

Third Literacy Planning Map		*Suggested Instructional Timeline: Quarter 1		
Unit 1	9/6/2016- 10/7/2016 (5 weeks)			
Unit 2	10/11/2016-11/3/2016 (4 weeks)			
Third Grade Literacy Quarter 1 – Unit 1				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Week 1 9-6-16 to 9-9-16 Skill Coverage-1,2 Week 2 9-12-16 to 9-16-16 Skill Coverage-3,4	<ul style="list-style-type: none"> Text references Explicit information Inference Prediction Generalizations Literary elements (e.g., character, setting, events) 	<ul style="list-style-type: none"> Authors include key details in literary texts which can help a reader ask and answer questions. Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text. 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of background knowledge and explicitly stated information to answer questions they have as they read Demonstrate an understanding of the text when answering questions about the text Refer explicitly to the text as a basis for answering questions about the text. 	Skill Coverage <ol style="list-style-type: none"> 1. Make, verify, test and revise predictions while reading 2. Use background knowledge to answer questions while reading 3. Demonstrate an understanding of the text when answering questions. 4. Refer explicitly to the text when answering a question from the text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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.</p> <p>Week 3 9-19-16 to 9-23-16 Skill Coverage-1,2</p>	<ul style="list-style-type: none"> Literary texts How to explain How to recount literary texts Characteristics of fables, folktales, and myths from diverse cultures Central message, moral, lesson Difference between central ideas and key details in a story Characteristics of an effective retelling/recounting 	<ul style="list-style-type: none"> Authors of literary texts include details that help readers make sense of stories. Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details (e.g., characters, settings, problem/solution). 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Recount/retell (or graphically represent) key details from literary texts, including fables, folktales, and myths from diverse cultures Determine central message, lesson or moral Explain how key details show a central message, lesson or moral Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text 	<p>Skills Coverage</p> <ol style="list-style-type: none"> Recount/retell key details from fables, folktales, and myths from diverse cultures Explain and determine how key details impact the central message/moral or lesson in a story

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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.</p> <p>Week 4 9-26-16 to 9-30-16 Skill Coverage-1,2,3</p> <p>Week 5 10-3-16 to 10-7-16 Skill coverage-4,5,6</p>	<ul style="list-style-type: none"> Literary texts Key ideas Important/supporting details Story & Play elements <ul style="list-style-type: none"> Plot (e.g., events, climax/turning point, resolution) Conflict (e.g., problem/solution) Characters (traits, motivations, words, and feelings) Setting (e.g., time, place) 	<ul style="list-style-type: none"> Authors create well-developed characters that shape the events of a story or play. Good readers understand that the actions of characters in a literary text contribute to the sequence of events in a story or play. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the key ideas and events in a story or play Sequence the key ideas and events in a story or play Identify the characters in a story or play (e.g., traits, motivations, feelings) Describe or graphically represent characters (their thoughts, words and actions) and events in a story or play, drawing on specific details from the text Describe and explain how characters' actions relate to the sequence of events Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events 	<p>Skills Coverage</p> <ol style="list-style-type: none"> Identify key ideas/events in a story Sequence key ideas in a story/play Identify characters in a story/play Describe characters thoughts, words, and actions in a story or play by using specific details from the text Describe/explain how character's actions relate to the sequence of events Describe the characters traits, motivations, or feelings in a story and how their actions contribute to the sequence of events

Third Grade Writing Quarter 1 – Unit 1

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<ul style="list-style-type: none"> • Narrative writing • Topic • Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) • Characters • Narrator • Character responses to situations • Dialogue • Elaboration • Awareness of audience • Relevant details/examples (e.g., actions, thoughts, feelings) • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, 	<ul style="list-style-type: none"> • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. • Good authors use sensory images to describe feelings, events, and/or characters. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select/identify real or imagined experienced experiences or event(s) to tell about • Select/identify specific details to elaborate about an event(s) and characters <ul style="list-style-type: none"> • addressing the needs of the audience • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing form • Write narratives to develop real OR imagined experiences or events using effective technique, descriptive details, and clear event sequences by <ul style="list-style-type: none"> • establishing a situation and 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. • Write a clear, simple focus including details that elaborate but stay on topic. • Write a story with a “beginning”, “middle”, and “end” • Write using temporal or time-cue words, such as now and later, to show sequence of events. • Write narratives with an introduction and a conclusion (closing).

	<p>taste, sound)</p> <ul style="list-style-type: none"> • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Organizational pattern(s) (e.g., chronological, reflective, flashback) • Temporal/time order words 		<p>introducing a narrator and/or characters;</p> <ul style="list-style-type: none"> • organizing an event sequence that unfolds naturally • using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • using temporal words and phrases to signal event order • providing a sense of closure 	
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Third Grade Literacy Quarter 1 – Unit 2				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week 6 10-11-16 to 10-14-16 Skill Coverage-1,2</p> <p>Week 7 10-17-16 to 10-21-16 Skill Coverage-3,4</p>	<ul style="list-style-type: none"> Text references Explicit information Inference Prediction Generalizations Literary elements (e.g., character, setting, events) 	<ul style="list-style-type: none"> Authors include key details in literary texts which can help a reader ask and answer questions. Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of background knowledge and explicitly stated information to answer questions they have as they read Demonstrate an understanding of the text when answering questions about the text Refer explicitly to the text as a basis for answering questions about the text 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Make, verify, test and revise predictions while reading 2. Use background knowledge to answer questions while reading 3. Demonstrate an understanding of the text when answering questions 4. Refer explicitly to the text when answering a question from the text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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.</p> <p>Week 8 10-24-16 to 10-28-16 Skill Coverage-1,2,3</p>	<ul style="list-style-type: none"> Literary text How to describe Characteristics of a story Characteristics of a drama Characteristics of a poem Various text structures (e.g., chapter, scene, stanza) Relationships between parts of text and whole text 	<ul style="list-style-type: none"> Good readers understand that stories have chapters, poems have stanzas, and dramas have scenes. Good readers understand that stories, dramas and poems have parts that contribute to the whole text. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Use the term chapter when referring to parts of a story Use the term stanza when referring to parts of a poem Use the term scene when referring to parts of a drama Describe how each successive part of a story, drama, or poem builds on earlier sections by using terms such as chapter, scene, or stanza 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 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Use the following terminology while reading: chapter(as it relates to parts of a story), stanza (as it relates to parts of a poem) and scene (as it relates to parts of a drama) Describe how each successive part builds on earlier sections in a story by using the terms chapter, scene, or stanza Refer to parts of a story/drama/ and poem when writing/speaking about a text (students will use the terms chapter, scene, and stanza to describe how each part builds on earlier sections)

