

GRADE LEVEL: THIRD

SUBJECT: ENGLISH/LANGUAGE ARTS

GRADING PERIOD: QUARTER 1

MASTER COPY 6/16

Updated: 4/22

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: FOUNDATIONS</b>					
<b>Learning Outcome</b>					
<b>3.R.F.1: Apply foundational reading skills to build reading fluency and comprehension.</b>					
<b>PHONOLOGICAL AWARENESS</b>					
<ul style="list-style-type: none"> <li>Sounds</li> <li>Consonant Blends</li> <li>Single, Multi-Syllable Words</li> </ul>	3.RF.3.2 Students are expected to build upon and continue applying concepts learned previously.  <i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>	<ul style="list-style-type: none"> <li>Listen for individual phonemes in spoken words and repeat them.</li> <li>Read single and multi-syllable words combining word parts (including short and long a, e, i, o and u)</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic-DWKI</li> <li>Word Study Tests</li> <li>Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>Sounds</li> <li>Consonant Blends</li> <li>Single, Multi-Syllable Words</li> </ul>	
<ul style="list-style-type: none"> <li>Sounds</li> <li>Single-syllable words</li> </ul>	3.RF.3.4 Students are expected to build upon and continue applying concepts learned previously.  <i>1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</i>	<ul style="list-style-type: none"> <li>Isolate beginning, middle and final sounds in words and say them.</li> <li>Locate words with the same sound (at the beginning, middle or end) and read or mark them.</li> </ul>	<ul style="list-style-type: none"> <li>Word Study Tests</li> <li>Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>Sounds</li> <li>Single-syllable words</li> </ul>	
<ul style="list-style-type: none"> <li>Sounds</li> <li>One-syllable words</li> </ul>	3.RF.3.5 Students are expected to build upon and continue applying concepts learned previously.  <i>1.RF.3.5 Segment the individual sounds into one-syllable words.</i>	<ul style="list-style-type: none"> <li>Isolate individual sounds in words and say them.</li> <li>Listen for words with the same sound (at the beginning, middle or end) and say them.</li> </ul>	<ul style="list-style-type: none"> <li>Word Study Tests</li> <li>Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>Sounds</li> <li>One-syllable words</li> </ul>	
<b>PHONICS</b>					

<ul style="list-style-type: none"> <li>• Letter-sound knowledge</li> <li>• Single consonants</li> <li>• Short and long vowels</li> <li>• Consonant Blends</li> <li>• Digraphs</li> <li>• Vowel Teams</li> <li>• R-controlled vowels</li> </ul>	<p>3.RF.4.1 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i></p>	<ul style="list-style-type: none"> <li>• Read words with multiple patterns (long and short a, e, i, o and u)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created word checklist</li> <li>• Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Letter-sound knowledge</li> <li>• consonants</li> <li>• Short and long vowels</li> <li>• Blends</li> <li>• Digraphs</li> <li>• Vowel Teams</li> <li>• R-controlled vowels</li> </ul>	
<ul style="list-style-type: none"> <li>• Syllable patterns</li> </ul>	<p><b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, Vce, Cle) to aid in decoding unknown words.</p>	<ul style="list-style-type: none"> <li>• Find and read words with CVC and CVr syllable patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholastic Benchmark</li> <li>• Progress Monitoring Running Record</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable patterns</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Short and long vowels</li> <li>• One-syllable words</li> </ul>	<p>3.RF.4.3 Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</i></p>	<ul style="list-style-type: none"> <li>• Read one-syllable words with short and long vowel sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholastic Benchmark</li> <li>• Progress Monitoring Running Record</li> </ul>	<ul style="list-style-type: none"> <li>• Short and long vowels</li> <li>• One-syllable words</li> </ul>	
	<p><b>3.RF.4.4:</b> Read grade level appropriate words that have</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate words that have blends (walk, play) and common spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Scholastic Benchmark</li> </ul>	<ul style="list-style-type: none"> <li>• Blends</li> <li>• Spelling patterns</li> </ul>	Important

	blends (walk, play) and common spelling patterns		<ul style="list-style-type: none"> <li>Progress Monitoring Running Record</li> </ul>	<ul style="list-style-type: none"> <li>Word Families</li> </ul>	
<ul style="list-style-type: none"> <li>Word families</li> <li>Unfamiliar word</li> </ul>	<b>3.RF.4.5:</b> Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	<ul style="list-style-type: none"> <li>Read short and long vowel words (including words with the patterns from the 1<sup>st</sup> 9 weeks of the third grade word study scope and sequence)</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic Benchmark</li> <li>Progress Monitoring Running Record</li> </ul>	<ul style="list-style-type: none"> <li>Word families</li> <li>Unfamiliar word</li> </ul>	Important
<ul style="list-style-type: none"> <li>Roots</li> <li>Prefixes</li> <li>Suffixes</li> <li>Irregular contractions</li> <li>Possessives</li> </ul>	3.RF.4.6: *Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	<ul style="list-style-type: none"> <li>Read multiple syllable words with prefixes (pre, re, mis, un, and dis)</li> <li>Explain how prefixes change the meanings of words.</li> <li>Read multiple syllable words with suffixes (ful, less, ly, ness, able, ment)</li> <li>Explain how suffixes change the meanings of words.</li> <li>Read irregular contractions</li> <li>Read possessive nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> <li>Running Records</li> <li>Important</li> </ul>	<ul style="list-style-type: none"> <li>Roots</li> <li>Prefixes</li> <li>Suffixes</li> <li>Irregular contractions</li> <li>Possessives</li> </ul>	Important

#### **FLUENCY**

<ul style="list-style-type: none"> <li>Comprehension</li> <li>Grade level texts</li> <li>Expression</li> </ul>	<b>3.RF.5:</b> *Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> <li>Read grade level appropriate text smoothly and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension</li> <li>Grade level texts</li> <li>Expres(ion)</li> </ul>	
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#### **READING LITERATURE**

