

**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RL 3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Essential Skills and Concepts:**

- Ask and answer questions (who, what, when, why, where)
- Refer to text for answer
- Synthesize information about in text in order to answer questions about the text

**Question Stems and Prompts:**

- ✓ Retell the story in sequential order.
- ✓ Who were the major/minor characters?
- ✓ What were the major/minor events?
- ✓ What in the text leads you to that answer?
- ✓ What details are the most important?
- ✓ Where can you find \_\_\_\_\_?

**Academic Vocabulary**

- question
- demonstrate
- understanding
- text
- answer
- details
- sequence

**Spanish Cognates**

- demonstrar
- texto
- detalles
- secuencia

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RL 3.2**

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.

**Essential Skills and Concepts:**

- Retell stories in sequential order
- Distinguish different genre: fables, folktales, myths
- Determine the central message, lesson, or moral of a story
- Explain how the central message, lesson, or moral is conveyed through key details

**Question Stems and Prompts:**

- ✓ What is the central message (lesson or moral) of the story?
- ✓ How do you know what the moral of the story is?
- ✓ How does the author convey the central message (lesson or moral)?
- ✓ In what order was the story written?
- ✓ How do you know this is a myth? A folktale? A fable?
- ✓ Explain how the author uses details to convey the message (lesson or moral) of the story.

**Academic Vocabulary**

- recount
- fable
- folktale
- myth
- diverse
- culture
- central message
- lesson
- moral
- convey
- key detail(s)
- text

**Spanish Cognates**

- fábula
- mito
- diverso
- cultura
- mensaje central
- lección
- moraleja
- texto

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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.

**Essential Skills and Concepts:**

- Understand the sequence of events in a story
- Identify major/minor characters
- Describe characters by citing their traits, motivations, and emotions
- Understand and explain how the characters' actions contribute to major and minor events of the story

**Question Stems and Prompts:**

- ✓ Distinguish between major/minor characters in the story.
- ✓ Describe the major/minor characters.
- ✓ How do the character's traits contribute to the story?
- ✓ What were the characters' motivations in finding a resolution to the problem?
- ✓ How do the characters' actions help move the plot along?

**Academic Vocabulary**

- describe
- interpretation of characters
- character/character traits
- motivation
- emotion (feelings)
- contribute
- sequence events
- problem
- resolution

**Spanish Cognates**

- describir
- motivación
- emoción
- contribuir
- problema
- resolución

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**RL 3.4**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language (See grade 3 Language standards 4-6 for additional expectations.)

**Essential Skills and Concepts:**

- Distinguish between words, phrases, and sentences
- Determine word and phrase meaning through context
- Distinguish between literal and non-literal language

**Question Stems and Prompts:**

- ✓ Can you tell me what this word or phrase means?
- ✓ What do you think the author is trying to say when he/she uses that phrase?
- ✓ What phrases are literal, or non-literal, in meaning?
- ✓ Can you change this phrase from literal to non-literal, and non-literal (idiomatic expressions) to literal?
- ✓ What clues can you find in the sentence or paragraph that can help you figure out the meaning of that word or phrase?

**Academic Vocabulary**

- determine
- phrases
- non-literal
- literal
- context clues
- distinguish

**Spanish Cognates**

- determinar
- frases
- literal
- distinguir

**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**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.

**Essential Skills and Concepts:**

- Understand differences between story, drama, and poem and their parts (chapter, scene, stanza)
- Use vocabulary particular to each genre when speaking or writing
- Describe how each part builds upon earlier sections when discussing or writing about story, drama, or poems

**Question Stems and Prompts:**

- ✓ Compare and contrast a story, poem, and a play.
- ✓ In a play, what is the importance of having scenes?
- ✓ In a book, what is the importance of having chapters?
- ✓ In a poem, what is the importance of having stanzas?
- ✓ The use of stage directions helps the reader \_\_\_\_\_.
- ✓ In the earlier chapter, we learned ...
- ✓ How does what the author said in an earlier paragraph help us understand what is happening now?
- ✓ Can you restate that using the word *chapter*, *stanza*, or *scene*?

**Academic Vocabulary**

- refer
- text
- drama/play
- stage directions
- act/scene
- cast
- story
- chapter
- poem/poetry
- verse
- stanza

**Spanish Cognates**

- referir
- texto
- drama
- acto
- capítulo
- poema/poesía
- verso

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**RL 3.6**

Distinguish their own point of view from that of the narrator or those of the characters.

**Essential Skills and Concepts:**

- Understand point of view
- Know what is meant by “first person”
- Know what is meant by “third person”
- Distinguish between one’s own point of view and another’s

**Question Stems and Prompts:**

- ✓ Who is telling the story in this selection?
- ✓ Who is the narrator?
- ✓ Is this selection written in first person? How do you know? What words give clues?
- ✓ Is this selection written in third person? How do you know? What words give you clues?
- ✓ What do you think about what has happened so far?
- ✓ Do you agree with the author’s message so far?
- ✓ Can you put yourself in the character’s place?
- ✓ How would you feel if this were you? Would you feel the same or differently?

