

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

Karin Hess



Grade 3 Common Core Standards And Dok:

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 *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

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

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

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

Math & Reading, Grade 3 Brighter Child, 2014-01-02 Master Skills Math Reading provides parents and students with the perfect resource for fun standards based activities with real life applications

for skill mastery The Master Skills series helps your child master crucial skills for school success Short engaging practice activities support Common Core State Standards for third graders The Master Skills workbook series provides comprehensive practice in reading reading comprehension and math for students in grades K 3 Short activities with bright illustrations are fun to do Both parents and students will like the colorful engaging pages that target essential skills for school success

Introduction to Curriculum Design in Gifted Education Kristen R. Stephens, Frances A. Karnes, 2021-09-03 Gifted students require a curriculum that intentionally aligns with their advanced abilities to ensure engagement at the appropriate level of intensity and depth Introduction to Curriculum Design in Gifted Education offers an in depth exploration of curriculum development for the gifted Included are the general foundations of good curriculum design a survey of curriculum models appropriate for gifted learners an examination of design considerations across content areas a detailed analysis of the role assessment has in the curriculum development process and an exploration of trends and future directions of curriculum development for the gifted Each chapter is authored by experts with considerable knowledge pertaining to curriculum implications for gifted students and is written with the practitioner in mind to facilitate effective implementation This text is an essential addition to the library of any educator seeking to create new and or adapt existing curriculum to better address the interests and abilities of gifted students

Common Core English Language Arts in a PLC at Work®, Grades 3-5 Douglas Fisher, Nancy Frey, 2012-10-25 Explore strategies for integrating the Common Core State Standards for English language arts for grades 3 5 in this interdisciplinary resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

Effective Grading Practices for Secondary Teachers Dave Nagel, 2015-03-04 Enact innovative grading systems that more accurately describe student progress This book challenges traditional grading practices and provides alternatives that can have direct impact on student success By making subtle shifts toward standards based grading systems schools can reduce unnecessary course failures provide students and their families a more accurate picture of current progress and increase opportunities for success The author offers a range of grading reform strategies that are built from practical frameworks that are effective and simple to adapt Among the many strengths of this book are Practical application of existing research and evidence base for effective secondary grading reforms A framework for schools and districts to apply and adapt failure prevention strategies such as early failure detection Amnesty Days and meaningful stipulated second chance opportunities for students to reach mastery Functional strategies and actions for shifting toward standards based referenced grading without entirely abandoning letter grades Countering resistance to change through a clearly articulated plan for conducting school wide and classroom level action research around the effectiveness of new or adjusted grading practices Informative and pragmatic this book is spot on with analysis of this elephant in the room issue Nagel uses both empathy and

humor in getting to the heart of a process to generate real solutions while underscoring the ultimate need for teacher voice in any successful implementation He provides ready made strategies for real impactful change I m left hopeful that feedback will rule the day Bruce Potter Superintendent Berkshire UFSD Nagel offers an insightful and articulate voice to secondary improvement and alignment through grading practices His tried and true methods through working with real districts provides a starting place and examples for others to follow A must read for anyone serious about ensuring student engagement through meaningful feedback Debra K Howe Superintendent Tri Creek School Corporation *Comprehension Instruction* Sheri R. Parris,Kathy Headley,2015-06-18 All key issues of research and practice in comprehension instruction are addressed in this highly regarded professional resource and course text Leading scholars examine the processes that enable students to make meaning from what they read and how this knowledge can be applied to improve teaching at all grade levels Best practices for meeting the needs of diverse elementary and secondary students are identified Essential topics include strategies for comprehending different types of texts the impact of the Common Core State Standards CCSS cutting edge assessment approaches and the growing importance of digital genres and multimodal literacies User friendly features include end of chapter discussion questions New to This Edition Incorporates the latest research and instructional practices Chapters on the CCSS critical theory culturally responsive instruction and response to intervention Chapters on teaching fiction and informational texts in the secondary grades Expanded coverage of multimodal literacy learning Timely topics such as text complexity close reading digital literacies and neuroscience are discussed in multiple chapters *A Creative Approach to the Common Core Standards* Harry Chaucer,2012-04-12 A Creative Approach to the Common Core Standards The Da Vinci Curriculum challenges educators to design programs that boldly embrace the Common Core State Standards by imaginatively drawing from the genius of great men and women such as Leonardo da Vinci A central figure in the High Renaissance Leonardo made extraordinary contributions as a painter architect sculptor scientist engineer and futurist A Creative Approach demonstrates that schools can cultivate genius such as Leonardo s while insuring that all students realize the core skills that are crucial to all citizens Chaucer s Da Vinci Curriculum is relevant to public and independent educators who are creating schools within schools charter schools renewing schools or rethinking their own classrooms A Creative Approach serves as a model of biographical curricula that embraces the standards that Americans share as citizens in a democracy The text is rich in theory that has been tested in real classrooms By example Chaucer demonstrates that high schools can be more demanding imaginative engaging and joyous than most high schools tend to be today By adapting the Da Vinci Curriculum all educators can participate in this educational renaissance Day-by-Day Math Thinking Routines in Third Grade Nicki Newton,2020-03-04 Day by Day Math Thinking Routines in Third Grade helps you provide students with a review of the foundational ideas in math every day of the week Based on the bestselling Daily Math Thinking Routines in Action the book follows the simple premise that frequent rigorous engaging practice leads to mastery