**Learning Outcome**

**3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**KEY IDEAS AND TEXTURAL SUPPORT**

<ul style="list-style-type: none"><li>• Questions</li><li>• Text</li><li>• Answers</li></ul>	<b>3.RL.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"><li>• Ask questions about story elements.</li><li>• Answer questions about story elements.</li><li>• Identify the main idea of the text.</li><li>• Identify key details to support text.</li></ul>	<ul style="list-style-type: none"><li>• Reading Conferences</li><li>• Scholastic Benchmark</li><li>• Progress Monitoring Running Record</li><li>• Reading Response Journals</li><li>• Graphic Organizers</li><li>• NWEA</li></ul>	<ul style="list-style-type: none"><li>• Questions</li><li>• Text</li><li>• Answers</li></ul>	<b>Critical</b>
<ul style="list-style-type: none"><li>• <b>Folktales</b></li><li>• <b>Fables</b></li><li>• <b>Tall Tales</b></li></ul>	<b>3.RL.2.2:</b> Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	<ul style="list-style-type: none"><li>• Read folktales, fables, and tall tales from diverse cultures.</li><li>• Retell folktales, fables, and tall tales.</li><li>• State the features of folktales, fables, and tall tales.</li></ul>	<ul style="list-style-type: none"><li>• Reading Conferences</li><li>• Anecdotal Notes</li><li>• Reading Response Journals</li><li>• Classroom/small group Discussion</li><li>• Graphic Organizers</li></ul>	<ul style="list-style-type: none"><li>• idiom</li><li>• hyperbole</li><li>• exaggeration</li><li>• simile</li><li>• metaphor</li><li>• personification</li><li>• “magic” number 3</li><li>• folktales</li><li>• fables</li><li>• Tall tale</li></ul>	<b>Critical</b>

<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits, Motivations, Feelings</li> <li>• Story</li> <li>• Plot</li> </ul>	<b>3.RL.2.3:</b> *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	<ul style="list-style-type: none"> <li>• Describe the traits, actions, words, thoughts of characters.</li> <li>• State the basic plot in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• Reading Conferences</li> <li>• Acuity</li> </ul>	<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits, Motivations, Feelings</li> <li>• Story</li> <li>• Plot</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• Predictions</li> <li>• Content</li> <li>• Text</li> <li>• Knowledge</li> <li>• Text Features</li> </ul>	3.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.  <i>2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i>	<ul style="list-style-type: none"> <li>• Summarize what has been read.</li> <li>• Make a prediction.</li> <li>• Defend the prediction with support from the text.</li> <li>• Judge whether the prediction was confirmed or not.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Oral Assessment</li> <li>• Reading Conferences</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Predictions</li> <li>• Content</li> <li>• Text</li> <li>• Knowledge</li> <li>• Text Features</li> </ul>	
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>					
<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Narrator</li> </ul>	<b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> <li>• State thinking about the story.</li> <li>• Determine the narrator or character's point of view.</li> <li>• Find evidence from the text to show/support the point of view of the narrator or characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Narrator</li> <li>• Characters</li> </ul>	<b>Important</b>

<b>CONNECTION OF IDEAS</b>					
<b>Synthesis and Connection of Ideas</b> <ul style="list-style-type: none"> <li>Text illustrations</li> <li>Words</li> </ul>	<b>3.RL.4.1:</b> 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).	<ul style="list-style-type: none"> <li>Analyze illustrations for details.</li> <li>Discuss story elements.</li> <li>Compare illustrations to what is happening in the story.</li> <li>Explain how the illustrations affect the mood in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Graphic Organizers</li> <li>Reading Conferences</li> <li>Classroom Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Text illustrations</li> <li>Words</li> </ul>	Important
<ul style="list-style-type: none"> <li>Themes</li> <li>Settings</li> <li>Plots</li> <li>Same Author</li> <li>Same/Similar Characters</li> </ul>	<b>3.RL.4.2:</b> 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).	<ul style="list-style-type: none"> <li>Identify and state traits of similar characters.</li> <li>Compare and contrast similarities and differences of characters.</li> <li>Identify the basic plot in stories by the same author.</li> <li>Compare and contrast similarities and differences in the plots of different stories by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Graphic Organizers</li> <li>Reading Conferences</li> <li>Classroom Discussion</li> <li>NWEA</li> </ul>	<ul style="list-style-type: none"> <li>Themes</li> <li>Settings</li> <li>Plots</li> <li>Same Author</li> <li>Same/Similar Characters</li> </ul>	Critical

**READING: NONFICTION****Learning Outcome**

**3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**KEY IDEAS AND TEXTURAL SUPPORT**

<ul style="list-style-type: none"><li>• Questions</li><li>• Text</li><li>• Answers</li></ul>	<b>3.RN.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"><li>• Ask questions about nonfiction text.</li><li>• Use text features to answer questions about nonfiction text.</li><li>• Defend answers with evidence from the text.</li></ul>	<ul style="list-style-type: none"><li>• Classroom Discussions</li><li>• Graphic Organizers</li><li>• Reading Response Journals</li><li>• Reading Conferences</li></ul>	<ul style="list-style-type: none"><li>• Questions</li><li>• Text</li><li>• Answers</li></ul>	<b>Critical</b>
<ul style="list-style-type: none"><li>• Main Idea</li><li>• Details</li></ul>	<b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"><li>• State the main idea of a nonfiction text.</li><li>• Describe details about the main idea.</li><li>• Explain how the details support the main idea.</li></ul>	<ul style="list-style-type: none"><li>• Classroom Discussions</li><li>• Graphic Organizers</li><li>• Reading Response Journals</li><li>• Reading Conferences</li></ul>	<ul style="list-style-type: none"><li>• Main Idea</li><li>• Details</li></ul>	<b>Critical</b>

<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>					
<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	<b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	<ul style="list-style-type: none"> <li>• Recognize nonfiction text features.</li> <li>• Explain how nonfiction features help the reader.</li> <li>• Use nonfiction features to locate information and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholastic Benchmark</li> <li>• Progress Monitoring Running Records</li> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	Important
<b>READING: VOCABULARY</b>					
<b>Learning Outcome</b>					
<b>3.RV.1 Build and use accurate conversational, general academic, and content-specific words and phrases.</b>					
<b>VOCABULARY BUILDING</b>					
<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text Features</li> <li>• Words</li> </ul>	<b>3.RV.2.1:</b> *Apply context clues (e.g., words and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	<ul style="list-style-type: none"> <li>• Use context clues to determine the meaning of unknown words.</li> <li>• Use text features to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text Features</li> <li>• Words</li> </ul>	Critical