**Academic Vocabulary**

- distinguish
- point of view
- first person
- third person
- narrator

**Spanish Cognates**

- distinguir
- punto de vista
- primera persona
- tercera persona
- narrador

**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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., create mood, emphasize aspects of a character or setting).

**Essential Skills and Concepts:**

- Understand character, plot, setting
- Recognize how illustrations contribute to a story
- Explain how illustrations contribute to what is conveyed in words in the text to create mood and describe character or setting

**Question Stems and Prompts:**

- ✓ How does the illustration help tell the story?
- ✓ What does the illustration convey to you about the character (mood, setting)?
- ✓ What is the illustration’s contribution to the story?
- ✓ What mood does the illustration portray? Did it help you understand the text?
- ✓ What do the illustrations tell you about what the character is like?
- ✓ How do the illustrations help you understand what is happening in the story?

**Academic Vocabulary**

- illustration(s)
- contribute
- contribution
- convey
- aspect(s)
- mood

**Spanish Cognates**

- ilustración
- contribuir
- contribución
- aspecto

Standard RL 3.8 not applicable

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**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).

**Essential Skills and Concepts:**

- Able to compare and contrast
- Understand theme, setting, and plot
- Recognize author
- Recognize how a character remains the same and changes in different stories or books by the same author
- Compare and contrast the themes, settings and plots

**Question Stems and Prompts:**

- ✓ What is similar in Book A and Book B? What is different?
- ✓ How is character X the same in Book A and Book B? How is he/she different?
- ✓ How does the setting effect the character’s actions?
- ✓ What is the theme of this story? How is it different from the other stories we have read about this character?
- ✓ Is the setting for this story the same or different?

**Academic Vocabulary**

- compare
- contrast
- theme
- setting
- plot
- author
- character
- text

**Spanish Cognates**

- comparar
- contrastar
- tema
- autor
- texto

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**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.

**Essential Skills and Concepts:**

- Recognize genre in literature, including stories, dramas, and poetry
- Read independently and proficiently at the high end of the 2-3 grade complexity band
- Comprehend literature read at the high end of the 2-3 grade complexity band

**Question Stems and Prompts:**

- ✓ What kind of book is this?
- ✓ Ask yourself: Did I understand what the author is trying to say?
- ✓ What is the main idea, or message, in the story, poem, or play?
- ✓ Have you read a poem, play or chapter book lately? Your might want to try reading something different.
- ✓ What can you do if you don't understand?
- ✓ Did you go back and re-read?
- ✓ What did you check out from the library?
- ✓ You might try \_\_\_\_\_. It's by the same author that you like.
- ✓ What are you reading at home?
- ✓ Have you completed your reading chart?
- ✓ Have you taken an AR test lately?

**Academic Vocabulary**

- comprehend
- literature
- story
- drama
- poetry
- independently
- proficiently
- chart

**Spanish Cognates**

- comprender
- literatura
- drama
- poesia

**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RI 3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Essential Skills and Concepts:**

- Form and ask questions
- Understand the details in the text
- Answer questions that demonstrate understanding such as who, what, when, where and why
- Refer to text for answers

**Question Stems and Prompts:**

- ✓ Who, or what, is this text about?
- ✓ Where in the text can you find that answer?
- ✓ What in the text leads you to that answer?
- ✓ Show me where the author says that.
- ✓ Can you tell your partner who/what the text was about?
- ✓ What are the main ideas in the reading?
- ✓ Can you show me in the text, the basis for your answers?

**Academic Vocabulary**

- question
- answer
- demonstrate
- understanding
- text

**Spanish Cognates**

demonstrar  
  
texto

**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RI 3.2**

Determine the main idea of a text; recount the key details and explain how they support the main idea.

**Essential Skills and Concepts:**

- Determine the main idea of informational text
- Recount the key details
- Explain how the key details support the main idea

**Question Stems and Prompts:**

- ✓ What information does the author use to support the main idea?
- ✓ Summarize the text for me orally.
- ✓ Recount what detail you felt was most important.
- ✓ What is the main idea?
- ✓ Explain the key details.
- ✓ How do the details of the text support the main idea?

**Academic Vocabulary**

- determine
- recount
- key details
- support

**Spanish Cognates**

determinar

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**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.

**Essential Skills and Concepts:**

- Be able to describe relationships
- Identify historical events and scientific ideas
- Be able to sequence steps in a procedure
- Use the language of time, such as: long ago, in this decade, century, in the future
- Use language of cause and effect
- Understand a “series of events” and “steps in a procedure”
- Describe the impact an early event had on something that happened later in the text

**Question Stems and Prompts:**

- ✓ What was the result of \_\_\_\_\_?
- ✓ How are \_\_\_\_\_ and \_\_\_\_\_ related?
- ✓ What was the result of \_\_\_\_\_’s idea?
- ✓ What is the first thing that you would do to complete this procedure?
- ✓ What would you expect the result to be at the end?
- ✓ Tell your partner when this happened.
- ✓ Work with your group to create a timeline of these events.
- ✓ Create a flow map that shows the sequence of events.

