




Beaver Dam Unified School District
Essential Standards Map

This map is created by the team and maintained at that level for each course. It should be shared across the building for access by administrators and staff who support the course.

Course: ELA Grade Level: 3rd Grade


Green Highlight: Ladders Completed

Essential Standards (22)	What are the learning targets for this standard? (Broken down elements of the standard) *This can include the immediate prerequisite skills.	In what units are we teaching this standard?	What unit should this be mastered in?	What does proficiency look like? (How will this look on the common assessment?)
<p>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.1 Know and apply grade-level phonics and word analysis skills in decoding words.</p>  <ul style="list-style-type: none"> I can read irregular spelled grade appropriate words. I can decode words with prefixes and suffixes. I can decode words with common Latin suffixes. I can explain how suffixes change the meaning of the word. I can identify and read common suffixes. I can explain how prefixes change the meaning of the word. I can identify and read common prefixes. I can read multisyllabic <u>word</u> with short and long sounds. I can read one syllable <u>words</u> with long vowel sounds. I can read one syllable <u>words</u> with short vowel sounds. I can identify the difference between short and long vowel sounds. 			
<p>RF.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>RF.2 Read with sufficient accuracy and fluency to support comprehension</p>  <ul style="list-style-type: none"> I can orally read grade level text and poetry with expression. I can orally read grade level text and poetry at the appropriate rate. I can orally read grade level text and poetry accurately. I can understand grade level text. I can reread a text to self-correct and improve my understanding. I can use context clues to monitor and self-correct. I can identify the purpose for my reading. <p>Use and analyze a running record to assess a student's understanding.</p>			
<p>RL.1 and RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>RI.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>  <ul style="list-style-type: none"> I can explain how the characters' actions affect the events of the story? I can describe the characters' motivations (why they did what they did) with the story? I can describe the characters' traits within the story. I can describe the characters' feelings within the story. I can identify the minor characters in the story. I can identify the major/main characters in the story. I can retell the story using beginning, middle, and end. 			<ol style="list-style-type: none"> 1. What is one question that you still have about the text? 2. How does Kate feel about school? How do you know?

				<ol style="list-style-type: none"> 3. How does Suzy feel on page 17? How do you know? 4. What do you think will happen next? Why do you think that? 5. Where were the three places Mariah went in the story? 6. Where did Mariah go on page 17?
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RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.



I can identify 2-3 details from the text to explain how they support the main idea within a text.
I can identify the main idea of a text when given two to three details.
I can identify 2-3 details from the text to support the main idea of a text when given the main idea.
I can identify the main idea and 2-3 supporting details of a section of a text.
I can identify the main idea of a section of a text when given two to three details. †
I can identify 2-3 details from the text to support the main idea of a section of a text when given the main idea.

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1. What is the main idea of the book, *Spiders!* Use 2-3 details that support your thinking from the text.
2. Thomas Edison invented many things. Thomas Edison invented the light bulb. Using the following details, what is the main idea of this book?
3. The main idea of this book is that bees are very beneficial to nature. Find 2-3 details that support this from the text.
4. What is the main idea in paragraph 17? Use 2-3 details

				<p>from the text to support your thinking.</p> <ol style="list-style-type: none"> Cardigan knocks over the lamp. Cardigan tangles his antlers in the flag. Using what you know about Cardigan, what is the main idea of this section? The main idea of this section of the text is that Thomas Edison has made a lot of inventions. What are two details that support this from the paragraph?
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RL.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>RL.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>I can explain how the characters' actions affect the events of the story?</p>
	<p>I can describe the characters' motivations (why they did what they did) with the story?</p>
	<p>I can describe the characters' traits within the story.</p>
	<p>I can describe the characters' feelings within the story.</p>
	<p>I can identify the minor characters in the story.</p>
	<p>I can identify the major/main characters in the story.</p>
<p>I can retell the story using beginning, middle, and end.</p>	


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- How did Mary change from the beginning to the end of the story?
 - How did Donovan's actions affect the ending of the story?
- Why did Donovan help the old man in his garden?
- What is one character trait you

				<p>would use to describe Mary? Use evidence from the text to support your answer.</p> <ol style="list-style-type: none"> 4. How is Mary feeling at the beginning of the story? How do you know? 5. Who are the minor characters in the story? 6. Who are the major characters in this story? 7. Tell me what happened in this story.
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RL. 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.