<ul style="list-style-type: none"> <li>Relationships</li> <li>Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> <li>Homonyms</li> </ul>	<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	<ul style="list-style-type: none"> <li>Define and identify synonyms.</li> <li>Define and identify antonyms.</li> <li>Create an ongoing class list of synonyms and antonyms.</li> <li>Create an ongoing class list of multi-meaning words.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA</li> <li>Classroom Discussion</li> <li>Reading Conferences</li> <li>Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> <li>Homonyms</li> </ul>	Important
<ul style="list-style-type: none"> <li>Reference Materials</li> <li>Words</li> <li>Phrases</li> </ul>	<b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<ul style="list-style-type: none"> <li>Locate unknown words in reference materials.</li> <li>Use print reference materials to determine the meaning of words.</li> <li>Use digital reference materials to determine the meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Conferences</li> <li>Graphic Organizers</li> <li>Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Reference Materials</li> <li>Words</li> <li>Phrases</li> </ul>	Important
<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>					
<ul style="list-style-type: none"> <li>Author</li> <li>Words</li> <li>Phrases</li> <li>Literal</li> <li>Nonliteral</li> </ul>	<b>3.RV.3.1:</b> * Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	<ul style="list-style-type: none"> <li>Discuss the meaning of the text.</li> <li>Locate words and phrases in the text that support the meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Conferences</li> <li>Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>Author</li> <li>Words</li> <li>Phrases</li> <li>Literal</li> <li>Nonliteral</li> <li>Figurative language</li> </ul>	Important
<ul style="list-style-type: none"> <li>Words</li> <li>Phrases</li> <li>Nonfiction text</li> <li>Topic</li> <li>Subject</li> </ul>	<b>3.RV.3.2:</b> * Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	<ul style="list-style-type: none"> <li>Identify unknown words in a nonfiction text.</li> <li>Use text features (e.g. glossary) to determine the meaning of unknown words in a nonfiction text.</li> <li>Use context clues and knowledge of the subject to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Conferences</li> <li>Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>Words</li> <li>Phrases</li> <li>Nonfiction text</li> <li>Topic</li> <li>Subject</li> </ul>	Important

<b>WRITING</b>					
<b>Learning Outcome</b> <b>3.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.					
<b>HANDWRITING</b>					
<ul style="list-style-type: none"> <li>• Print</li> <li>• Cursive</li> <li>• Space</li> <li>• Letters</li> <li>• Word</li> </ul>	<b>3.W.2.1:</b> Write legibly in print or cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	<ul style="list-style-type: none"> <li>• Form letters correctly.</li> <li>• Space letters and sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Print</li> <li>• Cursive</li> <li>• Space</li> <li>• Letters</li> <li>• Word</li> </ul>	Important
<b>WRITING GENRES</b>					
<ul style="list-style-type: none"> <li>• Forms</li> <li>• Opinion</li> <li>• Statement</li> <li>• Section</li> </ul>	<b>3.W.3.1:</b> * Write persuasive compositions in a variety of forms that- a. State the opinion in an introductory statement or section. b. Support the opinion with reason in an organized way. c. Connect opinion and reasons using words and phrases. d. Provide a concluding statement or section.	<ul style="list-style-type: none"> <li>• Write an observational essay of 2 paragraphs or more.</li> <li>• Use descriptive details.</li> <li>• Write a research paragraph.</li> <li>• State the topic.</li> <li>• Write a main idea.</li> <li>• Add details to support the main idea.</li> <li>• Write a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer's Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions</li> <li>• Topics</li> <li>• Format</li> </ul>	Critical

<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Details</li> <li>● Sequence</li> <li>● Dialogue</li> <li>● Transition Words</li> <li>● Ending</li> </ul>	<b>3.W.3.3:</b> *Write narrative compositions in a variety of forms that- a. Establish an introduction (e.g., situation, narrator, characters). b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending.	<ul style="list-style-type: none"> <li>● Descriptive paragraph.</li> <li>● Write an introduction.</li> <li>● Use descriptive details</li> <li>● Use clear event sequences</li> <li>● Include dialogue</li> <li>● Use introduction and transition words to connect ideas and events.</li> <li>● Provide an ending.</li> </ul>	<ul style="list-style-type: none"> <li>● Writing conferences</li> <li>● Classroom projects</li> <li>● Writer's Notebook</li> </ul>	<ul style="list-style-type: none"> <li>● Narrative composition</li> <li>● Transition words</li> <li>● Dialogue</li> </ul>	<b>Critical</b>
<b>WRITING PROCESS</b>					
<ul style="list-style-type: none"> <li>● Writing process</li> <li>● Draft</li> <li>● Ideas</li> <li>● Format</li> <li>● Reference materials</li> </ul>	<b>3.W.4:</b> * Apply the writing process to - * Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). * Use technology to interact and collaborate with others to publish legible documents.	<ul style="list-style-type: none"> <li>● Select a topic.</li> <li>● Gather information related to the topic.</li> <li>● Organize information</li> <li>● Generate a draft.</li> <li>● Use websites to gather research.</li> <li>● Use hard copy reference materials to gather research.</li> <li>● Use editing checklists and rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>● Writer's Notebooks</li> <li>● Classroom projects</li> <li>● Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Compositions</li> <li>● Topics</li> <li>● Format</li> <li>● Writing process</li> <li>● Draft</li> <li>● Ideas</li> <li>● References</li> <li>● Organization</li> <li>● Word Choice</li> <li>● Publish</li> </ul>	<b>Critical</b>

