

2020-2021 First Quarter Instructional Calendar for Third Grade

The AKS listed below should be assessed this quarter and beyond. AKS listed below are introduced in this quarter. In the following quarters, all AKS that are introduced will be indicated by **red** text color. Indicators of Achievement are italicized.

Reading AKS	Writing AKS
<p>3LA.A.1: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.A.2: recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details</p> <p>3LA.A.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>3LA.A.4: determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language</p> <p>3LA.A.5: refer to detailed parts of a story, drama, or poem using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections</p> <p>3LA.A.6: compare and contrast the reader's, narrator's, and/or characters' points of view explaining what makes the points of view different or similar</p> <p>3LA.A.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>3LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of</p>	<p>3LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons (added to instructional calendar to support Unit 2 writing mini-unit)</p> <p><i>3LA.D.22.a: introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</i></p> <p><i>3LA.D.22.b: provide reasons that support the opinion</i></p> <p><i>3LA.D.22.c: use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</i></p> <p><i>3LA.D.22.d: provide a concluding statement or section</i></p> <p>3LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly (added to instructional calendar to support Unit 3 writing mini-unit)</p> <p><i>3LA.D.23.a: introduce a topic and group related information together; include illustrations when useful to aiding comprehension</i></p> <p><i>3LA.D.23.b: develop the topic with facts, definitions, and details</i></p> <p><i>3LA.D.23.c: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</i></p> <p><i>3LA.D.23.d: provide a concluding statement or section</i></p> <p>3LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences</p> <p><i>3LA.D.24.a: establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</i></p> <p><i>3LA.D.24.b: use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</i></p> <p><i>3LA.D.24.c: use temporal words and phrases to signal event order</i></p> <p><i>3LA.D.24.d: provide a sense of closure</i></p>

grade 3

3LA.B.10: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text

3LA.B.11: identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text

3LA.B.13: determine the meanings of general academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas

3LA.B.15: distinguish reader's points of view from points of view of authors and explain what makes these points of view different or similar

3LA.B.19: read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3

3LA.D.25: produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults

3LA.D.26: develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults

3LA.D.29: recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Reading Foundational AKS	Language AKS	Speaking and Listening AKS
<p>3LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words</p> <p>3LA.C.20.a: identify and know the meaning of the most common prefixes and suffixes</p> <p>3LA.C.20.b: decode words with common Greek and Latin suffixes</p> <p>3LA.C.20.c: decode multi-syllable words</p> <p>3LA.C.21: read with sufficient accuracy and fluency to support comprehension</p> <p>3LA.C.21.a: read on-level text with purpose and understanding</p> <p>3LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate</p>	<p>3LA.F.37: demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3LA.F.37.a: write legibly in cursive</p> <p>3LA.F.37.b: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p>3LA.F.37.c: form and use regular and irregular plural nouns</p> <p>3LA.F.37.d: use abstract nouns (e.g., childhood)</p> <p>3LA.F.37.e: form and use regular and irregular verbs</p> <p>3LA.F.37.i: use coordinating and subordinating conjunctions</p> <p>3LA.F.37.j: produce simple, compound, and complex sentences</p>	<p>3LA.E.31: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p>3LA.E.31.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>3LA.E.31.b: follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p>

rate, and expression on successive readings

3LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

3LA.C.21.d: read grade-appropriate irregularly spelled words

3LA.F.38: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

3LA.F.38.a: capitalize appropriate words in titles
3LA.F.38.c: use commas and quotation marks in dialogue

3LA.F.38.e: use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)

3LA.F.38.f: use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

3LA.F.39: use knowledge of language and its conventions when writing, speaking, reading, or listening

3LA.F.39.a: choose words and phrases for effect

3LA.F.39.b: recognize and observe differences between the conventions of spoken and written standard English

3LA.F.40: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies

3LA.F.40.a: use sentence-level context as a clue to the meaning of a word or phrase

3LA.F.40.b: determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)

3LA.E.31.c: ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others

3LA.E.31.d: explain own ideas and understanding in light of the discussion

3LA.E.32: determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

3LA.E.33: ask and answer questions about information from a speaker, offering appropriate elaboration and detail

3LA.E.34: report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

3LA.E.36: speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

3LA.F.41: demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults

3LA.F.41.a: distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)

3LA.F.41.b: identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)

3LA.F.41.c: distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

3LA.F.42: acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)

2020-2021 Second Quarter Instructional Calendar for Third Grade

The AKS listed below should be assessed this quarter and beyond. AKS that are introduced in this quarter are indicated by red text color. AKS that were introduced in previous quarters but likely need continued instruction are indicated by black text color. Indicators of Achievement are italicized.