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Week 9 10-31-16 to 11-3-16 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> Literary text(s) Point of View Author's view point View point Narrator/Speaker Characters Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text 	<ul style="list-style-type: none"> An author's purpose for writing a piece of text affects how he/she constructs the text. An author's purpose for writing affects the view point, the content and the presentation of ideas. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify an author's purpose for writing a text Identify the view point of characters in a text Identify the view point of the narrator in a text. Identify the reader's personal point of view Distinguish between a character's or narrator's view point and the reader's view point 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify author's purpose for writing Identify the view point of characters and narrator in a text Identify the personal viewpoint of a reader Distinguish between character's / narrator's view point and the reader's view point

Third Grade Writing Quarter 1 – Unit 2

	KNOW (Factual)	Understand (Conceptual)	Do (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<ul style="list-style-type: none"> • Narrative writing • Topic • Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) • Characters • Narrator • Character responses to situations • Dialogue • Elaboration • Awareness of audience • Relevant details/examples (e.g., actions, thoughts, feelings) • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, taste, sound) 	<ul style="list-style-type: none"> • Good authors use narrative elements (e.g., sensory images) to tell about events and reflect upon those events. • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. • Good authors use 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select/identify real or imagined experienced experiences or event(s) to tell about • Select/identify specific details to elaborate about an event(s) and characters <ul style="list-style-type: none"> • addressing the needs of the audience • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing form • Write narratives to develop real OR imagined experiences or events using effective technique, descriptive details, and clear event sequences by <ul style="list-style-type: none"> • establishing a situation 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. • Write a clear, simple focus including details that elaborate but stay on topic. • Write a story with a “beginning”, “middle”, and “end”. • Write using temporal or time-cue words, such as now and later, to show sequence of events. • Write narratives with an introduction and a conclusion (closing).

	<ul style="list-style-type: none"> • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Organizational pattern(s) (e.g., chronological, reflective, flashback) • Temporal/time order words 	<p>sensory images to describe feelings, events, and/or characters.</p>	<p>and introducing a narrator and/or characters;</p> <ul style="list-style-type: none"> • organizing an event sequence that unfolds naturally • using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • using temporal words and phrases to signal event order • providing a sense of closure 	
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Third Grade Literacy Planning Map *Suggested Instructional Timeline: Quarter 2

Unit 3	11/7/2016 – 12/9/2016 (5 weeks)
Unit 4	12/12/2016 – 2/2/2017 (6 weeks)

Third Grade Literacy Quarter 2- Unit 3

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week 1 11-7-16 to 11-10-16 Skill Coverage-1,2</p> <p>Week 2 11-14-16 to 11-18-16 Skill Coverage-3,4</p>	<ul style="list-style-type: none"> • Inference • Prediction • Generalizations • Background knowledge • Explicitly stated information from the text 	<ul style="list-style-type: none"> • Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer. • Good readers ask questions about a text to help better understand the content within it. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Make, test and revise predictions as they read • Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Make, verify, test and revise predictions while reading 2. Use explicit and background knowledge to answer questions while reading 3. Demonstrate an understanding of the text when answering questions. 4. Refer explicitly to the text when answering a question

			answers.	
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.3.2 Determine the main idea of text; recount the key details and explain how they support the main idea. Week 3 11-21-16 to 11-22-16 Skill Coverage-1 Week 4 11-28-16 to 12-2-16 Skill Coverage-2,3	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Main idea Key details Difference between main ideas and key details in a text Informational text features and/or structure(s) that help suggest main idea How to explain 	<ul style="list-style-type: none"> Authors of informational text(s) include key details in order to help readers make meaning of the text. Good readers use key details in an informational text to identify the main topic. Informational texts have a pattern/plan as well as details which can help a reader determine the main ideas of informational text. 	With prompting and support... <ul style="list-style-type: none"> Determine the main idea of an informational text Recognize how ideas are organized in an informational text Describe or graphically represent the relationship between main idea and details. Explain how the main idea is supported by key details Determine the main idea of a text and explain how it is supported by key details 	Skill Coverage 1. Identify the main idea and recognize how ideas are organized in an informational text 2. Describe the relationship between the main idea and details 3. Explain and determine the main idea of a text and how key details support the main idea

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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</p> <p>Week 5 12-5-16 to 12-9-16 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to describe Key ideas/concepts, events, steps in informational texts. Key features of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures) Text structure in informational texts (e.g., time, sequence, cause/effect, steps) Connections and relationships (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another) Transition/linking words that show relationships (e.g., first, because, then, on the other hand) for informational texts. 	<ul style="list-style-type: none"> Authors include specific information to explain events, procedures, ideas and concepts in scientific, technical and historical texts and why they occur. Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the events, key ideas/ concepts, steps in informational texts Identify and describe how informational and technical texts are structured Identify words that signal relationships in informational texts Explain how ideas, events, steps are connected Use text-structure language to describe or graphically represent relationships between and among ideas, events, or steps/procedures in informational texts 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify key ideas and signal words in informational texts Identify/describe how informational and technical texts are structured Explain how ideas, events and steps are connected Use language to represent relationships between ideas, events, or procedures in informational texts

