

GRADE 3

Course Overview

MCPS English Language Arts teaching and learning in third grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking, and listening, and language.

The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Students:

- refer to text to ask and answer questions about characters, events, and concepts;
- determine the theme and main idea;
- describe and explain in-depth story elements;
- describe and explain themes and topics using literature and informational text;
- compare and contrast themes, characters, setting and plots of text;
- know and apply phonics and word analysis to read accurately and fluently;
- distinguish own point of view from that of author, narrator, or characters in text.

Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative (opinion), informative/explanatory, and narrative pieces that draw upon literary and informational texts they read. With guidance and support, students:

- routinely produce clear, coherent, and organized writing appropriate for third grade;
- conduct short research projects
- use technology to produce and publish writing;
- recall information from experiences, and draw evidence from both literary and informational text to answer a question.

Students develop a broad range of oral communication and interpersonal skills through varied opportunities and experiences with both information and text. Students:

- engage in a range of collaborative discussion formats following agreed-upon rules; conversations build from class contributions;
- determine main idea and details of text read aloud or information presented in various media and formats;
- report on a topic or text, tell a story, or describe an experience with appropriate facts and details;
- create media recordings of stories and poems, and add visuals to emphasize and enhance facts and details.

Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout the lessons and exercises.

Students:

- demonstrate command of Standard English conventions when writing or speaking at a third grade level;
- distinguish the literal and nonliteral meanings of words and phrases;
- use strategies and resources to clarify meaning of unknown words and phrases.

Major Units

Indian Education for All Titles

- *Beaver Steals Fire* by Confederated Salish/Kootenai Tribes
- *War Shirt* by Bently Spang
- *When the Shadbush Blooms* by Carla Messinger

Science

- Geology: Earth Materials and Changes
- Weather and the Water Cycle
- Simple Machines

Social Studies

Community and Change:

- Our Community and Its Heritage
- Comparing Past to Present
- Meeting Ordinary and Extraordinary People

The MCPS standards-based learning targets listed below build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Reading Standards for Literature

Key Ideas and Details

1. **3.RL. 1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

LEARNING TARGETS

- a) I know how to answer questions by referring to a text.
- b) I can ask and answer questions to demonstrate my understanding of a text.

2. **3.RL. 2 - Recount stories, including fables, folktales, and myths from diverse cultures including those by and about American Indians; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**

LEARNING TARGETS

- a) I know how to interpret inferred meaning from a multicultural genre.
- b) Using key details from the text, I can retell stories from multicultural genre and interpret the message, lesson, or moral.

3. **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.**

LEARNING TARGETS

- a) I know how characters affect the sequence of the story.
- b) I can describe how the characters' actions affect the sequence of the story.

Craft and Structure

4. **3.RL. 4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.**

LEARNING TARGETS

- a) I know the difference between literal and figurative language.
- b) I can determine the difference between literal and figurative language within a text.

5. **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.**

LEARNING TARGETS

- a) I know the proper terms to identify the *parts* of a text.
- b) I can use the proper terms (chapter, scene, & stanza) to describe the details in the text.

6. **3.RL. 6 - Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.**

LEARNING TARGETS

- a) I know that my voice may be different from that of the narrator and characters.
- b) I can identify the difference between my own voice and that of the narrator and characters.

Integration of Knowledge and Ideas

7. **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).**

LEARNING TARGETS

- a) I know that illustrations add meaning to a story.
- b) I can make meaningful connections between the illustrations and the text.

8. *(Not applicable to literature)*

9. **3.RL. 9 - Compare and contrast the themes, settings, and plots of stories written by the same author (including American Indian authors) about the same or similar characters (e.g., in books from a series).**

LEARNING TARGETS

- a) I know how to compare and contrast story elements.
- b) I can compare and contrast story elements among similar books written by the same author.

Range of Reading and Level of Text Complexity

10. **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.**

LEARNING TARGETS

- a) I know how to read and comprehend literature at grade level.
- b) I can proficiently and independently read and comprehend literature at grade level.

Reading Standards for Informational Text

Key Ideas and Details

1. **3.RI. 1** - Ask and answer questions to demonstrate understanding of a text, **referring explicitly to the text as the basis for the answers.**

LEARNING TARGETS

- a) I know how to answer questions by referring to a text.
- b) I can ask and answer questions to demonstrate my understanding of a text.

2. **3.RI. 2** - **Determine the main idea of a text; recount the key details and explain how they support the main idea.**

LEARNING TARGETS

- a) I know the main idea of a text and understand how details support the main idea.
- b) I can describe the main idea using supporting details from the text.

3. **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.** Include texts by and about American Indians.

LEARNING TARGETS

- a) I know specific language that relates to time, sequence, and cause /effect.
- b) I can analyze non-fiction text or events using language relating to time, sequence, and cause/effect.