<b>Conventions of Standard English</b>					
<b>3.W.6.1: *Demonstrate command of English grammar and usage, focusing on:</b>					
<ul style="list-style-type: none"> <li>• Abstract Nouns</li> </ul>	<b>3.W.6.1a:</b> Nouns/Pronouns-Writing sentences using abstract nouns (e.g., hope, thought).	<ul style="list-style-type: none"> <li>• Identify and write common and proper nouns in a sentence.</li> <li>• Identify abstract nouns.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Abstract Nouns</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs</li> <li>• Simple verb tenses</li> </ul>	<b>3.W.6.1b:</b> Verbs-Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	<ul style="list-style-type: none"> <li>• Identify and write action verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and Irregular Verbs</li> <li>• Simple verb tenses</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Functions</li> </ul>	<b>3.W.6.1c:</b> Adjectives/Adverbs-Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	<ul style="list-style-type: none"> <li>• Identify adjectives</li> <li>• Use adjectives to describe nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adverbs</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• Complete Sentence</li> <li>• Simple Sentence</li> <li>• Compound/</li> <li>• Complex Sentence</li> <li>• Declarative Sentence</li> <li>• Interrogative Sentence</li> <li>• Exclamatory Sentence</li> </ul>	<b>3.W.6.1e:</b> Usage- Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions ( <i>e.g., and, for, but, or</i> ).	<ul style="list-style-type: none"> <li>• Identify a complete sentence versus a phrase.</li> <li>• Locate the subject and predicate in a sentence.</li> <li>• Identify declarative, interrogative, and imperative, exclamatory sentences in reading.</li> <li>• Correctly use ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Classroom observation</li> <li>• NWEA</li> <li>• Daily Language Review</li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Predicate</li> <li>• Complete sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Exclamatory</li> </ul>	<b>Critical</b>

**Conventions of Standard English****3.W.6.1:** *\*Demonstrate command of English grammar and usage, focusing on:*

<ul style="list-style-type: none"><li>Capitalization</li></ul>	<b>3.W.6.2a:</b> Capitalization- Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	<ul style="list-style-type: none"><li>Capitalize titles.</li><li>Capitalize proper nouns.</li><li>Recognize when appropriate capitalization is used.</li></ul>	<ul style="list-style-type: none"><li>Worksheets</li><li>Writing projects</li><li>Corporation Writing Prompt</li></ul>	<ul style="list-style-type: none"><li>Capitalization</li></ul>	<b>Critical</b>
<ul style="list-style-type: none"><li>Spelling</li><li>High frequency words</li></ul>	<b>3.W.6.2C:</b> Spelling- * Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. * Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.	<ul style="list-style-type: none"><li>Correctly spell high frequency words.</li><li>Correctly spell homophones.</li></ul>	<ul style="list-style-type: none"><li>Worksheets</li><li>Writing projects</li><li>Corporation Writing Prompt</li><li>Spelling Inventory</li><li>Word Study Tests</li></ul>	<ul style="list-style-type: none"><li>Spelling</li><li>High frequency words</li><li>affixes</li></ul>	<b>Critical</b>

<b><i>SPEAKING and LISTENING</i></b>					
<b><i>DISCUSSION AND COLLABORATION</i></b>					
<ul style="list-style-type: none"> <li>● Range</li> <li>● Discussions</li> <li>● Topics</li> <li>● Texts</li> <li>● Ideas</li> </ul>	<b>3.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	<ul style="list-style-type: none"> <li>● Take turns talking.</li> <li>● Listen when others speak.</li> <li>● Build upon other's ideas.</li> <li>● Participate in one-on-one, group and teacher-led discussions.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Range</li> <li>● Discussions</li> <li>● Topics</li> <li>● Texts</li> <li>● Ideas</li> </ul>	
<ul style="list-style-type: none"> <li>● Knowledge</li> <li>● Rules</li> <li>● Discussions</li> <li>● Roles</li> <li>● Small group projects</li> </ul>	<b>3.SL.2.3:</b> Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	<ul style="list-style-type: none"> <li>● Take turns talking.</li> <li>● Listen when others speak.</li> <li>● Create a class anchor chart of rules for discussion.</li> <li>● Use the class anchor chart rules during discussions.</li> <li>● Serve in given/selected roles for small group discussions/projects.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge</li> <li>● Rules</li> <li>● Discussions</li> <li>● Roles</li> <li>● Small group projects</li> </ul>	
<ul style="list-style-type: none"> <li>● Topic</li> <li>● Check for Understanding</li> </ul>	<b>3.SL.2.4:</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	<ul style="list-style-type: none"> <li>● Check for understanding when participating in classroom and small group discussions.</li> <li>● Restate information to monitor and clarify understandings.</li> <li>● Share personal thinking that is related to the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Small Group Discussion</li> <li>● Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Questions</li> <li>● Information</li> <li>● Speaker</li> <li>● Elaboration</li> <li>● Detail</li> </ul>	
<b><i>COMPREHENSION</i></b>					
<ul style="list-style-type: none"> <li>● Questions</li> <li>● Information</li> <li>● Speaker</li> <li>● Elaboration</li> <li>● Detail</li> </ul>	<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> <li>● Ask questions to gather or clarify information about the speaker's presentation.</li> <li>● Answer questions about the speaker's presentation.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Small Group Discussion</li> <li>● Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Questions</li> <li>● Information</li> <li>● Speaker</li> <li>● Elaboration</li> <li>● Detail</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: FOUNDATIONS</b>					
<b>Learning Outcome</b>					
<b>3.R.F.1:</b> Apply foundational reading skills to build reading fluency and comprehension.					
<b>PRINT CONCEPTS</b>					
<ul style="list-style-type: none"> <li>Alphabetical Order</li> </ul>	3.RF.2.4 Students are expected to build upon and continue applying concepts learned previously.  <i>1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>	<ul style="list-style-type: none"> <li>List words in alphabetical order to the third letter.</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket</li> <li>Informal/Formal Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical Order</li> </ul>	
<b>PHONICS</b>					
<ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> </ul>	<b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	<ul style="list-style-type: none"> <li>Find and read words with syllable patterns: (including V, VV, VCe, Cle)</li> <li>Apply knowledge of V, VV, VCe, and Cle syllable patterns to reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Classroom writing projects</li> </ul>	<ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unfamiliar words</li> </ul>	Important
<ul style="list-style-type: none"> <li>Grade-appropriate words</li> <li>Blends</li> <li>Spelling Patterns</li> </ul>	<b>3.RF.4.4:</b> Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).	<ul style="list-style-type: none"> <li>Read words with beginning and final blends and digraphs.</li> <li>Read words with double consonants and -ing endings.</li> </ul>	<ul style="list-style-type: none"> <li>Word study tests</li> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> </ul>		Important