**Academic Vocabulary**

- relationship
- events
- concepts
- technical
- procedure
- scientific
- historical
- sequence
- cause/effect

**Spanish Cognates**

- relación
- conceptos
- técnico
- procedimiento
- científico
- histórico
- secuencia
- causa/efecto

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**RI 3.4**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. **(See grade 3 Language standards 4-6 for additional expectations.)**

**Essential Skills and Concepts:**

- Understand that words may have multiple meanings
- Use root words, Latin and Greek suffixes and prefixes, to determine the meaning of academic words used in science, history/social studies
- Understand that words may be used as figurative language
- Use antonyms and synonyms as clues to find the meaning of grade level words

**Question Stems and Prompts**

- ✓ What tools can you use to find the meaning of this word?
- ✓ What does the word \_\_\_\_\_ mean in this sentence?
- ✓ Can you read the sentences around the word to help you understand its meaning?
- ✓ Can you read words around the word to help you understand its meaning?
- ✓ What does the phrase \_\_\_\_\_ mean?
- ✓ Where can you look in the book to help you figure out what that words means?
- ✓ Are there any parts of the word that you know?

**Academic Vocabulary**

- determine
- Greek
- Latin
- prefixes
- suffixes
- root words
- dictionary
- glossary
- Google
- multiple meanings
- figurative language

**Spanish Cognates**

- determinar
- griego
- latino
- prefijos
- sufijos
- diccionario
- glosario
- lenguaje figurative



**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., A section, chapter, scene, or stanza) relate to each other and the whole.

**RI 3.5**

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

**Essential Skills and Concepts**

- Understand basic keyboarding skills
- Understand internet usage
- Determine relevant information
- Understand the importance of key words

**Question Stems and Prompts:**

- ✓ What can you do if you don't understand?
- ✓ How is the information organized?
- ✓ Can you locate key words?
- ✓ Where can you locate \_\_\_\_\_?
- ✓ Which information would you find more relevant?
- ✓ If you were using the computer to search for your topics, which words would you use to start your search?

**Academic Vocabulary**

- locate
- key words
- information
- relevant
- importance
- organized

**Spanish Cognates**

información  
importancia  
organizado

**Anchor Standard**

Access how point of view or purpose shapes the content and style of a text.

**RI 3.6**

Distinguish their own point of view from that of the author of a text.

**Essential Skills and Concepts:**

- Demonstrate understanding of the author's intent
- Determine information from the text
- Look for language or ideas expressing what the author believes about the information he/she is presenting
- Understand who is speaking
- Express their own thoughts about the information they have read

**Question Stems and Prompts:**

- ✓ Who is providing the information?
- ✓ What is the author's point of view?
- ✓ Is the author relating information, or is he/she trying to convince you of an idea?
- ✓ Do you agree, or disagree, with what the author has said so far?
- ✓ Compare the accounts and how they were presented in the text.
- ✓ Why do you think the authors describe the events, or experiences, differently?
- ✓ Can you explain your thoughts about what you read? Do you agree with the author?
- ✓ Why do you think the information is different?
- ✓ What information do you feel is most valid?

**Academic Vocabulary**

- valid
- information
- text
- authors
- provide
- point of view
- accounts

**Spanish Cognates**

válido/a  
información  
texto  
autores  
punto de vista



**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**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).

**Essential Skills and Concepts:**

- Understand maps and legends
- Understand the importance of pictures and how they relate to text
- Understand that informational text gives the where, when, why, and how events occur
- Understand that key information is found in the graphics that accompany the text
- Explain what they learned from the text

**Question Stems and Prompts:**

- ✓ What is this text about?
- ✓ What can you do, if you don't understand?
- ✓ What information can you obtain from the map?
- ✓ Can you tell me what the "key/legend" of the map conveys?
- ✓ Looking at the illustration, how does it relate to the text? Why is this important to help you understand?
- ✓ Where and when did the event take place?
- ✓ Why and how did the event occur?
- ✓ Why is the map key, or legend, important?
- ✓ When did the event occur?

**Academic Vocabulary**

- determine
- information
- convey
- map
- map key/legend
- event
- occur
- illustration

**Spanish Cognates**

- determinar
- información
- mapa
- ocurrir
- ilustración

**Anchor Standard**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**RI 3.8**

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**Essential Skills and Concepts:**

- Identify facts and details the author has cited as evidence to support his points
- Identify how one sentence is connected to the sentence before and after it
- Understand how a concept continues from one paragraph to another
- Understand cause and effect
- Understand comparisons
- Understand the importance of sequencing

**Question Stems and Prompts:**

- ✓ What is the author's message?
- ✓ What does the author claim?
- ✓ What details, or facts, support the author's claim?
- ✓ How was the text written? (comparison, cause/effect, or sequential order)
- ✓ How does the author connect the ideas in each of the paragraphs to the topic of the text?
- ✓ Can you tell me something else that you have read that was written this way?
- ✓ What details were important?
- ✓ How does this sentence connect with what we read earlier?
- ✓ What organizational pattern was used to write this text?
- ✓ Did the photographs help you understand the author's meaning? How?

