Third Reading and Writing
Units of Instruction
2021-2022

BOONE COUNTY SCHOOLS

ACHIEVING EXCELLENCE TOGETHER

Launch Unit: Foundations 20 Days	UNIT 1: Narrative A 20 Days + 3 Flex	UNIT 2: Informational A 19 Days	UNIT 3: Opinion A 21 Days + 4 Flex	UNIT 4: Narrative B 20 Days	UNIT 5: Informational B 19 Days + 4 Flex	UNIT 6: Opinion B 30 + 13 Flex
Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22	Prioritized Standards for 21-22
RF.3.3	**RF.3.3**	**RF.3.3**	**RI.3.1**	**RL.3.2**	**RI.3.2**	**RI.3.1**
RL.3.1	**RL.3.1**	**RI.3.1**	**RI.3.2**	**RL.3.4**	**RI.3.4**	**RI.3.2**
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Grade 3 Reading and Writing

Prioritized Standards and

Instructional-Launching Workshop and Guided Reading 1

3rd Grade Reading and Writing
Launch Unit: Foundations

**This unit is designed to...	

Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RL.2.1	**RL.3.1**	RL.4.1	**Priority Standard**
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	*Ask and answer* QUESTIONS *and* **make and support logical inferences to construct meaning** *from the text*	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

RL.2.2	**RL.3.2**	RL.4.2	Supporting Standard
Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/ or moral, including but not limited to fables, folktales and myths from diverse	*Identify and cite* **relevant implicit** *and explicit information from a summary* **to determine the** THEME, LESSON LEARNED, AND/OR MORAL, including but not limited to FABLES,	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas	

cultures.	FOLKTALES, AND MYTHS FROM DIVERSE CULTURES.		

			Priority Standard
RI.2.1	**RI.3.1**	RI.4.1	
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	*Ask and answer* QUESTIONS and **make and support logical inferences to construct meaning** *from the text*	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

			Supporting Standard
RI.2.2	**RI.3.2**	RI.4.2	
Identify implicit and explicit information from a summary to determine the central idea of a text.	*Identify and cite* **relevant implicit** *and explicit information from a summary* to **determine the** CENTRAL IDEA *of a text.*	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	

			Supporting Standard
RI.2.7	**RI.3.7**	RI.4.7	
Identify information gained from visuals and words in the text, and	*Identify* and **explain how specific** VISUALS, including but not limited	Interpret information presented in print and non-print formats, and	

explain how that information contributes to understanding of the text.	to DIAGRAMS, GRAPHS, PHOTOGRAPHS AND SIDE BARS, **contribute to the meaning and clarity of a text**	explain how the information contributes to an understanding of the text in which it appears.	

RF.3.3- Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words.	**Priority Standard**
RF.3.4- Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Supporting Standard
	Supporting Standard

C.2.3	**C.3.3**	C.4.3
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the	*Compose* NARRATIVES, *using writing and digital resources, to develop real or imagined experiences or multiple events or ideas,* **using effective technique, descriptive details and clear**	Compose narratives, using a writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the

opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
b. Recount a single event or multiple events, memories or ideas.
c. Include details which describe actions, thoughts, emotions.
d. Use temporal words and phrases to signal event order.
e. Create a sense of closure.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

sequences.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose.*
b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
d. Use temporal words and phrases to signal event order.
e. Create a sense of closure that follows the narrated experiences or events.
f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and**

opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure.
c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
f. Provide a conclusion that follows the narrated experiences or events.
g. With guidance and support from peers and adults, develop and strengthen

	editing.	writing as needed by planning, revising editing, and rewriting.	Supporting Standard

L.2.3	L.3.3	L.4.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	*Use knowledge of language and its conventions* **when writing, speaking, reading or listening.** ***a. Choose words and phrases for effect.*** *b. Recognize and observe differences between* THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD ENGLISH.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.