Third Grade Writing Quarter 2 – Unit 3				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information (e.g., facts, definitions, details, personal experiences quotations, observations, interviews) • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) • Formatting devices (e.g., headings) • Domain (content)-specific vocabulary • Primary sources • Secondary sources (e.g., UDLib/Search) • Effective introduction/hook (e.g., one that presents the topic) • Awareness of audience 	<ul style="list-style-type: none"> • Good authors of informative/explanatory writing develop texts that examine a topic and convey ideas and information clearly. • Good authors use informative/explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/expository texts. • Good readers and 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment • Analyze and use primary and secondary sources to locate, sort (categorize, classify), and select relevant facts, definitions, quotations or other information and examples <ul style="list-style-type: none"> • differentiating between relevant and irrelevant information • addressing the needs of the audience • generating new ideas and/or perspectives • avoiding plagiarism • selecting an organizational pattern 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. <p>The following writing standards should be integrated within writing standard W.3.2</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and</p>

	<ul style="list-style-type: none"> • Linking /Transition words, phrases, clauses (e.g., also, another, and, more, but) • Forms (e.g., letters to appropriate individuals/ organizations (editor, 	<p>writers write to make meaning of what they read.</p>	<p>appropriate for the topic and purpose</p> <ul style="list-style-type: none"> • Select an appropriate writing form • Write informative/ explanatory texts to examine a topic and convey ideas and information 	<p>adults, develop and strengthen writing as needed by planning, revising and editing.</p>
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Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week 6 12-12-16 to 12-16-16 Skill Coverage-1,2</p> <p>Week 7 12-19-16 to 12-23-16 Skill Coverage-3,4</p>	<ul style="list-style-type: none"> • Inference • Prediction • Generalizations • Background knowledge • Explicitly stated information from the text 	<ul style="list-style-type: none"> • Authors include key details in informational texts which can help a reader ask and answer questions. • Good readers know a question is different from a statement and requires an answer. • Good readers ask questions about a text to help better understand the content within it. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Make, test and revise predictions as they read • Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Make, verify, test and revise predictions while reading 2. Use explicit and background knowledge to answer questions while reading 3. Demonstrate an understanding of the text when answering questions. 4. Refer explicitly to the text when answering a question

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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.</p> <p>Week 8 1-9-17 to 1-13-17 Skill Coverage-1,2,3</p> <p>Week 9 1-17-17 to 1-20-17 Skill Coverage-4,5</p>	<ul style="list-style-type: none"> • Informational text • Word choice • Context clues • Non-linguistic images (e.g. picture/graphic clues) • Strategies for identifying and using context clues • Literal and non-literal meaning • Simple figurative language (e.g., simile, metaphor) 	<ul style="list-style-type: none"> • Authors make purposeful language choices to create meaning in informational text(s). • Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s). 	<p>With prompting and support ...</p> <ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Describe how language choices create and clarify meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Read/reread sentences in text to identify context clues and help with unknown words/phrases 2. Determine the appropriate definition of words that have more than one meaning and how language choices clarify meaning 3. Understand the difference between literal/non-literal meaning 4. Identify and interpret figurative language 5. Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Week 10 1-23-17 to 1-27-17 Skill Coverage-1	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Text features (e.g., captions, bold print, subheadings, glossaries, indices) Search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks) 	<ul style="list-style-type: none"> Authors create informational texts using various text features to help readers locate key facts or information in a text proficiently. Good readers use text features to locate relevant information. Good readers use search tools to locate relevant information. 	With prompting and support ... <ul style="list-style-type: none"> Use text features to locate relevant information on a given topic Use search tools to locate relevant information on a given topic Use text features and search tools to locate information relevant to a given topic efficiently 	<u>Skill Coverage</u> 1. Use text features and search tools efficiently to locate information relevant to a topic

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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).</p> <p>Week 11 1-30-17 to 2-2-17 Skill Coverage-1,2</p>	<ul style="list-style-type: none"> • Central idea • Key details including where, when, why and how events occur • Graphics/images/illustrations (e.g., photographs, diagrams, timelines, charts, graphs, maps) 	<ul style="list-style-type: none"> • Authors choose details and illustrations to include in an informational text in order to convey meaning. • Good readers use the details and illustrations available in an informational text to make meaning of the text(s). 	<p>With prompting and support ...</p> <ul style="list-style-type: none"> • Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps) • Integrate information from graphics/images/illustrations with words from the text to make meaning • Explain how the information contributes to an understanding of the text in which it appears • 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). 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Identify and integrate information from photographs, diagrams, charts, graphs, and maps with words from the text to make meaning 2. Explain and use information from illustrations and words in a text to demonstrate understanding of the text

Third Grade Writing Quarter 2- Unit 4				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section</p>	<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information (e.g., facts, definitions, details, personal experiences quotations, observations, interviews) • Organizational patterns (e.g., definition, classification, comparison/contrast, and cause/effect) • Formatting devices (e.g., headings) • Domain (content)-specific vocabulary • Primary sources • Secondary sources (e.g., UDLib/Search) • Effective introduction/hook (e.g., one that presents the topic) • Awareness of audience • Linking /Transition words, phrases, clauses (e.g., also, another, and, more, but) 	<ul style="list-style-type: none"> • Good authors of informative/ explanatory writing develop texts that examine a topic and convey ideas and information clearly. • Good authors use informative/explanatory writing to communicate information related to real-world tasks. • Good authors use model/example texts to guide them as they compose informative/ expository texts. • Good readers and writers write to make meaning of what they read. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select an interesting, yet manageable, subject for writing or one that meets the requirements of the assignment <ul style="list-style-type: none"> • differentiating between relevant and irrelevant information • addressing the needs of the audience • generating new ideas and/or perspectives • avoiding plagiarism • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing form • Write informative/ explanatory texts to examine a topic and convey ideas and information 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. <p>The following writing standards should be integrated within writing standard W.3.2</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and</p>

	<ul style="list-style-type: none">Forms (e.g., letters to appropriate individuals/ organizations (editor)			editing.
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Third Grade Literacy Planning Map		*Suggested Instructional Timeline: Quarter 3
Unit 5	2/6/2017 – 3/10/2017 (5 weeks)	
Unit 6	3/13/2017 – 4/6/2017 (4 weeks)	