**Academic Vocabulary**

- determine
- author
- author's message
- author's claim
- detail
- comparison
- cause/effect
- sequential order

**Spanish Cognates**

- determinar
- autor
- mensaje del autor
- detalle
- comparación
- causo/efecto

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RI 3.9**

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

**Essential Skills and Concepts:**

- Identify the points an author is trying to make
- Identify the key details presented
- Use note-taking to help keep track of key details and important points in a text
- Compare and contrast the points made in two different texts
- Name key details and points that are the same or different in two texts

**Question Stems and Prompts:**

- ✓ What are the key details in this text?
- ✓ How will you keep track of the points the authors are making in each text?
- ✓ What is this text about?
- ✓ What details does the author use to support his point?
- ✓ Can you tell your partner what is the same/different about what you are reading?
- ✓ Is there information in this text that was not included in the other text?
- ✓ How are the ideas the same in both texts?

**Academic Vocabulary**

- compare
- contrast
- topics
- similar
- different
- points
- key details

**Spanish Cognates**

- comparar
- contrastar
- similar
- diferente
- puntos

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**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 complexity band independently and proficiently.

**Essential Skills and Concepts:**

- Know how to use text features to help comprehend informational text
- Have experience reading grade level science textbooks
- Have experience reading grade level history/social science textbooks
- Read informational texts independently and proficiently
- Know how to self-monitor for understanding

**Question Stems and Prompts:**

- ✓ Do you have any questions about what you are reading?
- ✓ If you don't understand, who can you ask to help you?
- ✓ Have you tried using the graphics to help you understand what you are reading about?
- ✓ Have you tried reading this book?
- ✓ What helps you understand as you are reading the history or science book?

**Academic Vocabulary**

- science book
- history book
- informational text
- non-fiction text

**Spanish Cognates**

- texto informativo
- no-ficción de texto

Standard RF 3.1 and RF 3.2 are not applicable to third grade.

Anchor standards do not exist for RF standards.

**Anchor Standard**

Anchor standards do not exist for RF standards.

**RF 3.3**

Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade-appropriate irregularly spelled words.

**Essential Skills and Concepts**

- Understand that meaningful chunks can be added to words to change their meaning
- Understand that prefixes are added to the beginning of the word
- Know the meaning of common prefixes such as *re-*; *un-*; *dis-*; etc.
- Understand that suffixes are added to the ending of a word
- Recognize the derivational suffixes, *ly-*; *-ish*; *-hood*; *-ful*; *-ness*; *-ment*; etc, and how they change the meaning of a word
- Recognize common Latin suffixes, such as *-ment*; *-ation*, *-ly*; *-able/ible*; etc.
- Recognize and use common syllable patterns such as *doubles*, to help decode multi-syllabic words
- Know and read fluently regularly spelled words

**Question Stems and Prompts**

- ✓ Can you point to the root word?
- ✓ Are there any chunks you know that can help you figure out what this word says?
- ✓ Does the word have suffixes or prefixes you know?
- ✓ How many parts do you hear in that word?
- ✓ Are there any patterns you can use to help you write that word?

**Academic Vocabulary**

- decode
- suffixes
- prefixes
- multi-syllable
- appropriate
- irregular
- Latin
- analyze

**Spanish Cognates**

- descodificar
- sufijos
- prefijos
- apropiado
- irregular
- latino
- analizar

**Anchor Standard**

Anchor Standards do not exist for RF standards.

**RF 3.4**

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

**Essential Skills and Concepts**

- Set a purpose for reading
- Use expression when reading
- Use strategies for self-correction
- Recognize when they become confused or have lost the meaning of the text
- Skim the text
- Re-read for fluency and comprehension
- Self-monitor for understanding

**Question Stems and Prompts**

- ✓ Why did you choose this selection?
- ✓ What can you do when the story/text doesn't make sense?
- ✓ What strategies can you use when you don't understand the text?
- ✓ Can you read this paragraph fluently and with expression?
- ✓ Why is it important to scan the page?
- ✓ Did you skim the page looking for information?

**Academic Vocabulary**

- selection
- strategies
- paragraph
- fluently
- expression
- skimming
- scanning
- self-monitor

**Spanish Cognates**

- selección
- estrategias
- párrafo
- expresión

**Anchor Standard**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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, and 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 concluding statement or section.

**Essential Skills and Concepts**

- Chose a topic
- State an opinion about the topic
- Know common organizational structures such as: cause/effect, chronological/sequential order, problem/solution
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate, or sum up, the writing

**Question Stems and Prompts**

- ✓ Who is your audience?
- ✓ What is your purpose for writing?
- ✓ Have you stated an opinion or preference?
- ✓ Did you let your reader know your opinion or preference?
- ✓ How did you introduce your topic?
- ✓ Is your writing organized in a way that makes sense to your reader?
- ✓ Are you using cause and effect or sequence to help organize your writing?
- ✓ Are any important details or reasons left out of your writing?
- ✓ Do you use time-order words to help your reader understand when the events happened?
- ✓ Does your conclusion sum up or restate your opinion or purpose?
- ✓ From which point of view will you be writing?
- ✓ What linking words could you use to help your reader follow your thinking?

