

**Jackson County Core Curriculum Collaborative (JC4)**

**3rd Grade ELA**

<b>Standard</b>	<b>Learning Targets in Student Friendly Language</b>
<b>RF.3.3.a</b>	I can define prefix and suffix.
<b>RF.3.3.a</b>	I can identify common prefixes and suffixes.
<b>RF.3.3.a</b>	I can explain the meaning of common prefixes and suffixes and understand how they change the meaning of the root word.
<b>RF.3.3.b</b>	I can determine the meaning of words with Latin suffixes.
<b>RF.3.3.c</b>	I can break apart words into syllable segments to help me decode words I do not know.
<b>RF.3.3.d</b>	I can recognize irregularly spelled words.
<b>RF.3.3.d</b>	I can read words that do not follow the common spelling patterns (irregular) for third grade.
<b>RF.3.4.a-b</b>	I can read grade-level text fluently and show comprehension through voice, timing, and expression.
<b>RF.3.4.b</b>	I can recognize when a word I have read does not make sense within the text.
<b>RF.3.4.b</b>	I can self-correct misread or misunderstood words using context clues.
<b>RF.3.4.c</b>	I can reread with corrections when necessary.
<b>RF.3.4.a-c</b>	I can read fluently (easy, smooth, and automatic).
<b>RL.3.1</b>	I can ask questions to show I understand important details in a story.
<b>RL.3.1</b>	I can answer questions to show I understand important details in a story.
<b>RL.3.1</b>	I can support my answers with evidence from the text.
<b>RL.3.2</b>	I can retell stories (including fables, folktales and myths) in my own words.
<b>RL.3.2</b>	I can define the central message, lesson and/or moral of a story.
<b>RL.3.2</b>	I can explain the central message, lesson, and/or moral using key details from the story.
<b>RL.3.3</b>	I can describe characters in a story using character traits.
<b>RL.3.3</b>	I can describe characters in a story using physical characteristics.
<b>RL.3.3</b>	I can describe characters in a story using emotional (traits, motivations, and/or feeling) characteristics .
<b>RL.3.3</b>	I can explain how a character's actions cause events to occur in a certain order/sequence.
<b>RL.3.4</b>	I can use strategies (eg., context clues, root words, affixes) to determine the meaning of words and phrases as they are used in a text.
<b>RL.3.4</b>	I can define literal language and nonliteral language.
<b>RL.3.4</b>	I can identify literal and nonliteral language in a text.
<b>RL.3.4</b>	I can use context clues to determine the meaning of literal and nonliteral language.
<b>RL.3.5</b>	I can explain how stories, dramas, and poems are written in different forms (eg., section chapter, scene, or stanza).
<b>RL.3.5</b>	I can use the terms: chapter, scene, and/or stanza correctly when writing or speaking about parts of a text.
<b>RL.3.5</b>	I can describe how chapters, scenes, and stanzas give the reader information and work together to create the story, drama or poem.
<b>RL.3.6</b>	I can define point of view (in a story, drama, poem).
<b>RL.3.6</b>	I can distinguish between a narrator's point of view and my own.
<b>RL.3.6</b>	I can distinguish between a character's point of view and my own.
<b>RL.3.6</b>	I can distinguish between the point of view of the narrator and the character.
<b>RL.3.6</b>	I can explain how my point of view is similar to or different from a narrator or character in a story.
<b>RL.3.7</b>	I can identify illustrations that support the story.