	<p>RL. 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>
	<p>I can identify a phrase as literal or nonliteral language within a text using evidence that supports my answer.</p>
	<p>I can identify what a nonliteral phrase means.</p>
	<p>I can determine which sentence uses literal and nonliteral language.</p>
<p>I can use context clues to identify the meaning of a word.</p>	

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1. Using the sentences below, identify the literal and nonliteral language and use evidence to support your answer. She flew out the door. She ran out the door.
2. Read the following sentence: She was running so fast that she felt like her legs were on fire. What does this phrase mean?

RI. 6 / RL.6 Distinguish their own point of view from that of the author of a text


RI. 6 / RL.6 Distinguish their own point of view from that of the author of a text		
	RI. 6	RL.6
	I can compare and contrast the author's point of view and my point of view with evidence.	I can compare and contrast the author's point of view and my point of view with evidence.
	I can explain the author's point of view about the topic using evidence.	I can explain the author's point of view about the story using evidence.
	I can identify the author's point of view about the topic.	I can identify the author's point of view about the story.
	I can explain my point of view about the topic with evidence.	I can explain my point of view about the story with evidence.
		I can explain who is telling the story with evidence from the text.
		I can tell whether the story is told from the first person or third person point of view.

- Using the sentences below, circle the sentence that uses nonliteral language. She flew out the door. She ran out the door.
- I glanced at the page in the book to see the picture. Using context clues, what does the word glanced mean in the sentence?

- How does the author feel about guide dogs? Do you agree or disagree with the author. Use evidence to explain your thinking.
 - How does the author feel about guide dogs? Use evidence to explain your thinking.
 - How does the author feel about guide dogs?
 - Do you think guide dogs do important work? Explain your thinking.
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- How does Kate feel about dogs? Do you agree or

				<p>disagree with Kate? Use evidence from the text to explain your thinking.</p> <ol style="list-style-type: none">2. How does Kate feel about dogs? Use evidence to explain your thinking.3. How does Kate feel about dogs?4. The kids had a bake sale at school to raise money. Do you think that was the best way to raise money? Explain your thinking.<ol style="list-style-type: none">a. Kate said that dogs are the best pet to have. Do you agree or disagree with Kate? Explain your thinking.5. Who is the narrator in this story? How do you know?6. Is this story written in a first or third person point of view?
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RI. 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).

RI. 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).	
	I can locate and explain how the specific graphic feature in the text adds to the understanding of the text by using evidence to support my thinking.
	I can explain how the specific graphic feature in the text adds to the understanding of the text by using evidence to support my thinking.
	I can match the feature with its purpose.
	I can identify and name graphic features in a text (photographs, captions, labels, maps, graphs, diagrams, titles, and timelines).
I can locate graphic features in a text (photographs, captions, labels, maps, graphs, diagrams, titles, and timeline).	




I can use the information from graphic features to better understand an informational text.




1. Look at the text we just read. Identify a graphic feature that you saw and explain how it helped you understand the text better. Use evidence from the text to support your answer.
2. Look at the map on page 17. How does this map help you understand the text better? Use evidence from the text to support your answer.
Draw a line that identifies the graphic feature and its purpose.
3. A. Photograph

Purpose of the photograph
B. Map

Purpose of a map

				<p>C. Graph</p> <p>Purpose of a graph</p> <ol style="list-style-type: none"> On page 12, which graphic feature is being used? Circle one graphic feature that you see in the text.
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<p>RL/1. 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. (1) read and comprehend informational texts, including history/social studies, science, and technical texts</p>	<table border="1"> <tr> <td rowspan="5"></td> <td>RL/1. 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. (1) read and comprehend informational texts, including history/social studies, science, and technical texts</td> </tr> <tr> <td>I can answer 'about the text' questions for grade-level texts of various genres.</td> </tr> <tr> <td>I can answer 'beyond the text' questions for grade-level texts of various genres.</td> </tr> <tr> <td>I can answer 'within the text' questions for grade-level texts of various genres.</td> </tr> <tr> <td>With support, I can read and comprehend grade-level texts.</td> </tr> <tr> <td></td> <td>With support, I can comprehend grade-level texts.</td> </tr> </table>		RL/1. 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. (1) read and comprehend informational texts, including history/social studies, science, and technical texts	I can answer 'about the text' questions for grade-level texts of various genres.	I can answer 'beyond the text' questions for grade-level texts of various genres.	I can answer 'within the text' questions for grade-level texts of various genres.	With support, I can read and comprehend grade-level texts.		With support, I can comprehend grade-level texts.			<p>Answer questions beyond, about, within the text at the high end of grades 2-3 complexity.</p>
	RL/1. 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. (1) read and comprehend informational texts, including history/social studies, science, and technical texts											
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	I can answer 'beyond the text' questions for grade-level texts of various genres.											
	I can answer 'within the text' questions for grade-level texts of various genres.											
	With support, I can read and comprehend grade-level texts.											
	With support, I can comprehend grade-level texts.											