Grade 3 Reading and Writing

Priority Standards and Instructional Unit 1

3rd Grade Reading and Writing
Unit 1: Narrative A

**This unit is designed to...

**_Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students._

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

			Priority Standards
RL.2.1	**RL.3.1**	RL.4.1	
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	_Ask and answer_ QUESTIONS and **make and support logical inferences to construct meaning** from the text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

			Supporting Standard
RL.2.2	**RL.3.2**	RL.4.2	
Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/ or	_Identify and cite_ **relevant implicit** _and explicit information from a summary_ **to determine the** THEME, LESSON	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited	

moral, including but not limited to fables, folktales and myths from diverse cultures.	LEARNED, AND/OR MORAL, including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DIVERSE CULTURES.	to poems, stories and dramas	
			Supporting Standard
RL.2.3	**RL.3.3**	RL.4.3	
Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	*Describe* CHARACTERS *in a story, including but not limited to their* TRAITS, MOTIVATIONS, ACTIONS OR FEELINGS, *and* **how they affect the plot.**	Describe in depth a character's thoughts, words and/or actions, the setting, or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	
			Priority Standard
RL.2.4	**RL.3.4**	RL.4.4	
Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	*Determine the meaning of words and phrases* **as they are used in a text**, *distinguishing* LITERAL FROM NONLITERAL LANGUAGE, including but not limited to IDIOMS and HYPERBOLES, **and describe how those words and phrases shape meaning.**	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	

	Supporting Standard

RL.2.7	RL.3.7	RL.4.7
Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	**Explain how the** *specific aspects of a text's illustrations* **contribute to an effect**, including but not limited to creating MOOD, CHARACTER AND SETTING.	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
b. Decode multisyllabic words.
c. Read grade-appropriate irregularly spelled words.

Priority Standard

RF.3.4
Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Fluently read grade-level prose and poetry orally on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Supporting Standard

			Priority Standard
C.2.3	**C.3.3**	C.4.3	
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	*Compose* NARRATIVES, *using writing and digital resources, to develop real or imagined experiences or multiple events or ideas,* **using effective technique, descriptive details and clear sequences.** *(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults,* **produce writing in which the development and organization** *are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.* **c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.**	Compose narratives, using a writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words and phrases to manage	

	d. Use temporal words and phrases to signal event order. **e. Create a sense of closure that follows the narrated experiences or events.** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** editing.	the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, and rewriting.	

L.2.2	**L.3.2**	L.4.2	
When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.	**When writing:** a. Capitalize APPROPRIATE WORDS IN TITLES. b. Use COMMAS IN ADDRESSES. c. Use COMMAS AND QUOTATION MARKS IN DIALOGUE. d. Use POSSESSIVES. e. Use conventional spelling for HIGH-FREQUENCY WORDS WHERE SUFFIXES ARE ADDED TO BASE WORDS. f. Use spelling patterns and generalizations in writing	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.	

	words. *g. Consult reference materials as needed to check and correct spellings.*		Supporting Standard

HW.2.1	**HW.3.1**	HW.4.1
Introduce formation of all upper- and lowercase cursive letters.	**Legibly form cursive letters, words, and sentences with accepted norms.**	n/a

Grade 3 Reading and Writing

BOONE COUNTY SCHOOLS

ACHIEVING EXCELLENCE TOGETHER

Priority Standards and Instructional Unit 2

3rd Grade Reading and Writing
Unit 2: Informational A

**This unit is designed to…	

**Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.*

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

<table>
<tr><td></td><td></td><td></td><td style="background:yellow">Priority Standard</td></tr>
<tr>
<td>RI.2.1</td>
<td>RI.3.1</td>
<td>RI.4.1</td>
<td rowspan="2" style="background:yellow"></td>
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<tr>
<td>Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.</td>
<td><i>Ask and answer</i> QUESTIONS and make and support logical inferences to construct meaning from the text</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td style="background:#c5d8f0">Supporting Standard</td>
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<tr>
<td>RI.2.3</td>
<td>RI.3.3</td>
<td>RI.4.3</td>
<td rowspan="2" style="background:#c5d8f0"></td>
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<tr>
<td>Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</td>
<td>Describe the relationship between INDIVIDUALS, A SERIES OF HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES <i>over the</i></td>
<td>Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over</td>
</tr>
</table>

	course of a text.	the course of a text	

			Priority Standard
RI.2.4	**RI.3.4**	RI.4.4	
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	*Determine the meaning of* GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, **and describe how those words and phrases shape meaning.**	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	