Third Grade Literacy Quarter 3 – Unit 5				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Week -1 2-6-17 to 2-10-17 Skill Coverage-1,2,3,4	<ul style="list-style-type: none"> • Text references • Explicit information • Inference • Prediction • Generalizations • Literary elements (e.g., character, setting, events) 	<ul style="list-style-type: none"> • Authors include key details in literary texts which can help a reader ask and answer questions. • Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text. 	With prompting and support... <ul style="list-style-type: none"> • Make, test and revise predictions as they read • Use the combination of background knowledge and explicitly stated information to answer questions they have as they read • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text 	Skill Coverage 1. Make, verify, test and revise predictions while reading 2. Use background knowledge to answer questions while reading 3. Demonstrate an understanding of the text when answering questions. 4. Refer explicitly to the text when answering a question from the text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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).</p> <p>Week 2 2-13-17 to 2-17-17 Skill Coverage-1,2</p>	<ul style="list-style-type: none"> • How to explain illustrations (e.g., pictures, photos, drawings) • Versions of text (e.g., written, print, digital, visual) • Story details (e.g., character, setting, plot/events, mood) 	<ul style="list-style-type: none"> • Authors choose details and illustrations to include in a literary text in order to convey meaning. • Good readers use the details and illustrations available in a literary text to enhance understanding of the text(s). 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Describe how illustrations contribute to a story • Determine specific aspects of a literary text's illustrations that create mood or emphasize aspects of a character or setting • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Describe/explain how illustrations contribute to the story and words in a story 2. Describe how specific aspects of a literary text's illustrations creates the mood, or emphasize aspects of a character or setting

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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).</p> <p>Week 3 2-21-17 to 2-24-17 Skill Coverage-1,2,3</p>	<ul style="list-style-type: none"> • Compare • Contrast • Theme • Setting • Plot (e.g., main events, problem/solution) • Character/character traits • Text-to-self, text-to-text, text-to-world connections 	<ul style="list-style-type: none"> • Author's make purposeful decisions about settings, plots, and themes when writing about the same characters. • Good readers enjoy reading about memorable characters with whom they make connections and develop a relationship. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Identify and describe the settings of two or more texts • Identify and describe character(s') traits in two or more texts • Retell the plot of two or more texts • Identify the themes in two or more texts • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Identify/describe settings, character traits and themes in two or more texts 2. Retell the plot in two or more texts 3. Compare/contrast themes, settings, and plots written by the same author about the same/similar characters

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.3.6 Distinguish their own point of view from that of the author of a text. Week 4 2-27-17 to 3-3-17 Skill Coverage- 1,2,3	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Author's point of view Author's viewpoint/focus/attitude Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text 	<ul style="list-style-type: none"> An author's focus/viewpoint may differ from that of the reader. Good readers recognize that their own viewpoint can differ from that of the author. 	With prompting and support... <ul style="list-style-type: none"> Identify the author's purpose for writing a text Identify the reader's personal viewpoint about the topic of a text Identify the author's viewpoint in a text Distinguish between an author's viewpoint and the reader's viewpoint about a topic 	Skill Coverage <ol style="list-style-type: none"> Identify the author's purpose for writing Identify the view points of the author and reader about the topic of a text Differentiate between an author's view point and the reader's view point

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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).</p> <p>Week 5 3-6-17 to 3-10-17 Skill Coverage- 1,2,3</p>	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • How to describe • Main/key ideas/points • Supporting details • Relevant/important vs. irrelevant/unimportant details • Reasons/examples • Cohesion (e.g., topic sentences, transitional words and phrases, supporting details) • Patterns of organization (e.g., comparison/contrast, cause/effect, chronological order) 	<ul style="list-style-type: none"> • Authors make logical connections between ideas and details in order to convey meaning. • Good readers use the connections an author makes between his/her main ideas and the supporting details in order to construct meaning from what they read. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Identify the key ideas/points in a text • Identify (e.g., by telling, writing, graphically representing) reasons/examples/details that support the author's key ideas/points • Identify the relevant reasons/examples an author gives to support points in a text • Describe how reasons/examples support specific points the author makes in a text • Identify different logical connections between sentences and paragraphing in a text • Describe the logical connection between particular sentences and paragraphs in a text 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Identify key ideas/points in a text 2. Identify reasons, examples, and details an author gives to support points in a text 3. Identify/describe different logical connections between sentences and paragraphs in a text

Third Grade Writing Quarter 3 – Unit 5				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<ul style="list-style-type: none"> • Narrative writing • Topic • Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event) • Characters • Narrator • Character responses to situations • Dialogue • Elaboration • Awareness of audience • Relevant details/examples (e.g., actions, thoughts, feelings) • Difference between relevant and irrelevant details • Sensory images (e.g., figurative language: descriptions of how things look, feel, smell, 	<ul style="list-style-type: none"> • Good authors use narrative elements (e.g., sensory images) to tell about events and reflect upon those events. • Good authors use model/example texts to guide them as they compose their own narrative pieces. • Good authors use narrative elements to develop other kinds of writing such as argumentative and informational texts. • Good authors use sensory images to describe feelings, events, and/or characters. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select/identify real or imagined experienced experiences or event(s) to tell about • Select/identify specific details to elaborate about an event(s) and characters <ul style="list-style-type: none"> • addressing the needs of the audience • selecting an organizational pattern appropriate for the topic and purpose • Select an appropriate writing form • Write narratives to develop real OR imagined experiences or events using effective technique, descriptive details, and clear event sequences by <ul style="list-style-type: none"> • establishing a situation and introducing a narrator and/or characters; 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher. • Write a clear, simple focus including details that elaborate but stay on topic. • Write a story with a “beginning”, “middle”, and “end” • Write using temporal or time-cue words, such as now and later, to show sequence of events. • Write narratives with an introduction and a conclusion (closing).