**Academic Vocabulary**

- fact/opinion
- point of view
- topic
- introduction/conclusion statements
- support
- organizational structure
- linking words

**Spanish Cognates**

punto de vista

estructura organizativa

**Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W 3.2**

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

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and 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.

**Essential Skills and Concepts**

- Know the difference between writing text to inform or explain
- Know how to write a topic sentence
- Know how to group related information together
- Understand the importance of including illustrations
- Use fact, definitions, and details to develop topic
- Use linking words and phrases to connect ideas
- Know how to conclude by using a statement or explanation

**Question Stems and Prompts**

- ✓ Are you writing to inform or explain?
- ✓ What is your topic?
- ✓ Did you begin your writing with a topic sentence?
- ✓ What example, definitions, and details will you use to explain your topic?
- ✓ Talk to a partner about your topic. Can you get a quote from your partner for your writing?
- ✓ Why did you choose this topic?

**Academic Vocabulary**

- topic
- inform
- explain
- topic sentence
- examples
- definitions
- details
- quotations

**Spanish Cognates**

informar  
explicar  
ejemplos  
definiciones  
detalles  
cotizaciones

**Anchor Standard**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W 3.3**

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

- 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. Provide a sense of closure.

**Essential Skills and Concepts:**

- Know that a narrative tells a story
- Understand who is telling the story
- Know how to move from one events to another
- Use the characters' words to help explain what is happening in the story
- Recognize transitional words
- Understand story elements
- Understand dialoguing

**Question Stems and Prompts:**

- ✓ Who is your story about?
- ✓ Where does your story take place? (Setting)
- ✓ Why was this setting important to your story?
- ✓ Do you have major and minor characters?
- ✓ What problem will the main character face?
- ✓ Does the problem change the characters acts or thoughts?
- ✓ Have you used details that will help your readers see and know the characters?
- ✓ What events will lead up to your conclusion?
- ✓ Where can you add more descriptive words and information to make your story more exciting?

**Academic Vocabulary**

- setting
- major/minor character
- problem
- details
- descriptive words
- information
- events
- details
- experience

**Spanish Cognates**

- problema
- detalles
- information
- detalles
- experiencia

**Anchor Standard**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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 above.*)

**Essential Skills and Concepts**

- Know how to write in a sequential manner
- Understand why you are writing
- Understand for whom you are writing
- Understand how the writing moves from beginning to end, or from introduction to conclusion
- Understand writing purposes such as: writing to persuade, to inform, to entertain
- Recognize and use organizational structures such as: chronological order, cause and effect, etc

**Question Stems and Prompts:**

- ✓ What is the purpose for writing this piece?
- ✓ How will you persuade your audience?
- ✓ Why are you writing this piece?
- ✓ Who will be reading your writing?
- ✓ Who is your audience?
- ✓ How will you organize your writing?
- ✓ What information will you need to add to help your reader understand?
- ✓ Where can you add more information to help the reader understand?
- ✓ Are there any events, or details, you need to add so that your writing is organized well?

**Academic Vocabulary**

- organize
- purpose
- audience
- chronological order
- sequential order
- cause/effect
- develop
- persuade
- entertain
- inform

**Spanish Cognates**

- organizar
- propósito
- orden cronológica
- orden secuencial
- causa/efecto
- persuadir
- entretener
- informar

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**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.)

**Essential Skills and Concepts**

- Organize thoughts and ideas
- Use brainstorming, webs, clusters to help generate ideas before writing
- Seek guidance from peers to help add language and ideas to writing
- Ask adults for help in revising or editing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity

**Question Stems and Prompts**

- ✓ What will you use to help you organize your ideas?
- ✓ Can you create a graphic organizer/thinking maps to help you sequence your ideas and events?
- ✓ Can you share with your partner what you plan to write?
- ✓ Does your partner have ideas that you can use?
- ✓ Have you completed your first draft?
- ✓ Can you re-write this so that the ideas/details are clearer?
- ✓ Is there a better way you could write your beginning?
- ✓ What is your topic sentence?
- ✓ Have you asked your partner to give you feedback about what you have written so far?
- ✓ Have you used your editing/proofreading checklist to help you make any changes?

**Academic Vocabulary**

- develop
- plan
- organize
- purpose
- editing
- revising
- proofreading
- feedback

**Spanish Cognates**

- planear
- organizar
- propósito
- revisando

**Anchor Standard**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**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.

