

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Informational Text (B)	1. (A) (B) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-Ask questions to show understanding. -Answer questions to show understanding.	<ul style="list-style-type: none"> • Text
	2. (A) 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. (B) Determine the main idea of a text; recount the key details and explain how they support the main idea.	-Retell stories. -Retell fables. -Tell the meaning (central message) of the story. -Tell the meaning of the story using key details. -Tell the main idea of a text. -Tell the key details of a text and how they support the main idea.	<ul style="list-style-type: none"> • Fables • Folktales • Myths • Diverse cultures • Central message • Lesson • Moral • Key details • Main idea • Recount details
	3. (A) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (B) 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.	-Describe characters. -Explain how characters' actions lead to the order (sequence) of events. -Explain the relationship of events, ideas and procedures found in an informational text. -Use vocabulary that relates to time, sequence and cause/effect.	<ul style="list-style-type: none"> • Traits • Motivations • Sequence of events • Historical events • Scientific ideas • Concepts • Technical procedures • Cause/effect

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Reading: Literature (A)/Informational Text (B)	4. (A) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (B) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	-Explain the meaning of words and phrases from a text. -Identify the difference between literal and nonliteral language. -Identify different ways to say the same thing. -Tell the meaning of domain specific words in a text.	<ul style="list-style-type: none"> • Literal language • Nonliteral language • General academic • Domain-specific
	5. (A) 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. (B) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	-Understand that stories, dramas and poems use different terms for their parts. -Use text features and search tools to locate information.	<ul style="list-style-type: none"> • Dramas • Poems • Chapter • Stanza • Scene • Text features • Search tools • Key words • Sidebars • Hyperlinks
	6. (A) Distinguish their own point of view from that of the narrator or those of the characters. (B) Distinguish their own point of view from that of the author of a text.	-Explain the narrator’s or character’s point of view. -Explain the author’s point of view. -Explain my point of view.	<ul style="list-style-type: none"> • Points of view • Narrator

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Reading: Literature (A)/Informational Text (B)	<p>7. (A) 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>(B) 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).</p>	<p>-Identify how pictures in a story help to tell the meaning of a story.</p> <p>-Use illustrations in an informational text to show my understanding of the text.</p>	<ul style="list-style-type: none"> • Illustrations
	<p>8. (A) Not applicable to literature)</p> <p>(B) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>-Name words an author uses to connect sentences and paragraphs in a text.</p>	<ul style="list-style-type: none"> • Logical connection • Cause/effect
	<p>9. (A) 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>(B) Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>-Identify themes, settings and plots that are similar in stories written by the same author.</p> <p>-Identify themes, settings and plots that are different in stories written by the same author.</p> <p>-Compare and contrast important points and key details from two texts on the same topics.</p>	<ul style="list-style-type: none"> • Compare • Contrast • Themes • Settings • Plots • Compare • Contrast
	<p>10. (A) 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.</p>	<p>-Read material at the appropriate grade level.</p>	<ul style="list-style-type: none"> • Comprehend • Independently • Proficiently

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	<p>(B) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>-Read informational texts at the appropriate grade level.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading: Foundational Skills</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words</p>	<p>-Identify and know the most common prefixes and suffixes.</p> <p>-Tell the meaning of words with common Latin suffixes.</p> <p>-Break multi-syllable words into parts to help me decode words.</p> <p>-Read irregularly spelled words.</p>	<ul style="list-style-type: none"> • Decode • Common prefixes • Derivational suffixes • Multi-syllable words • Irregularly spelled words
	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>-Read with fluency.</p> <p>-Read at the appropriate rate and expression.</p> <p>-Self-correct using context clues.</p>	<ul style="list-style-type: none"> • Fluency • Rate • Expression • Self-correct
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons).</p> <p>d. Provide a concluding statement or section.</p>	<p>-Introduce a topic, state an opinion, and create an organizational structure.</p> <p>-Support my opinion.</p> <p>-Use linking words to connect opinion with reasons.</p> <p>-Write a concluding statement.</p>	<ul style="list-style-type: none"> • Opinion pieces • Supporting point of view • Organizational structure • Linking words • Concluding statements

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Writing	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>-Introduce a topic, put related information together, add illustrations to help in comprehension.</p> <p>-Write about a topic using facts, definitions, and details.</p> <p>-Write a concluding statement about a topic.</p>	<ul style="list-style-type: none"> • Linking words • Concluding statement
	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>-Describe a narrative text.</p> <p>-Write a narrative describing a situation, introducing a narrator, and put the events in order.</p> <p>-Use temporal words to show an order of events.</p> <p>-Write an ending to the narrative.</p>	<ul style="list-style-type: none"> • Narrative • Narrator • Event sequence • Dialogue • Temporal words • Sense of closure
	<p>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.)</p>	<p>-Organize my thoughts before writing.</p> <p>-Revise my thought</p> <p>-Write to a specific task.</p>	<ul style="list-style-type: none"> • Specific task
	<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>-Plan my writing.</p> <p>-Revise my writing.</p> <p>-Check my writing for errors.</p>	<ul style="list-style-type: none"> • Planning • Revising • Editing