Reading AKS	Writing AKS
<p>3LA.A.1: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.A.2: recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details</p> <p>3LA.A.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>3LA.A.4: determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language</p> <p>3LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p> <p>3LA.B.10: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.B.11: identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text</p> <p>3LA.B.12: describe and analyze relationships between a series of historical events, scientific ideas, or steps in technical</p>	<p>3LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly <i>3LA.D.23.a: introduce a topic and group related information together; include illustrations when useful to aiding comprehension</i> <i>3LA.D.23.b: develop the topic with facts, definitions, and details</i> <i>3LA.D.23.c: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</i> <i>3LA.D.23.d: provide a concluding statement or section</i></p> <p>3LA.D.25: produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults</p> <p>3LA.D.26: develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults</p> <p>3LA.D.27: use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, with guidance and support from adults</p> <p>3LA.D.29: recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p> <p>3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>

procedures in a text, using specific language that pertains to time, sequence, and cause/effect

3LA.B.13: determine the meanings of general academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas

3LA.B.14: use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate and analyze information relevant to a given topic efficiently

3LA.B.15: distinguish reader's points of view from points of view of authors and explain what makes these points of view different or similar

3LA.B.16: use information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) to expand the overall understanding of the text

3LA.B.17: describe how an author uses reasons and evidence to support particular points in a text providing evidence from the text; describe how an author connects reasons and evidence between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) providing evidence from the text

3LA.B.18: compare and contrast the most important points and key details presented in two texts on the same topic and provide evidence from texts to support the comparisons

3LA.B.19: read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3

Reading Foundational AKS

Language AKS

Speaking and Listening AKS

3LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words

3LA.C.20.a: identify and know the meaning of the most common prefixes and suffixes

3LA.C.20.b: decode words with common Greek and Latin suffixes

3LA.C.20.c: decode multi-syllable words

3LA.C.21: read with sufficient accuracy and fluency to support comprehension

3LA.C.21.a: read on-level text with purpose and understanding

3LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

3LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary

3LA.C.21.d: read grade-appropriate irregularly spelled words

3LA.F.37: demonstrate command of the conventions of standard English grammar and usage when writing or speaking

3LA.F.37.a: write legibly in cursive

3LA.F.37.b: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

3LA.F.37.c: form and use regular and irregular plural nouns

3LA.F.37.d: use abstract nouns (e.g., childhood)

3LA.F.37.e: form and use regular and irregular verbs

3LA.F.37.f: form and use the simple (e.g., I walked; I walk; I will walk) verb aspect

3LA.F.37.g: ensure subject-verb and pronoun-antecedent agreement

3LA.F.37.h: form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified

3LA.F.37.i: use coordinating and subordinating conjunctions

3LA.F.37.j: produce simple, compound, and complex sentences

3LA.F.38: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

3LA.F.38.a: capitalize appropriate words in titles

3LA.F.38.b: use commas in addresses

3LA.F.38.d: form and use possessives, including apostrophes as needed (e.g., his, her, children's)

3LA.F.38.e: use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)

3LA.F.38.f: use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules,

3LA.E.31: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

3LA.E.31.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

3LA.E.31.b: follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

3LA.E.31.c: ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others

3LA.E.31.d: explain own ideas and understanding in light of the discussion

3LA.E.32: determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

3LA.E.33: ask and answer questions about information from a speaker, offering appropriate elaboration and detail

3LA.E.34: report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

meaningful word parts) in writing words

3LA.F.38.g: *consult reference materials, including dictionaries and thesauruses, as needed to check and correct spellings*

