





## Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: <b>Spelling</b>	1	2	3	4	5	6	7	8	9
Focus 1: Word Spelling									
* 1a: Spells phonetically regular words correctly	X								
1b: Spells previously studied contractions, possessives, compound words, and words with inflectional endings		X	X	X	X	X			
1c: Organizes words in alphabetical order			X	X	X				
1d: Uses the dictionary or glossary to confirm and correct uncertain spellings					X	X	X		

\* High priority skill

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Instructional Priority: <b>Vocabulary</b>	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relations	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

\* High priority skill

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Instructional Priority: <b>Comprehension</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Comprehending Stories</b>									
* 1a: Answers literal <sup>L</sup> , inferential <sup>I</sup> , and evaluative <sup>E</sup> questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters <sup>MC</sup> , setting <sup>S</sup> , theme <sup>T</sup> , and plot <sup>P</sup>	MC S	MC S	MC S,P	MC S,P	MC S,P,T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details <sup>MD</sup> ; fact/opinion <sup>FO</sup> ; cause/effect <sup>CE</sup>	MD	MD	FO	FO	CE	CE	X	X	X
<b>Focus 2: Comprehending Informational Text</b>									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X
<b>Focus 3: Comprehension Monitoring</b>									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
<b>Focus 4: Retelling, Summarizing, Synthesizing</b>									
* 4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story <sup>S</sup> or informational passage <sup>I</sup>	S	S	I	I	X	X	X	X	X
4c: Draws conclusions <sup>C</sup> and generalizations <sup>G</sup>	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
<b>Focus 5: Making Connections</b>									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

\* High priority skill

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