I Can Statements	Essential Questions	Vocabulary
can ask and answer questions to show or demonstrate that I understand the text I am reading. 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

4.0	3.0	2.0	1.0	0.0
I can ask and answer questions using background knowledge to make connections to the	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.
text.				

Intervention/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)	Text Dependent Questions			
Question Quest	Reading Comprehension			
Question Creation	Asking Questions- Mini Lessons			
Ask and Answer	Graphic Organizers			
Question Cards FDUCATIONIAL C	Close Reading			
Stop and Ask	Student Center Activities			
Read and Respond	LLI Prompting Guide			
QAR: Question Answer Response				
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. 	 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
 I can explain the central message using key details from the text. 		

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

Intervention/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.

<u>Retell Ring</u>	EDUCATIONA	Sum-Thing Special
Retell A Story	EDUCAIIONA	Reading Comprehension
Sum Summary		Graphic Organizers
Story Element Ease		Student Center Activities
Retell Recap		Please see the Intervention Appendix for additional high quality resources.



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)

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

Intervention/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.				
RUNBULL COUNTY				
haracter Characteristics Student Center Activities				
haracter Characteristics haracter Consideration				
haracter Connections				
heck-A-Trait				
Please see the Intervention Appendix for additional high quality resources.				



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

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

Intervention/Enrichment				
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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 Winner Student Center Activities			
Word Share TDUMADINI	LLL Prompting Guide			
Get A Clue Looking For Meaning				
Please see the Intervention Appendix for additional high quality resources.				



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

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

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



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

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

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



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).

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

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

Intervention/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.				
Story Element Ease Student Center Activities				
Story Mapping LLI Prompting Guide				
Side by Side Stories Story Element Web				
Graphic Organizers EDUCATION Appendix for additional high quality resources.				



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

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

Intervention/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.				
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	I can read and comprehend	With support, I can read	With support, I can read	Even with support, I still
and comprehend different	different genres of fiction	and comprehend different	and comprehend different	have trouble.
challenging genres of	at the third grade level.	genres at the third grade	genres at the second grade	
fiction <u>beyond</u> the third		level.	level.	
grade level.				
		I can independently read	I can independently read	
		and comprehend different	and comprehend different	
		genres at the second grade	genres at the first grade	
		level.	level. 🔪	

Intervention/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	Monitoring for Understanding
Oral Reading Fluency Passages	Reading Comprehension
Strategy Success	Student Center Activities
Monitor and Mend	LLI Prompting Guide
Show- U- Know EDUGATONALS	
Reading Repair	
Strategic Strategies	
Please see the Intervention Appendix for additional high quality resource	PS.



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		

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

Intervention/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	Classic Classifying			
Evidence Based Terms	Reading the Research			

Evidence Based Terms	Reading the Research
Using Textual Evidence TDI VI R	Read and Ask
Close Reading Strategies	Book: 10 Things I Can Do to Help My World
	Student Center Activities
<u>K-W-L</u> EDUCATIONAL 3	LLI Prompting Guide
Classic Classifying	
Reading the Research	
Please see the Intervention Appendix for additional high quality resource	25.



I Can Stateme	ents		Essential Questions		N	/ocabulary
 I can determine and connection (main topic) and key deta details) in the text. I can retell/recount the ket (supporting details) in a second seco	ils (supporting y details election.	 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), supporting details, evid determine 			s, evidence, selection,	
Unless of	therwise stated, to o	demonstra	ate mastery, proficiency scale	must be a	ccomplished indepe	endently.
4.0	3.0	3.0 2.0		1.0	0.0	
I can determine the main	I can determine th	e	With support, I can find the	With sup	port, I can find the	Even with support, I still
idea and recount the key	main idea and recount the		main idea.	main idea	a.	have trouble.
details in order to support	key details in order to		AND	OR		
the main idea.	support the main i	upport the main idea .		UN		
I can research the topic I			With sup <mark>port, I can</mark>		port, I can	
read about and expand my			retell/recount the details	retell/red	count the details	
knowledge.			from the text.	from the	text.	