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	Cluster	I Can...	Key Vocabulary
Writing	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.	-Use technology to help me with my writing.	<ul style="list-style-type: none"> • Publish • Collaborate
	7. Conduct short research projects that build knowledge about a topic.	-Research a topic.	<ul style="list-style-type: none"> • Research
	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	-Use past experiences for information. -Use print or digital sources for information. -Take notes from my sources -Put the information into categories.	<ul style="list-style-type: none"> • Print source • Digital source • Categories
	9. (Begins in grade 4)		
	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.	-Write over both extended and short periods of time. -Write to a purpose. -Write to a specific audience.	<ul style="list-style-type: none"> • Research • Reflection • Revision • Discipline-specific tasks

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Speaking & Listening	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>-Come prepared to talk with others about a topic.</p> <p>-Follow rules for discussions.</p> <p>-Join in the discussion.</p> <p>-Demonstrate understanding of the information.</p> <p>-Ask questions to better understand.</p> <p>-Answer questions to better understand.</p> <p>-Explain my ideas.</p>	<ul style="list-style-type: none"> • Collaborative discussion • Diverse partners
	<p>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</p>	<p>-Point out the main and supporting details of a text read aloud.</p> <p>-Identify information from different formats that support main ideas.</p>	<ul style="list-style-type: none"> • Main ideas • Supporting details • Diverse media
	<p>3. Ask and answer questions about information from a speaker offering appropriate elaboration and detail.</p>	<p>-Ask questions about a speaker’s presentation.</p> <p>-Using elaboration answer questions about a speaker’s presentation.</p>	<ul style="list-style-type: none"> • Elaboration

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	Cluster	I Can...	Key Vocabulary
Speaking & Listening	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.	-Present a topic using facts and relevant details. -Speak at an appropriate pace.	<ul style="list-style-type: none"> • Understandable pace • Appropriate pace
	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	-Make audio recordings with fluid reading at an appropriate pace.	<ul style="list-style-type: none"> • Audio recordings • Fluid reading • Visual displays
	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	-Speak in complete sentences.	<ul style="list-style-type: none"> • Complete sentences
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>-Define nouns, pronouns, verbs, adjectives, and adverbs.</p> <p>-Define and use abstract nouns.</p> <p>-Explain the difference between regular and irregular verbs.</p> <p>-Use simple verb tenses.</p> <p>-Explain subject-verb agreement.</p> <p>-Identify and use correctly comparative and superlative adjectives/adverbs.</p> <p>-Use coordinating and subordinating conjunctions.</p> <p>-Identify and write simple sentences.</p> <p>-Identify and write compound sentences.</p> <p>-Identify and write complex</p>	<ul style="list-style-type: none"> • Nouns • Pronouns • Verbs • Adjectives • Adverbs • Regular/irregular plural nouns • Abstract nouns • Regular/irregular verbs • Tenses • Subject-verb agreement • Comparative adjectives • Superlative adjectives • Comparative adverbs • Superlative adjectives • Coordinate/Subordinate Complex sentences

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Language	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> -Know and correctly use the rules for capitalizing words in titles. -Know and correctly use the rules for commas in addresses. -Know and correctly use the rules for using quotation marks and commas. -Form and use possessives correctly. -Use spelling patterns to write words. -Use dictionaries to correctly spell words. 	<ul style="list-style-type: none"> • Capitalize • Commas • Quotation marks • Possessives • Conventional spellings • Suffixes • Reference materials • Spelling patterns
	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	<ul style="list-style-type: none"> -Use words and phrases that add effect. -Explain the difference between spoken and written language. -Use Standard English rules when writing. 	<ul style="list-style-type: none"> • Effect • Spoken language • Written language • Standard English
	<p>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.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> -Use context clues to understand the meaning of a word. -Know the meaning of common affixes. -Break down a word to help determine its meaning. -Look up the meaning of words – Use context clues to understand the meaning of a word. -Know the meaning of common affixes. -Break down a word to help determine its meaning. -Look up the meaning of words or phrases in a glossary or dictionary in print or on-line. 	<ul style="list-style-type: none"> • Multiple-meaning words and phrases • Affixes • Root words • Glossaries • Sentence-level context

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Language	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>) c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	-Explain the difference between literal and nonliteral meanings. -Show how real life connections can help me understand words. -Choose the best word from a group of words that have similar meanings.	<ul style="list-style-type: none"> • Figurative language • Nuances • Literal meanings • Nonliteral meanings • Real-life connections • Shades of meaning
	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., <i>After dinner that night we went looking for them</i>)	-Use grade appropriate words and phrases including those that signal spatial and temporal relationships.	<ul style="list-style-type: none"> • Spatial relationships • Temporal relationships

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