

3rd Gr. Tested	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	RF.3 – Know and apply grade-level phonics and word analysis in decoding words. 6 – Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.	RL.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RI.1 – Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for answers.	RI.6 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
4	RI.1 – Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for answers. RI.7 – Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	L.4 – Determine or clarify the meaning of unknown and multiple-meaning word and phrases on grade 3 reading and content, choosing flexibly from a range of strategies.	RI.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.	RL.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
4	RL.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in the text.	RI.5 – Use text features and search tools to locate information relevant to a given topic efficiently.	RL.6 – Distinguish their own point of view from that of the narrator or those of the characters.	
5	RL.1 – Ask and answer questions to demonstrate understanding of a literature text, referring explicitly to the text as the basis for the answers.	RI.5 – Use text features and search tools to locate information relevant to a given topic efficiently.	RL.3 – Describe characters in a story and explain how their actions contribute to the sequence of events. RI.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. L.5 – Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	RI.6 – Distinguish their own point of view from that of the author of an informational text.
5	L.1 a, b, c, g – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	RI.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.	L.5 – Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	RI.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.
5	L.1 a, b, c, g – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1 d, e, f, h, i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	RI.6 – Compare and contrast the most important points and key details presented in two texts on the same topic.	
5	L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	command, declarative, draft, edit, exclamation/exclamatory, imperative, informational text, interrogative, non-fiction, publish, revise, revision, solution, supporting details, text, theme	adax, cause/effect, classify, encyclopedia, entry words, fables, fairy tales, folk tales, glossary, guide words, homographs, index, narrator, paragraph, prefix, pronunciation, root word, story elements, subtitles, thesaurus, topic sentence	articles (a, an, the), compare/contrast, convention, genre, geographical, history/historical event, legends, myths, point of view, pronouns, solution, story structure, subject, suffix, tense (past/present/future)	advertisement, alienation, imagery, metaphor, onomatopoeia, persuasive, props, side bars, similes, text-to-self, text-to-text, text-to-world

Grade 3 Common Core Standards And Dok

Paul Bloomberg, Barb Pitchford



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Teaching with the Common Core Standards for English Language Arts, Grades 3-5 Lesley Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-12-07 The Common Core State Standards CCSS are the first academic standards to be independently adopted by almost every state in the country The purpose and intent of the Common Core standards for English Language Arts ELA as well as Literacy in History Social Studies and Science education are the focus of this book This volume is aimed at educators administrators graduate students university professors and others who deal with students in grades 3 through 5 Each of the chapters addresses one of the major English Language Arts domains literature informational texts foundational skills writing speaking and listening language technology and assessment They contain invaluable information insight and research from literacy leaders in their respective fields Their objective is twofold to provide a theoretical background and detailed explanation of each of the CCSS ELA standards as well as practical suggestions classroom vignettes models instructional resources and unit ideas to implement the standards [Best Practices at Tier 3, Secondary](#) Paula Rodgers, W. Richard Smith, Austin Buffum, Mike Mattos, 2020-12-28 Confidently support the students who struggle most Written for secondary educators this practical resource details how to provide intensive interventions at Tier 3 of the RTI at Work™ process Rely on the book's toolkit of best practices and easy to use strategies to help you and your team drive sustainable learning improvement and success at all secondary grade levels across the curriculum Use this resource to meet the needs of students who have fallen the furthest behind in the classroom Discover fundamental practices and tools to support students through a schoolwide collaborative RTI at Work process Understand the role of teams specifically the leadership and intervention teams in effectively implementing the RTI at Work process at Tier 3 Learn how to design and deliver assessments and instruction while utilizing best practices of a multitiered system of support MTSS Examine the importance of teaching essential academic and social behaviors and obtain strategies for delivering intensive behavior interventions at Tier 3 Gain activities and tools to apply in the classroom and further student learning Contents Introduction Chapter 1 The Purpose and Power of Tier 3 Intensive Interventions Chapter 2 The Need for Collective Commitment and Responsibility Chapter 3 Collaborative Team Structures at Tier 3 Chapter 4 Tier 3 Design to Ensure High Levels of Learning Chapter 5 Convergent Assessment at Tier 3 Chapter 6 Behavior Supports at Tier 3 Chapter 7 Academic Instruction at Tier 3 Chapter 8 Personalized Learning for Teams Epilogue Final Thoughts Appendix Resources and Tools References and Resources Index *Helping English Language Learners Meet the Common Core* Paul Boyd-Batstone, 2013-10-02 This new teacher friendly book offers a quick efficient easy to use tool the Classroom Assessment of Language Levels CALL to assess the language levels of English learners in grades K 12 Learn how to effectively use the tool utilizing direct interview and small group observation to determine students instructional levels and needs Get a variety of engaging differentiated Common Core based strategies that can be used post assessment to help students at each level