**English Skills and Concepts**

- Have basic keyboarding skills
- Know how to use the following toolbar functions:
  - bold
  - underline
  - font style
  - font size
  - set margins
  - page orientation
- Have a system for saving and storing work until it is ready for publishing
- Know and use Internet tools such as: search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- Use programs such as: Word, PowerPoint, and Publisher
- Know and use print commands
- Know how to work together

**Question Stems and Prompts**

- ✓ Have you and your group decided what you will write about?
- ✓ How will you divide the work so that you all contribute to the project?
- ✓ Where will you save your work until you are ready to print?
- ✓ What program will you use to publish your work? Word? PowerPoint? etc.
- ✓ What online resources can you use to help write your paper?

**Academic Vocabulary**

- technology
- digital
- word processing
- copy and paste
- PowerPoint
- Google
- search engine
- toolbar
- spellcheck

**Spanish Cognates**

- tecnología
- digital
- copiar/ pegar



**Anchor Standard**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W 3.7**

Conduct short research projects that build knowledge about a topic.

**Essential Skills and Concepts**

- Know how to select a topic that can be researched
- Understand how to use reference materials such as: encyclopedias, atlas, search engines or databases
- Understand how to use keywords for searching a topic
- Understand how to summarize information
- Use graphic organizers or Thinking Maps to move logically through the research project
- Understand organizational structures that are used when writing a research report
- Know how to cite print and internet sources

**Question Stems and Prompts**

- ✓ What is the topic of your report?
- ✓ Can you narrow your topic?
- ✓ What sources will you use to find information?
- ✓ What key words can you use to find your topic online?
- ✓ Where can you go to find more information?
- ✓ How will you give your sources credit?
- ✓ What is the page called where you will list your sources?

**Academic Vocabulary**

- topic
- sources
- information
- key words
- online
- credit
- cite
- bibliography
- citation page

**Spanish Cognates**

información  
on line; en línea  
citar  
bibliografía

**Anchor Standard**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**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.

**Essential Skills and Concepts**

- Know how to use search engines such as Goggle, Bing, etc.
- Know how to use the library to locate print resources such as: encyclopedias, magazine, and books
- Understand how to summarize information
- Know how to organize information
- Understand how to sort information by categories
- Understand how to use note-taking strategies such as: index cards, notebooks, graphic organizers, or Thinking Maps

**Question Stems and Prompts**

- ✓ What sources did you use to find your information?
- ✓ What sources did you find on an internet search?
- ✓ What sources did you find in a library search?
- ✓ How can you paraphrase this sentence?
- ✓ Can you write this sentence using your own words?
- ✓ Is this information important to your research?
- ✓ Can you use an organizer to help you group your ideas?

**Academic Vocabulary**

- sources
- list
- bibliography
- citation page
- cite
- note-taking
- paraphrasing
- internet search
- library sources

**Spanish Cognates**

lista  
bibliografía  
citar  
parafrasear

Standard W 3.9 not applicable to third grade.



**Anchor Standard**

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 tasks, purposes, and audiences.

**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.

**Essential Skills and Concepts**

- Select appropriate writing topics
- Know when to use a formal or informal register for writing
- Be able to organize thoughts quickly
- Organize thoughts to focus on a topic
- Recognize the purpose for writing
- Know how to research a topic using various sources
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion
- Know that for writing a research project you must include and cite various sources

**Question Stems and Prompts**

- ✓ Write about . . . . .
- ✓ You will have \_\_\_\_\_ minutes to write about . . . .
- ✓ What will you do to plan your writing?
- ✓ Use your proofreading checklist when you are editing and revision.
- ✓ Re-read your writing, or ask a partner to read it to see if there are additions you need to make.
- ✓ As you plan your paper, think about who your audience is and why you are writing.
- ✓ How is writing a report different from writing a narrative?

**Academic Vocabulary**

- research
- report
- narrative
- reflection
- revise
- proofread
- edit
- audience
- proofreading
- checklist

**Spanish Cognates**

- reportaje
- narración
- reflexión
- revisar

**Anchor Standard**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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.

- 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.
- 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).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

**Essential Skills and Concepts**

- Work with a partner
- Develop good study habits
- Use rules for conversations
- Recognize the ideas of others
- Build upon ideas
- Ask questions to check understanding
- Offer comments or suggestions

**Question Stems and Prompts**

- ✓ Have you done your reading?
- ✓ Today you will be working in your teams . . .
- ✓ Ask your partner \_\_\_\_\_?
- ✓ Tell your partner everything you learned about \_\_\_\_\_.
- ✓ Did you listen carefully to your partner?
- ✓ Did you offer suggestions or comments when your partner was finished speaking?

**Academic Vocabulary**

- discussion
- conversation
- group work
- understanding
- role
- comments
- suggestion

**Spanish Cognates**

- discusión
- conversación
- comentarios

**Anchor Standard**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL 3.2**

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.

**Essential Skills and Concepts**

- Recognize the main ideas presented in text
- Recognize supporting details
- Understand visual, oral, and digital informational formats
- Recognize what information is being conveyed through diverse media such as; graphs, videos, and digital resources

**Question Stems and Prompts**

- ✓ What was the main idea of the video; share with your partner.
- ✓ How did you decide this was the main idea?
- ✓ Using your own words, summarize the video with your partner.
- ✓ Can you explain this graph?
- ✓ This chart explains \_\_\_\_\_.
- ✓ Why is information put into charts or graphs?
- ✓ Can you think of any other information that could be graphed or charted?

