



Third Grade English Language Arts Scope and Sequence

Taught Throughout the Year				
Speaking and Listening	Foundational Skills	Reading	Writing	Language
<p>SL.3.1 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.</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>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information</p>	<p>RF.3.3 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>RF.3.4 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 on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<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.3.10 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p> <p>RI.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>RI.3.10 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</p>	<p>W.3.4 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.)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>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.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.6 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).</p>

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<p>presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p> <p>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.</p> <p>SL.3.6 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.)</p>		<p>complexity band independently and proficiently.</p>	<p>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. 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.</p>	
Resource	ODE Model Curriculum	<p>Ready Teacher Toolbox: Lessons 1 & 5</p> <p>ODE Model Curriculum</p> <p>RAZ-Plus</p> <p>(QAR) Strategy</p>	Wonders Unit 6 Research Report	Teacher Toolbok Language Handbook: Lessons 21 & 33

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Quarter 1			
	Reading	Writing	Language
Standard	<p>RL.3.2 Analyze literary text development.</p> <p>a. Determine a theme and explain how it is conveyed through key details in the text.</p> <p>b. Retell stories, including fables, folktales, and myths from diverse cultures.</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>RI.3.2 Analyze informational text development.</p> <p>a. Determine the main idea of a text.</p> <p>b. Retell the key details and explain how they support the main idea.</p> <p>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.</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.</p>	<p>W.3.1 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., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.2 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 to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>L.3.1 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>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
Resource	<p>Ready Teacher Toolbox: Lessons 2-4, 6-9 RAZ-Plus</p> <p>Determining a Theme Guidance</p> <p>Types of Summaries Guidance</p>	<p>Wonders Unit 2 & 3 Informative/Expository Text, Unit 1 & 5 Opinion Text</p> <p>ELA Standards Appendix C pg. 19 Informative Text Writing Samples</p> <p>OREA Writing Unit Plan</p>	<p>Ready Teacher Toolbox Language Handbook: Lessons 1-5, 24-29</p>

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Quarter 2			
	Reading	Writing	Language
Standard	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5 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</p> <p>RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.</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.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own perspective from that of the author of a text.</p>	<p>W.3.1 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., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.</p> <p>W.3.2 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 to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>L.3.1 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., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) 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>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>

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			<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
Resource	<p>Ready Teacher Toolbox: Lessons 9-16</p> <p>ODE Model Curriculum</p> <p>RAZ-Plus</p>	<p>Wonders Unit 1 & 5 Opinion Writing, Unit 5 & 6 Informative Text</p> <p>ELA Standards Appendix C pg. 19</p> <p>Informative Text Writing Samples</p> <p>OREA Writing Unit Plan</p>	<p>Ready Teacher Toolbox Language Handbook: Lessons 1-16, 19, 22, 24-32</p>

Quarter 3			
	Reading	Writing	Language
Standard	<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., emphasize aspects of a character or setting).</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>RI.3.7 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).</p> <p>RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>W.3.1 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., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.2 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 to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>d. Form and use possessives.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Resource	Ready Teacher Toolbox: Lessons 17-21 ODE Model Curriculum RAZ-Plus	Wonders Unit 1 & 5 Opinion Writing, Unit 2 & 3 Informative/ Expository Text ELA Standards Appendix C pg. 19 Informative Text Writing Samples	Ready Teacher Toolbox Language Handbook: Lessons 17-23

Quarter 4			
	Reading	Writing	Language
Standard	<p><i>All Reading Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.</i></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>RL.3.6 Describe the difference between points of view in texts, particularly first- and third-person narration.</p>	<p>W.3.3 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. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>	<p><i>All Language Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.</i></p>
Resource	<p>Ready Teacher Toolbox ODE Model Curriculum RAZ-Plus</p>	<p>Wonders Unit 1, 2, 4 & 6 Narrative Text ELA Standards Appendix C pg.23 Narrative Writing Sample</p>	

