I use the characters' actions to help me understand what happens in the story. I can identify the characters' traits, feelings, and motives.	I can use the characters' actions to help me understand what happens in the story, OR I can identify the characters' traits, feelings, and motives.	With support, I can use the characters' actions to help me understand what happens in the story. With support, I can identify the character' traits, feelings, and motives.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Character Characteristics Character Consideration Character Connections Check-A-Trait	Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources**

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

I Can Statements	Essential Questions	Vocabulary
● I can tell the meaning of words and phrases and tell the difference between **literal** and **nonliteral (figurative)** language (e.g. similes, metaphors, idioms).	● How does the author show creativity using **non-literal (figurative) language**? ● How does **literal language** help me understand the author's purpose?	literal language, nonliteral language, figurative

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can tell the meaning of words and phrases and tell the difference between **literal** and **nonliteral language** as well as create my own.	I can tell the meaning of words and phrases and tell the difference between **literal and nonliteral language**.	With support, I can tell the meaning of words and phrases AND tell the difference between **literal** and **nonliteral** language.	I can distinguish between **literal** and **nonliteral** phrases, but cannot identify the meaning.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Pun Fun Up With Words Word Share Get A Clue Looking For Meaning Word Winner	Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

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EDUCATIONAL SERVICE CENTER

Standard: **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.

I Can Statements	Essential Questions	Vocabulary
- I can **identify** the **chapter** of a **book** when writing or speaking about a text. - I can **identify** the **scene** in a **drama** when writing or speaking about a text. - I can **identify** a **stanza** in a **poem** when writing or speaking about a text. - I can **describe** how each part of the text builds on earlier parts.	How do different sections of text build upon earlier parts in order to create the complete piece of literature?	drama, poems, stanza, chapter, scene, section, identify, describe, book

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can compare and contrast the **chapters** in a **book, scenes** in a **drama**, or **stanzas** in a **poem** when writing or speaking about a text.	I can **identify** a **chapter** in a book, **scene** in a **drama,** and a **stanza** in a **poem** when writing or speaking about a text. I can **describe** how each part of the text builds on earlier parts.	I can **identify** a **chapter** in a book, **scene** in a **drama,** and a **stanza** in a **poem** when writing or speaking about a text. With support, I can **describe** how each part of the text builds on earlier parts.	With support, I can **identify** a **chapter** in a **book**, OR a **scene** in a **drama**, OR a **stanza** in a **poem** when writing or speaking about a text.	Even with support, I still have trouble.

Interventions/Enrichment

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Plotting the Plot Plot Plan Story Book	Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

I Can Statements	Essential Questions	Vocabulary
● I can tell how my own **point of view** is **similar** to or **differen**t from the **narrator** or **characters** of a story.	● How does distinguishing my own **point of view** from that of the **narrator** or **characters** help me to understand the **author's purpose**?	point of view, narrator, similarities, differences, author's purpose, characters

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can tell the story from my own **point of view**, or I can continue the story from the **narrator or characters' point of view.**	I can tell how my own **point of view** is **similar** to or **differen**t from the **narrator** or **characters** of a story.	With support, I can tell how my own **point of view** is **similar** to or **different** from the **narrator** or **characters** of a story.	I can **identify** whether the **point of view** is from the **narrator** or **characters** of a story.	Even with support, I still have trouble.

Interventions/Enrichment
3 Little Pigs (True Story??!!) Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Character Characteristics	Read It, Write It, Tell It
Character Consideration	Student Center Activities
Character Connections	LLI Prompting Guide
Check-A-Trait	**Please see the Intervention Appendix for additional high**
Point of View Game	**quality resources**

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Standard: **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).

I Can Statements	Essential Questions	Vocabulary
Using the **illustrations..**. ● I can **explain** the **feelings** of the **characters.** ● I can **explain** the **mood** of the story. ● I can **describe** the **setting** using **details.**	How do the **illustrations** of a story **contribute** to the **feelings** of the **characters**, the **mood** of the story, and **details** of the **setting**?	illustrations, mood, setting, characters, feelings, details, contribute, explain, describe

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can reflect how the illustrations enhance the meaning of the text as well as compare and contrast how the illustrations affect the mood across texts.	I can explain the feelings of the characters, the mood of the story, and details of the setting by using the illustrations in the story.	I can describe how the feelings of the characters and the details of the setting are shown through the use of illustrations.	With support, I can explain how illustrations support the text.	Even with support, I still have trouble.