			<ul style="list-style-type: none"> <li>Running Records</li> </ul>		
<ul style="list-style-type: none"> <li>Roots</li> <li>Prefixes</li> <li>Suffixes</li> <li>Irregular contractions</li> <li>Possessives</li> </ul>	<b>3.RF.4.6:</b> *Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).	<ul style="list-style-type: none"> <li>Read multiple syllable words with prefixes (pre, re, mis, un, and dis)</li> <li>Explain how prefixes change the meanings of words.</li> <li>Read multiple syllable words with suffixes (ful, less, ly, ness, able, ment)</li> <li>Explain how suffixes change the meanings of words.</li> <li>Read irregular contractions</li> <li>Read possessive nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> <li>Running Records</li> </ul>	<ul style="list-style-type: none"> <li>Roots</li> <li>Prefixes</li> <li>Suffixes</li> <li>Irregular contractions</li> <li>Possessives</li> </ul>	Important
<b>FLUENCY</b>					
<ul style="list-style-type: none"> <li>Texts</li> <li>Expression</li> <li>Comprehension</li> <li>Independent level</li> </ul>	<b>3.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> <li>Read fluently with appropriate pausing, phrasing and expression.</li> <li>Use punctuation to guide phrasing and expression.</li> <li>Increase fluency speed (wpm).</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Texts</li> <li>Expression</li> <li>Comprehension</li> <li>Independent level</li> </ul>	



<b>READING: LITERATURE</b>					
<b>Learning Outcome</b>					
<b>3.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.					
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>					
<ul style="list-style-type: none"> <li>Questions</li> <li>Understanding</li> <li>Text</li> <li>Answers</li> </ul>	<b>3.RL.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Use information from the text to summarize the story.</li> <li>Ask questions about the characters in a story.</li> <li>Answer questions about the characters in a story.</li> <li>Describe characters' traits.</li> <li>Compare/Contrast multiple characters.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Conferences</li> <li>Scholastic Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Reading Response Journals</li> <li>Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>Questions</li> <li>Understanding</li> <li>Text</li> <li>Answers</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Folktales</li> <li>Fables</li> <li>Tall Tales</li> </ul>	<b>3.RL.2.2:</b> <b>Recount</b> folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	<ul style="list-style-type: none"> <li>Read folktales, fables, and tall tales from diverse cultures.</li> <li>Recount folktales, fables, and tall tales.</li> <li>State the features of the folktales, fables, and tall tales.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Conferences</li> <li>Anecdotal Notes</li> <li>Reading Response Journals</li> <li>Classroom/Small Group Discussion</li> <li>Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>idiom</li> <li>hyperbole</li> <li>exaggeration</li> <li>simile</li> <li>metaphor</li> <li>personification</li> <li>"magic" number 3</li> </ul>	<b>Critical</b>

<ul style="list-style-type: none"> <li>● Characters</li> <li>● Traits, Motivations, Feelings</li> <li>● Story</li> <li>● Plot</li> </ul>	<b>3.RL.2.3:</b> *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	<ul style="list-style-type: none"> <li>● Describe the traits of characters.</li> <li>● List character actions, words and thoughts that support character traits described.</li> <li>● State the basic plot in the story.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Response Journals</li> <li>● Graphic Organizer</li> <li>● Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Characters</li> <li>● Traits, Motivations, Feelings</li> <li>● Story</li> <li>● Plot</li> </ul>	<b>Critical</b>
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>					
<ul style="list-style-type: none"> <li>● Chapter</li> <li>● Scene</li> <li>● Stanza</li> <li>● Sections</li> </ul>	<b>3.RL.3.1:</b> *Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> <li>● Determine whether chapters are related or stand alone.</li> <li>● Use information from one chapter to make predictions about the next chapter.</li> <li>● Discuss how the events in a story evolve over multiple chapters.</li> <li>● Discuss stories using technical terms.</li> <li>● Use evidence from the story to support thinking about the story.</li> <li>● Explain the relationships between parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Read Aloud Discussions</li> <li>● Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Chapter</li> <li>● Prediction</li> <li>● Evidence</li> </ul>	Important

<ul style="list-style-type: none"> <li>● Point of View</li> <li>● Narrator</li> <li>● Characters</li> </ul>	<b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> <li>● State thinking about the story.</li> <li>● Determine the narrator or character's point of view.</li> <li>● Find evidence from the text to show/support the point of view of the narrator or characters.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Reading Conferences</li> <li>● Reading Response Journals</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Point of View</li> <li>● Narrator</li> <li>● Characters</li> </ul>	Important
<b>SYNTHESIS AND CONNECTION OF IDEAS</b>					
<ul style="list-style-type: none"> <li>● Text illustrations</li> <li>● Words</li> </ul>	<b>3.RL.4.1</b> 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).	<ul style="list-style-type: none"> <li>● Analyze illustrations for details.</li> <li>● Discuss story elements.</li> <li>● Compare illustrations to what is happening in the story.</li> <li>● Explain how the illustrations affect the mood in the story.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Response Journals</li> <li>● Graphic Organizers</li> <li>● Reading Conferences</li> <li>● Classroom Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Text</li> <li>● Illustrations</li> <li>● Words</li> </ul>	Important
<ul style="list-style-type: none"> <li>● Themes</li> <li>● Settings</li> <li>● Plots</li> <li>● Same author</li> <li>● Similar characters</li> </ul>	<b>3.RL.4.2:</b> 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).	<ul style="list-style-type: none"> <li>● Describe the setting in a story.</li> <li>● Identify the plot in a story.</li> <li>● Compare and contrast the similarities and differences of plots between different stories.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Response Journals</li> <li>● Graphic Organizers</li> <li>● Reading Conferences</li> <li>● Classroom Discussion</li> </ul>	<ul style="list-style-type: none"> <li>● Themes</li> <li>● Settings</li> <li>● Plots</li> <li>● Same author</li> <li>● Similar characters</li> </ul>	Important

