MOHAWK
Local School District
Preparing today's students for tomorrow's challenges

Mohawk Local Schools   Grade 3 ELA

Quarter   1   Curriculum Guide

General Expectations of the ELA Standards

A Focus on Results Rather than Means
An Integrated Model of Literacy
Research and Media Blended into the Standards as a Whole
Shared Responsibility for Students' Literacy Development
Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:
- o   Reading
- o   Writing
- o   Speaking and Listening
- o   Language

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (DOK2)	DOK1 I can ask and answer questions to understand text. DOK2 I can formulate questions to demonstrate the understanding of a text.

	I can refer explicitly to the text to answer questions.
3.RL.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. (DOK2)	DOK1 I can recount stories, fables, folktales, and/or myths from diverse cultures. DOK2 I can determine the moral of a fable, lesson of a folktale, and/or central message of a myth. I can determine how the central message, lesson or moral is conveyed through key details in the text.
3.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. (DOK2)	DOK1 I can describe a character's feelings/emotions based on information found in the text. I can describe a character's traits/motivations. I can retell the sequence of events using time order words. DOK2 I can infer a character's feelings and/or emotions. I can analyze a character's feelings and/or emotions. I can interpret how a character's traits, motivations, and/or feelings lead to actions. I can explain how a character's actions contribute to the sequence of events.
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (DOK2)	DOK1 I can identify literal and nonliteral words and phrases in a text. DOK2 I can determine the meaning of literal and nonliteral words and phrases as they are used in a text.
3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (DOK1)	DOK1 I can refer to parts of stories, dramas, and/or poems when speaking or writing about text. I can use terms such as chapter, scene, and stanza to describe how each part builds on earlier sections.
3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters. (DOK2)	DOK1 I can recognize own point of view. I can identify the narrator's point of view and the characters' point of

	view. DOK2 I can compare/contrast own point of view to the narrator's or the character's point of view.
3.RL.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). (DOK2)	DOK1 I can identify specific aspects of a text's illustrations. I can recognize the mood of a story. DOK2 I can explain how aspects of illustrations contribute to the words in a story. I can explain how aspects of text illustrations create the mood of a story. I can explain how aspects of text illustrations emphasize a character and the setting.
3.RL.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 book from a series). (DOK2)	DOK1 I can identify the theme, setting, and plot. DOK2 I can compare/contrast the theme in stories written by the same author about the same or similar characters. I can compare/contrast the setting in stories written by the same author about the same or similar characters. I can compare/contrast the plot in stories written by the same author about the same or similar characters.
3.RL.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. (DOK2)	DOK1 I can identify/understand in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative, and Readers and Task) as seen in 1- 9. DOK2 I can comprehend in literary text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (Qualitative and Quantitative, and Readers and Task) as seen in 1-9, independently and proficiently.
3.RI.1 Ask and answer questions to demonstrate	DOK1

understanding of a text, referring explicitly to text as the basis for the answers. (DOK2)	I can ask and answer questions to understand text. DOK2 I can formulate questions (based on the text) to demonstrate understanding. I can refer explicitly to the text to answer questions.
3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (DOK2)	DOK1 I can determine the main idea of a text. I can recount key details of a text. DOK2 I can explain how the key details support the main idea of a text.
3.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. (DOK2)	DOK1 I can define and use terms pertaining to: time, sequence, relationship, and cause and effect. I can identify relationships within text. DOK2 I can describe the relationship that occurs in a text between: historical events, scientific ideas or concepts, and the steps from a procedure. I can describe the sequence of events using language that pertains to: time, sequence, and cause/effect.
3.RI.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. (DOK2)	DOK1 I can identify: general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. DOK2 I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.
3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (DOK1)	DOK1 I can determine how readers use search tools (e.g., keywords sidebars hyperlinks). I can use various text features to locate key facts or information in a text. I can use search tools to locate key facts or information in a text.
3.RI.6 Distinguish their own point of view from that of the author of a text. (DOK2)	DOK1 I can recognize own point of view. I can identify the author's point of view. DOK2

	I can compare/contrast own point of view to the author's point of view.
3.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). (DOK2)	DOK1 I can recognize key events. DOK2 I can demonstrate an understanding of text using information from illustrations (maps, photographs). I can demonstrate an understanding of text using information from words that tell (where, when, why, how) key events occur.
3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (DOK2)	DOK1 I can define sentence. I can explain the purpose of a paragraph. I can identify structure(s) of paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence). DOK2 I can explain how sentences and paragraphs in text are logically connected. I can determine how a text is organized (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.9 Compare and contrast the most important points and key details presented by two texts on the same topic. (DOK2)	DOK1 I can identify the most important points in each text. I can identify the key details in each text. I can identify similarities of key details. I can identify differences in key details. DOK2 I can distinguish between key details and important points. I can compare/contrast the most important points in two different texts on the same topic. I can compare/contrast the key details in two different texts on the same topic.
3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the	DOK1 I can identify/understand in an informational text: (key ideas and details, craft and structure, integration of knowledge and ideas) at appropriate complexity (Qualitative, Quantitative and Reader and Task)