Interventions/Enrichment

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Story Element Ease Story Mapping Side by Side Stories Story Element Web Graphic Organizers	Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources**

Standard: **RL.3.8 (** Not applicable to literature)		
I Can Statements	**Essential Questions**	**Vocabulary**

4.0	**3.0**	**2.0**	**1.0**	**0.0**

Interventions/Enrichment

Standard: **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).

I Can Statements	Essential Questions	Vocabulary
● I can **compare** and **contrast** the **characters, settings**, **plots**, and **themes** of different books by the same **author**.	● How can **comparing** and **contrasting** two texts by the same **author** help me to understand the **settings, plots**, **themes**, and **characters** of stories?	genre, setting, plot, theme, compare, contrast, author, character

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can **compare** and **contrast** the **characters, settings, plots**, and **themes** across **genres**.	I can **compare** and **contrast** the **characters, settings, plots**, and **themes** of different books by the same **author**.	With support, I can **compare** and **contrast** the **characters, settings, plots**, and **themes** of different books by the same **author**.	I can identify the **characters, setting**, and **plot** in books by the same **author**.	Even with support, I still have trouble.

Interventions/Enrichment
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Side by Side Stories Story Element Ease Compare-A-Story Story Element Sort Plotting the Plot	Graphic Organizers Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **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.

I Can Statements	Essential Questions	Vocabulary
● I can independently read and **comprehend** different **genres** of **fiction** at the third grade level.	● How can reading different **genres** help me to become a better reader?	comprehend, genre, fiction

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can independently read and **comprehend** different challenging **genres** of **fiction** _beyond_ the third grade level.	I can read and **comprehend** different **genres** of **fiction** at the third grade level.	With support, I can read and **comprehend** different **genres** at the third grade level. I can independently read and **comprehend** different **genres** at the second grade level.	With support, I can read and **comprehend** different **genres** at the second grade level. I can independently read and **comprehend** different **genres** at the first grade level.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Reader's Theater Scripts and Plays Oral Reading Fluency Passages Strategy Success Monitor and Mend Show- U- Know Reading Repair Strategic Strategies	Monitoring for Understanding Reading Comprehension Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

TRUMBULL COUNTY
EDUCATIONAL SERVICE CENTER

Standard: **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I Can Statements	Essential Questions	Vocabulary
- I can ask and answer questions to show/**demonstrate** that I understand the text I am reading. - I can find the answers to specific questions using **evidence** from the text.	How can I use **details/evidence** from the text to ask and answer questions before, during, and after reading to show understanding?	demonstrate, evidence, details, non-fiction

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can ask and answer questions using background knowledge to make connections to the text.	I can ask and answer questions using **evidence** from the text.	With support, I use **evidence** from the text to ask and answer questions.	Even with support, I cannot use **evidence** from the text, but I can ask and answer questions about the text.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Close Reading Evidence Evidence Based Terms Using Textual Evidence Close Reading Strategies Become a Better Reader article K-W-L Classic Classifying Reading the Research	Read and Ask Book: 10 Things I Can Do to Help My World Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.		
I Can Statements	**Essential Questions**	**Vocabulary**
• I can **determine** and connect the **main idea (main topic)** and **key details (supporting details)** in the text. • I can retell/recount the **key details (supporting details)** in a **selection**.	• How can I use **key details/evidence** from the text to ask and answer questions before, during, and after reading to show understanding?	main idea (main topic), key details, supporting details, evidence, selection, determine

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	**3.0**	**2.0**	**1.0**	**0.0**
I can **determine** the **main idea** and **recount** the **key details** in order to support the **main idea.** I can research the topic I read about and expand my knowledge.	I can **determine** the **main idea** and **recount** the **key details** in order to support the **main idea.**	With support, I can find the **main idea**. AND With support, I can **retell/recount** the **details** from the text.	With support, I can find the **main idea**. OR With support, I can **retell/recount** the **details** from the text.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Main Idea Lesson
Main Idea Text Message
Main Idea Activity
Main Idea Bag
Main Idea Poster
Main Idea Lesson Plans for grades K - 4
Expository Fact Strip
Just the Facts

Expository Text Wheel
Keys to the Main Idea
Book: 10 Things I Can Do to Help My World
Book: Jump! From the Life of Michael Jordan
Book: Mama
Book: Owen & Mzee
Student Center Activities
LLI Prompting Guide
Please see the Intervention Appendix for additional high quality resources.