			Supporting Standard
RI.2.5	**RI.3.5**	RI.4.5	
Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	*Identify and describe* INFORMATIONAL TEXT STRUCTURES, including COMPARISON, CAUSE/EFFECT AND PROBLEM/SOLUTION STRUCTURES, and *describe the logical connection between particular sentences and paragraphs* in a text **and how they contribute to the** *overall structure.*	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	

			Supporting Standard
RI.2.9	**RI.3.9**	RI.4.9	
Describe the relationship between information from two or more texts on the same theme or topic.	**Explain the relationship between** *information* from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC	Integrate information from two or more texts on the same theme or topic	

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words.	**Priority Standard**

RF.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Supporting Standard

			Priority Standard
C.2.2	**C.3.2**	C.4.2	
Compose informative and/or explanatory texts, using	**Compose** INFORMATIVE AND/OR EXPLANATORY	Compose informative and/or explanatory texts, using	

writing and digital resources, to establish a topic and provide information about the topic.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
 b. Introduce the topic
c. Supply information with detail to develop the topic.
d. Use grade-appropriate conjunctions to develop text structure within sentences.
e. Use grade-appropriate transitions to develop text structure across paragraphs.
f. Provide a concluding section.
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing

TEXTS, using writing and digital resources, to examine a topic and provide information.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.
c. Develop the topic with facts, definitions and details.
d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
f. Provide a concluding section.
g. With guidance and support from peers and adults, develop and strengthen writing as needed by

writing and digital resources, to examine a topic and convey ideas and information clearly.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
 b. Introduce a topic clearly ,and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
d. Use grade-appropriate conjunctions to develop text structure within sentences.
e. Use grade-appropriate transitions to develop text structure across paragraphs.
f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
g. Provide a concluding

	planning, revising and editing.	section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	

L.2.4	**L.3.4**	L.4.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and	*Determine or clarify the meaning of unknown and multiple-meaning words and phrases* based on grade 3 reading and content, **choosing flexibly from an array of strategies.** **a. Use** SENTENCE-LEVEL CONTEXT **as a clue to the meaning of a word or phrase.** *b. Determine the meaning of the new word formed when a known* AFFIX *is added to a known word.* *c. Use a known* ROOT WORD *as a clue to the meaning of an unknown word with the same root.* *d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases*.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific

beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	**e. Acquire and use accurately** GRADE-APPROPRIATE CONVERSATIONAL, GENERAL ACADEMIC AND DOMAIN-SPECIFIC **words and phrases, including** THOSE THAT SIGNAL SPATIAL AND TEMPORAL RELATIONSHIPS.	words and phrases, including those that signal precise actions and that are basic to a particular topic.	
HW.2.1	**HW.3.1**	HW.4.1	Supporting Standard
Introduce formation of all upper- and lowercase cursive letters.	**Legibly form cursive letters, words, and sentences with accepted norms.**	n/a	

Grade 3 Reading and Writing

Priority Standards and Instructional Unit 3

3rd Grade Reading and Writing
Unit 3: Opinion A

This unit is designed to…
Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

			Supporting Standard
RL.2.6	**RL.3.6**	RL.4.6	
With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	*Distinguish their own* PERSPECTIVE *from that of the narrator or those of the characters,* and **describe how various** PERSPECTIVES **shape the content of the text**	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	

			Supporting Standard
RL.2.10	**RL.3.10**	RL.4.10	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read,	*By the end of the year,* **flexibly use a variety of comprehension strategies** *(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)* **to read***,*	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to	

comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently	*comprehend and* **analyze** GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS **independently and proficiently.**	read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	
RI.2.1	**RI.3.1**	**RI.4.1**	**Priority Standard**
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	*Ask and answer* QUESTIONS and **make and support logical inferences to construct meaning** from the text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
RI.2.2	**RI.3.2**	**RI.4.2**	**Priority Standard**
Identify implicit and explicit information from a summary to determine the central idea of a text.	*Identify and cite* **relevant implicit** *and explicit information from a summary* to **determine the** CENTRAL IDEA of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	