	<p>taste, sound)</p> <ul style="list-style-type: none"> • Reaction/response (e.g., Why was the event important? How did the event make you feel?) • Organizational pattern(s) (e.g., chronological, reflective, flashback) • Temporal/time order words 		<ul style="list-style-type: none"> • organizing an event sequence that unfolds naturally • using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations • using temporal words and phrases to signal event order • providing a sense of closure 	
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Third Grade Literacy Quarter 3– Unit 6				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. Week 6 3-13-17 to 3-17-17 Skill Coverage- 1,2,3,4	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Compare • Contrast • Important points/main ideas • Most important vs. least important points • Key/supporting details 	<ul style="list-style-type: none"> • Authors of informational text provide information and key details on topics in different ways. • Good readers make meaning of informational texts by identifying and comparing/contrasting important points and key details presented in two texts. 	With prompting and support... <ul style="list-style-type: none"> • Identify the most important points presented in texts • Identify the key/supporting details presented in texts • Compare by writing or graphically representing the most important points presented by two texts on the same topic • Compare by writing the or graphically representing the key details presented by two texts on the same topic • Contrast by writing or graphically representing the most important points presented by two texts on the same topic • Contrast by writing or graphically representing key details presented by two texts on the same topic Compare and contrast the	Skill Coverage <ol style="list-style-type: none"> 1. Identify the most important points and supporting details in a text 2. Compare by writing or graphically representing the most important points or details presented in two texts on the same topic 3. Contrast by writing or graphically representing the most important points or details presented in two texts on the same topic 4. Compare/Contrast the important points in two texts on the same topic

			most important points presented by two texts on the same topic	
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	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Week 7 3-20-17 to 3-24-17 Skill Coverage-1,2,3,4	<ul style="list-style-type: none"> Literary text Word choice Context clues Literal and non-literal meaning Figurative language (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) Mood 	<ul style="list-style-type: none"> Authors make purposeful language choices to create meaning in literary text(s). Good readers actively seek the meaning of unknown words/phrases to clarify understanding of literary text(s). 	With prompting and support... <ul style="list-style-type: none"> Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and interpret figurative language and literary devices Describe how figurative language, literary devices, and other language choices create and clarify meaning Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language 	Skill Coverage <ol style="list-style-type: none"> Read/reread sentences and non-linguistic images in text to identify context clues and help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Understand the difference between literal/non-literal meaning and determine the meaning of words/phrases used in a text Identify and interpret figurative language and how other language choices create/clarify meaning

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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).</p> <p>Week 8 3-27-17 to 3-31-17 Skill Coverage-1,2</p>	<ul style="list-style-type: none"> • How to explain • Illustrations (e.g., pictures, photos, drawings) • Versions of text (e.g., written, print, digital, visual) • Story details (e.g., character, setting, plot/events, mood) 	<ul style="list-style-type: none"> • Authors choose details and illustrations to include in a literary text in order to convey meaning. • Good readers use the details and illustrations available in a literary text to enhance understanding of the text(s). 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Describe how illustrations contribute to a story • Determine specific aspects of a literary text's illustrations that create mood or emphasize aspects of a character or setting • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Describe/explain how illustrations contribute to the story and words in a story 2. Describe how specific aspects of a literary text's illustrations creates the mood, or emphasize aspects of a character or setting

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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)</p> <p>Week 9 4-3-17 to 4-6-17 Skill Coverage-1,2,3</p>	<ul style="list-style-type: none"> • Compare • Contrast • Theme • Setting • Plot (e.g., main events, problem/solution) • Character/character traits • Text-to-self, text-to-text, text-to-world connections 	<ul style="list-style-type: none"> • Author’s make purposeful decisions about settings, plots, and themes when writing about the same characters. • Good readers enjoy reading about memorable characters with whom they make connections and develop a relationship. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Identify and describe the settings of two or more texts • Identify and describe character(s’) traits in two or more texts • Retell the plot of two or more texts • Identify the themes in two or more texts • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Identify/describe settings, character traits and themes in two or more texts 2. Retell the plot in two or more texts 3. Compare/contrast themes, settings, and plots written by the same author about the same/similar characters

Third Grade Writing Quarter 3 – Unit 6				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> Persuasion and argument Difference between relevant and irrelevant reasons/facts/support/examples Opinion/position Reason(s) Evidence (e.g., examples, facts) Primary sources Secondary sources (e.g., UDLib/Search) Effective introduction/hook (e.g., one that takes a clear position) Logical order of supporting reasons (e.g., order of importance) Linking/transition words and phrases Awareness of audience Organizational pattern (e.g., beginning, middle, end) Format choices (e.g., 	<ul style="list-style-type: none"> Good persuasive writers address the needs of the audience and build an argument to support a clear opinion/position. Good authors use model/examples texts to guide them as they compose their own persuasive pieces. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify an issue in a topic or text Agree or disagree with an issue Develop an opinion/position Use resources including teachers selected primary and secondary sources to locate, sort, and select reasons based on facts, examples, and/or evidence. <ul style="list-style-type: none"> differentiating between relevant and irrelevant reasons/evidence including an appropriate variety of reasons/evidence addressing the needs of the audience prioritizing the reasons/evidence Use/select an appropriate writing format Organize writing with a 	<ul style="list-style-type: none"> Writing skills should be integrated with reading skills. All writing activities should be modeled by the teacher. <p>The following writing standards should be integrated within writing standard W.3.1</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and</p>

	<p>letters [business and friendly], advertisements)</p> <ul style="list-style-type: none"> • Effective conclusion (e.g., one that begins to move beyond summary and moves beyond <i>The End</i>) 		<p>beginning, middle and end</p> <ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons by • introducing a topic or text • stating an opinion • providing reasons that support the opinion • ordering reasons by importance • providing a conclusion/concluding statement or section • Using linking/transition words and phrases (e.g., for example, also) to connect opinions and reasons or show simple relationship 	<p>editing.</p>
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Third Grade Literacy Planning Map *Suggested Instructional Timeline: Quarter 4

Unit 7	4/17/2017 – 5/19/2017 (5 weeks)
Unit 8	5/22/2017 – 6/20/2017 (5 weeks)