Learning Targets Taught Throughout the Year

Ohio Standard	Learning Targets	Date(s) Taught
RL.3.1/RI.3.1	Ask text dependent questions.	
	Answer questions by referring explicitly to the text.	
	Explain how parts of illustrations contribute to the words in a story.	
	Explain how parts of the text illustrations emphasize a setting.	
RL.3.10	Read and comprehend fictional stories.	
	Read and comprehend fictional plays (dramas).	
	Read and comprehend fictional poetry.	
	Make text-to-self connections by activating prior knowledge and drawing on previous experiences.	
	Make text-to-text connections.	
RI.3.10	Comprehend non-fiction text in social studies.	
	Comprehend non-fiction text in science.	
	Comprehend technical text.	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task.	
	With guidance and support from adults, produce writing in which the development and organization are appropriate to purpose.	
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning.	
	With guidance and support from peers and adults, develop and strengthen writing as needed by revising.	
	With guidance and support from peers and adults, develop and strengthen writing as needed by editing.	
W.3.6	With guidance and support from adults, use technology to produce writing (using keyboarding skills).	
	With guidance and support from adults, use technology to publish writing.	
	With guidance and support from adults, use technology to interact and collaborate with others.	
W.3.7	Conduct short research projects that build knowledge about a topic.	
W.3.8	Recall information from experiences.	
	Gather information from print sources.	
	Gather information from digital sources.	
	Take brief notes on sources and sort evidence into provided categories.	
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	
	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Quarter 1 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.3.2	Determine theme of a text.	
	Explain how the theme is conveyed through key details in the text.	
	Retell fables from diverse cultures.	
	Retell folktales from diverse cultures.	
	Retell myths from diverse cultures.	
RL.3.3	Describe a character's traits in a story.	
	Describe a character's motive in a story.	
	Describe character's feelings in a story.	
	Explain how a character's actions contribute to the sequence of events.	
	Compare the plots of stories written by the same author about the same or similar character. (books in a series)	
	Contrast the themes of stories written by the same author about the same or similar character. (books in a series)	
	Contrast the setting of stories written by the same author about the same or similar character. (books in a series)	
	Contrast the plots of stories written by the same author about the same or similar character. (books in a series)	
RI.3.2	Determine the main idea of informational text	
	Determine key details in informational text.	
	Retell key details from informational text.	
	Explain how key details support the main idea of informational text.	
RI.3.3	Describe the relationship between a series of historical events using language that pertains to time, sequence and cause/effect.	
	Describe the relationship between scientific ideas / concepts using language that pertains to time, sequence and cause/effect.	
	Describe the relationship between a series of steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.	
RI.3.4	Determine the meaning of general academic words in an informational text.	
	Determine the meaning of general academic phrases in an informational text.	
	Determine the meaning of domain-specific words in a text.	
	Determine the meaning of domain-specific phrases in a text.	
	Use information from photographs in a text to determine where, when, why and how events occur.	
	Use information from maps in a text to determine where, when, why and how events occur.	
	Use information from words in a text to determine where, when, why and how events occur.	
	Comprehend technical text.	

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W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
	Introduce the topic or text they are writing about.	
	State an opinion.	
	Create an organizational structure that lists reasons.	
	Provide reasons that support the opinion.	
	Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.	
	Provide a concluding statement or section.	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas clearly	
	Write informative/explanatory texts to examine a topic and convey information clearly.	
	Introduce a topic.	
	Group related information together.	
	Include illustrations when useful to aiding comprehension.	
	Develop the topic with facts.	
	Develop the topic with definitions.	
	Develop the topic with details.	
	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
	Provide a concluding statement or section.	

Quarter 2 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.3.4	Determine the meaning of unfamiliar words in a text.	
	Determine the meaning of unfamiliar phrases in a text.	
	Distinguish between literal or nonliteral (figurative) words in a text.	
	Distinguish between literal or nonliteral (figurative) phrases in a text.	
RL.3.5	Use terms such as chapter, paragraph, or sentence when describing parts of a story.	
	Use terms such as scene when describing parts of a play (drama).	
	Use terms such as stanza when describing parts of a poem.	
RL.3.6	Determine the narrator's and/or characters points of view in a story.	
	Describe the difference between points of view in a text.	
	Contrast the setting of stories written by the same author about the same or similar character. (books in a series)	
	Contrast the plots of stories written by the same author about the same or similar character. (books in a series)	
RI.3.2	Determine the main idea of informational text	
	Determine key details in informational text.	
	Retell key details from informational text.	
	Explain how key details support the main idea of informational text.	
RI.3.3	Describe the relationship between a series of historical events using language that pertains to time, sequence and cause/effect.	
	Describe the relationship between scientific ideas / concepts using language that pertains to time, sequence and cause/effect.	
	Describe the relationship between a series of steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.	
RI.3.4	Determine the meaning of general academic words in an informational text.	
	Determine the meaning of general academic phrases in an informational text.	
	Determine the meaning of domain-specific words in a text.	
	Determine the meaning of domain-specific phrases in a text.	
RI.3.5	Use text features to locate information on a given topic in a text.	
	Use search tools such as sidebars, hyperlinks to locate information on a given topic in an online text.	
RI.3.6	Determine the author's perspective in writing a text.	
	Determine the author's purpose in writing a text.	
	Distinguish their own point of view from that of the authors of a text.	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	

