

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
<ul style="list-style-type: none"> <li>I can ask and answer questions to show or <b>demonstrate</b> that I understand the <b>text</b> I am reading.</li> <li>I can use <b>details</b> in the text to find the answers to specific questions using <b>evidence</b> from the text.</li> </ul>	<ul style="list-style-type: none"> <li>How can I use <b>details/evidence</b> from the <b>text</b> to ask and answer questions before, during, and after reading to show understanding?</li> </ul>	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 <b>text</b> .	I can ask and answer questions using <b>evidence</b> from the text.	With support, I can use <b>evidence</b> from the text to ask and answer questions.	Even with support, I cannot use <b>evidence</b> from the text, but I can ask and answer questions about the text.	Even with support, I still have trouble.

### 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 \(article\)](#)  
[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
<ul style="list-style-type: none"> <li>I can <b>retell/recount</b> stories from <b>diverse</b>, or different, <b>cultures</b>.</li> <li>I can determine the <b>lesson, message, or moral</b> of a story.</li> <li>I can <b>explain</b> the <b>central message</b> using key <b>details</b> from the text.</li> </ul>	<ul style="list-style-type: none"> <li>How can I use <b>key details</b> from the text to <b>explain</b> the <b>message, moral, or lesson</b> of a story?</li> </ul>	myth, fable, folktale, diverse, culture, retell, recount, moral, central message, details, explain

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

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.	
<a href="#">Retell Ring</a> <a href="#">Retell A Story</a> <a href="#">Sum Summary</a> <a href="#">Story Element Ease</a> <a href="#">Retell Recap</a>	<a href="#">Sum-Thing Special</a> <a href="#">Reading Comprehension</a> <a href="#">Graphic Organizers</a> <a href="#">Student Center Activities</a> <b>Please see the Intervention Appendix for additional high quality resources.</b>



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
<ul style="list-style-type: none"> <li>I can use <b>characters' actions</b> to help me understand the <b>sequence</b> of the story.</li> <li>I can identify <b>characters' traits, feelings, and motives</b>.</li> </ul>	<ul style="list-style-type: none"> <li>How do the <b>characters'</b> actions affect the <b>sequence</b> of the story?</li> <li>How does identifying <b>characters' traits, feelings, and motives</b> influence my understanding of what happens in the story?</li> </ul>	actions, character traits, motives, sequence, abstract feelings (i.e. surprised, ecstatic, thankful)

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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).	<p>I use the characters' actions to help me understand what happens in the story.</p> <p>I can identify the characters' traits, feelings, and motives.</p>	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.

### Intervention/Enrichment

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[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: <b>RL.3.4</b> 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
<ul style="list-style-type: none"> <li>I can tell the meaning of words and phrases and tell the difference between <b>literal</b> and <b>nonliteral (figurative)</b> language (e.g. similes, metaphors, idioms).</li> </ul>	<ul style="list-style-type: none"> <li>How does the author show creativity using <b>non-literal (figurative) language</b>?</li> <li>How does <b>literal language</b> help me understand the author's purpose?</li> </ul>	literal language, nonliteral language, figurative

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

Intervention/Enrichment	
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<a href="#">Pun Fun</a> <a href="#">Up With Words</a> <a href="#">Word Share</a> <a href="#">Get A Clue</a> <a href="#">Looking For Meaning</a>	<a href="#">Word Winner</a> <a href="#">Student Center Activities</a> LLI Prompting Guide
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
<ul style="list-style-type: none"> <li>I can <b>identify</b> the <b>chapter</b> of a <b>book</b> when writing or speaking about a text.</li> <li>I can <b>identify</b> the <b>scene</b> in a <b>drama</b> when writing or speaking about a text.</li> <li>I can <b>identify</b> a <b>stanza</b> in a <b>poem</b> when writing or speaking about a text.</li> <li>I can <b>describe</b> how each part of the text builds on earlier parts.</li> </ul>	<ul style="list-style-type: none"> <li>How do different sections of text build upon earlier parts in order to create the complete piece of literature?</li> </ul>	drama, poems, stanza, chapter, scene, section, identify, describe, book

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

#### Intervention/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: <b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.		
I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> <li>I can tell how my own <b>point of view</b> is <b>similar</b> to or <b>different</b> from the <b>narrator</b> or <b>characters</b> of a story.</li> </ul>	<ul style="list-style-type: none"> <li>How does distinguishing my own <b>point of view</b> from that of the <b>narrator</b> or <b>characters</b> help me to understand the <b>author's purpose</b>?</li> </ul>	point of view, narrator, similarities, differences, author's purpose, characters