Third Grade Literacy Quarter 4- Unit 7

Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Week 1 4-17-17 to 4-21-17 Skill Coverage-1,2,3,4	<ul style="list-style-type: none"> • Text references • Explicit information • Inference • Prediction • Generalizations • Literary elements (e.g., character, setting, events) 	<ul style="list-style-type: none"> • Authors include key details in literary texts which can help a reader ask and answer questions. • Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text. 	With prompting and support... <ul style="list-style-type: none"> • Make, test and revise predictions as they read • Use the combination of background knowledge and explicitly stated information to answer questions they have as they read • Demonstrate an understanding of the text when answering questions about the text • Refer explicitly to the text as a basis for answering questions about the text 	Skill Coverage <ol style="list-style-type: none"> 1. Make, verify, test and revise predictions while reading 2. Use background knowledge to answer questions while reading 3. Demonstrate an understanding of the text when answering questions. 4. Refer explicitly to the text when answering a question from the text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Week 2 4-24-17 to 4-28-17 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> • Literary text • Word choice • Context clues • Literal and non-literal meaning • Figurative language (e.g., simile, metaphor, personification, hyperbole/exaggeration, idiom) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) • Mood 	<ul style="list-style-type: none"> • Authors make purposeful language choices to create meaning in literary text(s). • Good readers actively seek the meaning of unknown words/phrases to clarify understanding of literary text(s). 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language and literary devices • Describe how figurative language, literary devices, and other language choices create and clarify meaning • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Read/reread sentences and non-linguistic images in text to identify context clues and help unlock the meaning of unknown words/phrases 2. Determine the appropriate definition of words that have more than one meaning 3. Understand the difference between literal/non-literal meaning and determine the meaning of words/phrases used in a text 4. Identify and interpret figurative language and how other language choices create/clarify meaning

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Week 3 5-1-17 to 5-5-17 Skill Coverage-1,2,3,4	<ul style="list-style-type: none"> Inference Prediction Generalizations Background knowledge Explicitly stated information from the text 	<ul style="list-style-type: none"> Authors include key details in informational texts which can help a reader ask and answer questions. Good readers know a question is different from a statement and requires an answer. Good readers ask questions about a text to help better understand the content within it. 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read Demonstrate an understanding of the text when answering questions about the text Refer explicitly to the text as a basis for answering questions about the text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers 	Skill Coverage <ol style="list-style-type: none"> Make, verify, test and revise predictions while reading Use explicit and background knowledge to answer questions while reading Demonstrate an understanding of the text when answering questions. Refer explicitly to the text when answering a question

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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.</p> <p>Week 4 5-8-17 to 5-12-17 Skill Coverage-1,2,3,4,5</p>	<ul style="list-style-type: none"> Informational text Word choice Context clues Non-linguistic images (e.g. picture/graphic clues) Strategies for identifying and using context clues Literal and non-literal meaning Simple figurative language (e.g., simile, metaphor) 	<ul style="list-style-type: none"> Authors make purposeful language choices to create meaning in informational text(s). Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s). 	<p>With prompting and support ...</p> <ul style="list-style-type: none"> Read and reread other sentences and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Describe how language choices create and clarify meaning Differentiate between literal and non-literal meaning Identify and interpret figurative language Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Read/reread sentences in text to identify context clues and help with unknown words/phrases 2. Determine the appropriate definition of words that have more than one meaning and how language choices clarify meaning 3. Understand the difference between literal/non-literal meaning 4. Identify and interpret figurative language 5. Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Week 5 5-15-17 to 5-19-17 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Compare Contrast Important points/main ideas Most important vs. least important points Key/supporting details 	<ul style="list-style-type: none"> Authors of informational text provide information and key details on topics in different ways. Good readers make meaning of informational texts by identifying and comparing/contrasting important points and key details presented in two texts. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the most important points presented in texts Identify the key/supporting details presented in texts Compare by writing or graphically representing the most important points presented by two texts on the same topic Compare by writing the or graphically representing the key details presented by two texts on the same topic Contrast by writing or graphically representing the most important points presented by two texts on the same topic Contrast by writing or graphically representing key details presented by two texts on the same topic Compare and contrast the most important points presented by two texts on the same topic 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify the most important points and supporting details in a text Compare by writing or graphically representing the most important points or details presented in two texts on the same topic Contrast by writing or graphically representing the most important points or details presented in two texts on the same topic Compare/Contrast the important points in two texts on the same topic

Third Grade Writing Quarter 4				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
W.3.7 Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> • Topic • Read a number of books on a single topic • Write a sequence of instructions from a given topic • Locate information from digital sources • Determine relevant and irrelevant information 	<ul style="list-style-type: none"> • Good readers and writers write to make meaning of what they read. • Good readers and writers understand information can be gathered from multiple sources to gather information to build knowledge. • Good readers and writers use informative/explanatory writing to communicate information related to real-world tasks. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Select/name an interesting topic for writing • Provide some information about the topic • Organize writing with a beginning, middle and end, sequencing the ideas most of the time • Use technology to research a topic • Develop a research question that helps brings focus to a topic 	<ul style="list-style-type: none"> • Writing skills should be integrated with reading skills. • All writing activities should be modeled by the teacher.

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<ul style="list-style-type: none"> Recall information from experiences or gather information from print and digital sources Topic Take notes and sort evidence into categories Locate information from digital sources 	<ul style="list-style-type: none"> Good readers and writers take notes and sort evidence into categories. Good readers and writers write to make meaning of what they read. Good readers and writers understand information can be gathered from multiple sources to gather information to build. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Select/name an interesting topic for writing Provide some information about the topic Organize writing with a beginning, middle and end, sequencing the ideas most of the time Use technology to research a topic Develop a research question that helps brings focus to a topic 	<ul style="list-style-type: none"> Writing skills should be integrated with reading skills. All writing activities should be modeled by the teacher.