Craft and Structure

4. **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.

LEARNING TARGETS

- a) I know the meaning of content area vocabulary.
- b) I can understand content area vocabulary.

5. **3.RI. 5** - Use text features and **search tools (e.g., key words, sidebars, hyperlinks)** to locate information **relevant to a given topic efficiently.**

LEARNING TARGETS

- a) I know how to use text features/search tools.
- b) I can use text features/search tools to efficiently research a given topic.

6. **3.RI. 6** - **Distinguish their own point of view from that of the author of a text.**

LEARNING TARGETS

- a) I know the author's purpose and point of view.
- b) I can compare my point of view to the author's viewpoint.

Integration of Knowledge and Ideas

7. 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).

LEARNING TARGETS

- a) I know illustrations help me understand the text.
- b) I can use illustrations to gain meaning from the text.

8. 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).

LEARNING TARGETS

- a) I know authors create connections between sentences and paragraphs within a text.
- b) I can interpret relationships between sentences and paragraphs within a text.

9. 3.RI. 9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

LEARNING TARGETS

- a) I know two texts on the same topic contain important points and key details.
- b) I can identify key details in comparing and contrasting two texts on the same topic.

Range of Reading and Level of Text Complexity

10. 3.RI. 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 complexity band independently and proficiently.

LEARNING TARGETS

- a) I know how to read and comprehend informational texts at grade level.
- b) I can read and comprehend informational texts independently and proficiently at grade level.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. 3.RF. 3.a - Identify and know the meaning of the most common prefixes and derivational suffixes.

LEARNING TARGETS

- a) I know how to decode words and use phonics to understand vocabulary.
- b) I can identify prefixes and suffixes and apply phonics and decoding skills while reading.

b. 3.RF. 3.b - Decode words with common Latin suffixes.

LEARNING TARGETS

- a) I know how to use my grade level word study skills.
- b) I can decode words with common suffixes.

c. 3.RF. 3.c - Decode multisyllable words.

LEARNING TARGETS

- a) I know how to apply grade level word study skills with irregularly spelled words.
- b) I can decode irregularly spelled grade level words.

d. 3.RF. 3.d - Read grade-appropriate irregularly spelled words.

LEARNING TARGETS

- a) I know how to apply grade level word study skills with irregularly spelled words.
- b) I can decode irregularly spelled grade level words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. 3.RF. 4.a - Read on-level text with purpose and understanding.

LEARNING TARGETS

- a) I know how to reread to help my understanding of a text.
- b) I can understand the meaning of the text when I read fluently.
- c) I can read text at my grade level for meaning and enjoyment.

b. 3.RF. 4.b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

LEARNING TARGETS

- a) I know how to read prose and poetry.
- b) I can orally read prose and poetry with fluency and accuracy with comprehension.
- c) I can orally read prose and poetry at an appropriate rate with expression.

c. 3.RF. 4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEARNING TARGETS

- a) I know using context clues and rereading helps me improve my accuracy, fluency, and comprehension.
- b) I can use context clues and rereading to understand what I've read.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, **supporting a point of view with reasons.**

a. 3.WR. 1.a - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

LEARNING TARGETS

- a) I know how to write an opinion piece that supports a point of view.
- b) I can write an opinion piece using an organizational structure.

b. 3.WR. 1.b - Provide reasons that support the opinion.

LEARNING TARGETS

- a) I know how to write an opinion piece.
- b) I can write an opinion piece providing reasons that support my point of view.

c. 3.WR. 1.c - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

LEARNING TARGETS

- a) I know how to write an opinion piece to support my point of view.
- b) I can write an opinion piece using linking words and phrases to support my point of view.

d. 3.WR. 1.d - Provide a concluding statement or section.

LEARNING TARGETS

- a) I know how to write an opinion piece to support my point of view.
- b) I can write an opinion piece using a concluding statement to support my point of view.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. 3.WR. 2.a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

LEARNING TARGETS

- a) I know how to convey my ideas on a specific topic in writing.
- b) I can write about a topic expressing my ideas in an organized way.
- c) I can write about a topic including illustrations that support my writing.

b. 3.WR. 2.b - Develop the topic with facts, definitions, and details.

LEARNING TARGETS

- a) I know how to convey my ideas on a specific topic in writing.
- b) I can write about a topic with facts, definitions, and details.

c. 3.WR. 2.c - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

LEARNING TARGETS

- a) I know how to convey my ideas on a specific topic in writing.
- b) I can write about a topic using linking words and phrases to connect my ideas.

d. 3.WR. 2.d - Provide a concluding statement or section.

LEARNING TARGETS

- a) I know how to convey my ideas on a specific topic in writing.
- b) I can write about a topic with a strong conclusion.