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4.0	3.0	2.0	1.0	0.0
I can tell the story from my own <b>point of view</b> , or I can continue the story from the <b>narrator or characters' point of view</b> .	I can tell how my own <b>point of view</b> is <b>similar</b> to or <b>different</b> from the <b>narrator or characters</b> of a story.	With support, I can tell how my own <b>point of view</b> is <b>similar</b> to or <b>different</b> from the <b>narrator or characters</b> of a story.	I can <b>identify</b> whether the <b>point of view</b> is from the <b>narrator or characters</b> of a story.	Even with support, I still have trouble.

Intervention/Enrichment	
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<a href="#">Character Characteristics</a> <a href="#">Character Consideration</a> <a href="#">Character Connections</a> <a href="#">Check-A-Trait</a> <a href="#">Point of View Game</a>	<a href="#">Read It, Write It, Tell It</a> <a href="#">Student Center Activities</a> LLI Prompting Guide
<b>Please see the Intervention Appendix for additional high quality resources.</b>	





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 <b>illustrations</b> ... <ul style="list-style-type: none"> <li>I can <b>explain</b> the <b>feelings</b> of the <b>characters</b>.</li> <li>I can <b>explain</b> the <b>mood</b> of the story.</li> <li>I can <b>describe</b> the <b>setting</b> using <b>details</b>.</li> </ul>	How do the <b>illustrations</b> of a story <b>contribute</b> to the <b>feelings</b> of the <b>characters</b> , the <b>mood</b> of the story, and <b>details</b> of the <b>setting</b> ?	illustrations, mood, setting, characters, feelings, details, contribute, explain, describe

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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.

### Intervention/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.3.9** 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
<ul style="list-style-type: none"> <li>I can <b>compare</b> and <b>contrast</b> the <b>characters</b>, <b>settings</b>, <b>plots</b>, and <b>themes</b> of different books by the same <b>author</b>.</li> </ul>	<ul style="list-style-type: none"> <li>How can <b>comparing</b> and <b>contrasting</b> two texts by the same <b>author</b> help me to understand the <b>settings</b>, <b>plots</b>, <b>themes</b>, and <b>characters</b> of stories?</li> </ul>	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 <b>compare</b> and <b>contrast</b> the <b>characters</b> , <b>settings</b> , <b>plots</b> , and <b>themes</b> across <b>genres</b> .	I can <b>compare</b> and <b>contrast</b> the <b>characters</b> , <b>settings</b> , <b>plots</b> , and <b>themes</b> of different books by the same <b>author</b> .	With support, I can <b>compare</b> and <b>contrast</b> the <b>characters</b> , <b>settings</b> , <b>plots</b> , and <b>themes</b> of different books by the same <b>author</b> .	I can identify the <b>characters</b> , <b>setting</b> , and <b>plot</b> in books by the same <b>author</b> .	Even with support, I still have trouble.

### Intervention/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](#)

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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
<ul style="list-style-type: none"> <li>I can independently read and <b>comprehend</b> different <b>genres</b> of <b>fiction</b> at the third grade level.</li> </ul>	<ul style="list-style-type: none"> <li>How can reading different <b>genres</b> help me to become a better reader?</li> </ul>	comprehend, genre, fiction

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4.0	3.0	2.0	1.0	0.0
I can independently read and <b>comprehend</b> different challenging <b>genres</b> of <b>fiction</b> <i>beyond</i> the third grade level.	I can read and <b>comprehend</b> different <b>genres</b> of <b>fiction</b> at the third grade level.	<p>With support, I can read and <b>comprehend</b> different <b>genres</b> at the third grade level.</p> <p>I can independently read and <b>comprehend</b> different <b>genres</b> at the second grade level.</p>	<p>With support, I can read and <b>comprehend</b> different <b>genres</b> at the second grade level.</p> <p>I can independently read and <b>comprehend</b> different <b>genres</b> at the first grade level.</p>	Even with support, I still have trouble.

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[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.