Third Literacy Quarter 4- Unit 8				
Common Core Standards	Unpacking: What do these standards mean a child will know and be able to do?			
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Week 6 5-22-17 to 5-26-17 Skill Coverage-1,2,3,4	<ul style="list-style-type: none"> Inference Prediction Generalizations Background knowledge Explicitly stated information from the text 	<ul style="list-style-type: none"> Authors include key details in informational texts which can help a reader ask and answer questions. Good readers know a question is different from a statement and requires an answer. Good readers ask questions about a text to help better understand the content within it. 	With prompting and support... <ul style="list-style-type: none"> Make, test and revise predictions as they read Use the combination of explicitly stated information, and background knowledge, to answer questions they have as they read Demonstrate an understanding of the text when answering questions about the text Refer explicitly to the text as a basis for answering questions about the text Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 	Skill Coverage <ol style="list-style-type: none"> Make, verify, test and revise predictions while reading Use explicit and background knowledge to answer questions while reading Demonstrate an understanding of the text when answering questions Refer to the text when answering a question

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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).</p> <p>Week 7 5-30-17 to 6-2-17 Skill Coverage-1,2</p>	<ul style="list-style-type: none"> • Central idea • Key details including where, when, why and how events occur • Graphics/images/illustrations (e.g., photographs, diagrams, timelines, charts, graphs, maps) 	<ul style="list-style-type: none"> • Authors choose details and illustrations to include in an informational text in order to convey meaning. • Good readers use the details and illustrations available in an informational text to make meaning of the text(s). 	<p>With prompting and support...</p> <ul style="list-style-type: none"> • Identify the information presented in specific images (e.g., photographs, diagrams, charts, graphs, maps) • Integrate information from graphics/images/illustrations with words from the text to make meaning • Explain how the information contributes to an understanding of the text in which it appears • 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) 	<p>Skill Coverage</p> <ol style="list-style-type: none"> 1. Identify and integrate information from photographs, diagrams, charts, graphs, and maps with words from the text to make meaning 2. Explain and use information from illustrations and words in a text to demonstrate understanding of the text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>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).</p> <p>Week 8 6-5-17 to 6-9-17 Skill Coverage-1,2,3</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) How to describe Main/key ideas/points Supporting details Relevant/important vs. irrelevant/unimportant details Reasons/examples Cohesion (e.g., topic sentences, transitional words and phrases, supporting details) Patterns of organization (e.g., comparison/contrast, cause/effect, chronological order) 	<ul style="list-style-type: none"> Authors make logical connections between ideas and details in order to convey meaning. Good readers use the connections an author makes between his/her main ideas and the supporting details in order to construct meaning from what they read. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the key ideas/points in a text Identify (e.g., by telling, writing, graphically representing) reasons/examples/details that support the author's key ideas/points Identify the relevant reasons/examples an author gives to support points in a text Describe how reasons/examples support specific points the author makes in a text Identify different logical connections between sentences and paragraphing in a text Describe the logical connection between particular sentences and paragraphs in a text 	<p>Skills Coverage</p> <ol style="list-style-type: none"> Identify key ideas/points in a text Identify reasons, examples, and details an author gives to support points in a text Identify/describe different logical connections between sentences and paragraphs in a text

	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Weeks 9&10 6-12-17 to 6-20-17 Skill Coverage-1,2,3,4</p>	<ul style="list-style-type: none"> Informational text (both literary nonfiction and expository/technical texts) Compare Contrast Important points/main ideas Most important vs. least important points Key/supporting details 	<ul style="list-style-type: none"> Authors of informational text provide information and key details on topics in different ways. Good readers make meaning of informational texts by identifying and comparing/contrasting important points and key details presented in two texts. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Identify the most important points presented in texts Identify the key/supporting details presented in texts Compare by writing or graphically representing the most important points presented by two texts on the same topic Compare by writing the or graphically representing the key details presented by two texts on the same topic Contrast by writing or graphically representing the most important points presented by two texts on the same topic Contrast by writing or graphically representing key details presented by two texts on the same topic Compare and contrast the most important points presented by two texts on the 	<p>Skill Coverage</p> <ol style="list-style-type: none"> Identify the most important points and supporting details in a text Compare by writing or graphically representing the most important points or details presented in two texts on the same topic Contrast by writing or graphically representing the most important points or details presented in two texts on the same topic Compare/Contrast the most important points in two texts on the same topic

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Third Grade Writing Quarter 4- Unit 8				
	KNOW (Factual)	UNDERSTAND (Conceptual)	DO (Procedural, Application and Extended Thinking)	Mastery of these skills are evident when students can do the following:
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<ul style="list-style-type: none"> Recall information from experiences or gather information from print and digital sources Topic Take notes and sort evidence into categories Locate information from digital sources 	<ul style="list-style-type: none"> Good readers and writers take notes and sort evidence into categories. Good readers and writers write to make meaning of what they read. Good readers and writers understand information can be gathered from multiple sources to gather information to build. 	<p>With prompting and support...</p> <ul style="list-style-type: none"> Select/name an interesting topic for writing Provide some information about the topic Organize writing with a beginning, middle and end, sequencing the ideas most of the time Use technology to research a topic Develop a research question that helps brings focus to a topic 	<ul style="list-style-type: none"> Writing skills should be integrated with reading skills. All writing activities should be modeled by the teacher.

CCSS Question Stems by Standard – Third – Literature

<p>RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>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.</p>	<p>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.</p>
<ol style="list-style-type: none"> 1. Retell the story in sequential order. 2. Who were the major/minor characters? 3. What were the major/minor events? 4. What in the text leads you to that answer? 5. What details are the most important? 6. Where can you find _____? 	<ol style="list-style-type: none"> 1. What is the central message (lesson or moral) of the story? 2. How do you know what the moral of the story is? 3. How does the author convey the central message (lesson or moral)? 4. In what order was the story written? 5. How do you know this is a myth? A folktale? A fable? 6. Explain how the author uses details to convey the message (lesson or moral) of the story. 	<ol style="list-style-type: none"> 1. Distinguish between major/minor characters in the story. 2. Describe the major/minor characters. 3. How do the character’s traits contribute to the story? 4. What were the characters’ motivations in finding a resolution to the problem? 5. How do the characters’ actions help move the plot along?