improve their speaking and listening skills Strategies to help all your ELLs optimize their learning include Using interactive journals Creating chart stories Using meaningful gestures Using cognates Exploring word origins And much much more

Teaching the Critical Vocabulary of the Common Core Marilee Sprenger, 2013-06-14 Your students may recognize words like determine analyze and distinguish but do they understand these words well enough to quickly and completely answer a standardized test question For example can they respond to a question that says determine the point of view of John Adams in his Letter on Thomas Jefferson and analyze how he distinguishes his position from an alternative approach articulated by Thomas Jefferson Students from kindergarten to 12th grade can learn to compare and contrast to describe and explain if they are taught these words explicitly Marilee Sprenger has curated a list of the critical words students must know to be successful with the Common Core State Standards and any other standardized assessment they encounter Fun strategies such as jingles movements and graphic organizers will engage students and make learning these critical words enjoyable and effective Learning the critical vocabulary will help your students with testing and college and career readiness and will equip them with confidence in reading writing and speaking Marilee Sprenger is also the author of How to Teach So Students Remember Learning and Memory and Brain Based Teaching in the Digital Age

Applying Depth of Knowledge and Cognitive Rigor Karin Hess, For more than 2 decades Karin Hess has worked with the concept of depth of knowledge DOK and expanded applications of cognitive rigor across content areas and grade levels proving that every student can experience deeper learning This interactive book offers a self guided journey beginning with the basics what DOK is what it is not and debunking common misconceptions about rigor Karin shares how she synthesized ideas from various thinking models with DOK as the foundation to create the Hess Cognitive Rigor Matrices now used in more than 100 countries Each module is framed by frequently asked questions and provides practical tools and strategies for applying a cognitive mindset that supports student centered classrooms from planning instruction that shifts student roles from taking in information to constructing meaning to monitoring progress with assessments that uncover thinking This unique action oriented workbook is a perfect companion to Karin's earlier books and a great DOK refresher for PK 12 staff Learn how to Build a shared understanding of DOK and rigor among your teaching colleagues Shift DOK levels in order to shift teacher student roles in support of learning transfer Create actionable standards based and competency based assessments Analyze and adapt current curricular and assessment materials Explore applications of DOK in progress monitoring and grading

Teaching the Standards Harriet D. Porton, 2013-04-09 With the upcoming implementation of CCSS in E LA and mathematics in 2014 and the expected implementation in science history social studies and technical subjects educators need a grounded specific text on how to scaffold students from where they are to where they need to be according to the Common Core State Standards The CCSS assume that students already have more skills prior knowledge and motivation than may be real Therefore teachers and administrators require some assistance for helping all students reach the rigorous demands of CCSS

This text provides specific successful strategies that are targeted for each of the secondary content areas This text is designed to help all educators translate the CCSS so that it can become a guiding force not a stumbling block *Reading, Writing, and Rigor* Nancy Boyles,2018-04-12 What does rigor a word that frequently pops up in conversations about education really mean More specifically what does it mean for literacy instruction and how does it relate to challenging standards based assessments In this informative and practical guide literacy expert Nancy Boyles uses the framework from Webb s Depth of Knowledge DOK to answer these questions offering experience based advice along with specific examples of K 8 assessment items Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students will be expected to demonstrate She then tackles the essence of what teachers need to know about how DOK and its associated rigors are measured on standards based assessments Specifically readers learn how each DOK rigor aligns with standards text complexity close reading student interaction the reading writing connection and formative assessment Teachers coaches and administrators will find clear guidance easy to implement strategies dozens of useful teaching tools and resources and encouragement to help students achieve and demonstrate true rigor in reading and writing