<b>READING: NONFICTION</b>					
<b>3.RN.1:</b> <i>Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.</i>					
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>					
<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<b>3.RN.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• Ask questions about nonfiction texts.</li> <li>• Use text features to answer questions about nonfiction texts.</li> <li>• Defend answers with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	<b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>• State the main idea of a nonfiction text.</li> <li>• Describe details about the main idea.</li> <li>• Explain how the details support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	<b>Critical</b>
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>					

<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	<b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	<ul style="list-style-type: none"> <li>• Recognize nonfiction text features.</li> <li>• Explain how nonfiction features help the reader.</li> <li>• Use nonfiction features to locate information and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholastic Benchmark Assessment</li> <li>• Progress Monitoring Running Records</li> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	Important
<b>CONNECTION OF IDEAS</b>					
<ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Reasons</li> <li>• Facts</li> <li>• Points</li> </ul>	<b>3.RN.4.1:</b> *Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text,	<ul style="list-style-type: none"> <li>• State the author's purpose/point of view.</li> <li>• List facts from the text that support the author's point of view.</li> <li>• Explain how the facts support the author's point of view.</li> <li>• Discuss how the facts are different from the author's opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Reasons</li> <li>• Facts</li> <li>• Points</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Points</li> <li>• Details</li> </ul>	<b>3.RN.4.2:</b> Compare and contrast the most important points and	<ul style="list-style-type: none"> <li>• Read two different texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Points</li> <li>• Details</li> </ul>	<b>Critical</b>

<ul style="list-style-type: none"> <li>• Texts</li> <li>• Topic</li> </ul>	key details presented in two texts on the same topic.	<ul style="list-style-type: none"> <li>• Determine the main idea in both texts.</li> <li>• List details to support the main idea.</li> <li>• Compare and contrast the main idea and details from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Texts</li> <li>• Topic</li> </ul>	
<b>READING: VOCABULARY</b>					
<b>3.RV.1:</b> Build and use accurate conversational, general academic, and context-specific words and phrases.					
<b>VOCABULARY BUILDING</b>					
<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Words</li> </ul>	<b>3.RV.2.1:</b> * Apply context clues (e.g., words and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	<ul style="list-style-type: none"> <li>• Use context clues to determine the meaning of unknown words.</li> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Explain the meanings of new words and how they relate to the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Words</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Words</li> <li>• Synonyms</li> </ul>	<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms,	<ul style="list-style-type: none"> <li>• Define homographs</li> <li>• Define homonyms.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Words</li> <li>• Synonyms</li> </ul>	Important

<ul style="list-style-type: none"> <li>● Antonyms</li> <li>● Homographs</li> <li>● Homonyms</li> <li>● Multiple-meaning</li> </ul>	homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	<ul style="list-style-type: none"> <li>● Use homographs and homonyms correctly in sentences.</li> <li>● Determine words that have multiple meanings.</li> <li>● Use multiple meaning words correctly in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Conferences</li> <li>● Graphic Organizers</li> <li>● Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Antonyms</li> <li>● Homographs</li> <li>● Homonyms</li> <li>● Multiple-meaning</li> </ul>	
<b>Vocabulary Building</b> <ul style="list-style-type: none"> <li>● Unknown word</li> <li>● Clue</li> <li>● Root</li> <li>● Affix</li> <li>● Root word</li> </ul>	<b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	<ul style="list-style-type: none"> <li>● Identify the root of a word.</li> <li>● Identify the prefix (pre, re, mis, un, dis)</li> <li>● Identify the suffix (ful, less, ly, ness, able, ment)</li> <li>● Use the parts of a word to figure out the meaning of a word.</li> <li>● Use a known word to figure out the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Reading Conferences</li> <li>● Graphic Organizers</li> <li>● Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Unknown word</li> <li>● Clue</li> <li>● Root</li> <li>● Affix</li> <li>● Root word</li> </ul>	Important
<ul style="list-style-type: none"> <li>● Reference Materials</li> <li>● Words</li> <li>● Phrases</li> </ul>	<b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<ul style="list-style-type: none"> <li>● Locate unknown words in reference materials.</li> <li>● Use print reference materials to determine the meaning of words.</li> <li>● Use digital reference materials to determine the meaning of words.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Reading Conferences</li> <li>● Graphic Organizers</li> <li>● Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Reference Materials</li> <li>● Words</li> <li>● Phrases</li> </ul>	Important

<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>					
<b>Vocabulary in Literature and Nonfiction Texts</b> <ul style="list-style-type: none"> <li>• Author</li> <li>• Words</li> <li>• Phrases</li> <li>• Literal</li> <li>• Nonliteral</li> <li>• Figurative language</li> </ul>	<b>3.RV.3.1:</b> * Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	<ul style="list-style-type: none"> <li>• Discuss the meaning of the text.</li> <li>• Locate words and phrases in the text that support the meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Words</li> <li>• Phrases</li> <li>• Literal</li> <li>• Nonliteral</li> <li>• Figurative language</li> </ul>	Important
<b>WRITING</b>					
<b>Learning Outcome</b>					
<b>3.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.					
<b>WRITING GENRES</b>					
<b>Informative Composition</b> <ul style="list-style-type: none"> <li>• Expository</li> <li>• Compositions</li> <li>• Topics</li> <li>• Format</li> </ul>	<b>3.W.3.2</b> Write informative compositions on a variety of topics that – <ol style="list-style-type: none"> <li>a. State the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>b. Develop the topic with facts and details.</li> <li>c. Connect ideas within categories of information using words and phrases.</li> <li>d. Use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>e. Provide a concluding statement or section.</li> </ol>	<ul style="list-style-type: none"> <li>• Write an observational essay of 2 paragraphs or more.</li> <li>• Use descriptive details.</li> <li>• Write a research paragraph.</li> <li>• State the topic.</li> <li>• Write a main idea.</li> <li>• Add details to support the main idea.</li> <li>• Write a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom Projects</li> <li>• Corporation Writing Prompt</li> <li>• Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Compositions</li> <li>• Topics</li> <li>• Format</li> </ul>	Critical