range. (DOK2)	as seen in Standards 1-9 independently and proficiently. DOK I can comprehend independently in an informational text: (key ideas and details, craft and structure, integration of knowledge and ideas) at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently.
3.RF.3 Know and apply grade level phonics and word analysis skills in decoding words. (DOK3)	DOK1 I can know and apply grade level-level phonics and word analysis skills in decoding words. I can identify and know the meaning of the common prefixes. I can identify and know the meaning of the most common derivational suffixes. I can decode words with common Latin suffixes. I can identify syllables in words. I can read multiple syllable words. I can recognize irregularly spelled words. DOK2 I can apply grade level-level phonics and word analysis skills in decoding words. I can recognize irregularly spelled words. DOK3 I can read grade-appropriate irregularly spelled words.
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. (DOK3)	DOK1 I can identify and understand foundational skills for reading standards #1-3. I can identify the purpose and understanding of text. I can identify oral reading with accuracy, appropriate rate, and expression on successive readings. I can identify rereading, when necessary, as a strategy when confirming or self-correcting words in text I can understand how context can help to confirm or self-correct word recognition. DOK2 I can apply foundational skills reflected in reading standards #1-3.

	I can determine the purpose for reading on-level text. I can apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings. I can confirm or self-correct word recognition and understanding by using context. DOK3 I can read on-level text fluently and accurately. I can reread with fluency as necessary. I can read with accuracy, appropriate rate, and expression on successive readings.
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (DOK4)	DOK1 I can define point of view. I can recognize the purpose of a concluding statement. I can recognize linking words and phrases (e.g., because, therefore, since, for example) that connect opinions and reasons. DOK2 I can select a topic or text for an opinion piece. I can determine an opinion about the text or topic and reasons that support the opinion. I can create an organizational structure for listing reasons for the opinion; select appropriate linking words and phrases. I can plan a concluding statement or section. DOK4 I can create an opinion piece on a topic or text which: supports a point of view with reasons, introduces the topic or text, states an opinion, organizes ideas, provides reasons for the opinion, uses linking words to connect opinions and reasons, and provides a conclusion.
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (DOK4)	DOK1 I can identify: topic, facts, definitions, details, linking words and phrases to connect ideas within categories of information, and concluding statements or sections. DOK2 I can develop a topic that groups related information together to examine a topic, convey ideas, and convey information clearly.

	I can develop illustrations when useful to aiding comprehension to examine a topic, convey ideas, and convey information clearly. I can develop a topic with facts, definitions, and details to examine a topic, convey ideas, and convey information clearly. I can develop linking words and phrases to connect ideas within categories of information to examine a topic, convey ideas, and convey information clearly. I can develop a concluding statement or section to examine a topic, convey ideas, and convey information clearly. DOK4 I can write informative/explanatory text that include(s) a topic that groups related information together to examine a topic, convey ideas, and convey information clearly. I can write informative/explanatory text that include(s) illustrations when useful to aiding comprehension to examine a topic, convey ideas, and convey information clearly. I can write informative/explanatory text that include(s) a developed topic with facts, definitions, and details to examine a topic, convey ideas, and convey information clearly. I can write informative/explanatory text that include(s) linking words and phrases to connect ideas within categories of information to examine a topic, convey ideas, and convey information clearly. I can write informative/explanatory text that include(s) a concluding statement or section to examine a topic, convey ideas, and convey information clearly.
3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above) (DOK4)	DOK2 I can analyze the reason for writing a piece to decide on task and purpose with guidance and support. I can determine suitable idea development strategies and organization, appropriate to task and purpose, with guidance and support. DOK4 I can write a piece with idea development and organization appropriate to task and purpose, with support and guidance.
3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning,	DOK1 I can recognize how to plan, revise, edit, rewrite, and try a new

revising editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.) (DOK2)	approach. DOK2 I can develop and strengthen writing by planning, revising, editing, rewriting, and trying new approaches.
3.W.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. (DOK3)	DOK1 I can use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools,) know how to use technology to produce writing and to interact with others, and/or know how to use technology to edit and revise writing. DOK2 I can select appropriate technology tools that fit the intended audience and purpose. DOK3 I can perform keyboarding skills, use technology to develop, revise, edit, and publish writing, and/or use technology to interact and collaborate with others.
3.W.7 Conduct short research projects that build knowledge about a topic. (DOK2)	DOK1 I can conduct shared research using various sources and tools. DOK2 I can examine information gathered during shared research. I can discriminate between relevant and irrelevant information. I can participate in short research projects to gain knowledge of a specific topic.
3.W.8 : Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (DOK2)	DOK1 I can recognize print and digital sources. I can gather information from print and digital sources. I can provide brief notes from sources. DOK2 I can sort evidence from sources into provided categories.
3.W.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. (DOK3)	DOK1 I can identify the various purposes for writing. I can identify and understand the various organizational structures related to different genres or purposes for writing.