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
<ul style="list-style-type: none"> <li>I can ask and answer questions to show/<b>demonstrate</b> that I understand the text I am reading.</li> <li>I can find the answers to specific questions using <b>evidence</b> from the text.</li> </ul>	<ul style="list-style-type: none"> <li>How can I use <b>details/evidence</b> from the text to ask and answer questions before, during, and after reading to show understanding?</li> </ul>	demonstrate, evidence, details, non-fiction

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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 <b>evidence</b> from the text.	With support, I use <b>evidence</b> from the text to ask and answer questions.	Even with support, I cannot use <b>evidence</b> from the text, but I can ask and answer questions about the text.	Even with support, I still have trouble.

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[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](#)

[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
<ul style="list-style-type: none"> <li>I can <b>determine</b> and connect the <b>main idea (main topic)</b> and <b>key details (supporting details)</b> in the text.</li> <li>I can retell/recount the <b>key details (supporting details)</b> in a <b>selection</b>.</li> </ul>	<ul style="list-style-type: none"> <li>How can I use <b>key details/evidence</b> from the text to ask and answer questions before, during, and after reading to show understanding?</li> </ul>	main idea (main topic), key details, supporting details, evidence, selection, determine

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

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[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.**



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
<ul style="list-style-type: none"> <li>I can tell about the <b>time, sequence</b>, and <b>cause/effect</b> of historical <b>events</b>.</li> <li>I can tell about the <b>time, sequence</b>, and <b>cause/effect</b> of <b>scientific idea</b>.</li> <li>I can tell about the <b>time, sequence</b>, and <b>cause/effect</b> of <b>steps in a procedure</b>.</li> </ul>	<ul style="list-style-type: none"> <li>How can using language that shows <b>time, sequence</b>, and <b>cause/effect</b> help me to compare the relationships between <b>events, ideas</b>, and <b>procedures</b>?</li> </ul>	historical event, scientific idea, technical procedure, sequence, cause/effect

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

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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](#)

**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
<ul style="list-style-type: none"> <li>I can <b>determine</b> the meaning of <b>academic words</b> (e.g. interpret, describe, create) using <b>reference materials</b>.</li> <li>I can <b>determine</b> the meanings of <b>domain-specific words</b> and phrases that appear in my math, science and social studies texts that are grade appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>How does the knowledge of <b>academic words</b> and <b>domain-specific words</b> help me understand what I am expected to know?</li> </ul>	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 <b>academic and domain-specific</b> words appropriately.	I can understand <b>academic and domain-specific words</b> (words in my science, math, and social studies texts).	With support, I can understand <b>academic and domain-specific words</b> .	I can locate <b>academic and domain-specific words</b> .	Even with support, I still have trouble.

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.	
<a href="#">Vocabulary Graphic Organizer</a> <a href="#">Using Context Clues</a> <a href="#">Reading Repair</a> <a href="#">Show-U-Know</a> <a href="#">Vocabulary in Context Lesson Plans K-4</a> <a href="#">Book: Weather Words Lesson Plan</a> <a href="#">Word Wall for Content</a>	<a href="#">Article: Interactive Word Walls</a> <a href="#">Frayer Model for Vocabulary</a> <a href="#">Frayer Model</a> <a href="#">Student Center Activities</a> 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. . . <ul style="list-style-type: none"> <li>I can use <b>text features</b> (e.g. <b>keywords, sidebars, captions</b>) to accurately find information.</li> <li>I can use internet <b>search tools</b> (e.g. <b>search bar, hyperlinks</b>) to accurately find information.</li> </ul>	<ul style="list-style-type: none"> <li>How do <b>text features</b> and <b>search tools</b> help me locate information accurately?</li> </ul>	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 <b>text features</b> (e.g. <b>keywords, sidebars, captions</b> ) to accurately find information beyond expectations.  I can use <b>search tools</b> (e.g. <b>search bar, hyperlinks</b> ) to accurately find information.	I can use <b>text features</b> (e.g. <b>keywords, sidebars, captions</b> ) to accurately find information.  I can use <b>search tools</b> (e.g. <b>search bar, hyperlinks</b> ) to accurately find information.	With support, I can use <b>text features</b> (e.g. <b>keywords, sidebars, captions</b> ) to accurately find information.  AND  With support, I can use <b>search tools</b> (e.g. <b>search bar, hyperlinks</b> ) to accurately find information.	With support, I can use (e.g. <b>keywords, sidebars, captions</b> ) to accurately find information.  OR  With support, I can use <b>search tools</b> (e.g. <b>search bar, hyperlinks</b> ) to accurately find information.	Even with support, I still have trouble.