<b>Narrative Composition</b> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Details</li> <li>● Sequence</li> <li>● Dialogue</li> <li>● Transition Words</li> <li>● Ending</li> </ul>	<b>3.W.3.3</b> Write narrative compositions in a variety of forms that – <ol style="list-style-type: none"> <li>Establish an introduction (e.g., situation, narrator, characters).</li> <li>Include specific descriptive details and clear event sequences.</li> <li>Include dialogue.</li> <li>Connect ideas and events using introduction and transition words.</li> <li>Provide an ending.</li> </ol>	<ul style="list-style-type: none"> <li>● Descriptive paragraph</li> <li>● Write an introduction.</li> <li>● Use descriptive details.</li> <li>● Use clear even sequences</li> <li>● Include dialogue</li> <li>● Use introduction and transition words to connect ideas and events.</li> <li>● Provide an ending.</li> </ul>	<ul style="list-style-type: none"> <li>● Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>● Transition Words</li> <li>● Dialogue</li> </ul>	<b>Critical</b>
<b>WRITING PROCESS</b>					
<ul style="list-style-type: none"> <li>● Writing process</li> <li>● Draft</li> <li>● Ideas</li> <li>● Format</li> <li>● Reference materials</li> </ul>	<b>3.W.4</b> Apply the writing process to – <ol style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>Use available technology to produce and publish legible documents.</li> </ol>	<ul style="list-style-type: none"> <li>● Select a topic.</li> <li>● Gather information related to the topic.</li> <li>● Organize information</li> <li>● Generate a draft.</li> <li>● Use websites to gather research.</li> <li>● Use hard copy reference materials to gather research.</li> <li>● Use editing checklists and rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>● Writer’s Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>● Writing process</li> <li>● Draft</li> <li>● Ideas</li> <li>● Format</li> <li>● Reference materials</li> </ul>	<b>Critical</b>

<b>THE RESEARCH PROCESS: FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION</b>					
<ul style="list-style-type: none"> <li>Research</li> <li>Topic</li> <li>Texts</li> </ul>	<b>3.W.5:</b> Conduct short research on a topic. <ol style="list-style-type: none"> <li>Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).</li> <li>Locate information in reference texts, electronic resources, or through interviews.</li> <li>Recognize that some sources may be more reliable than others.</li> <li>Record relevant information in their own words.</li> <li>Present the information, choosing from a variety of formats.</li> </ol>	<ul style="list-style-type: none"> <li>Identify a topic.</li> <li>Locate information on the topic.</li> <li>Use a variety of resources.</li> <li>Restate information.</li> </ul>	<ul style="list-style-type: none"> <li>Writer's Notebook</li> <li>Writing Project</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Topic</li> <li>Texts</li> </ul>	<b>Critical</b>
<b>CONVENTIONS OF STANDARD ENGLISH: GRAMMAR AND USAGE/CAPITALIZATION, PUNCTUATION, AND SPELLING</b>					
<b>3.W.6.1: *Demonstrate command of English grammar and usage, focusing on:</b>					
<ul style="list-style-type: none"> <li>Abstract Nouns</li> </ul>	<b>3.W.6.1a:</b> Nouns/Pronouns-Writing sentences using abstract nouns (e.g., hope, thought).	<ul style="list-style-type: none"> <li>Identify, write and differentiate regular and irregular plural nouns in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns</li> <li>Abstract Nouns</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> <li>Simple verb tenses</li> </ul>	<b>3.W.6.1b:</b> Verbs-Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	<ul style="list-style-type: none"> <li>Identify and write past tense verbs.</li> <li>Identify and write irregular past tense verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> <li>Simple verb tenses</li> </ul>	<b>Critical</b>

<ul style="list-style-type: none"> <li>● Adjectives</li> <li>● Adverbs</li> <li>● Functions</li> </ul>	<b>3.W.6.1c:</b> Adjectives/Adverbs- Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	<ul style="list-style-type: none"> <li>● Identify adverbs</li> <li>● Use adverbs to modify verbs.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Writing projects</li> <li>● Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives</li> <li>● Adverbs</li> <li>● Functions</li> </ul>	<b>Critical</b>
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>● Complete Sentence</li> <li>● Simple Sentence</li> <li>● Compound Sentence</li> <li>● Complex Sentence</li> <li>● Declarative Sentence</li> <li>● Interrogative Sentence</li> <li>● Exclamatory Sentence</li> </ul>	<b>3.W.6.1e:</b> Usage- Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions ( <i>e.g., and, for, but, or</i> ).	<ul style="list-style-type: none"> <li>● Identify and write simple sentences.</li> <li>● Identify and write compound sentences.</li> <li>● Use declarative, interrogative, imperative, and exclamatory sentences in writing.</li> <li>● Identify conjunctions in compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Writing projects</li> <li>● Classroom observation</li> <li>● NWEA</li> <li>● Daily Language Review</li> </ul>	<ul style="list-style-type: none"> <li>● Subject</li> <li>● Predicate</li> <li>● Complete sentence</li> <li>● Declarative</li> <li>● Interrogative</li> <li>● Exclamatory</li> </ul>	<b>Critical</b>

<b>Conventions of Standard English</b>					
<b>3.W.6.2: *Demonstrate command of capitalization, punctuation, and spelling, focusing on:</b>					
<ul style="list-style-type: none"> <li>Capitalization</li> </ul>	<b>3.W.6.2a:</b> Capitalization- Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	<ul style="list-style-type: none"> <li>Capitalize titles.</li> <li>Capitalize proper nouns.</li> <li>Recognize when appropriate capitalization is used.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Capitalization</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Apostrophes</li> <li>Contractions</li> <li>Quotation marks</li> <li>Commas</li> </ul>	<b>3.W.6.2b:</b> Punctuation- * Correctly using apostrophes to form contractions and singular and plural possessives. * Using quotation marks to mark direct speech. * Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	<ul style="list-style-type: none"> <li>Use apostrophes correctly in contractions.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes</li> <li>Contractions</li> <li>Quotation marks</li> <li>Commas</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Spelling</li> <li>High frequency words</li> </ul>	<b>3.W.6.2C:</b> Spelling- * Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. * Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.	<ul style="list-style-type: none"> <li>Correctly spell high frequency words.</li> <li>Correctly spell homophones.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> <li>Spelling Inventory</li> <li>Word Study Tests</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>High frequency words</li> </ul>	<b>Critical</b>