<p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (A) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (B) Provide reasons that support the opinion. (C) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (D) Provide a concluding statement or section.</p>	<table border="1"> <tr> <td rowspan="5"></td> <td>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (A) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (B) Provide reasons that support the opinion. (C) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (D) Provide a concluding statement or section.</td> </tr> <tr> <td>I can use linking words to connect my reasons and details.</td> </tr> <tr> <td>I can give a detail for each of my reasons.</td> </tr> <tr> <td>I can write a concluding statement.</td> </tr> <tr> <td>I can write three reasons to support my opinion.</td> </tr> <tr> <td></td> <td>I can write a topic sentence that states my opinion.</td> </tr> </table>		W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (A) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (B) Provide reasons that support the opinion. (C) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (D) Provide a concluding statement or section.	I can use linking words to connect my reasons and details.	I can give a detail for each of my reasons.	I can write a concluding statement.	I can write three reasons to support my opinion.		I can write a topic sentence that states my opinion.			<p>Student writes an organized opinion piece that includes a topic sentence, supported by at least 3 reasons that are explained, and has a concluding statement. Uses transitions to connect their opinion and reasons.</p>
	W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (A) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (B) Provide reasons that support the opinion. (C) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (D) Provide a concluding statement or section.											
	I can use linking words to connect my reasons and details.											
	I can give a detail for each of my reasons.											
	I can write a concluding statement.											
	I can write three reasons to support my opinion.											
	I can write a topic sentence that states my opinion.											

W.2 Write
 informative/explanatory texts to examine a topic and convey ideas and information clearly. (A) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (B) Develop the topic with facts, definitions, and details. (C) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (D) Provide a concluding statement or section.


W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (B) Develop the topic with facts, definitions, and details. (C) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (D) Provide a concluding statement or section.



- I can use illustrations that help my readers understand my writing
- I can write a concluding statement
- I can define a word from my writing
- I can write my detail sentences using linking words
- I can write a topic sentence for each of my categories
- I can gather facts for given categories in a graphic organizer
- I can gather information about my topic with categories given and guidance

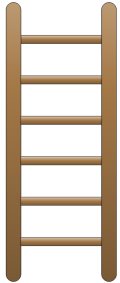
I can pick a topic

Student writes an informative text that includes a topic sentence, organized details into paragraphs, and a concluding statement. Uses transitions to connect categories. Uses definitions and illustrations if needed.

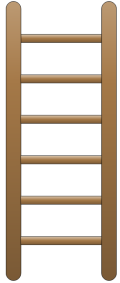
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.		Semester 2
	I can read irregular spelled grade appropriate words.	3
	I can decode words with prefixes and suffixes.	3
	I can read multisyllabic words with short and long sounds.	3
	I can identify and read common prefixes and suffixes.	2
	I can read two-syllable words with short and long sounds.	2
	I can read one-syllable words with long vowel sounds.	1
	I can read one-syllable words with short vowel sounds.	1
	I can identify the difference between short and long vowel sounds.	1

1. Examples: scratch, through, write, (three-letter blends, silent letters, or diphthongs: a sound formed by the combination of two vowels in a single syllable (as in *coin*, *loud*, and *side*).
2. Words with prefixes and suffixes: uncovered (un-cover-ed) and reviewed (re-view-ed).
3. Latin Suffix Examples: -tion, -able, -ible, -ment
4. To “jump” means to push oneself off a surface and into the air. Therefore, I can say “I jumped” or “I am jumping.”
5. Suffixes include but are not limited to: -ed, -ing
6. To “cycle” means to ride a bike. A unicycle is a bike with one wheel, a bicycle is a bike with two wheels, and a tricycle is a bike with three wheels.
7. Prefixes include but are not limited to: uni-, bi-, tri-
8. Examples: picnic (6 syllable types)
9. Examples: Long A sound is AY as in cake; Long E sound is EE as in sheet; Long I sound is AHY as in like; Long O sound is OH as in bone; Long U sound is YOO as in human or OO as in crude.
10. Examples: at, bat, mat, bet wet, led, red, hit, fix, rob, lot, cup, but
11. Example: Long A is *mate* and short A is *mat*.