<p>RL 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>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.</p>	<p>RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>
<ol style="list-style-type: none"> 1. Can you tell me what this word or phrase means? 2. What do you think the author is trying to say when he/she uses that phrase? 3. What phrases are literal, or non-literal, in meaning? 4. Can you change this phrase from literal to non-literal, and non-literal (idiomatic expressions) to literal? 5. What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase? 	<ol style="list-style-type: none"> 1. Compare and contrast a story, poem, and a play. 2. In a play, what is the importance of having scenes? 3. In a book, what is the importance of having chapters? 4. In a poem, what is the importance of having stanzas? 5. The use of stage directions helps the reader _____. 6. In the earlier chapter, we learned ... 7. How does what the author said in an earlier paragraph help us understand what is happening now? 8. Can you restate that using the word chapter, stanza, or scene? 	<ol style="list-style-type: none"> 1. Who is telling the story in this selection? 2. Who is the narrator? 3. Is this selection written in first person? How do you know? What words give clues? 4. Is this selection written in third person? How do you know? What words give you clues? 5. What do you think about what has happened so far? 6. Do you agree with the author's message so far? 7. Can you put yourself in the character's place? 8. How would you feel if this were you? Would you feel the same or differently?

CCSS Question Stems by Standard –Third– Literature

<p>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).</p>	<p>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).</p>	<p>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.</p>
<ol style="list-style-type: none"> 1. How does the illustration help tell the story? 2. What does the illustration convey to you about the character (mood, setting)? 3. What is the illustration’s contribution to the story? 4. What mood does the illustration portray? Did it help you understand the text? 5. What do the illustrations tell you about what the character is like? 6. How do the illustrations help you understand what is happening in the story? 	<ol style="list-style-type: none"> 1. What is similar in Book A and Book B? What is different? 2. How is character X the same in Book A and Book B? How is he/she different? 3. How does the setting effect the character’s actions? 4. What is the theme of this story? How is it different from the other stories we have read about this character? 5. Is the setting for this story the same or different? 	<ol style="list-style-type: none"> 1. What kind of book is this? 2. Ask yourself: Did I understand what the author is trying to say? 3. What is the main idea, or message, in the story, poem, or play? 4. Have you read a poem, play or chapter book lately? You might want to try reading something different. 5. What can you do if you don’t understand? 6. Did you go back and re-read? 7. What did you check out from the library? 8. You might try _____. It’s by the same author that you like. 9. What are you reading at home? 10. Have you completed your reading chart? 11. Have you taken an AR test lately?

RL 3.8

Not Applicable to CCSS Literature Standards

CCSS Question Stems by Standard –Third– Informational

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

RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

1. Who, or what, is this text about?
2. Where in the text can you find that answer?
3. What in the text leads you to that answer?
4. Show me where the author says that.
5. Can you tell your partner who/what the text was about?
6. What are the main ideas in the reading?
7. Can you show me in the text, the basis for your answers?

1. What information does the author use to support the main idea?
2. Summarize the text for me orally.
3. Recount what detail you felt was most important.
4. What is the main idea?
5. Explain the key details.
6. How do the details of the text support the main idea?

1. What was the result of _____?
2. How are _____ and _____ related?
3. What was the result of _____'s idea?
4. What is the first thing that you would do to complete this procedure?
5. What would you expect the result to be at the end?
6. Tell your partner when this happened.
7. Work with your group to create a timeline of these events.
8. Create a flow map that shows the sequence of events.

<p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area.</p>	<p>RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>RI 3.6 Distinguish their own point of view from that of the author of a text.</p>
<ol style="list-style-type: none"> 1. What tools can you use to find the meaning of this word? 2. What does the word _____ mean in this sentence? 3. Can you read the sentences around the word to help you understand its meaning? 4. Can you read words around the word to help you understand its meaning? 5. What does the phrase _____ mean? 6. Where can you look in the book to help you figure out what that words means? 7. Are there any parts of the word that you know? 	<ol style="list-style-type: none"> 1. What can you do if you don't understand? 2. How is the information organized? 3. Can you locate key words? 4. Where can you locate _____? 5. Which information would you find more relevant? 6. If you were using the computer to search for your topics, which words would you use to start your search? 	<ol style="list-style-type: none"> 1. Who is providing the information? 2. What is the author's point of view? 3. Is the author relating information, or is he/she trying to convince you of an idea? 4. Do you agree, or disagree, with what the author has said so far? 5. Compare the accounts and how they were presented in the text. 6. Why do you think the authors describe the events, or experiences, differently? 7. Can you explain your thoughts about what you read? Do you agree with the author? 8. Why do you think the information is different? 9. What information do you feel is most valid?

CCSS Question Stems by Standard – Third – Informational

<p>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).</p>	<p>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).</p>	<p>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<ol style="list-style-type: none"> 1. What is this text about? 2. What can you do, if you don't understand? 3. What information can you obtain from the map? 4. Can you tell me what the "key/legend" of the map conveys? 5. Looking at the illustration, how does it relate to the text? Why is this important to help you understand? 6. Where and when did the event take place? 7. Why and how did the event occur? 8. Why is the map key, or legend, important? 9. When did the event occur? 	<ol style="list-style-type: none"> 1. What is the author's message? 2. What does the author claim? 3. What details, or facts, support the author's claim? 4. How was the text written? (comparison, cause/effect, or sequential order) 5. How does the author connect the ideas in each of the paragraphs to the topic of the text? 6. Can you tell me something else that you have read that was written this way? 7. What details were important? 8. How does this sentence connect with what we read earlier? 9. What organizational pattern was used to write this text? 10. Did the photographs help you understand the author's meaning? How? 	<ol style="list-style-type: none"> 1. What are the key details in this text? 2. How will you keep track of the points the authors are making in each text? 3. What is this text about? 4. What details does the author use to support his point? 5. Can you tell your partner what is the same/different about what you are reading? 6. Is there information in this text that was not included in the other text? 7. How are the ideas the same in both texts?

<p>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.</p>		
<ol style="list-style-type: none"> 1. Do you have any questions about what you are reading? 2. If you don't understand, who can you ask to help you? 3. Have you tried using the graphics to help you understand what you are reading about? 4. Have you tried reading this book? 5. What helps you understand as you are reading the history or science book? 		