

CRAFT Menu: Grade 3

<u>Comprehension</u>	Reader Response (How)			Traits of a 21st Century Learner	<u>Reading Foundations</u>
<u>What I do to make sense of what I read, see, & hear</u>	<i>Thoughtful Entries</i>	<i>Supports responses with text evidence</i>	R	<u>I show WHO I am through HOW I learn</u>	Decode with word analysis skills. Read with accuracy & fluency to support comprehension. CCSS.RF.3.3 CCSS.RF.3.4
I can express my own opinion apart from that of the author, narrator, or those of the characters. CCSS.ELA-Literacy.RL.3.6 & CCSS.ELA-Literacy.RI.3.6	WHOA	Judge & Jury Part 1	R	I use my imagination	
I can ask questions to show understanding of what I read. CCSS.ELA-Literacy.RL.3.1 & CCSS.ELA-Literacy.RI.3.1	See, Wonder, Think	Take a SHHH!-ORT Moment	R	I am curious	I can identify and know the meaning of the most common prefixes and basic suffixes. CCSS.ELA-Literacy.RF.3.3a
I can read closely and find answers “right there” in the text to “prove” my answer is correct. CCSS.ELA-Literacy.RL.3.1 & CCSS.ELA-Literacy.RI.3.1	Stoplight Q&A	Prove it!	R	I strive to build (content knowledge)	I can break apart the structure of words by identifying a root word, a prefix, and a suffix. CCSS.ELA-Literacy.RF.3.3a
I can recount (tell) stories, including fables, folktales, and myths from diverse cultures.	Fab 5 MW	Fab 5 Text Code	R	I am self-aware	I can decode words with common Latin suffixes. CCSS.ELA-Literacy.RF.3.3b
I can determine the central message, lesson, or moral. CCSS.ELA-Literacy.RL.3.2	Walk with Wally	Actions Speak Louder than Words	R	I can persevere	I can decode multi-syllable words. CCSS.ELA-Literacy.RF.3.3c
I can explain how the message, lesson, or moral is put into words through key details in the text. CCSS.ELA-Literacy.RL.3.2	Walk with Wally 3.0	Character Life Map	R	I am courageous	I can read grade-appropriate irregularly spelled words. CCSS.ELA-Literacy.RF.3.3d

I can determine the main idea of a text. CCSS.ELA-Literacy.RI.3.2-	Is it a Keeper?	10, 50, \$2.00 Summary	R	I am passionate	I can read grade-level prose and poetry orally with accuracy on successive readings. CCSS.ELA-Literacy.RF.3.4b
I can recount (tell) key details in a text and explain how they support the main idea. CCSS.ELA-Literacy.RI.3.2-	Triple Entry Sketch-Taking	Text Code	R	I am an engaged listener & speaker	I can read grade-level prose and poetry orally with appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.3.4b
I can use key details in a story to describe a character's traits/feelings/motivations (why they do it). CCSS.ELA-Literacy.RL.3.3	Walk on the Wally Side 3.0	Sketch-Coding	R		I can use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.3.4c
I can explain how the actions of a character contribute to the sequence of events (cause/effect). CCSS.ELA-Literacy.RL.3.3	BeCAUSE & Effect	Triple Entry Sketch-Taking	R		
I can identify 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). CCSS.ELA-Literacy.RL.3.9 Literature	Read like a Writer	What's Your Point?	R		
I can 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). *Actual CCSS.	Spot the Difference		R		
I can identify the most important points and key details presented in two texts on the same topic. CCSS.RI.3.9			R		
I can compare & contrast the most important points and key details presented in two texts on the same topic. CCSS.ELA-Literacy.RI.3.9	Read like a Writer		R		
<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, & 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. CCSS.ELA-Literacy.RL.3.10</p>					

Text, Tone, Type So What?

Text (Structure) I am a close & critical reader	R	
I can use time, sequence, and cause/effect words to describe how a series of events (in history), ideas (in science), or steps (how-to) link together.)CCSS.ELA-Literacy.RI.3.3	R	
I can describe particular words, sentences, and paragraphs that identify specific text structures: comparison, cause/effect, & sequence / chronological (first/second/third) CCSS.ELA-Literacy.RI.3.8	R	
I can recognize that poems, drama and stories use different structural elements. I can explain how a chapter, scene, or stanza builds on an earlier section.	R	
o story (foreword, paragraph, chapter) o poem (verse, stanza) o drama (cast, scene, dialogue, stage directions) CCSS.ELA-Literacy.RL.3.5	R	
Text Tone (Author's Craft) I can read like a writer	<u>R</u>	
I can use various strategies (context clues, root words) to determine the meaning of words and phrases. CCSS.ELA-Literacy.RL.3.4 & CCSS.ELA-Literacy.RI.3.4	R	

I can tell the difference between literal (word-for-word) and nonliteral (simile/metaphor) word choice. CCSS.ELA-Literacy.RL.3.4 & CCSS.ELA-Literacy.RI.3.4	R	
I can explain how parts of an illustrations add to what is conveyed by the words in a story to create mood, or highlight a character or setting. CCSS.ELA-Literacy.RL.3.7	R	
Type What tools I use to engage, persuade, & inform	R	
I can report on a topic or text, tell a story, or recount an experience with correct facts and descriptive details, speaking clearly at an understandable pace. CCSS.ELA-Literacy.SL.3.4	R	
I can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text CCSS.ELA-Literacy.RI.3.7	R	
I can (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. CCSS.ELA-LITERACY.W.3.6	<u>R</u>	
I can conduct short research projects that build knowledge about a topic.CCSS.ELA-LITERACY.W.3.7	<u>R</u>	
	R	