**Academic Vocabulary**

- oral
- media
- video
- graphs
- graphics
- charts
- main idea
- supporting ideas
- summarize

**Spanish Cognates**

- oralmente
- vídeo
- gráficos
- gráficos
- resumir

**Anchor Standard**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric

**SL 3.3**

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

**Essential Skills:**

- Identify the reasons a speaker gives to support their argument
- Know that facts, examples, explanations can be used as support for an opinion.
- Infer messages that the speaker implies

**Question Stems and Prompts:**

- ✓ What is the speaker trying to tell you?
- ✓ What is the speaker doing to support what he/she is saying?
- ✓ Do you believe what the speaker is saying? Why?
- ✓ What reasons made you agree/ disagree with what you heard or saw?
- ✓ Based on what you saw or heard, what conclusions did you come up with?

**Academic Vocabulary**

- reasons
- speaker
- support
- evidence
- points
- opinions
- conclusions

**Spanish Cognates**

- razones
- puntos
- opiniones
- conclusiones

**Anchor Standard**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**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.

- a. **Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.**

**Essential Skills:**

- Understand strategies for organizing a presentation such as: brainstorming, the use of graphic organizer, or Thinking Maps
- Understands organizational structure for presentation such as: chronologically, problem/solution, cause and effect, before and after
- Know that stories are organized with a beginning, a middle, and an end
- Understand that text or presentations usually have theme
- Know that reports have an introduction, body with supporting details, and a conclusion
- Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact

**Question Stems and Prompts:**

- ✓ What is the theme of your report or presentation?
- ✓ Did you write or present facts that were relevant?
- ✓ What descriptive words or language did you use?
- ✓ When you related the events, did they have a beginning, middle, and an end?

**Academic Vocabulary**

- theme
- pace
- descriptive
- relate
- recount
- recall
- relevant

**Spanish Cognates**

- tema
- descriptivo
- relatar

**Anchor Standard**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**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.

**Essential Skills:**

- Understand how to use audio equipment
- Understand voice, pitch and inflection
- Create visual displays such as: legends, charts, graphs, and display boards
- Select visuals to add to a poem or story being read

**Question Stems and Prompts**

- ✓ What is the theme of your presentation?
- ✓ What visuals will you use to enhance your presentation?
- ✓ Have you practiced your reading emphasizing important words or points?
- ✓ How is your pacing?
- ✓ At what time in your presentation will you show your visuals?
- ✓ Do your visuals support your presentation theme?

**Academic Vocabulary**

- presentation
- display
- visual
- theme
- enhance
- emphasizing

**Spanish Cognates**

- presentación
- visual
- tema
- enfaticar

**Anchor Standard**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**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.)

**Essential Skills**

- Understand different levels of speech styles
- Recognize when formal or informal English is appropriate
- Understand that informal speech is used when talking to friends
- Use academic, content specific vocabulary when presenting formally
- Use complete sentences in formal presentations
- Know that when constructing a formal response, Standard English grammar and language convention must be used

**Question Stems and Prompts**

- ✓ Who is your audience?
- ✓ Would you use formal, or informal, English with this audience?
- ✓ Why would you use formal English?
- ✓ Why would you use informal English?
- ✓ What type of language do you use when talking to friends?
- ✓ What type of language do you use when giving a presentation?
- ✓ What is the specific vocabulary that relates to your topic?
- ✓ When will you use this specific vocabulary?

**Academic Vocabulary**

- audience
- formal English
- informal English
- presentation
- respond
- specific vocabulary

**Spanish Cognates**

- ingles formal
- ingles informal
- presentación
- responder
- vocabulario específico

**Anchor Standard**

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

**L 3.1**

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

- a. **Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.**
- b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- c. **Use reciprocal pronouns correctly**
- d. Form and use regular and irregular plural nouns.
- e. Use abstract nouns (e.g., childhood)
- f. Form and use regular and irregular verbs.
- g. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- h. Ensure subject-verb and pronoun antecedent agreement.\*
- i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- j. Use coordinating and subordinating conjunctions.
- k. Produce simple, compound, and complex sentences.

**Essential Skills and Concepts:**

- Write legibly using cursive or joined italics
- Know the rules that govern common grammar
- Understand subject/verb agreement
- Recognize and write simple, compound, and complex sentences
- Understand comparative and superlative

**Question Stems and Prompts:**

- ✓ Listen as I read what you wrote. Did that sound right?
- ✓ Read what you wrote slowly? Did you write what you just said?
- ✓ Is there another word that would be specific?
- ✓ How would you write that word when you are comparing two people or objects?
- ✓ How would you write that word when you are comparing three or more people or objects?