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Standard: **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.

I Can Statements	Essential Questions	Vocabulary
• I can tell about the **time, sequence**, and **cause/effect** of historical **events**. • I can tell about the **time, sequence**, and cause**/effect** of **scientific idea**. • I can tell about the **time, sequence**, and **cause/effect** of **steps in a procedure**.	• How can using language that shows **time, sequence,** and **cause/effect** help me to compare the relationships between **events, ideas,** and **procedures?**	historical event, scientific idea, technical procedure, sequence, cause/effect

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
Using self-selected texts, I can demonstrate how **scientific ideas** or **historical events** have affected our world today. OR Analyze steps in a **technical procedure** and make improvements.	I can tell about the **time**, **sequence**, and **cause/effect** of historical **events, scientific ideas**, **steps in a procedure** using the language of the text.	I can tell about two of the following: **time, sequence, cause/effect of historical event, scientific idea, steps in a procedure**.	I can tell about one of the following: **time, sequence**, **cause/effect of a historical event, scientific idea, steps in a procedure.**	Even with support, I still have trouble.

Interventions/Enrichment
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Reading is the History Classroom Article
Kid History
Timeline Flap Book
Cause and Effect Roll
Cause and Effect Organizer
Cause and Effect Match
Cause and Effect Lessons K-4
Book: A Picture Book of Martin Luther King Jr. Lesson Plan

Book: The First Egg Lesson Plan
Book: From Acorn to Oak Tree Lesson Plan
Book: Jump! From the Life of Michael Jordan Lesson Plan
Book: Mama Lesson Plan
Book: Monarch Butterfly Lesson Plan
Book: Owen & Mzee Lesson Plan
Book: Sea Turtles Lesson Plan
Student Center Activities

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Standard: **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.

I Can Statements	Essential Questions	Vocabulary
● I can **determine** the meaning of **academic words** (e.g. interpret, describe, create) using **reference materials**. ● I can **determine** the meanings of **domain-specific words** and phrases that appear in my math, science and social studies texts that are grade appropriate.	● How does the knowledge of **academic words** and **domain-specific words** help me understand what I am expected to know?	academic words, domain-specific words, reference materials, determine

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can understand, use, and explain **academic and domain-specific** words appropriately.	I can understand **academic** and **domain-specific words** (words in my science, math, and social studies texts).	With support, I can understand **academic** and **domain-specific words**.	I can locate **academic** and **domain-specific words**.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Vocabulary Graphic Organizer Using Context Clues Reading Repair Show-U-Know Vocabulary in Context Lesson Plans K-4 Book: Weather Words Lesson Plan Word Wall for Content	Article: Interactive Word Walls Frayer Model for Vocabulary Frayer Model Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

I Can Statements	Essential Questions	Vocabulary
With a given topic. . . ● **I can use text features (e.g. keywords, sidebars, captions)** to accurately find information. ● I can use internet **search tools** (e.g**. search bar, hyperlinks**) to accurately find information.	● How do **text features** and **search tools** help me locate information accurately?	text features, keywords, sidebars, captions, search tools, hyperlinks, search bar icons

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use **text features** (e.g **keywords**, **sidebars**, **captions**) to accurately find information beyond expectations. I can use **search tools** (e.g **search bar**, **hyperlinks**) to accurately find information.	I can use **text features** (e.g. **keywords, sidebars, captions**) to accurately find information. I can use **search tools** (e.g. **search bar, hyperlinks**) to accurately find information.	With support, I can use **text features** (e.g. **keywords, sidebars, captions**) to accurately find information. AND With support, I can use **search tools** (e.g. **search bar, hyperlinks**) to accurately find information.	With support, I can use (e.g. **keywords, sidebars, captions**) to accurately find information. OR With support, I can use **search tools** (e.g. **search bar, hyperlinks**) to accurately find information.	Even with support, I still have trouble.

