



Trinity Lutheran School Third Grade Language Arts Essential Standards Chart

Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: Third Grade		Subject: Language Arts				
Standard Description	Common Core Standards	Proficiency	Prerequisite Skill	Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Written in I Can Statements		What does proficient look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can determine the main idea of a text, and recount the details, and explain how they support the main idea.	RI.3.2	Students can complete a graphic organizer with the main idea and three accurate supporting details. Students will also practice close reading and notetaking.	Vocabulary: Paragraph, heading, main idea, key details, topic, scanning, note taking, rereading, text features, sequence	Essential Standards Assessment	Engage New York Module 1	Research project of a more difficult text
I can ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.	RI.3.2	Students will ask and answer questions related to the key details. Students will also identify the main idea and key supporting details within a given	Vocabulary: Grouping related facts, eliminating non-essential details	Essential Standards Assessment	Engage New York Module 2B	

		passage or text.				
I can read grade level fluently and accurately	RF.3.4	Weekly practice; choral read, independent reading, echo read, small group reading.	Ability to read at a second grade level	DIBEL assessment NWEA 3x per year		
I can 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 and effect.	RI 3.3	Students will research and build background knowledge, use text features to locate important information, complete close reading activities, compare texts on the same topic, and answer questions about complex text.	Ability to read at grade level. Vocabulary: Nonfiction Compare Contrast Prior Knowledge: Text features	Essential Standards Assessment	Engage New York Module 2B	
I can describe characters in a story and explain how their actions contribute to the sequence of events.	RL.3.3	Students analyze how a character moves a story forward. Students discuss and develop an opinion about central characters. Students draft and edit an opinion piece about a character.	Vocabulary: Character Setting Sequence Opinion Descriptions	Essential Standards Assessment	Engage New York Module 3A Using Plot Mountain	
I can refer to parts of the story, drama, and poems when writing or speaking about text using terms like stanza, chapter, etc.	RL3.5	Students will be able to use literary words to describe parts of a story or poem using terms like chapter, stanza, scene or verse when answering	Vocabulary: Poem Play or drama Stanza Chapter	Essential Standards Assessment	Engage New York Module 3A	

		questions or writing about a story.				
I can use vocabulary such as exposition, rising action, climax, falling action and resolution.				Essential Standards Assessment	Plot Mountain	
I can write opinion pieces on topics and texts supporting point of view with reason.	W.3.1	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Understanding of a topic sentence. Understanding of an opinion piece. Ability to have an opinion and explain ones self. Spell at grade level	3rd Grade Writing Rubric	Engage New York Module 3A, 4	
I can write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	W.3.2	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Understanding of a topic sentence. Understanding of an informative piece. Ability to have an opinion and explain oneself. Spell at grade level	3rd Grade Writing Rubric	Engage New York Module 1,2,3A, 2B	
I can write narratives to develop real or imagined experiences or event using effective techniques, descriptive details and clear event sequences.	W.3.3	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Understanding of a topic sentence. Understanding of an narrative piece. Ability to have an opinion and explain ones self.	3rd Grade Writing Rubric	Engage New York Module2A, 3B	

			Spell at grade level			
I can with guidance and support from adults use technology to produce and publish writing as well as to interact and collaborate with others.	W.3.6	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Ability to ask for help. Ability to type Ability to interact with others.	3rd Grade Writing Rubric	Engage New York Module 4,	
I can conduct a short research project that build knowledge about a topic	W.3.7	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Understand how to conduct simple research Grade level spelling How to write a topic sentence Understanding of how to write a sentence/ paragraph	3rd Grade Writing Rubric	Engage New York Module 4	
I can 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.	SL.3.4	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Grade level speech	3rd Grade Writing Rubric	Engage New York Module 4	
I can create engaging audio recordings of stories or poems that demonstrate fluid reading at an	SL.3.5	Students score a 3 out of 4 on each possible indicator on the writing rubric.	Understanding of technology. Understanding of powerpoint/ recording.	3rd Grade Writing Rubric	Engage New York Module 4	

understandable pace; add visual display when appropriate to emphasize or enhance certain facts.						
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