RF.4 Read with sufficient accuracy and fluency to support comprehension. (grade level text)		Semester 2
	I can orally read grade level text and poetry with expression.	3
	I can orally read grade level text and poetry at the appropriate rate.	3

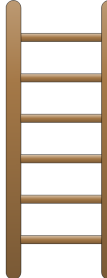
	I can orally read grade level text and poetry accurately.	3
	I can reread a text to self-correct and improve my understanding.	2
	I can use context clues to monitor and self-correct.	2
	I can identify the purpose for my reading.	1

*Use and analyze a running record to assess a student's understanding. (Reader's Theater)

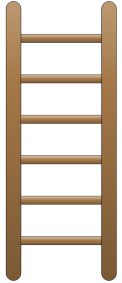
RL.1 and RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (grade-level text)		Semester 2
	I can ask a question about the text that relates to the text.	3
	I can answer a question by making an inference from a text.	3
	I can answer a question by making an inference on a designated page.	3
	I can make predictions based on evidence from the text.	2
	I can answer a question that can be found in a given text within an entire text.	2
	I can answer a question that can be found in a given text on a designated page.	1

7. What is one question that you still have about the text?
8. How does Kate feel about school? How do you know?
9. How does Suzy feel on page 17? How do you know?
10. What do you think will happen next? Why do you think that?
11. Where were the three places Mariah went in the story?
12. Where did Mariah go on page 17? (A 'right there' question)

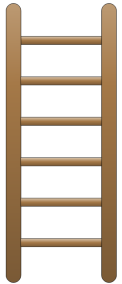
RI. 6 / RL6 Distinguish their own point of view from that of the author of a text

	RI. 6		RL6	
	I can compare and contrast the author's point of view and my point of view with evidence.	3	I can compare and contrast the author's point of view and my point of view with evidence.	3
	I can explain the author's point of view about the topic using evidence.	3	I can explain the author's point of view about the story using evidence.	3
	I can explain my point of view about the topic with evidence.	3	I can explain my point of view about the story with evidence.	3
	I can identify the author's point of view about the topic.	2	I can identify the author's point of view about the story.	2
	I can identify my point of view about the topic.	1	I can explain who is telling the story with evidence from the text.	2
			I can tell whether the story is told from the first person or third person point of view.	1

5. How does the author feel about guide dogs? Do you agree or disagree with the author? Use evidence to explain your thinking.
 6. How does the author feel about guide dogs? Use evidence to explain your thinking.
 7. How does the author feel about guide dogs?
 8. Do you think guide dogs do important work? Explain your thinking.
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7. How does Kate feel about dogs? Do you agree or disagree with Kate? Use evidence from the text to explain your thinking.
 8. How does Kate feel about dogs? Use evidence to explain your thinking.
 9. How does Kate feel about dogs?
 10. The kids had a bake sale at school to raise money. Do you think that was the best way to raise money? Explain your thinking.
 - a. Kate said that dogs are the best pet to have. Do you agree or disagree with Kate? Explain your thinking.
 11. Who is the narrator in this story? How do you know?
 12. Is this story written in a first or third person point of view?

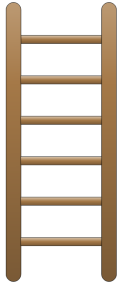
RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		Semester 2
	I can explain how the characters' actions affect the events of the story.	3
	I can describe the characters' motivations (why they did what they did) with the story.	3
	I can describe the characters' traits within the story.	2
	I can describe the characters' feelings within the story.	2
	I can retell the story using beginning, middle, and end.	2
	I can identify the minor characters in the story.	1
	I can identify the major/main characters in the story.	1

8. How did Mary change from the beginning to the end of the story?
 - a. How did Donovan's actions affect the ending of the story?
9. Why did Donovan help the old man in his garden?
10. What is one character trait you would use to describe Mary? Use evidence from the text to support your answer.
11. How is Mary feeling at the beginning of the story? How do you know?
12. Who are the minor characters in the story?
13. Who are the major characters in this story?
14. Tell me what happened in this story.

RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		Semester 2
	I can identify 2-3 details from the text to explain how they support the main idea within a text.	3
	I can identify the main idea of a text when given two to three details.	3
	I can identify 2-3 details from the text to support the main idea of a text when given the main idea.	3
	I can identify the main idea and 2-3 supporting details of a section of a text.	3
	I can identify the main idea of a section of a text when given two to three details.	2
	I can identify 2-3 details from the text to support the main idea of a section of a text when given the main idea.	2
	I can identify the topic of a text or a section.	1

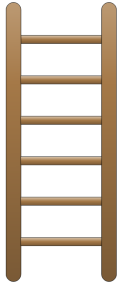
7. What is the main idea of the book, *Spiders!* Use 2-3 details that support your thinking from the text.