Interventions/Enrichment

Text Features	Parts of a Book	Supplemental Resources
Lesson Planet Text Features Text Feature Lesson Plan Text Feature Treasure Hunt Using Text Features Book Look Finding Nonfiction Features	Title, Author, and Illustrator **Sample Text with Lessons** Book: Cats Lesson Plan Book: Pond Animals Lesson Plan Book: Sharks! Lesson Plan	Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **RI.3.6** Distinguish their own point of view from that of the author of a text.		
I Can Statements	**Essential Questions**	**Vocabulary**
● I can tell how my own **point of view** is **similar** to or **differen**t from the **author** of the text.	● How does distinguishing my own **point of view** from that of the author help me to understand the **author's purpose**?	point of view, similarities, differences, author's purpose, author

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	**3.0**	**2.0**	**1.0**	**0.0**
I can **analyze** the author's **point of view**, and I can **justify** how my own point of view compares or contrasts to that of the author.	I can tell how my own **point of view** is **similar** to or **differen**t from the **author** of the text.	With support, I can tell how my own **point of view** is **similar** to or **differen**t from the **author** of the text.	I can identify the author's **point of view**.	Even with support, I still have trouble.

Interventions/Enrichment		
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Point of View Point of View Activities Point of View Starters Organizing My Opinion	**Author and Illustrator** Author: Seymor Simon Author: Gail Gibbons We are All Authors Lesson Plan Fact and Opinion Lessons Plans K-4 Explicit Information Lesson Plans K-4	**Supplemental Resources** Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

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Standard: **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).

I Can Statements	Essential Questions	Vocabulary
● I can use **text features** (e.g., **images**, **photographs**, **diagrams**, **maps**, **charts**, **tables**, **timelines**, **graphs**) and the words to **increase** my understanding.	● How do text features **increase** my understanding and ability to make informed choices?	images, photographs, diagrams, maps, charts, tables, timelines, graphs, increase, text features

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use technology, in addition to **text features** to extend my understanding of a topic.	I can use **text features** (e.g., **images**, **photographs**, **diagrams**, **maps**, **charts**, **tables**, **timelines**, **graphs**) and the words to **increase** my understanding.	I can identify **text features** (e.g., **images**, **photographs**, **diagrams**, **maps**, **charts**, **tables**, **timelines**, **graphs**). With support, I can use **text features** and words from the selection to **increase** my understanding.	I can identify s (e.g., **text features, images, photographs, diagrams, maps, charts, tables, timelines, graphs**).	Even with support, I still have trouble.

Interventions/Enrichment

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Text Feature Power Point	Explicit Information Lesson Plans K-4	Text Features and Read Non-Fiction
Parts of Informational Text	Fact and Opinion Lessons Plans K-4	Nonfiction Text Features
File Folder Information Organizer	Text Feature Lesson Activities	Nonfiction Unit
Book Look	ABC Of Text Features Book	Student Center Activities
Finding Nonfiction Features	Introducing Non-Fiction vs Fiction	LLI Prompting Guide

Standard: **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).

I Can Statements	Essential Questions	Vocabulary
● I can use sentences and **paragraphs** to determine the **text structure** (**comparison**, **cause/effect**, **sequence**, **descriptive**, and **lists**).	● How can making connections between sentences and **paragraphs** deepen my understanding of the text?	comparison, cause/effect, sequence, descriptive, lists, text structures, paragraphs

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can explain how an author uses reasons and evidence to support certain topics of the text.	I can use sentences and **paragraphs** to determine the **text structure** (e.g., **comparison**, **cause/effect, sequence, descriptive**, and **lists**).	With support, I can use sentences and **paragraphs** to determine two elements of **text structure** (e.g., **comparison, cause/effect, sequence, descriptive**, and **lists**)**.**	I can tell how sentences go together to form a **paragraph**.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Context Clues in Non-Fiction Cause and Effect Sequencing Printables Tomie dePaola **For other ideas refer back to: RI.3.2, RI.3.3**	Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

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Standard: **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.		
I Can Statements	**Essential Questions**	**Vocabulary**
● I can **compare** and **contrast** the most **important ideas** in two **informational texts** about the same **topic**.	● How can **comparing** and **contrasting informational text** about the same subject increase my understanding of the **topic**?	compare, contrast, important ideas, informational ideas, informational text, topic

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	**3.0**	**2.0**	**1.0**	**0.0**
I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	I can **compare** and **contrast** the most **important ideas** in two **informational texts** about the same **topic**.	With support, I can find things that are similar AND different in two texts about the same topic.	With support, I can find things that are similar OR different in two texts about the same topic.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Compare and Contrast Mini Lessons Comparing 3 Little Pigs Comparing and Contrasting Blog Compare and Contrast Compare and Contrast Lessons for K-4 Compare and Contrast Information Book: Sea Turtles **For more information refer back to RI.3.3**	Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **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 band independently and proficiently.