			Priority Standard
RI.2.5	**RI.3.5**	RI.4.5	
Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	*Identify and describe* INFORMATIONAL TEXT STRUCTURES, including COMPARISON, CAUSE/EFFECT AND PROBLEM/SOLUTION STRUCTURES, and *describe the logical connection between particular sentences and paragraphs* in a text **and how they contribute to the** *overall structure.*	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	

			Supporting Standard
RI.2.8	**RI.3.8**	RI.4.8	
Describe how reasons support specific claims the author makes in a text.	**Describe how** REASONS AND EVIDENCE **support specific** CLAIMS *the author makes* in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text	

RF.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Supporting Standard

C.2.1	**C.3.1**	C.4.1
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**Compose** OPINION PIECES, using a combination of writing and digital resources, *on topics or texts,* **with supporting reasons.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize **A.** With guidance and support from adults, **produce writing in which the development and organization are** *appropriate to task and purpose.* **B.** *Introduce the topic,* **followed by opinion statement, and create an organizational structure.** **C. Provide reasons with elaborate details to support the opinion.** *D. Use grade-appropriate* TRANSITIONS*.* **E. Provide a concluding section.** F. With guidance and support from peers and adults**, develop and strengthen writing as needed by planning, revising and**	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. c. Provide reasons that are supported by facts and details. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

	editing.	editing and rewriting.	

			Supporting Standard
C.2.7	**C.3.7**	**C.4.7**	
(Begins in 3rd grade)	**Compose routinely over extended time frames and shorter time frames** *for a variety of tasks, purposes and audiences.*	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	

			Supporting Standard
L.2.3	**L.3.3**	**L.4.3**	
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	*Use knowledge of language and its conventions* **when writing, speaking, reading or listening.** **a. Choose words and phrases for effect.** *b. Recognize and observe differences between* THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD ENGLISH.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.	

Grade 3 Reading and Writing

Priority Standards and Instructional Unit 4

3rd Grade Reading and Writing
Unit 4: Narrative B

**This unit is designed to…

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

			Priority Standard
RL.2.2	**RL.3.2**	RL.4.2	
Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/ or moral, including but not limited to fables, folktales and myths from diverse cultures.	*Identify and cite* **relevant implicit** *and explicit information from a summary* **to determine the** THEME, LESSON LEARNED, AND/OR MORAL, including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DIVERSE CULTURES.	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas	
			Priority Standard
RL.2.4	**RL.3.4**	RL.4.4	
Describe how words and phrases, including but not limited to regular beats,	*Determine the meaning of words and phrases* **as they are used in a text**,	Determine the meaning of words and phrases as they are used in a text, including but	

alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	*distinguishing* LITERAL FROM NONLITERAL LANGUAGE, including but not limited to IDIOMS and HYPERBOLES, **and describe how those words and phrases shape meaning.**	not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	

RL2.5	**RL.3.5**	RL.4.5
Describe how parts of the text contribute to the overall structure of poems, stories and dramas including but not limited to linear, non-linear and circular structures.	*Describe and provide evidence for* **how parts of the text contribute** *to the overall* STRUCTURE OF POEMS, STORIES AND DRAMAS, *including but not limited to* LINEAR, NON-LINEAR AND CIRCULAR STRUCTURES.	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

RL.2.6	**RL.3.6**	RL.4.6
With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the	*Distinguish their own* PERSPECTIVE *from that of the narrator or those of the characters,* and **describe how various** PERSPECTIVES **shape the content of the text**	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.

content of the text.			
			Supporting Standard
RL.2.9	**RL.3.9**	RL.4.9	
Compare/contrast two or more versions of the same story by different authors or from different cultures.	Compare/contrast *the* THEMES, SETTINGS AND PLOTS *of stories* written by THE SAME AUTHOR ABOUT THE SAME OR SIMILAR CHARACTERS.	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	