### 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.

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





Standard: <b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.		
I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> <li>I can tell how my own <b>point of view</b> is <b>similar</b> to or <b>different</b> from the <b>author</b> of the text.</li> </ul>	<ul style="list-style-type: none"> <li>How does distinguishing my own <b>point of view</b> from that of the author help me to understand the <b>author's purpose</b>?</li> </ul>	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 <b>analyze</b> the author's <b>point of view</b> , and I can <b>justify</b> how my own point of view compares or contrasts to that of the author.	I can tell how my own <b>point of view</b> is <b>similar</b> to or <b>different</b> from the <b>author</b> of the text.	With support, I can tell how my own <b>point of view</b> is <b>similar</b> to or <b>different</b> from the <b>author</b> of the text.	I can identify the author's <b>point of view</b> .	Even with support, I still have trouble.

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.		
<b>Point of View</b> <a href="#">Point of View Activities</a> <a href="#">Point of View Starters</a> <a href="#">Organizing My Opinion</a>	<b>Author and Illustrator</b> <a href="#">Author: Seymour Simon</a> <a href="#">Author: Gail Gibbons</a> <a href="#">We are All Authors Lesson Plan</a> <a href="#">Fact and Opinion Lessons Plans K-4</a> <a href="#">Explicit Information Lesson Plans K-4</a>	<b>Supplemental Resources</b> <a href="#">Student Center Activities</a> LLI Prompting Guide
Please see the Intervention Appendix for additional high quality resources.		



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
<ul style="list-style-type: none"> <li>I can use <b>text features</b> (e.g., <b>images, photographs, diagrams, maps, charts, tables, timelines, graphs</b>) and the words to <b>increase</b> my understanding.</li> </ul>	<ul style="list-style-type: none"> <li>How do text features <b>increase</b> my understanding and ability to make informed choices?</li> </ul>	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 <b>text features</b> to extend my understanding of a topic.	I can use <b>text features</b> (e.g., <b>images, photographs, diagrams, maps, charts, tables, timelines, graphs</b> ) and the words to <b>increase</b> my understanding.	I can identify <b>text features</b> (e.g., <b>images, photographs, diagrams, maps, charts, tables, timelines, graphs</b> ).  With support, I can use <b>text features</b> and words from the selection to <b>increase</b> my understanding.	I can identify s (e.g., <b>text features, images, photographs, diagrams, maps, charts, tables, timelines, graphs</b> ).	Even with support, I still have trouble.

### 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.

[Text Feature Power Point](#)  
[Parts of Informational Text](#)  
[File Folder Information Organizer](#)  
[Book Look](#)  
[Finding Nonfiction Features](#)

[Explicit Information Lesson Plans K-4](#)  
[Fact and Opinion Lessons Plans K-4](#)  
[Text Feature Lesson Activities](#)  
[ABC Of Text Features Book](#)  
[Introducing Non-Fiction vs Fiction](#)

[Text Features and Read Non-Fiction](#)  
[Nonfiction Text Features](#)  
[Nonfiction Unit](#)  
[Student Center Activities](#)  
 LLI Prompting Guide

**Please see the Intervention Appendix for additional high quality resources.**



Standard: <b>RI.3.8</b> 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
<ul style="list-style-type: none"> <li>I can use sentences and <b>paragraphs</b> to determine the <b>text structure (comparison, cause/effect, sequence, descriptive, and lists)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>How can making connections between sentences and <b>paragraphs</b> deepen my understanding of the text?</li> </ul>	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 <b>paragraphs</b> to determine the <b>text structure (e.g., comparison, cause/effect, sequence, descriptive, and lists)</b> .	With support, I can use sentences and <b>paragraphs</b> to determine two elements of <b>text structure (e.g., comparison, cause/effect, sequence, descriptive, and lists)</b> .	I can tell how sentences go together to form a <b>paragraph</b> .	Even with support, I still have trouble.

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



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
<ul style="list-style-type: none"> <li>I can <b>compare</b> and <b>contrast</b> the most <b>important ideas</b> in two <b>informational texts</b> about the same <b>topic</b>.</li> </ul>	<ul style="list-style-type: none"> <li>How can <b>comparing</b> and <b>contrasting</b> <b>informational text</b> about the same subject increase my understanding of the <b>topic</b>?</li> </ul>	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 <b>compare</b> and <b>contrast</b> the most <b>important ideas</b> in two <b>informational texts</b> about the same <b>topic</b> .	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.