I Can Statements	Essential Questions	Vocabulary
● I can independently read and **comprehend** different **informational texts** including **domain-specific texts** (e.g. **history/social studies, science, math, technical texts)** at the third grade level.	● How can reading various **informational texts increase** my understanding of different subject areas?	comprehend, informational texts, domain-specific (e.g. history/social studies, science, math technical texts), increase

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read and **comprehend** various **informational text** including domain-specific (e.g. history/social studies, science, math and technical texts) beyond the third grade level.	I can read and **comprehend** different **informational texts** including **domain-specific (e.g. history/social studies, science, math and technical texts)** at the third grade level.	With support, I can read and **comprehend** various **informational texts** at the third grade level. I can read and **comprehend** various **informational texts** at the second grade level.	With support, I can read and **comprehend** various **informational texts** at the second grade level. I can read and **comprehend** various **informational texts** at the first grade level.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Reading That Sticks 7 Comprehension Strategies Comprehension Strategies for Non-Fiction Increasing Student Reading Comprehension with Non-Fiction (Article) 3 Comprehension Strategies for Non-Fiction Guided Reading for Non-Fiction Guided Reading and Non-Fiction Books	Fountas and Pinnell Leveled Book Website Common Core Appendix A Lexile Level Chart For this standard, there are several activities listed on the following link: Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

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Standard: **RF.3.3a** Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify and know the meaning of the most common prefixes and derivational suffixes.

I Can Statements	Essential Questions	Vocabulary
● I can **identify** and **understand** the meaning of common **prefixes** (e.g., dis-, non-, re-, un-, etc.). ● I can **identify** and **understand** the meaning of common **suffixes** that creates a new word with a new meaning. (e.g., -er, -ful, -est, etc.).	● How can **understanding** common **prefixes** and **suffixes** increase my **knowledge** of vocabulary?	identify, prefix, suffix, understand, knowledge

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can **identify, understand,** and use common **prefixes** (e.g., dis-, non-, re-, un-, etc.). I can **identify, understand,** and use common **suffixes** (e.g., -er, -ful, -est, etc.).	I can **identify** and **understand** the meaning of common **prefixes** (e.g., dis-, non-, re-, un-, etc.). I can **identify** and **understand** the meaning of common **suffixes** (e.g., -er, -ful, -est, etc.).	With support, I can **identify** and **understand** the meaning of common **prefixes** (e.g., dis-, non-, re-, un-, etc.). With support, I can **identify** and **understand** the meaning of common **suffixes** (e.g., -er, -ful, -est, etc.).	I can **identify** common **prefixes** (e.g., dis-, non-, re-, un-, etc.). I can **identify** common **suffixes** (e.g., -er, -ful, -est, etc.)	Even with support, I still have trouble.

Interventions/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Covering the Bases Front or Back Affix Sort Embellished Words Parting Words	Base Word Sort Four Word Affix Wiz Affix Hunt Word Construction	Affix Fix Word Part Rush Student Center Activities LLI Prompting Guide

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Standard: **RF.3.3b** Know and apply grade-level phonics and word analysis skills in decoding words.
b. Decode words with common Latin suffixes.

I Can Statements	Essential Questions	Vocabulary
● I can **decode** words with common **suffixes**. (e.g., -able, -ment, -ible, -ation, etc.)	● How can knowing **suffixes** help me to **decode** words?	suffix, decode

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can **decode** and _use_ words with common **suffixes**.	I can **decode** words with common **suffixes**	With support, I can **decode** words with common **suffixes**.	I can identify words with **suffixes.**	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options. Latin Affixes Latin Suffixes Student Center Activities Pick-a-Part Spell and Sort Affix Zip Quick Words Affix Wiz Word Part Rush Quick Words Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **RF.3.3c** Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode multisyllable words.