3LA.F.39: use knowledge of language and its conventions when writing, speaking, reading, or listening

3LA.F.39.a: *choose words and phrases for effect*

3LA.F.39.b: *recognize and observe differences between the conventions of spoken and written standard English*

3LA.F.40: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies

3LA.F.40.a: *use sentence-level context as a clue to the meaning of a word or phrase*

3LA.F.40.b: *determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/ preheat)*

3LA.F.40.c: *use a known root as a clue to the meaning of an unknown word with the same root (e.g., company, companion)*

3LA.F.40.d: *use glossaries, dictionaries, and thesauruses, both print and digital, to determine or clarify the precise meanings of key words and phrases*

3LA.F.41: demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults

3LA.F.42: acquire and use accurately

3LA.E.36: speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

	grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)	
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2020-2021 Third Quarter Instructional Calendar for Third Grade

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<p>3LA.A.1: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.A.2: recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details</p> <p>3LA.A.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>3LA.A.4: determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language</p> <p>3LA.A.6: compare and contrast the reader's, narrator's, and/or characters' points of view explaining what makes the points of view different or similar</p> <p>3LA.A.8: compare and contrast central messages, themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series), using key details to explain ideas</p> <p>3LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3</p>	<p>3LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons <i>3LA.D.22.a: introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</i> <i>3LA.D.22.b: provide reasons that support the opinion</i> <i>3LA.D.22.c: use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</i> <i>3LA.D.22.d: provide a concluding statement or section</i></p> <p>3LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly <i>3LA.D.23.a: introduce a topic and group related information together; include illustrations when useful to aiding comprehension</i> <i>3LA.D.23.b: develop the topic with facts, definitions, and details</i> <i>3LA.D.23.c: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</i> <i>3LA.D.23.d: provide a concluding statement or section</i></p> <p>3LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences <i>3LA.D.24.a: establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</i> <i>3LA.D.24.b: use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</i> <i>3LA.D.24.c: use temporal words and phrases to signal event order</i> <i>3LA.D.24.d: provide a sense of closure</i></p> <p>3LA.D.25: produce writing in which the development</p>

3LA.B.10: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text

3LA.B.11: identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text

3LA.B.12: describe and analyze relationships between a series of historical events, scientific ideas, or steps in technical procedures in a text, using specific language that pertains to time, sequence, and cause/effect

3LA.B.13: determine the meanings of general academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas

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3LA.B.17: describe how an author uses reasons and evidence to support particular points in a text providing evidence from the text; describe how an author connects reasons and evidence between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) providing evidence from the text

3LA.B.18: compare and contrast the most important points and key details presented in two texts on the same topic and provide evidence from texts to support the comparisons

and organization are appropriate to task and purpose, with guidance and support from adults

3LA.D.26: develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults

3LA.D.27: use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, with guidance and support from adults

3LA.D.28: conduct short research projects that build knowledge about a topic

3LA.D.29: recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

3LA.B.19: read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3

Reading Foundational AKS	Language AKS	Speaking and Listening AKS
<p>3LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words 3LA.C.20.a: identify and know the meaning of the most common prefixes and suffixes 3LA.C.20.b: decode words with common Greek and Latin suffixes 3LA.C.20.c: decode multi-syllable words</p> <p>3LA.C.21: read with sufficient accuracy and fluency to support comprehension 3LA.C.21.a: read on-level text with purpose and understanding 3LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings 3LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary 3LA.C.21.d: read grade-appropriate irregularly spelled words</p>	<p>3LA.F.37: demonstrate command of the conventions of standard English grammar and usage when writing or speaking 3LA.F.37.a: write legibly in cursive 3LA.F.37.b: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences 3LA.F.37.c: form and use regular and irregular plural nouns 3LA.F.37.d: use abstract nouns (e.g., childhood) 3LA.F.37.e: form and use regular and irregular verbs 3LA.F.37.f: form and use the simple (e.g., I walked; I walk; I will walk) verb aspect 3LA.F.37.g: ensure subject-verb and pronoun-antecedent agreement 3LA.F.37.h: form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified 3LA.F.37.i: use coordinating and subordinating conjunctions 3LA.F.37.j: produce simple, compound, and complex sentences 3LA.F.37.k: alphabetize to the third letter</p> <p>3LA.F.38: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 3LA.F.38.a: capitalize appropriate words in titles 3LA.F.38.b: use commas in addresses</p>	<p>3LA.E.31: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly 3LA.E.31.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion 3LA.E.31.b: follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) 3LA.E.31.c: ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others 3LA.E.31.d: explain own ideas and understanding in light of the discussion</p> <p>3LA.E.32: determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>3LA.E.33: ask and answer questions about information from a speaker, offering</p>

