

**3rd Grade Priority Standards
Reading and Writing 2021-22**

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Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Foundation	3.RF.3 -Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words.	Launch Unit 1	Unit 2		
Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Literature	3.RL.1 -Ask and answer questions, and make and support logical inferences to construct meaning from the text.	Launch Unit 1			
Reading Literature	3.RL.2 -Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.			Unit 4	
Reading Literature	3.RL.4 -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	Unit 1		Unit 4	
Strand	Priority Standard	Q1	Q2	Q3	Q4
Reading Informational	3.RI.1 -Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	Launch	Unit 2 Unit 3		Unit 6
Reading Informational	3.RI.2 -Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.		Unit 3	Unit 5	Unit 6
Reading Informations	3.RI.4 -Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.		Unit 2	Unit 5	Unit 6
Reading Informational	3.RI.5 -Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the		Unit 3	Unit 5	

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	logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.				
Strand	Priority Standards	Q1	Q2	Q3	Q4
Composition	<p>3.C.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		Unit 3		Unit 6
Composition	<p>3.C.2-Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and 		Unit 2	Unit 5	

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	strengthen writing as needed by planning, revising and editing.				
Composition	<p>3.C.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	Unit 1		Unit 4	

Quarter 1: 8-9-21 thru 10-18-21

Quarter 2: 10-19-21 thru 12-17-21

Quarter 3: 1-3-22 thru 3-8-22

Quarter 4: 3-9-22 thru 5-20-22