Intervention/Enrichment				
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the				
	At the bottom of the list is a link to a wonderful website (Student Center			
Activities) that may have more options.				
Main Idea Lesson	Expository Text Wheel			
Main Idea Text Message	Keys to the Main Idea			
Main Idea Activity	Book: 10 Things I Can Do to Help My World			
Main Idea Bag	Book: Jump! From the Life of Michael Jordan			
Main Idea Poster	Book: Mama			
	Book: Owen & Mzee			
Main Idea Lesson Plans for grades K - 4 Expository Fact Strip	Student Center Activities			
Just the Facts	LLI Prompting Guide			



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 historical event, scientific idea, technical • I can tell about the **time**, **sequence**, and • How can using language that shows time, procedure, sequence, cause/effect cause/effect of historical events. sequence, and cause/effect help me to compare the relationships between events, ideas, and • I can tell about the **time**, sequence, and cause/effect of scientific idea. procedures? • I can tell about the **time**, sequence, and cause/effect of steps in a procedure. Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently. 40 3 0 20 1 0 00

5.0	2.0	1.0	0.0
I can tell about the time ,	I can tell about two of the	I can tell about one of the	Even with support, I still have
sequence, and cause/effect	following: time, sequence,	following: time, sequence ,	trouble.
of historical events, scientific	cause/effect of historical	cause/effect of a historical	
ideas, steps in a procedure	event, s <mark>cientific</mark> idea, steps in	event, scientific idea, steps in	
using the language of the	a procedure.	a procedure.	
text.			
	I can tell about the time , sequence , and cause/effect of historical events , scientific ideas , steps in a procedure using the language of the	I can tell about the time, sequence, and cause/effectI can tell about two of the following: time, sequence, cause/effect of historical event, scientific idea, steps in a procedure.	I can tell about the time, sequence, and cause/effect of historical events, scientific ideas, steps in a procedure using the language of theI 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 historical event, scientific idea, steps in a procedure.I can tell about one of the following: time, sequence, cause/effect of historical event, scientific idea, steps in a procedure.

Intervention/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.				
Activities) that may have more options.				
Reading is the History Classroom Article	Book: The First Egg Lesson Plan			
Kid History TOUR ADDIE	Book: From Acorn to Oak Tree Lesson Plan			
Kid History Timeline Flap Book	Book: Jump! From the Life of Michael Jordan Lesson Plan			
Cause and Effect Roll	Book: Mama Lesson Plan			
Cause and Effect Organizer	Book: Monarch Butterfly Lesson Plan			
Cause and Effect Match	Book: Owen & Mzee Lesson Plan			
Cause and Effect Lessons K-4	Book: Sea Turtles Lesson Plan			
Book: A Picture Book of Martin Luther King Jr. Lesson Plan	Student Center Activities			
Please see the Intervention Appendix for additional high quality resources.				



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

Intervention/Enrichment					
Please remember this is not an exhaustive list of interventions. Interventi	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 th <mark>e bottom of th</mark> e list is a link to a wonderful website (Student Center				
Activities) that may have more options.					
Vocabulary Graphic Organizer	Article: Interactive Word Walls				
Using Context Clues	Frayer Model for Vocabulary				
Reading Repair	Frayer Model				
Show-U-Know	Student Center Activities				
Vocabulary in Context Lesson Plans K-4					
Book: Weather Words Lesson Plan					
Word Wall for Content					
Please see the Intervention Appendix for additional high quality resource	es.				



I Can Statements			Essential Questions		,	/ocabulary
 With a given topic I can use text features (e.g. sidebars, captions) to accur information. I can use internet search to hyperlinks) to accurately find 	rately find ols (e.g. search bar, nd information.	How do text features and search tools help me locate information accurately? text features, keyw sidebars, captions, bar icons		words, s, search tools, hyperlinks, search		
Unless of	therwise stated, to d	lemonstra	ate ma <mark>stery, proficiency</mark> scale	must be a	ccomplished indep	endently.
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 feature keywords, sidebars, to accurately find information. I can use search tools search bar, hyperlink accurately find inform	captions) s (e.g. s) to	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	keywords to accurat informatic OR With supp search too	•	Even with support, I still have trouble.
			information.	informatio		

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.

Activities
Guide
E D



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 different 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		

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	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 different from the author of the text.	I can identify the author's point of view .	Even with support, I still have trouble.
contrasts to that of the author.				

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



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

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

Intervention/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.				
Taut Facture Davies Daint		Text Feetures and Dead New Sisting		
Text Feature Power Point Parts of Informational Text	Explicit Information Lesson Plans K-4	Text Features and Read Non-Fiction		
File Folder Information Organizer	Fact and Opinion Lessons Plans K-4 Text Feature Lesson Activities	Nonfiction Text Features 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

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

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



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	

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

Intervention/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	Compare and Contrast Information		
Comparing 3 Little Pigs	Book: Sea Turtles		
Comparing and Contrasting Blog	Student Center Activities		
<u>Comparing and Contrasting Blog</u>	LLI Prompting Guide		
Compare and Contrast Lessons for K-4	For more information refer back to RI.3.3		
EDUCATIONAL S	ERVICE CENIER		



Standard: RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, a 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	

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

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



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

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

	Intervention/Enrichr	nent	
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	e options.		
Covering the Bases	Base Word Sort	Affix Fix	
Front or Back	Four Word	Word Part Rush	
Affix Sort	Affix Wiz	Student Center Activities	
Embellished Words	Affix Hunt	LLI Prompting Guide	
Parting Words	Word Construction		
Please see the Intervention Appendix for additional high quality resources.			