3LA.F.38.c: use commas and quotation marks in dialogue

3LA.F.38.d: form and use possessives, including apostrophes as needed (e.g., his, her, children's)

3LA.F.38.e: use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)

3LA.F.38.f: use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

3LA.F.38.g: consult reference materials, including dictionaries and thesauruses, as needed to check and correct spellings

3LA.F.39: use knowledge of language and its conventions when writing, speaking, reading, or listening

3LA.F.39.a: choose words and phrases for effect

3LA.F.39.b: recognize and observe differences between the conventions of spoken and written standard English

3LA.F.40: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies

3LA.F.40.a: use sentence-level context as a clue to the meaning of a word or phrase

3LA.F.40.d: use glossaries, dictionaries, and thesauruses, both print and digital, to determine or clarify the precise meanings of key words and phrases

3LA.F.41: demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance

appropriate elaboration and detail

3LA.E.34: report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

3LA.E.35: create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details

3LA.E.36: speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

and support from adults

3LA.F.41.a: *distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)*

3LA.F.41.b: *identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)*

3LA.F.41.c: *distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)*

3LA.F.42: acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)

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The AKS listed below should be assessed this quarter and beyond. AKS that are introduced in this quarter are indicated by red text color. AKS that were introduced in previous quarters but likely need continued instruction are indicated by black text color. Indicators of Achievement are italicized.

Reading AKS	Writing AKS
<p>3LA.A.1: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>3LA.A.2: recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details</p> <p>3LA.A.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>3LA.A.4: determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language</p> <p>3LA.A.5: refer to detailed parts of a story, drama, or poem using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections</p> <p>3LA.A.6: compare and contrast the reader's, narrator's, and/or characters' points of view explaining what makes the points of view different or similar</p> <p>3LA.A.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>3LA.A.8: compare and contrast central messages, themes, settings, and plots written by the same author about the same or</p>	<p>3LA.D.22: write opinion pieces on topics or texts, supporting a point of view with reasons <i>3LA.D.22.a: introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</i> <i>3LA.D.22.b: provide reasons that support the opinion</i> <i>3LA.D.22.c: use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons</i> <i>3LA.D.22.d: provide a concluding statement or section</i></p> <p>3LA.D.23: write informative/explanatory texts to examine a topic and convey ideas and information clearly <i>3LA.D.23.a: introduce a topic and group related information together; include illustrations when useful to aiding comprehension</i> <i>3LA.D.23.b: develop the topic with facts, definitions, and details</i> <i>3LA.D.23.c: use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</i> <i>3LA.D.23.d: provide a concluding statement or section</i></p> <p>3LA.D.24: write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences <i>3LA.D.24.a: establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</i> <i>3LA.D.24.b: use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</i> <i>3LA.D.24.c: use temporal words and phrases to signal event order</i> <i>3LA.D.24.d: provide a sense of closure</i></p> <p>3LA.D.25: produce writing in which the development</p>

similar characters (e.g., in books from a series), using key details to explain ideas

3LA.A.9: read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3

3LA.B.10: refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text

3LA.B.11: identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text

3LA.B.12: describe and analyze relationships between a series of historical events, scientific ideas, or steps in technical procedures in a text, using specific language that pertains to time, sequence, and cause/effect

3LA.B.13: determine the meanings of general academic and domain-specific words and phrases as used in texts relevant to grade 3 topics or subject areas

