

Standards aligned with the Common Core State Standards are shared below with the given trimesters in which each standard is emphasized in the Sauk Prairie Schools

RL: Reading Standards for Literature	T1	T2	T3
<i>Key Ideas and Details</i>			
RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X		X
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.			X
RL.3.3: Describe characters in a story (e.g., traits, motivations, feelings) and explain how their actions contribute to the sequence of events.			X
<i>Craft and Structure</i>			
RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.			X
RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.			X
RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.		X	
<i>Integration of Knowledge and Ideas</i>			
RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).	X		
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).	X		X
<i>Range of Reading and Level of Text Complexity</i>			
RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 2–3 text complexity band independently and proficiently.			X
RI: Reading Standards for Informational Text	T1	T2	T3
<i>Key Ideas and Details</i>			
RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		X	
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.		X	
RI.3.3: 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.			X
<i>Craft and Structure</i>			
RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject</i> .	X	X	X
RI.3.5: Use text features and search tools (e.g., key words, hyperlinks) to locate information relevant to a given topic quickly and efficiently.		X	
RI.3.6: Distinguish their own point of view from that of the author of a text.		X	
<i>Integration of Knowledge and Ideas</i>			
RI.3.7: Use information gained from illustrations, other visual elements (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).		X	
RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		X	
RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.		X	
<i>Range of Reading and Level of Text Complexity</i>			
RI.3.10: By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in the grades 2–3 text complexity band independently and proficiently.		X	

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RF: Foundational Skills	T1	T2	T3
RF.3.1: Know and apply grade-level phonics and word analysis skills in decoding words. Read grade-appropriate irregularly spelled words.		X	X
RF.3.2: Read with sufficient accuracy and fluency to support comprehension.	X	X	X
W: Writing Standards	T1	T2	T3
W.3.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.			X
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		X	
W.3.3: Write narratives to develop real or imagined experiences/events using effective technique, descriptive details, and event sequences.	X		X
W.3.4: With support from adults, produce writing in which the development and organization are appropriate to task and purpose.	X		
W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	X		X
W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		X	
W.3.7: Conduct short research projects that build knowledge about a topic.		X	
W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	X	X	
W.3.10: 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.	X	X	X
SL: Speaking and Listening	T1	T2	T3
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	X		
SL.3.2: Identify main ideas and supporting details of written texts read aloud or information presented graphically/orally/ visually/ multimodally.	X		
SL.3.3: Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.	X		
SL.3.4: 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.	X		
SL.3.5: 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.			X
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	X		
L: Language Standards	T1	T2	T3
L.3.1: Observe conventions of grammar and usage when writing or speaking.	X	X	X
L.3.2: Observe conventions of capitalization, punctuation, and spelling when writing.	X	X	X
L.3.3: Use language to achieve particular effects when writing or speaking.			X
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.		X	X
L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.	X	X	X
L.3.6: 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., <i>After dinner that night we went looking for them</i>).	X		