RF.3.4
Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Fluently read grade-level prose and poetry orally on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Supporting Standard

Priority Standard

C.2.3	**C.3.3**	C.4.3
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the	*Compose* NARRATIVES, *using writing and digital resources, to develop real or imagined experiences or multiple events or ideas,* **using effective technique, descriptive details and clear sequences.**	Compose narratives, using a writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the

opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
b. Recount a single event or multiple events, memories or ideas.
c. Include details which describe actions, thoughts, emotions.
d. Use temporal words and phrases to signal event order.
e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
d. Use temporal words and phrases to signal event order.
e. Create a sense of closure that follows the narrated experiences or events.
f. With guidance and support from peers and adults**, develop and strengthen writing as needed by planning, revising and** *editing.*

opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure.
c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
f. Provide a conclusion that follows the narrated experiences or events.
g. With guidance and support from peers and adults, develop and strengthen writing

		as needed by planning, revising editing, and rewriting.	

L.2.1	**L.3.1**	L.4.1
In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.	**When writing or speaking,** *demonstrate command of the conventions of standard English grammar and usage.* *a. Explain the function* OF NOUNS, PRONOUNS, VERBS, ADJECTIVES AND ADVERBS in a GRADE-LEVEL TEXT. b. *Form and use* REGULAR AND IRREGULAR PLURAL NOUNS. c. Use ABSTRACT NOUNS. *d. Form and use* REGULAR AND IRREGULAR VERBS. *e. Use* VERB TENSES. *f. Ensure* SUBJECT-VERB AND PRONOUN-ANTECEDENT AGREEMENT. g. Form and use COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS, *and choose between them depending on what is to be modified.* *h. Use* COORDINATING AND	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run -ons. g. Use frequently confused words, such as to, too, two; there, their, they're.

			Supporting Standard
	SUBORDINATING CONJUNCTIONS. *i. Produce* SIMPLE, COMPOUND AND COMPLEX SENTENCES.		

L.2.5	**L.3.5**	L.4.5
Conduct short research projects that build knowledge about a topic.	**Conduct short** RESEARCH **projects** *that build knowledge through investigation of different aspects of a topic.*	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Grade 3 Reading and Writing

BOONE COUNTY SCHOOLS

ACHIEVING EXCELLENCE TOGETHER

Priority Standards and
Instructional Unit 5

3rd Grade Reading and Writing
Unit 5: Informational B

**This unit is designed to...

Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RI.2.2	**RI.3.2**	RI.4.2	**Priority Standard**
Identify implicit and explicit information from a summary to determine the central idea of a text.	*Identify and cite* **relevant implicit** *and explicit information from a summary* to **determine the** CENTRAL IDEA of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	

RI.2.4	**RI.3.4**	RI.4.4	**Priority Standard**
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	*Determine the meaning of* GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, **and describe how those words and phrases shape meaning.**	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	

RI.2.5	**RI.3.5**	RI.4.5	
Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	*Identify and describe* INFORMATIONAL TEXT STRUCTURES, including COMPARISON, CAUSE/EFFECT AND PROBLEM/SOLUTION STRUCTURES, and *describe the logical connection between particular sentences and paragraphs* in a text **and how they contribute to the** *overall structure.*	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	
RI.2.9	**RI.3.9**	RI.4.9	Supporting Standard
Describe the relationship between information from two or more texts on the same theme or topic.	**Explain the relationship between** *information* from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC	Integrate information from two or more texts on the same theme or topic	

RF.3.4
Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Fluently read grade-level prose and poetry orally on successive readings.
c. Use context to confirm or self-correct word recognition and understanding,

Supporting Standard

rereading as necessary

C.2.2	**C.3.2**	C.4.2
Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing	**Compose** INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources**, to examine a topic** *and provide information.* (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **produce writing in which the development and organization are** *appropriate to task and purpose.* *b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.* **c. Develop the topic** *with facts, definitions and details.* *d. Use grade-appropriate* CONJUNCTIONS *to develop text structure within sentences.* *e. Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs*.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly ,and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text

	f. Provide a concluding section. g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	