### 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](#)  
[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](#)  
[Student Center Activities](#)  
 LLI Prompting Guide  
**For more information refer back to RI.3.3**

**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
<ul style="list-style-type: none"> <li>I can independently read and <b>comprehend</b> different <b>informational texts</b> including <b>domain-specific texts</b> (e.g. <b>history/social studies, science, math, technical texts</b>) at the third grade level.</li> </ul>	<ul style="list-style-type: none"> <li>How can reading various <b>informational texts</b> <b>increase</b> my understanding of different subject areas?</li> </ul>	comprehend, informational texts, domain-specific (e.g. history/social studies, science, math technical texts), increase

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

### Intervention/Enrichment

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[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.**



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
<ul style="list-style-type: none"> <li>I can <b>identify</b> and <b>understand</b> the meaning of common <b>prefixes</b> (e.g., dis-, non-, re-, un-, etc.).</li> <li>I can <b>identify</b> and <b>understand</b> the meaning of common <b>suffixes</b> that creates a new word with a new meaning. (e.g., -er, -ful, -est, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>How can <b>understanding</b> common <b>prefixes</b> and <b>suffixes</b> increase my <b>knowledge</b> of vocabulary?</li> </ul>	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
<p>I can <b>identify, understand,</b> and use common <b>prefixes</b> (e.g., dis-, non-, re-, un-, etc.).</p> <p>I can <b>identify, understand,</b> and use common <b>suffixes</b> (e.g., -er, -ful, -est, etc.).</p>	<p>I can <b>identify</b> and <b>understand</b> the meaning of common <b>prefixes</b> (e.g., dis-, non-, re-, un-, etc.).</p> <p>I can <b>identify</b> and <b>understand</b> the meaning of common <b>suffixes</b> (e.g., -er, -ful, -est, etc.).</p>	<p>With support, I can <b>identify</b> and <b>understand</b> the meaning of common <b>prefixes</b> (e.g., dis-, non-, re-, un-, etc.).</p> <p>With support, I can <b>identify</b> and <b>understand</b> the meaning of common <b>suffixes</b> (e.g., -er, -ful, -est, etc.).</p>	<p>I can <b>identify</b> common <b>prefixes</b> (e.g., dis-, non-, re-, un-, etc.).</p> <p>I can <b>identify</b> common <b>suffixes</b> (e.g., -er, -ful, -est, etc.).</p>	<p>Even with support, I still have trouble.</p>

#### 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.

<a href="#">Covering the Bases</a> <a href="#">Front or Back</a> <a href="#">Affix Sort</a> <a href="#">Embellished Words</a> <a href="#">Parting Words</a>	<a href="#">Base Word Sort</a> <a href="#">Four Word</a> <a href="#">Affix Wiz</a> <a href="#">Affix Hunt</a> <a href="#">Word Construction</a>	<a href="#">Affix Fix</a> <a href="#">Word Part Rush</a> <a href="#">Student Center Activities</a> LLI Prompting Guide
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**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.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> <li>I can <b>decode</b> words with common <b>suffixes</b>. (e.g., -able, -ment, -ible, -ation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>How can knowing <b>suffixes</b> help me to <b>decode</b> words?</li> </ul>	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 <b>decode</b> and <u>use</u> words with common <b>suffixes</b> .	I can <b>decode</b> words with common <b>suffixes</b>	With support, I can <b>decode</b> words with common <b>suffixes</b> .	I can identify words with <b>suffixes</b> .	Even with support, I still have trouble.

### 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.

[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
<ul style="list-style-type: none"> <li>I can <b>decode</b> words with many <b>syllables</b>.</li> </ul>	<ul style="list-style-type: none"> <li>How can <b>decoding</b> words with many <b>syllables increase</b> my reading <b>fluency</b>?</li> </ul>	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 <b>decode</b> and <b>spell</b> words with many <b>syllables</b> .	I can <b>decode</b> words with many <b>syllables</b> .	With support, I can <b>decode</b> words with many <b>syllables</b> .	I can recognize words with many <b>syllables</b> .	Even with support, I still have trouble.