**Academic Vocabulary**

- comparative
- superlative
- specific
- object
- Simple, compound, complex sentences

**Spanish Cognates**

- comparativo
- superlativo
- específico
- objeto

**Anchor Standard**

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

**L 3.2**

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

- 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., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Essential Skills and Concepts:**

- Understand the use of quotation marks to denote that someone is speaking or quoting from the text
- Understand the use of commas in dialogue
- Identify complete sentences and independent clauses
- Understand the use of capital letters at the beginning of a sentence, titles, and proper names
- Use spelling patterns, word roots, affixes, syllable construction
- Use dictionaries or digital media to look for the correct spelling of a word

**Question Stems and Prompts:**

- ✓ What words in this sentence should be capitalized?
- ✓ How should this sentence be written to show someone is talking?
- ✓ How would you make this a compound sentence?
- ✓ How should this sentence be written correctly?

**Academic Vocabulary**

- analogies
- generalization
- dictionary appropriate
- roots
- affixes
- compound and simple sentences
- conjunctions
- quotes

**Spanish Cognates**

- analogías
- generalización
- diccionario apropiado
- afijos
- conjunciones
- citaciones

**Anchor Standard**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L 3.3**

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

- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.

**Essential Skills and Concepts:**

- Understand basic punctuation rules
- Understand basic capitalization rules
- Understand basic grammar rules
- Recognize that words have differences or shades of meaning
- Know that punctuation like commas, exclamation, and question marks, can be used for effect
- Distinguish between situations that call for formal English and those where informal English is appropriate

**Question Stems and Prompts**

- ✓ Have you determined the purpose for your speech/writing/presentation?
- ✓ Who will be your audience?
- ✓ Is the tone or style appropriate to your audience?
- ✓ Have you followed the rules of punctuation and grammar?
- ✓ Did you practice your presentation with your group, and did they provide you with feedback?
- ✓ In your group, did you talk about using precise language to convey your ideas?
- ✓ Did you use a thesaurus to locate other ways to say \_\_\_\_\_?
- ✓ Did you use quotes, questions, or exclamations to add to importance to your writing/presentation?

**Academic Vocabulary**

- purpose
- presentation
- audience
- tone
- style
- punctuation
- grammar
- precise
- thesaurus
- quote
- speech

**Spanish Cognates**

- propósito
- presentación
- tono
- estilo
- puntuación
- gramática
- preciso
- tesauro

**Anchor Standard**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L 3.4**

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.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- 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*).
- Use a known root word as a clue to the meaning of an unknown word with the same root (*e.g., company, companion*).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas.**

**Essential Skills and Concepts**

- Understand context clues help provide clues to word or phrase meaning
- Identify the most common Greek and Latin affixes and roots
- Know how to use a textbook glossary
- Access reference materials to help determine the precise meaning of key words
- Use a print or digital dictionary to locate definitions of key words or phrases
- Identify alternate word choices using print or digital thesauruses or dictionaries

**Question Stems and Prompts**

- ✓ What strategies have you used to help you figure out what this word means?
- ✓ Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?
- ✓ Have you read the sentences around the word to help you determine what the word means?
- ✓ Can you go online and search for the meaning of the word?
- ✓ Did you check the thesaurus for other ways you can write \_\_\_\_\_?

**Academic Vocabulary**

- multiply meaning
- precise
- definition
- affixes (prefix, suffixes)

**Spanish Cognates**

- preciso
- definición
- afijos(prefijos,sufijos)



**Anchor Standard**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L 3.5**

Demonstrate understanding of word relationships and nuances in word meanings.

- Distinguish the literal and non-literal meanings of words and phrases in context (*e.g., take steps*).
- Identify real-life connections between words and their use (*e.g., describe people who are friendly or helpful*).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (*e.g., knew, believed, suspected, heard, wondered*).

**Essential Skills and Concepts**

- Understand that words have literal and non-literal meanings
- Understand the connections between words and their use
- Understand shades of meaning as it relates to state of mind or degrees of certainty

**Question Stems and Prompts**

- ✓ What real-life connections can you make?
- ✓ In what other context could this word be used?
- ✓ Without changing the meaning, what word could you add to make the sentence stronger?
- ✓ What word would best describe this character?
- ✓ What is the literal meaning of this sentence?
- ✓ What is the purpose of writing with “non-literal” words or phrases?

**Academic Vocabulary**

- shades of meaning
- literal meaning
- non-literal meaning
- real life- connections
- context
- specific

**Spanish Cognates**

contexto  
específico

**Anchor Standard**

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**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*).

**Essential Skills and Concepts:**

- Understand that words have shades of meaning
- Acquire and use words that are basic to understanding a concept
- Determine which word best describes an action, emotion, or state of being
- Develop an amount of grade level academic words and phrases

**Question Stems and Prompts:**

- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ What word would best describe \_\_\_\_\_?
- ✓ Can you restate this sentence using more precise words?
- ✓ Can you replace a word in this sentence with another word that is more precise or specific?

**Academic Vocabulary**

- academic
- specific
- general
- emotions
- actions
- precise
- shades of meaning

**Spanish Cognates**

académico  
específico  
general  
emociones  
acciones  
preciso