<b>RL.3.7</b>	I can explain how illustrations contribute to the words in the story.
<b>RL.3.9</b>	I can define theme.
<b>RL.3.9</b>	I can define setting.
<b>RL.3.9</b>	I can define plot.
<b>RL.3.9</b>	I can identify themes, settings, and plots in stories written by the same author.
<b>RL.3.9</b>	I can compare themes, settings, and plots in stories written by the same author.
<b>RL.3.9</b>	I can contrast themes, settings, and plots in stories written by the same author.
<b>RL.3.10</b>	I can closely read and understand grade level text independently.
<b>RL.3.10</b>	I can read fluently (easy, smooth and automatic) grade level text.
<b>RL.3.10</b>	I can recognize when the text I'm reading is too easy or too difficult.
<b>RL.3.10</b>	I can use reading strategies (eg., ask questions, make connections, visualize, re-read) that will help me understand difficult and complex texts.
<b>RI.3.1</b>	I can ask questions to demonstrate my understanding of an informational text.
<b>RI.3.1</b>	I can answer questions using specific details from informational text.
<b>RI.3.1</b>	I can refer back to the text to support my answers.
<b>RI.3.2</b>	I can define the main idea (in an informational text).
<b>RI.3.2</b>	I can identify key ideas from an informational text.
<b>RI.3.2</b>	I can determine the main idea of an informational text.
<b>RI.3.2</b>	I can recount/retell (put into my words) the key details of a text.
<b>RI.3.3</b>	I can define event, procedure, idea and concept.
<b>RI.3.3</b>	I can identify events, procedures, ideas, and/or concepts in different types of information text.
<b>RI.3.3</b>	I can explain how events procedures, ideas, and concepts connect to one another.
<b>RI.3.3</b>	I can use language that shows time, sequence, and cause/effect when describing a text.
<b>RI.3.4</b>	I can identify general academic words or phrases.
<b>RI.3.4</b>	I can identify domain specific words or phrases (content).
<b>RI.3.4</b>	I can use various strategies (eg., context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text.
<b>RI.3.4</b>	I can locate and use resources to help me determine the meaning of unknown words and phrases.
<b>RI.3.5</b>	I can identify and give examples of text features and search tools.
<b>RI.3.5</b>	I can explain how text features and search tools help locate information quickly.
<b>RI.3.5</b>	I can locate information about a topic using text features and search tools.
<b>RI.3.6</b>	I can define point of view (in an informational text).
<b>RI.3.6</b>	I can determine point of view of the author (in an informational text).
<b>RI.3.6</b>	I can identify and describe how my point of view is similar to or different from the author.
<b>RI.3.7</b>	I can explain how illustrations in a text add meaning to the words.
<b>RI.3.7</b>	I can use information from illustrations to understand informational texts.
<b>RI.3.7</b>	I can use information from maps to understand informational texts.
<b>RI.3.7</b>	I can use information from photographs to understand informational texts.
<b>RI.3.8</b>	I can describe connections made between sentences and/or paragraphs within the text.
<b>RI.3.8</b>	I can identify words authors use to help me make logical connections between sentences and paragraphs (e.g., similar, different, because, if, first, last).
<b>RI.3.8</b>	I can explain how connecting words help me understand a text.
<b>RI.3.8</b>	I can identify events in sequential order in a text.
<b>RI.3.9</b>	I can find the most important points and key details found in two texts on the same subject.

<b>RI.3.9</b>	I can compare the most important points and key details of two texts on the same topic.
<b>RI.3.9</b>	I can find differences or contrast the most important points and key details in two texts on the same topic.
<b>W.3.1.a</b>	I can write opinion pieces that support my opinion and point of view.
<b>W.3.1.a</b>	I can introduce the topic of my opinion.
<b>W.3.1.a</b>	I can create an organizational structure that supports my topic with reasons for my opinion.
<b>W.3.1.b</b>	I can identify reasons that support my opinion.
<b>W.3.1.c</b>	I can use linking words or transition words to connect my opinions and reasons.
<b>W.3.1.d</b>	I can write an opinion piece that includes an introduction, supporting reasons, and a concluding statement.
<b>W.3.2.a</b>	I can write an informative/explanatory text that has a clear topic.
<b>W.3.2.b</b>	I can develop a topic with facts, definitions and details.
<b>W.3.2.b</b>	I can group facts and related information together about a topic.
<b>W.3.2.c</b>	I can use linking words and phrases and transition words to connect my ideas.
<b>W.3.2.c</b>	I can use illustrations to help readers understand my topic.
<b>W.3.2.d</b>	I can construct a concluding statement on my topic.
<b>W.3.3.a</b>	I can define narrative text and describe the basic part of plot (introduction, rising action, climax, falling actions, and resolution).
<b>W.3.3.a</b>	I can introduce my characters and the events/situation that starts the story
<b>W.3.3.a</b>	I can organize the events in an order that makes sense in my narrative .
<b>W.3.3.b</b>	I can use descriptive words and dialogue to show actions, thoughts, and feelings of my characters and to show how events happen and how characters respond to the events.
<b>W.3.3.c</b>	I can use transition words and phrases to show time passing.
<b>W.3.3.d</b>	I can write an effective conclusion.
<b>W.3.4</b>	I can identify the writing style/genre (opinion, informative, or narrative) that best fits my task and purpose.
<b>W.3.4</b>	I can use organizers to develop my writing idea.
<b>W.3.4</b>	I can create a piece of writing that shows my understanding of a specific writing style.
<b>W.3.5</b>	I can use prewriting strategies to formulate ideas (eg., graphic organizers, brainstorming, list).
<b>W.3.5</b>	I can recognize that a good piece of writing requires more than one draft.
<b>W.3.5</b>	I can revise my writing (reading aloud, checking for understanding, adding and deleting details).
<b>W.3.5</b>	I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc.
<b>W.3.5</b>	I can prepare a new draft with changes that strengthens my writing.
<b>W.3.6</b>	I can identify technology that will help me produce and publish writing.
<b>W.3.6</b>	I can use technology to produce and publish my writing.
<b>W.3.6</b>	I can use technology to collaborate with others.
<b>W.3.6</b>	I can use keyboarding skills to prepare my writing for publication.
<b>W.3.7</b>	I can define research and explain how it is different from other types of writing.
<b>W.3.7</b>	I can research a topic to answer questions and/or gain information.
<b>W.3.8</b>	I can recall information from experiences or gather information from print and digital sources about a topic.
<b>W.3.8</b>	I can take notes about a topic.
<b>W.3.8</b>	I can sort the information from my notes into categories.
<b>SL.3.1</b>	I can read or study materials(s) to be discussed.
<b>SL.3.1</b>	I can list important information about the topic to be discussed.