8. Thomas Edison invented many things. Thomas Edison invented the light bulb. Using the following details, what is the main idea of this book?
9. The main idea of this book is that bees are very beneficial to nature. Find 2-3 details that support this from the text.
10. What is the main idea in paragraph 17? Use 2-3 details from the text to support your thinking.
11. Cardigan knocks over the lamp. Cardigan tangles his antlers in the flag. Using what you know about Cardigan, what is the main idea of this section?
12. The main idea of this section of the text is that Thomas Edison has made a lot of inventions. What are two details that support this from the paragraph?

RL. 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		Semester 2
	I can identify a phrase as literal or nonliteral language within a text using evidence that supports my answer.	3
	I can identify what a nonliteral phrase means.	3
	I can determine which sentence uses literal and nonliteral language.	2
	I can explain how prefixes and suffixes change the meaning of a word.	2
	I can use context clues to identify the meaning of a word in a literal context.	2
	With scaffolding and support, I can use context clues to identify the meaning of a word in a literal context.	1

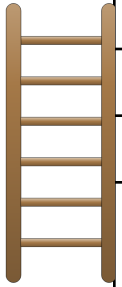
5. Using the sentences below, identify the literal and nonliteral language and use evidence to support your answer. She flew out the door. She ran out the door.
6. Read the following sentence: She was running so fast that she felt like her legs were on fire. What does this phrase mean?
7. Using the sentences below, circle the sentence that uses nonliteral language. She flew out the door. She ran out the door.
8. I glanced at the page in the book to see the picture. Using context clues, what does the word glanced mean in the sentence?

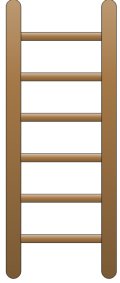
RI. 7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		Semester 2
	I can locate and explain how the specific graphic feature in the text adds to the understanding of the text by using evidence to support my thinking.	3
	I can explain how the specific graphic feature in the text adds to the understanding of the text by using evidence to support my thinking.	3
	I can match the feature with its purpose.	2
	I can identify and name graphic features in a text (photographs, captions, labels, maps, graphs, diagrams, titles, and timelines).	2

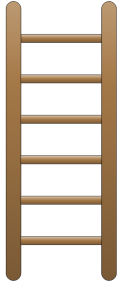
	I can locate graphic features in a text (photographs, captions, labels, maps, graphs, diagrams, titles, and timeline).	1
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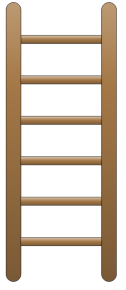
I can use the information from graphic features to better understand an informational text.

6. Look at the text we just read. Identify a graphic feature that you saw and explain how it helped you understand the text better. Use evidence from the text to support your answer.
7. Look at the map on page 17. How does this map help you understand the text better? Use evidence from the text to support your answer.
Draw a line that identifies the graphic feature and its purpose.
8. A. Photograph Purpose of the photograph
B. Map Purpose of a map
C. Graph Purpose of a graph
9. On page 12, which graphic feature is being used?
10. Circle one graphic feature that you see in the text.

	W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (A) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (B) Provide reasons that support the opinion. (C) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (D) Provide a concluding statement or section.	Semester 2
	I can write a topic sentence, 3 or more reasons to support my opinion, give a detail for each of my reasons, using transition (linking) words, and a concluding statement.	3
	I can write a topic sentence, 3 or more reasons to support my opinion, and a concluding statement.	3
	I can write three reasons to support my opinion.	2
	I can write a topic sentence that states my opinion.	1

<p>W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A)Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (B)Develop the topic with facts, definitions, and details. (C)Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (D) Provide a concluding statement or section.</p>		Semester 2
	I can use text and graphic features that help my readers understand my writing.	3
	I can write a topic sentence for each of my categories, write my detail sentences using linking words, and write a concluding statement.	3
	I can gather facts for given categories in a graphic organizer.	2
	I can gather information about my topic with categories given and guidance.	2
	I can pick a topic.	1

<p>RL/I. 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. (I) read and comprehend informational texts, including history/social studies, science, and technical texts</p>		Semester 2
	I can answer 'about the text' questions for grade-level texts of various genres.	3
	I can answer 'beyond the text' questions for grade-level texts of various genres.	3
	I can answer 'within the text' questions for grade-level texts of various genres.	2
	With support, I can read and comprehend grade-level texts.	2
	With support, I can comprehend grade-level texts.	1



https://kahoot.it/challenge/04151740?challenge-id=586d51fc-5e31-4756-8271-aa76db1b0e62_1663864562267