3. Write narratives to **develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

a. **3.WR. 3.a - Write narratives to develop real or imagined experiences or events and establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**

LEARNING TARGETS

- a) I know how to write a narrative story.
- b) I can write a narrative story with an organized sequence of events.

b. **3.WR. 3.b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.**

LEARNING TARGETS

- a) I know how to write a story using a sequence of events.
- b) I can write an organized story, including dialogue, to develop the plot.

c. **3.WR. 3.c - Use temporal words and phrases to signal event order.**

LEARNING TARGETS

- a) I know how to write a narrative story with a sequence of events.
- b) I can write a narrative story using descriptive details, transition words, and phrases.

d. **3.WR. 3.d - Provide a sense of closure.**

LEARNING TARGETS

- a) I know how to write a narrative story with a sequence of events.
- b) I can write a narrative story using descriptive details to provide a strong closure.

Production and Distribution of Writing

4. **3.WR. 4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**

LEARNING TARGETS

- a) I know how to write an organized piece.
- b) I can write an organized piece for a specific purpose

5. **3.WR. 5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.**

LEARNING TARGETS

- a) I know how to use the writing process.
- b) I can write a piece using the writing process (planning, revising, and editing).

6. **3.WR. 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.**

LEARNING TARGETS

- a) I know how to use the writing process.
- b) I can write, collaborate, and publish a piece using technology.

Research to Build and Present Knowledge

7. **3.WR. 7 - Conduct short research projects that build knowledge about a topic. Include**

sources by and about American Indians.

LEARNING TARGETS

- a) I know how to conduct research about a topic.
- b) I can record the information I collect for my research (science log, journal, etc.).

8. **3.WR. 8** - Recall information from experiences or gather information from **print and digital sources**; take brief notes on sources and sort evidence into provided categories. Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to gather information from digital sources.
- b) I can record, organize, and recall my information.

Range of Writing

10. **3.WR. 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.

LEARNING TARGETS

- a) I know how to use the writing process (pre-write, draft, edit, revise, publish).
- b) I know how to write for different purposes and audiences.
- c) I can use the writing process to write for different purposes and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

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.**

a. **3.SL. 1.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.

LEARNING TARGETS

- a) I know how to participate in collaborative conversations.
- b) I can come prepared to participate in discussions and make connections about information related to the topic.

b. **3.SL. 1.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).

LEARNING TARGETS

- a) I know how to participate in collaborative conversations.
- b) I can participate respectfully in the discussion about the topics and texts.
- c. **3.SL. 1.c** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

LEARNING TARGETS

- a) I know how to ask questions for information and deeper understanding of a topic.

- b) I can ask questions that deepen my understanding of the topic and make connections with others.

d. 3.SL. 1.d - Explain their own ideas and understanding in light of the discussion.

LEARNING TARGETS

- a) I know how to express my understanding of a discussion.
- b) I can express my understanding of ideas and make connections to the discussion.

2. 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.

LEARNING TARGETS

- a) I know how to determine the main idea and supporting details.
- b) I can determine the main idea and supporting details of information presented orally or in multi-media formats.

3. 3.SL. 3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LEARNING TARGETS

- I know how to ask and answer questions about information from a speaker.
- I can ask and answer questions about information from a speaker and include elaboration and detail.

Presentation of Knowledge and Ideas

4. 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. Include sources by and about American Indians.

LEARNING TARGETS

- a) I know how to retell a story or describe an experience with facts and descriptive details.
- b) I can give a report, retell a story, or describe an experience using facts and descriptive details in a clear speaking voice.

5. 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.

LEARNING TARGETS

- a) I know how to read stories and poems fluently, adding a visual display.
- b) I can read stories or poems fluently, adding visual displays to clarify the understanding of the text.

6. 3.SL.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LEARNING TARGETS

- a) I know how to answer questions clearly in complete sentences.
- b) I can answer questions clearly in complete sentences using details.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **3.LS. 1.a - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

LEARNING TARGETS

- a) I know what nouns, pronouns, verbs, adjectives, and adverbs are.
- b) I can use nouns, pronouns, verbs, adjectives, and adverbs correctly.
- c) I can explain the role of a noun, pronoun, verb, adjective, and adverb in a sentence (i.e. a noun is a person, place, or thing).

b. **3.LS. 1.b - Form and use **regular** and irregular plural nouns.**

LEARNING TARGETS

- a) I know how to form and use frequently occurring regular and irregular plural nouns.
- b) I can use regular and irregular plural nouns when writing and speaking.

c. **3.LS. 1.c - Use abstract nouns (e.g., *childhood*).**

LEARNING TARGETS

- a) I know how to use reflective nouns when writing or speaking.
- b) I can use reflective and abstract nouns when writing or speaking (Abstract nouns have no physical existence: you can't see, hear, touch, smell, or taste them. Example: joy).