C.2.4	**C.3.4**	C.4.4
With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, *use* DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others.**	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

C.2.5	**C.3.5**	C.4.5
Conduct shared research and writing projects that build knowledge about a topic.	**Conduct short** RESEARCH **projects** *that build knowledge about a topic*	Conduct short research projects that build knowledge through investigation of different

		aspects of a topic.	
			Supporting Standard

L.2.2	**L.3.2**	L.4.2
When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.	**When writing:** *a. Capitalize* APPROPRIATE WORDS IN TITLES. *b. Use* COMMAS IN ADDRESSES. *c. Use* COMMAS AND QUOTATION MARKS IN DIALOGUE. *d. Use* POSSESSIVES. *e. Use conventional spelling for* HIGH-FREQUENCY WORDS WHERE SUFFIXES ARE ADDED TO BASE WORDS. *f. Use spelling patterns and generalizations in writing words.* *g. Consult reference materials as needed to check and correct spellings.*	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.

Grade 3 Reading and Writing

BOONE COUNTY SCHOOLS

ACHIEVING EXCELLENCE TOGETHER

Priority Standards and Instructional Unit 6

4th Grade Reading and Writing

Unit 6: Opinion B

**This unit is designed to…

**_Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students._

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

			Supporting Standard
RL.2.6	**RL.3.6**	RL.4.6	
With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	_Distinguish their own_ PERSPECTIVE _from that of the narrator or those of the characters,_ and **describe how various** PERSPECTIVES **shape the content of the text**	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	
RI.2.1	**RI.3.1**	RI.4.1	**Priority Standard**
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	_Ask and answer_ QUESTIONS and **make and support logical inferences to construct meaning** from the text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

RI.2.2	**RI.3.2**	RI.4.2	
Identify implicit and explicit information from a summary to determine the central idea of a text.	*Identify and cite* **relevant implicit** *and explicit information from a summary* to **determine the** CENTRAL IDEA of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	

			Priority Standard
RI.2.4	**RI.3.4**	RI.4.4	
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	*Determine the meaning of* GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, **and describe how those words and phrases shape meaning.**	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	

			Supporting Standard
RI.2.6	**RI.3.6**	RI.4.6	
Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	*Distinguish their own* PERSPECTIVE *from that of the author* **of a text, and describe how various perspectives shape the** *content* **and style** *of a text.*	Compare/contrast a firsthand and secondhand account of the same event or topic.	

			Supporting Standard
RI.2.8	**RI.3.8**	RI.4.8	
Describe how reasons support specific claims the author makes in a text.	**Describe how** REASONS AND EVIDENCE **support specific** CLAIMS *the author makes* in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text	

			Supporting Standard
RI.2.10	**RI.3.10**	RI.4.10	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently	*By the end of the year,* **flexibly use a variety of comprehension strategies** *(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)* **to read**, *comprehend and* **analyze** GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS **independently and proficiently.**	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	

RF.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.	Supporting Standard

a. Read grade-level text with purpose and understanding.
b. Fluently read grade-level prose and poetry orally on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

C.2.1	**C.3.1**	C.4.1
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support	**Compose** OPINION PIECES, using a combination of writing and digital resources**, on topics or texts,** **with supporting reasons.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize **A.** With guidance and support from adults, **produce writing in which the development and organization are** *appropriate to task and purpose.* **B.** *Introduce the topic,* **followed by opinion statement, and create an organizational structure.** **C. Provide reasons with elaborate details to support the opinion.** *D. Use grade-appropriate* TRANSITIONS. **E. Provide a concluding section.**	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. c. Provide reasons that are supported by facts and details. d. Use grade-appropriate transitions.

from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	F. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	

Supporting Standard

C.2.6	**C.3.6**	C.4.6
Collect information from real world experiences or provided sources to answer or generate questions.	*Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources,* ***and analyze by sorting into appropriate categories.***	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.