 Standard: RF.3.3b Know and apply grade-level phonics and word analysis skills in decoding words.

 b. Decode words with common Latin suffixes.
 Essential Questions
 Vocabulary

 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.

I can decode and <u>use</u> words with common suffixes. I can decode words with common suffixes. With support, I can decode suffixes. I can identify words with suffixes. Even with support, I still have trouble.	4.0	3.0	2.0	1.0	0.0
			words with common suffixes.	-	

Intervention/Enrichment			
		ons should be used for not only the struggling learner, but also the At the bottom of the list is a link to a wonderful website (Student Center	
	.	At the bollom of the list is a link to a wonderful website (student Center	
Activities) that may have m	ore options.		
Latin Affixes		<u>Affix Wiz</u>	
Latin Suffixes		Word Part Rush	
Student Center Activities		Quick Words	
Pick-a-Part	TRUMBULL	Student Center Activities	
Spell and Sort	COUCATIONAL C	LLI Prompting Guide	
Affix Zip	EDUCATIONAL S	LLI Prompting Guide	
Quick Words			



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
	with support, I still trouble.

	Intervention	/Enrichment
Please remember this is no	ot an exhaustive list of interventions. Interventi	ons should be used for not only the struggling learner, but also the
accelerated learner. This i	ntervention 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 n	nore options.	
Syllable Cut-ups		Six-Way Syllable Sort
Syllable Scoops		Syllable Swap
Syllable Sort	TRUMBULL	Map and Swoop
Word Way	IKUIVIDULL	Affix Sort
Syllable Snake	EDUCATIONAL C	Student Center Activities
Syllable Trivia	EDUCATIONAL S	LLI Prompting Guide
Syllable Map-It		
Root Hoot		
Diagon and the interventio	n Annondix for additional high quality recours	



 Standard: RF.3.3d Know and apply grade-level phonics and word analysis skills in decoding words.

 d. Read grade-appropriate irregularly spelled words.
 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 that are not spelled in a regular way (e.g., mouse- mice, child- children).
 • How can recognizing irregularly spelled words that are not spelled in a regular way (e.g., mouse- mice, child- children).
 • How can recognizing irregularly spelled words that are not spelled words help me to become a more fluent reader?
 • How can recognizing irregularly spelled words words help me to become a more fluent reader?

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	I can read grade- appropriate sight words	With support, I can read grade-appropriate sight	I can read below-level sight words that are not spelled	Even with support, I still have trouble.
spelled words.	that are not spelled in a regular way.	words that are not spelled in a regular way.	in a regular way	

Intervention/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
EDUCATIONALS
ERVICE CENTER



 Standard: RF.3.4a Read with sufficient accuracy and fluency to support comprehension.

 a. Read grade-level text with purpose and understanding.
 Essential Questions
 Vocabulary

 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

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

	Intervention/Enrichment
	xhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the ntion 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 op	otions.
Reading Strategies Help Quick Words	
Student Center Activities LLI Prompting Guide	TRUMBULL COUNTY
Please see the Intervention App	endix 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.

l Ca	n Statements	Essential Questions	Vocabulary
	e and poetry orally with opriate rate, and expression 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-	I can read prose and poetry	With support, I can read	With support, I can read	Even with support, I still
level prose and poetry	orally, with accuracy ,	prose AND poetry orally,	prose OR poetry orally,	have trouble.
orally, with accuracy,	appropriate rate , and	with accuracy, appropriate	with accuracy, appropriate	
appropriate rate , and	expression, after repeated	rate, and expression, after	rate, and expression, after	
expression, after repeated	readings.	repeated readings.	repeated readings.	
readings.				

Intervention/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 EDICATIONAL S	Student Center Activities
Chunk-KingReading Chunks	LLI Prompting Guide
Rapid Read	
Please see the Intervention Appendix for additional high quality resource	PS_



Standard: RF.3.4c Read with sufficient accuracy a c. Use context to confirm or self-correct word red	and fluency to support comprehension. cognition and understanding, rereading as necessa	iry.
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

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

Intervention/Enrichment			
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the			
celerated 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			
tivities) that may have more options.			
nternet for Teachers			
luent Reflections			
hrase Speed Practice TRUVBUL COUNTY			
tudent Center Activities			
LI Prompting Guide EDICATIONAL GEDVICE CENTED			
ease see the Intervention Appendix for additional high quality resources.			