I Can Statements	Essential Questions	Vocabulary
● I can **decode** words with many **syllables**.	● How can **decoding** words with many **syllables increase** my reading **fluency**?	decode, syllables, increase, fluency

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can **decode** and **spell** words with many **syllables**.	I can **decode** words with many **syllables**.	With support, I can **decode** words with many **syllables**.	I can recognize words with many **syllables**.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Syllable Cut-ups	Six-Way Syllable Sort
Syllable Scoops	Syllable Swap
Syllable Sort	Map and Swoop
Word Way	Affix Sort
Syllable Snake	Student Center Activities
Syllable Trivia	LLI Prompting Guide
Syllable Map-It	**Please see the Intervention Appendix for additional high quality resources.**
Root Hoot	

Standard: **RF.3.3d** Know and apply grade-level phonics and word analysis skills in decoding words.
d. Read grade-appropriate irregularly spelled words.

I Can Statements	Essential Questions	Vocabulary
● I can read grade-appropriate **sight words** that are not spelled in a regular way (e.g., mouse-mice, child- children).	● How can recognizing **irregularly** spelled words help me to become a more **fluent** reader?	fluent, irregular, sight words

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read and **spell** grade-appropriate **irregularly** spelled words.	I can read grade-appropriate **sight words** that are not spelled in a regular way.	With support, I can read grade-appropriate **sight words** that are not spelled in a regular way.	I can read below-level **sight words** that are not spelled in a regular way	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options. Prefix/Suffix Hunt Word Construction Hunt Irregularly Spelled Sight Words Read Irregularly Spelled Sight Words Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources.**

Standard: **RF.3.4a** Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.

I Can Statements	Essential Questions	Vocabulary
● I can read grade-level text with **purpose** and **understanding**.	● How can reading with **purpose** and **understanding** increase my **fluency**?	fluency, purpose, understanding

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read **above** grade-level text with **purpose** and **understanding**.	I can read grade-level text with **purpose** and **understanding**.	With support, I can read grade-level text with **purpose** and **understanding**.	I can read below grade-level text with **purpose** and **understanding**.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options. Reading Strategies Help Quick Words Student Center Activities LLI Prompting Guide **Please see the Intervention Appendix for additional high quality resources**

Standard: **RF.3.4b**

Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

I Can Statements	Essential Questions	Vocabulary
● I can read **prose** and **poetry** orally with **accuracy,** appropriate **rate**, and **expression** after repeated readings.	● How can reading **prose** and **poetry** orally, with **accuracy**, appropriate **rate**, and **expression**, **increase** my **fluency**?	accuracy, rate, understanding, expression, prose, poetry, increase

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read above grade-level **prose** and **poetry** orally, with **accuracy**, appropriate **rate**, and **expression**, after repeated readings.	I can read **prose** and **poetry** orally, with **accuracy**, appropriate **rate**, and **expression**, after repeated readings.	With support, I can read **prose** AND **poetry** orally, with **accuracy**, appropriate **rate**, and **expression**, after repeated readings.	With support, I can read **prose** OR **poetry** orally, with **accuracy**, appropriate **rate**, and **expression**, after repeated readings.	Even with support, I still have trouble.

Interventions/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Word Chunk	Division Decisions
Phrase Progression	Cast of Readers
Chunky Passages	Fluent Reflections
Reading Wiz	Two To Read
Copy Cat!	Read and Read Again
Listen To Me	Student Center Activities
Chunk-KingReading Chunks	LLI Prompting Guide
Rapid Read	**Please see the Intervention Appendix for additional high quality resources.**

Standard: **RF.3.4c** Read with sufficient accuracy and fluency to support comprehension.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I Can Statements	Essential Questions	Vocabulary
● I can use **context clues**, **self-correcting**, and **rereading** to support my comprehension.	● How can using **context clues**, **self-correcting**, and **rereading** help to **increase** my **fluency** and **understanding**?	self-correcting, context clues, rereading, fluency, increase, understanding

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use **context clues**, **self-correcting**, and **rereading** to support my comprehension when reading above grade-level text.	I can use **context clues**, **self-correcting**, and **rereading** to support my comprehension.	With support, I can use **context clues**, **self-correcting**, and **rereading** to support my comprehension.	I can use **context clues**, OR **self-correcting**, OR **rereading** to support my comprehension.	Even with support, I still have trouble.

Interventions/Enrichment
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Internet for Teachers
Fluent Reflections
Phrase Speed Practice
Student Center Activities
LLI Prompting Guide
Please see the Intervention Appendix for additional high quality resources.

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