	Introduce the topic or text they are writing about.	
	State an opinion.	
	Create an organizational structure that lists reasons.	
	Provide reasons that support the opinion.	
	Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.	
	Provide a concluding statement or section.	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas clearly	
	Write informative/explanatory texts to examine a topic and convey information clearly.	
	Introduce a topic.	
	Group related information together.	
	Include illustrations when useful to aiding comprehension.	
	Develop the topic with facts.	
	Develop the topic with definitions.	
	Develop the topic with details.	
	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
	Provide a concluding statement or section.	

Quarter 3 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.3.7	Explain how parts of the text illustrations emphasize a character.	
	Explain how parts of illustrations contribute to the words in a story.	
	Explain how parts of the text illustrations emphasize a setting.	
RL.3.9	Compare the themes of stories written by the same author about the same or similar character. (books in a series)	
	Compare the setting of stories written by the same author about the same or similar character. (books in a series)	
	Compare the plots of stories written by the same author about the same or similar character. (books in a series)	
	Contrast the themes of stories written by the same author about the same or similar character. (books in a series)	
	Contrast the setting of stories written by the same author about the same or similar character. (books in a series)	
	Contrast the plots of stories written by the same author about the same or similar character. (books in a series)	
	Use search tools such as sidebars, hyperlinks to locate information on a given topic in an online text.	
RI.3.7	Use information from illustrations in a text to determine where, when, why and how events occur.	
	Use information from photographs in a text to determine where, when, why and how events occur.	
	Use information from maps in a text to determine where, when, why and how events occur.	
	Use information from words in a text to determine where, when, why and how events occur.	
RI.3.8	Determine an author's point.	
	Identify evidence used to support an author's point.	
	Identify how a text is organized (compare/contrast), cause/effect, sequential order, problem/solution).	
	Determine how the author connects the ideas in the text to the topic of the text.	
RI.3.9	Compare the main idea in two texts on the same topic.	
	Contrast the main idea in two texts on the same topic.	
	Compare key details in two texts on the same topic.	
	Contrast key details in two texts on the same topic.	
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	
	Introduce the topic or text they are writing about.	
	State an opinion.	
	Create an organizational structure that lists reasons.	
	Provide reasons that support the opinion.	
	Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.	
	Provide a concluding statement or section.	

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas clearly	
	Write informative/explanatory texts to examine a topic and convey information clearly.	
	Introduce a topic.	
	Group related information together.	
	Include illustrations when useful to aiding comprehension.	
	Develop the topic with facts.	
	Develop the topic with definitions.	
	Develop the topic with details.	
	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
	Provide a concluding statement or section.	

Quarter 4 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.3.3	Describe a character's traits in a story.	
	Describe a character's motive in a story.	
	Describe character's feelings in a story.	
	Explain how a character's actions contribute to the sequence of events.	
RL.3.6	Determine the narrator's and/or characters points of view in a story.	
	Describe the difference between points of view in a text.	
	Use information from words in a text to determine where, when, why and how events occur.	
	Introduce the topic or text they are writing about.	
	State an opinion.	
	Create an organizational structure that lists reasons.	
	Provide reasons that support the opinion.	
	Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.	
W.3.3	Provide a concluding statement or section.	
	Write narratives to develop real experiences or events using descriptive details.	
	Write narratives to develop imagined experiences or events using descriptive details.	
	Write narratives with clear event sequence.	
	Establish a situation.	
	Introduce a narrator and/or characters.	
	Organize an event sequence that unfolds naturally.	
	Use dialogue.	
	Use descriptions of actions.	
	Use descriptions of thoughts.	
	Use descriptions of feelings.	
	Develop experiences and events.	
	Show the response of characters to situations.	
	Use temporal words and phrases to signal event order.	
	Provide a sense of closure.	