3LA.B.14: use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate and analyze information relevant to a given topic efficiently

3LA.B.15: distinguish reader's points of view from points of view of authors and explain what makes these points of view different or similar

3LA.B.16: use information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) to expand the overall understanding of the text

3LA.B.17: describe how an author uses reasons and evidence to support particular points in a text providing evidence from the

and organization are appropriate to task and purpose, with guidance and support from adults

3LA.D.26: develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults

3LA.D.27: use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, with guidance and support from adults

3LA.D.28: conduct short research projects that build knowledge about a topic

3LA.D.29: recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

3LA.D.30: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

text; describe how an author connects reasons and evidence between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) providing evidence from the text

3LA.B.18: compare and contrast the most important points and key details presented in two texts on the same topic and provide evidence from texts to support the comparisons

3LA.B.19: read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3

Reading Foundational AKS	Language AKS	Speaking and Listening AKS
<p>3LA.C.20: know and apply grade-level phonics and word analysis skills in decoding words</p> <p>3LA.C.20.a: identify and know the meaning of the most common prefixes and suffixes</p> <p>3LA.C.20.b: decode words with common Greek and Latin suffixes</p> <p>3LA.C.20.c: decode multi-syllable words</p> <p>3LA.C.21: read with sufficient accuracy and fluency to support comprehension</p> <p>3LA.C.21.a: read on-level text with purpose and understanding</p> <p>3LA.C.21.b: read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>3LA.C.21.c: use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>3LA.C.21.d: read grade-appropriate irregularly spelled words</p>	<p>3LA.F.37: demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3LA.F.37.a: write legibly in cursive</p> <p>3LA.F.37.b: explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p>3LA.F.37.c: form and use regular and irregular plural nouns</p> <p>3LA.F.37.d: use abstract nouns (e.g., childhood)</p> <p>3LA.F.37.e: form and use regular and irregular verbs</p> <p>3LA.F.37.f: form and use the simple (e.g., I walked; I walk; I will walk) verb aspect</p> <p>3LA.F.37.g: ensure subject-verb and pronoun-antecedent agreement</p> <p>3LA.F.37.h: form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</p> <p>3LA.F.37.i: use coordinating and subordinating conjunctions</p> <p>3LA.F.37.j: produce simple, compound, and complex sentences</p>	<p>3LA.E.31: engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p> <p>3LA.E.31.a: come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>3LA.E.31.b: follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>3LA.E.31.c: ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>3LA.E.31.d: explain own ideas and understanding in light of the discussion</p>

3LA.F.37.k: *alphabetize to the third letter*

3LA.F.38: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

3LA.F.38.a: *capitalize appropriate words in titles*

3LA.F.38.b: *use commas in addresses*

3LA.F.38.c: *use commas and quotation marks in dialogue*

3LA.F.38.d: *form and use possessives, including apostrophes as needed (e.g., his, her, children's)*

3LA.F.38.e: *use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)*

3LA.F.38.f: *use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words*

3LA.F.38.g: *consult reference materials, including dictionaries and thesauruses, as needed to check and correct spellings*

3LA.F.39: use knowledge of language and its conventions when writing, speaking, reading, or listening

3LA.F.39.a: *choose words and phrases for effect*

3LA.F.39.b: *recognize and observe differences between the conventions of spoken and written standard English*

3LA.F.40: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies

3LA.F.40.a: *use sentence-level context as a clue to the meaning of a word or phrase*

3LA.E.32: determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

3LA.E.33: ask and answer questions about information from a speaker, offering appropriate elaboration and detail

3LA.E.34: report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

3LA.E.35: create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details

3LA.E.36: speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

3LA.F.40.b: determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/ preheat)

3LA.F.40.c: use a known root as a clue to the meaning of an unknown word with the same root (e.g., company, companion)

3LA.F.40.d: use glossaries, dictionaries, and thesauruses, both print and digital, to determine or clarify the precise meanings of key words and phrases

3LA.F.41: demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults

3LA.F.41.a: distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)

3LA.F.41.b: identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)

3LA.F.41.c: distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

3LA.F.42: acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)