d. **3.LS. 1.d - Form and use **regular** and irregular verbs.**

LEARNING TARGETS

- a) I know how to use frequently occurring irregular verbs.
- b) I can use regular and irregular verbs.

e. **3.LS. 1.e - Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.**

LEARNING TARGETS

- a) I know how to form verb tenses.
- b) I can form and use verb tenses.

f. **3.LS. 1.f - Ensure subject-verb and pronoun-antecedent agreement.**

LEARNING TARGETS

- a) I know how to use subject - verb agreement correctly in a sentence.
- b) I know how to identify pronoun - antecedent agreement within a sentence.
- c) I can use subject - verb and pronoun - antecedent agreement correctly in a sentence.

g. **3.LS. 1.g - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**

LEARNING TARGETS

- a) I know how to use comparative and superlative adjectives and adverbs.
- b) I can use comparative and superlative adjectives and adverbs to modify a sentence.

h. 3.LS. 1.h - Use coordinating and subordinating conjunctions.

LEARNING TARGETS

- a) I know how to identify coordinating and subordinating conjunctions.
- b) I can use coordinating and subordinating conjunctions in a sentence.

i. 3.LS. 1.i - Produce simple, compound, and complex sentences.

LEARNING TARGETS

- a) I know how to identify simple, compound, and complex sentences.
- b) I can use simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. 3.LS. 2.a - Capitalize appropriate words in titles.

LEARNING TARGETS

- a) I know how to identify words that need to be capitalized within a title.
- b) I can write a title with correct capitalization.

b. 3.LS. 2.b - Use commas in addresses.

LEARNING TARGETS

- a) I know how to identify commas used correctly in an address.
- b) I can write an address correctly using commas.

c. 3.LS. 2.c - Use commas and quotation marks in dialogue.

LEARNING TARGETS

- a) I know how to identify commas and quotation marks used correctly in dialogue.
- b) I can use commas and quotation marks correctly in writing dialogue.

d. 3.LS. 2.d - Form and use possessives.

LEARNING TARGETS

- a) I know how to identify when possessives are correctly used.
- b) I can write a sentence using possessives correctly.

e. 3.LS. 2.e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

LEARNING TARGETS

- a) I know how to spell high frequency and other grade level words.
- b) I know how to add suffixes to grade level words.
- c) I can spell high frequency and grade level words correctly in my writing.

f. 3.LS. 2.f - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

LEARNING TARGETS

- a) I know how to identify spelling patterns and generalizations in words.
- b) I can use spelling patterns and generalizations correctly in my writing.

g. 3.LS. 2.g - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

LEARNING TARGETS

- a) I know how to use reference materials and dictionaries.
- b) I can use reference materials and dictionaries to edit my writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. 3.LS.3.a - Choose words and phrases for effect.

LEARNING TARGETS

- a) I know how to identify words and phrases that clarify ideas.
- b) I can use words and phrases that clarify my ideas.

b. 3.LS. 3.b - Recognize and observe differences between the conventions of spoken and written standard English.

LEARNING TARGETS

- a) I know how to identify the differences between spoken and written language.
- b) I can use spoken or written language and distinguish the difference between the two.

Vocabulary Acquisition and Use

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.

a. 3.LS. 4.a - Use sentence-level context as a clue to the meaning of a word or phrase.

LEARNING TARGETS

- a) I know how to use context clues.
- b) I can use context clues to deepen my understanding of a text.

b. 3.LS. 4.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).

LEARNING TARGETS

- a) I know how to identify the meaning of third grade level words when an affix is added.
- b) I can use strategies to find the meaning of third grade level words with affixes in context.

c. 3.LS. 4.c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

LEARNING TARGETS

- a) I know how to use root words to find the meaning of a new word.
- b) I can apply strategies to find the meaning of new words using the root word.

d. 3.LS. 4.d - 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: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

LEARNING TARGETS

- a) I know how to use glossaries and dictionaries (print or digital).
- b) I can use glossaries and dictionaries to find the meaning of words.

5. Demonstrate understanding of word relationships and nuances in word meanings.

a. 3.LS. 5.a - Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

LEARNING TARGETS

- a) I know how to distinguish the difference between literal and nonliteral language.
- b) I can use literal and nonliteral language to express my thoughts.

b. 3.LS. 5.b - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

LEARNING TARGETS

- a) I know how to identify figurative language.
- b) I can use figurative language to identify real-life connections between words and their use (i.e., She was as sly as a fox.).

c. 3.LS. 5.c - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

LEARNING TARGETS

- a) I know how to identify figurative language.
- b) I can use figurative language to express degrees of certainty among related words (I *know* I forgot my lunch. I *think* I forgot my lunch.).

6. 3.LS. 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).

LEARNING TARGETS

- a) I know how to use content area vocabulary.
- b) I know how to use spatial and temporal relationships in language.
- c) I can use content area vocabulary including spatial and temporal relationships in language.