Common Core Mathematics in a PLC at Work®, Leader's Guide Timothy D. Kanold,2012-06-15 This leader companion to the grade level teacher guides illustrates how to sustain successful implementation of the Common Core State Standards for mathematics Discover what students should learn and how they should learn it Comprehensive research affirmed analysis tools and strategies will help collaborative teams develop and assess student demonstrations of deep conceptual understanding and procedural fluency The Essential 25 Marilee Sprenger,2021-07-06 Determine the main idea of a text and explain how it is supported by key details summarize the text Your students may recognize the words determine explain and summarize in this standard but would they understand and be able to apply these concepts Students encounter these and other academic vocabulary words throughout their school years but too often they don t have a firm grasp of these words meanings or what skills they require Enter vocabulary expert Marilee Sprenger who has curated a list of 25 essential high frequency words that students must know to be academically successful especially on standardized tests and be ready for college and career In this indispensable guide for all educators she provides Pre and post assessments to help you evaluate your students understanding of the essential 25 A detailed entry for each word including activities and strategies that will help students internalize the word s meaning and application Retrieval games to help students practice the words in fun engaging ways and reinforce the networks for those words in their brains Downloadable blank templates for many of the strategies used throughout the book Every student needs to know and understand these words to perform at their best If educators get behind this effort and make the essential 25 part of the fabric of their schools students will be equipped to thrive in school and beyond **Common Formative Assessment** Kim Bailey,Chris Jakicic,2011-10-11 Teams that engage in designing using and responding to common formative assessments are more knowledgeable about their own

standards more assessment literate and able to develop more strategies for helping all students learn In this conversational guide the authors offer tools templates and protocols to incorporate common formative assessments into the practices of a PLC to monitor and enhance student learning

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Table of Contents Grade 3 Common Core Standards And Dok

1. Understanding the eBook Grade 3 Common Core Standards And Dok
 - The Rise of Digital Reading Grade 3 Common Core Standards And Dok
 - Advantages of eBooks Over Traditional Books
2. Identifying Grade 3 Common Core Standards And Dok
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Grade 3 Common Core Standards And Dok
 - User-Friendly Interface
4. Exploring eBook Recommendations from Grade 3 Common Core Standards And Dok
 - Personalized Recommendations
 - Grade 3 Common Core Standards And Dok User Reviews and Ratings
 - Grade 3 Common Core Standards And Dok and Bestseller Lists
5. Accessing Grade 3 Common Core Standards And Dok Free and Paid eBooks

- Grade 3 Common Core Standards And Dok Public Domain eBooks
 - Grade 3 Common Core Standards And Dok eBook Subscription Services
 - Grade 3 Common Core Standards And Dok Budget-Friendly Options
6. Navigating Grade 3 Common Core Standards And Dok eBook Formats
- ePub, PDF, MOBI, and More
 - Grade 3 Common Core Standards And Dok Compatibility with Devices
 - Grade 3 Common Core Standards And Dok Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Grade 3 Common Core Standards And Dok
 - Highlighting and Note-Taking Grade 3 Common Core Standards And Dok
 - Interactive Elements Grade 3 Common Core Standards And Dok
8. Staying Engaged with Grade 3 Common Core Standards And Dok
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Grade 3 Common Core Standards And Dok
9. Balancing eBooks and Physical Books Grade 3 Common Core Standards And Dok
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Grade 3 Common Core Standards And Dok
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Grade 3 Common Core Standards And Dok
- Setting Reading Goals Grade 3 Common Core Standards And Dok
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Grade 3 Common Core Standards And Dok
- Fact-Checking eBook Content of Grade 3 Common Core Standards And Dok
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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