### 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.

[Syllable Cut-ups](#)  
[Syllable Scoops](#)  
[Syllable Sort](#)  
[Word Way](#)  
[Syllable Snake](#)  
[Syllable Trivia](#)  
[Syllable Map-It](#)  
[Root Hoot](#)

[Six-Way Syllable Sort](#)  
[Syllable Swap](#)  
[Map and Swoop](#)  
[Affix Sort](#)  
[Student Center Activities](#)  
 LLI Prompting Guide

**Please see the Intervention Appendix for additional high quality resources.**



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
<ul style="list-style-type: none"> <li>I can read grade-appropriate <b>sight words</b> that are not spelled in a regular way (e.g., mouse- mice, child- children).</li> </ul>	<ul style="list-style-type: none"> <li>How can recognizing <b>irregularly</b> spelled words help me to become a more <b>fluent</b> reader?</li> </ul>	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 <b>spell</b> grade-appropriate <b>irregularly</b> spelled words.	I can read grade-appropriate <b>sight words</b> that are not spelled in a regular way.	With support, I can read grade-appropriate <b>sight words</b> that are not spelled in a regular way.	I can read below-level <b>sight words</b> that are not spelled in a regular way	Even with support, I still have trouble.

### 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

**Please see the Intervention Appendix for additional high quality resources.**



Standard: <b>RF.3.4a</b> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.		
I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> <li>I can read grade-level text with <b>purpose</b> and <b>understanding</b>.</li> </ul>	<ul style="list-style-type: none"> <li>How can reading with <b>purpose</b> and <b>understanding</b> increase my <b>fluency</b>?</li> </ul>	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 <b>above</b> grade-level text with <b>purpose</b> and <b>understanding</b> .	I can read grade-level text with <b>purpose</b> and <b>understanding</b> .	With support, I can read grade-level text with <b>purpose</b> and <b>understanding</b> .	I can read below grade-level text with <b>purpose</b> and <b>understanding</b> .	Even with support, I still have trouble.

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.	
<a href="#">Reading Strategies Help</a> <a href="#">Quick Words</a> <a href="#">Student Center Activities</a> 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
<ul style="list-style-type: none"><li>I can read <b>prose</b> and <b>poetry</b> orally with <b>accuracy</b>, appropriate <b>rate</b>, and <b>expression</b> after repeated readings.</li></ul>	<ul style="list-style-type: none"><li>How can reading <b>prose</b> and <b>poetry</b> orally, with <b>accuracy</b>, appropriate <b>rate</b>, and <b>expression</b>, increase my <b>fluency</b>?</li></ul>	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 <b>prose</b> and <b>poetry</b> orally, with <b>accuracy</b> , appropriate <b>rate</b> , and <b>expression</b> , after repeated readings.	I can read <b>prose</b> and <b>poetry</b> orally, with <b>accuracy</b> , appropriate <b>rate</b> , and <b>expression</b> , after repeated readings.	With support, I can read <b>prose</b> AND <b>poetry</b> orally, with <b>accuracy</b> , appropriate <b>rate</b> , and <b>expression</b> , after repeated readings.	With support, I can read <b>prose</b> OR <b>poetry</b> orally, with <b>accuracy</b> , appropriate <b>rate</b> , and <b>expression</b> , after repeated readings.	Even with support, I still have trouble.

**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](#)  
[Phrase Progression](#)  
[Chunky Passages](#)  
[Reading Wiz](#)  
[Copy Cat!](#)  
[Listen To Me](#)  
[Chunk-KingReading Chunks](#)  
[Rapid Read](#)

[Division Decisions](#)  
[Cast of Readers](#)  
[Fluent Reflections](#)  
[Two To Read](#)  
[Read and Read Again](#)  
[Student Center Activities](#)  
LLI Prompting Guide

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
<ul style="list-style-type: none"> <li>I can use <b>context clues</b>, <b>self-correcting</b>, and <b>rereading</b> to support my comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>How can using <b>context clues</b>, <b>self-correcting</b>, and <b>rereading</b> help to <b>increase</b> my <b>fluency</b> and <b>understanding</b>?</li> </ul>	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 <b>context clues</b> , <b>self-correcting</b> , and <b>rereading</b> to support my comprehension when reading above grade-level text.	I can use <b>context clues</b> , <b>self-correcting</b> , and <b>rereading</b> to support my comprehension.	With support, I can use <b>context clues</b> , <b>self-correcting</b> , and <b>rereading</b> to support my comprehension.	I can use <b>context clues</b> , OR <b>self-correcting</b> , OR <b>rereading</b> to support my comprehension.	Even with support, I still have trouble.

### 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.

[Internet for Teachers](#)  
[Fluent Reflections](#)  
[Phrase Speed Practice](#)  
[Student Center Activities](#)  
 LLI Prompting Guide

**Please see the Intervention Appendix for additional high quality resources.**