	DOK2 I can determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences. I can determine the appropriate organizational structure needed for specific audiences and purposes. DOK3 I can write for various purposes and to various audiences for short or extended time frame for a range of discipline-specific tasks, purposes, and audiences.
3.SL.1 : Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (DOK3)	DOK1 I can identify key ideas from reading texts, agreed-upon rules for discussion, and/or ways to listen effectively. I can ask a question. I can identify key ideas presented during discussion. DOK2 I can relate information read to discussion topics. I can evaluate implementation of discussion rules. I can formulate questions and responses based on comments made by others during discussion. I can explain the topic using personal ideas, opinions, and reasoning. DOK3 I can engage in a variety of discussions by sharing acquired and prior knowledge of grade 3 topics and texts. I can listen actively to discussions and presentations. I can follow agreed-upon rules for discussion. I can ask questions to check understanding of discussion or presentation. I can connect comments to the remarks of others. I can express ideas clearly.
3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (DOK1)	DOK1 I can determine the main idea of an oral or media presentation including: visual, quantitative, and/or oral. I can determine supporting details of an oral or media presentation including: visual, quantitative, and/or oral.

3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (DOK3)	DOK1 I can identify where questioning is needed about what a speaker says. I can identify appropriate elaboration and detail when answering questions about information from a speaker. DOK2 I can formulate appropriate questions about information from a speaker. I can formulate answers about information from a speaker, offering appropriate elaboration and detail. DOK3 I can ask detailed questions about information from a speaker. I can answer questions about information from a speaker, offering appropriate elaboration and detail.
3.SL.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. (DOK3)	DOK1 I can identify topic, facts, and/or descriptive details. I can identify and recall an experience. I can identify clearly pronounced and enunciated words and understandable pace. DOK2 I can determine appropriate supportive facts and relevant descriptive details. DOK3 I can speak clearly at an understandable pace while: reporting on topic or text, telling a story, and/or recounting an experience with appropriate facts and relevant, descriptive details.
3.SL.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. (DOK4)	DOK1 I can recognize "engaging" audio recordings. I can identify fluid reading and facts or details. DOK2 I can emphasize/enhance facts by adding visual displays when appropriate. I can emphasize/enhance details by adding visual displays when appropriate. DOK3 I can read stories or poems fluently for audio recordings.

	DOK4 I can create audio recordings that demonstrate fluid reading. I can create visual displays.
3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) (DOL3)	DOK1 I can recognize complete sentences in writing and when spoken. I can identify the audience. I can recognize task and situation. DOK2 I can differentiate when situation calls for speaking in complete sentences. I can interpret requested detail or clarification. I can formulate a response. DOK3 I can speak in complete sentences when appropriate to task and situation. I can respond to answer questions or to clarify.
3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK3)	DOK1 I can identify abstract nouns. I can recognize verb tenses and identify agreement of subject-verb and pronoun-antecedent. I can identify comparative and superlative adjectives and adverbs. I can recognize coordinating and subordinating conjunctions. I can recognize complex sentences. DOK2 I can demonstrate command of the conventions of standard English grammar and usage when writing. I can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and in particular sentences. I can choose between comparative and superlative adjectives and adverbs. DOK3 I can demonstrate command of the conventions of standard English grammar and usage when speaking: form and use regular and irregular plural nouns, use abstract nouns, form and use regular and irregular

	verb, form and use the simple verb tenses, ensure subject-verb and pronoun-antecedent agreement, form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified, use coordinating and subordinating conjunctions. I can produce simple, compound, and/or complex sentences.
3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK1)	DOK1 I can apply correct capitalization, punctuation, and spelling when writing. I can capitalize appropriate words in titles. I can use commas in addresses. I can use commas and quotation marks in dialogue. I can form and use possessives. I can use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (DOK3)	DOK1 I can recognize the conventions of language for writing, speaking, reading, and/or listening. I can identify types of words and phrases that create effect. DOK2 I can apply knowledge of language when writing, reading, and/or listening. I can apply knowledge of language conventions when writing, reading, and/or listening. I can determine words and phrases that create effect. I can recognize and observe differences between the conventions of spoken and written standard English. DOK3 I can use knowledge of language when speaking and/or conventions of

	language when speaking. I can include words and phrases that create effect.
3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (DOK2)	DOK1 I can recognize that context clues can help determine the meaning of unknown or multiple-meaning words. I can identify and define root words. I can identify and define affixes. I can find words in dictionaries and glossaries. I can use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases. DOK2 I can determine the meaning of unknown and multiple-meaning words or phrases by: examining a sentence to find clues, determining the meaning of a word when an affix is added (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat), determine the meaning of an unknown word by identifying the common root (e.g., company, companion). I can choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase.
3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. (DOK2)	DOK1 I can recognize difference between literal and non-literal meanings of words and phrases. I can identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). DOK2 I can distinguish the literal and non-literal meanings of words and phrases in context (e.g. take steps). I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. new, believed, suspected, heard, wondered).
3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (e.g., after dinner that night we went looking for them). (DOK2)	DOK1 I can acquire grade appropriate: conversational, general academic, and domain-specific words and phrases including those that signal: spatial relationships temporal relationships DOK2

	I can use accurately grade appropriate: conversational, general academic and domain-specific words and phrases including those that signal: spatial relationships temporal relationships.