and retention of concepts ideas and skills These worksheet free academically rigorous routines and prompts follow grade level priority standards and include whole group individual and partner work The book can be used with any math program or for small groups workstations or homework Inside you will find 40 weeks of practice 1 activity a day 200 activities total Answer Key For each week the Anchor Routines cover these key areas Monday General Thinking Routines Tuesday Vocabulary Wednesday Place Value Thursday Fluency and Friday Problem Solving Get your students math muscles moving with the easy to follow routines in this book

Deconstructing Depth of Knowledge Erik M. Francis,2021-11-05 Depth of knowledge DOK has become a priority for many schools But if your understanding of DOK is a little cloudy you re not alone This resource is your one stop shop for learning what it is who it s for and how to use and sustain it Ultimately you will discover how to plan and provide learning experiences that are academically rigorous socially and emotionally supportive and student responsive Learn how DOK is a different deeper way of approaching teaching and learning Explore the different DOK levels and how they relate to instruction Understand DOK s relationship with standards and assessment Designate correct levels based on learning needs Acquire strategies for helping students engage with DOK on a deeper level Contents Introduction What Depth of Knowledge Is Not Chapter 1 What Exactly Is Depth of Knowledge Chapter 2 What Are DOK Teaching and Learning Experiences Chapter 3 How to Teach and Learn for Depth of Knowledge Chapter 4 How to Use Webb s DOK Levels as a Multi Tiered System of Support Chapter 5 How to Deconstruct Learning Intentions for Depth of Knowledge Chapter 6 How to Designate the Depth of Knowledge Level Demanded Chapter 7 How to Construct DOK Learning Targets and Success Criteria Chapter 8 How to Ask and Address Good Questions for Depth of Knowledge Chapter 9 Let s Make a DOK Conclusion References and Resources Index

A Local Assessment Toolkit to Promote Deeper Learning Karin Hess,2018-02-28 For years educators have turned to the Hess Cognitive Rigor Matrices CRM when it comes to assessment Now for the first time the modules are packaged into one resource to help teachers evaluate the quality and premise of their current assessment system

Common Core Language Arts Workouts, Grade 7 Armstrong,2015-01-05 The Common Core Language Arts Workouts Reading Writing Speaking Listening and Language Skills Practice series for grades six through eight is designed to help teachers and parents meet the challenges set forth by the Common Core State Standards Filled with skills practice critical thinking tasks and creative exercises some are practice exercises while others pose creative or analytical challenges These workouts make great warm up or assessment exercises They can be used to set the stage and teach the content covered by the standards or to assess what students have learned after the content has been taught Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character

Common Formative Assessment Kim Bailey,Chris Jakicic,2023-01-24 In the second edition of this pivotal work by Kim Bailey and Chris

Jakicic you will discover updated and improved resources to use formative data to support higher levels of student learning Data driven techniques and new tools will guide you in improving collaboration and student engagement throughout the assessment process Teams can use the ideas templates and protocols in this practitioner friendly resource K 12 educators will Identify successful assessment tools for implementation Understand the role of assessments in advancing student learning Reflect on assessment processes and the standards driving instruction Access a wide variety of assessment designs and strategies for guiding collaboration Utilize data driven jump start resources and templates that suit their teams needs Contents Foreword by Robert Eaker Introduction Chapter 1 Getting Started as a Collaborative Team Chapter 2 Setting the Stage for Common Formative Assessments Chapter 3 Essential Standards Determining Priorities for Student Learning Chapter 4 Achieving Collective Clarity With the Unwrapping Process Chapter 5 Designing Quality Common Formative Assessments Chapter 6 Going Deeper Advanced Processes for Designing Assessments Chapter 7 Now What Using Data to Make a Difference Chapter 8 Building Student Self Efficacy in Learning Chapter 9 Strengthening and Sustaining the Work Appendix Tools for Teams References and Resources Index

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