

| Date | Focus Standard | "I Can" Statement | Essential Question(s) | Formative Assessment | Smart Goal |
|--------|--|---|--|--|---|
| Sep 11 | <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 Describe characters in a story (e. g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> | <p>I can retell a story finding the main theme and tell how the message is put into words.</p> <p>I can describe the characters in a story and explain how their actions add to the story's events.</p> | <p>*What is special about being in a family?</p> <p>"What lesson is this story teaching you? What is the, central message? Support your answer with details from the text. What is the moral? Support your answer with details from the text."</p> <p>"How would you describe the character in the story? How do their actions contribute to the sequence of events in the story?"</p> | <p>https://docs.google.com/document/d/1hd07dIXaksGJFC4ieZL_KJGi2lqB9GBvqUYyWBEgofw/edit</p> | <p>80% or more of students will be able to perform this "I can" by the week of October 30th on the T1 Assessment. * Student's formative assessments will be used to determine reteaching groups</p> |
| Sep 18 | <p>RI.3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea, and summarize with guidance and support.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Science and Social Studies)</p> | <p>I can determine the main idea and supporting details of a text. I can explain how the supporting details specifically relate to the main idea</p> <p>I can determine the meaning of words or phrases I don't know.</p> | <p>Why is it important to learn about the animals that share our world?</p> <p>How do readers determine the key ideas to support the main idea?</p> <p>What strategies can you use to determine the meaning of new words?</p> | <p>https://drive.google.com/file/d/0B3C5EGitjq1kTnJ0SIBCUEUwR0xBNGJaUHI4VXBWUG5ZSU93/view?usp=sharing</p> | <p>80% or more of students will be able to perform this "I can" by the week of October 30th on the T1 Assessment. * Student's formative assessments will be used to determine reteaching groups</p> |

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| Sep 25 | <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> | <p>I can describe the characters in a story and explain how their actions add to the story's events.</p> <p>I can explain how the illustrations of a text add to the mood or the story being told.</p> | <p>"How would you describe the character in the story? How do their actions contribute to the sequence of events in the story?"</p> <p>How do illustrations help us better understand the mood, characters and setting in a story?</p> | <p>https://drive.google.com/file/d/1-Jo14Ga3U3FjNuUyhJasT0zps64t9k8/view?usp=sharing</p> | <p>80% or more of students will be able to perform this "I can" by the week of October 30th on the T1 Assessment. * Student's formative assessments will be used to determine reteaching groups</p> |
| Oct 2 | <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> | <p>I can tell the difference between my point of view and the character's point of view.</p> <p>I can explain how the illustrations of a text add to the mood or the story being told.</p> | <p>How does an author or illustrator make decisions to interest readers?</p> <p>What is point of view? Do you agree with the way the character or narrator are thinking in this text? How is your thinking the same or different?</p> <p>How do illustrations help us better understand the mood, characters and setting in a story?</p> | <p>https://drive.google.com/file/d/0B3C5EGitjq1kVEFobUl4VFRZZzRpQ3VDX2Y1QVdvVzF2RE1J/view?usp=sharing</p> | <p>80% or more of students will be able to perform this "I can" by the week of October 30th on the T1 Assessment. * Student's formative assessments will be used to determine reteaching groups</p> |

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| 10/9 | <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (Science and Social Studies)</p> <p>RI.3.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (all)</p> | <p>I can determine the meaning of words or phrases I don't know.</p> <p>I can use various text features to locate information.</p> | <p>What strategies can you use to determine the meaning of new words?</p> <p>How do text features help us locate information?</p> | <p>https://drive.google.com/file/d/1ABbJYqKr12b0jQY3_X6w-A1AB8wbkLo8/view?usp=sharing</p> | <p>80% or more of students will be able to perform this "I can" by the week of October 30th on the T1 Assessment. * Student's formative assessments will be used to determine reteaching groups</p> |
| Oct 16 | <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.7 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>I can ask and answer questions, using the text for support, to show my understanding.</p> <p>I can explain how the illustrations of a text add to the mood or the story being told.</p> | <p>How does asking and answering questions help me understand what I'm reading? Why do readers ask questions before, during and after reading?</p> <p>How do illustrations help us better understand the mood, characters and setting in a story?</p> | <p>https://drive.google.com/file/d/1wpmrOH-0iyZCeysZG3JeGKenP_jL1fQv/view?usp=sharing</p> | <p>80% or more of students will be able to perform this "I can" by the week of October 30th on the T1 Assessment. * Student's formative assessments will be used to determine reteaching groups</p> |