<b>SL.3.1</b>	I can identify and follow the agreed upon rules for discussion.
<b>SL.3.1</b>	I can ask questions when I do not understand.
<b>SL.3.1</b>	I can stay on topic by making comments about the information being discussed.
<b>SL.3.1</b>	I can make connections between the comments of others.
<b>SL.3.1</b>	I can explain my own ideas and tell what I've learned from the discussion.
<b>SL.3.2</b>	I can recall the supporting details from a text being read aloud.
<b>SL.3.2</b>	I can identify the main idea from a text being read aloud.
<b>SL.3.2</b>	I can identify information that is presented in different formats (eg., media, charts, graphs, websites, speeches).
<b>SL.3.2</b>	I can use the information gathered to determine the main idea and supporting details of a presentation.
<b>SL.3.3</b>	I can ask questions about a speaker's presentation when I do not understand or need more information.
<b>SL.3.3</b>	I can answer questions about a speaker's presentation by using appropriate elaboration and details.
<b>SL.3.4</b>	I can present a topic, text, story, or experience with facts and appropriate (relevant) descriptive details.
<b>SL.3.4</b>	I can report my information by speaking clearly and at an understandable pace.
<b>SL.3.5</b>	I can read aloud stories or poem and use my voice to make them come to life.
<b>SL.3.5</b>	I can speak clearly and at an understandable pace when reading audio recordings of stories or poems.
<b>SL.3.5</b>	I can add visual displays (eg., illustrations, graphs, photos) to highlight facts and details.
<b>SL.3.6</b>	I can recognize a complete sentence.
<b>SL.3.6</b>	I can speak using complete sentences when asked to provide details or clarifications.
<b>L.3.1.a</b>	I can explain the function of nouns.
<b>L.3.1.a</b>	I can explain the function of pronouns.
<b>L.3.1.a</b>	I can explain the function of verbs.
<b>L.3.1.a</b>	I can explain the function of adjectives.
<b>L.3.1.a</b>	I can explain the function of adverbs.
<b>L.3.1.b</b>	I can define plural and use regular and irregular plural nouns.
<b>L.3.1.c</b>	I can define abstract nouns and use them correctly.
<b>L.3.1.d</b>	I can explain the difference between regular verbs and irregular verbs and use them correctly.
<b>L.3.1.e</b>	I can explain the difference between simple verb tenses and use them correctly.
<b>L.3.1.f</b>	I can define subject and verb and explain that a singular subject needs a singular verb and a plural subject needs a plural verb.
<b>L.3.1.f</b>	I can define antecedent and make sure a pronoun agrees with its antecedent.
<b>L.3.1.g</b>	I can identify comparative adjectives/adverbs and superlative adjectives/adverbs and choose the correct form when writing or speaking.
<b>L.3.1.h</b>	I can identify coordinating conjunctions and subordinating conjunctions and use them correctly.
<b>L.3.1.i</b>	I can identify and create simple sentences, compound sentences and complex sentences.
<b>L.3.2.a</b>	I can identify words in a title that should be capitalized.
<b>L.3.2.a</b>	I can identify words in a title that should not be capitalized.
<b>L.3.2.b</b>	I can use commas in an address.
<b>L.3.2.c</b>	I can punctuate dialogue correctly by using commas before/after speaker and place quotations marks around spoken words.

<b>L.3.2.d</b>	I can define possessive nouns and form singular possessives and plural possessives.
<b>L.3.2.e</b>	I can spell high-frequency words correctly.
<b>L.3.2.f</b>	I can recognize when I need to double consonants, drop the e, or change y to i when adding suffixes and base words.
<b>L.3.2.g</b>	I can identify misspelled words and use resources to assist me in spelling correctly.
<b>L.3.3.a</b>	I can identify words or phrases in a story that bring it to life and create effect or interest.
<b>L.3.3.a</b>	I can choose words and phrases to add effect or interest when writing or speaking.
<b>L.3.3.b</b>	I can explain how spoken language differs from written language.
<b>L.3.3.b</b>	I can follow standard English rules when writing.
<b>L.3.4.a</b>	I can determine the meaning of unknown words using context clues.
<b>L.3.4.b</b>	I can recognize and define common affixes.
<b>L.3.4.c</b>	I can break down unknown words into units of meaning (affix, root) to determine definitions.
<b>L.3.4.d</b>	I can determine the meaning of unknown words by using reference materials.
<b>L.3.5.a</b>	I can explain the difference between literal meaning and nonliteral meaning of words and phrases.
<b>L.3.5.a</b>	I can recognize when an author's words and phrases are literal or nonliteral.
<b>L.3.5.b</b>	I can make a real-life connection (text to self) to words I hear and read.
<b>L.3.5.c</b>	I can recognize words that have similar meaning, and choose the word that best describes the mood/state of mind.
<b>L.3.6</b>	I can recognize the difference between general academic words and phrases (Tier 2) and domain-specific words and phrases (Tier 3).
<b>L.3.6</b>	I can develop and use grade-appropriate academic and domain-specific words and phrases, including words that signal spatial and temporal relationships.