<b>SPEAKING AND LISTENING</b>					
<b>Learning Outcome</b> <b>3.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.					
<b>DISCUSSION AND COLLABORATION</b>					
<ul style="list-style-type: none"> <li>Ideas</li> <li>Readings</li> <li>Information</li> </ul>	<b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.	<ul style="list-style-type: none"> <li>Take turns talking.</li> <li>Listen when others speak.</li> <li>Build upon other's ideas.</li> <li>Support position in discussion with related information from reading.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>Ideas</li> <li>Readings</li> <li>Information</li> </ul>	
<ul style="list-style-type: none"> <li>Knowledge</li> <li>Rules</li> <li>Discussions</li> <li>Roles</li> <li>Small group project</li> </ul>	<b>3.SL.2.4</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	<ul style="list-style-type: none"> <li>Take turns talking.</li> <li>Listen when others speak.</li> <li>Create a class anchor chart of rules for discussion.</li> <li>Use the class anchor chart rules during discussions.</li> <li>Serve in given/selected roles for small group discussions/projects</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Rules</li> <li>Discussions</li> <li>Roles</li> <li>Small group projects</li> </ul>	
<ul style="list-style-type: none"> <li>Personal ideas</li> <li>Discussion</li> </ul>	<b>3.SL.2.5:</b> Explain personal ideas and understanding in reference to the discussion.	<ul style="list-style-type: none"> <li>Share personal understanding taken from the discussion</li> <li>State personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>Personal ideas</li> <li>Discussion</li> </ul>	
<b>COMPREHENSION</b>					
<ul style="list-style-type: none"> <li>Main ideas</li> <li>Supporting details</li> <li>Text</li> <li>Diverse media</li> <li>Formats</li> </ul>	<b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), orally.	<ul style="list-style-type: none"> <li>Paraphrase the main idea of information presented.</li> <li>Support the main idea with details taken from the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>Main ideas</li> <li>Supporting details</li> <li>Text</li> <li>Diverse media</li> <li>Formats</li> </ul>	Important

<ul style="list-style-type: none"> <li>• Questions</li> <li>• Information</li> <li>• Speaker</li> <li>• Elaboration</li> <li>• Detail</li> </ul>	<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> <li>• Ask questions to gather or clarify information about the speaker's presentation.</li> <li>• Answer questions about the speaker's presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Information</li> <li>• Speaker</li> <li>• Elaboration</li> <li>• Detail</li> </ul>	Important
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>					
<ul style="list-style-type: none"> <li>• Language</li> <li>• Narrative</li> <li>• Ideas</li> <li>• Chronological</li> <li>• Facts</li> <li>• Details</li> <li>• Pace</li> </ul>	<b>3.SL.4.1:</b> Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant descriptive details, speaking at an understandable pace, in a clear, concise manner.	<ul style="list-style-type: none"> <li>• Choose a topic.</li> <li>• Gather relevant information about the topic.</li> <li>• Support the topic with facts and details.</li> <li>• Organize the information chronologically or logically.</li> <li>• Present the information orally on the topic in a concise manner at an appropriate pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> <li>• Classroom Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Narrative</li> <li>• Ideas</li> <li>• Chronological</li> <li>• Facts</li> <li>• Details</li> <li>• Pace</li> </ul>	
<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Focus</li> <li>• Media</li> <li>• Facts</li> <li>• Details</li> </ul>	<b>3.SL.4.2:</b> Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.	<ul style="list-style-type: none"> <li>• Create an oral presentation.</li> <li>• Maintain a clear focus.</li> <li>• Use media to emphasize or enhance facts and details.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> <li>• Classroom Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Focus</li> <li>• Media</li> <li>• Facts</li> <li>• Details</li> </ul>	

<b>MEDIA LITERACY</b>					
<b>Media Literacy</b> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Media messages</li> <li>• Information</li> <li>• Entertainment</li> <li>• Persuasion</li> <li>• Interpretation</li> </ul>	<b>3.ML.2.1:</b> Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	<ul style="list-style-type: none"> <li>• Locate media for entertainment.</li> <li>• Locate media for persuasion</li> <li>• Locate media for transmission of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Purposes</li> <li>• Media messages</li> <li>• Information</li> <li>• Entertainment</li> <li>• Persuasion</li> <li>• Interpretation</li> </ul>		

GRADE LEVEL: THIRD

SUBJECT: ENGLISH/LANGUAGE ARTS

GRADING PERIOD: QUARTER 3

MASTER COPY 6/16

Updated: 4/22

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: FOUNDATIONS</b>					
<b>Learning Outcome</b>					
<i>3.R.F.1: Apply foundational reading skills to build reading fluency and comprehension.</i>					
<b>PHONICS</b>					
<ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> </ul>	<b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, Vce, Cle) to aid in decoding unknown words.	<ul style="list-style-type: none"> <li>Find and read words with syllable patterns: long a, long e, long i, long o; adding –ing to VC, VCC, VCe words; adding ed to words, unusual past tense words.</li> <li>Apply knowledge of VV, VC, VCC, VCe, VVC, syllable patterns to reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Classroom writing projects</li> </ul>	<ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> <li>Past tense words</li> </ul>	Important
<ul style="list-style-type: none"> <li>Grade-appropriate words</li> <li>Blends</li> <li>Spelling Patterns</li> </ul>	<b>3.RF.4.4:</b> Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).	<ul style="list-style-type: none"> <li>Read words with plural (-ies) endings.</li> </ul>	<ul style="list-style-type: none"> <li>Word study tests</li> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> <li>Running Records</li> </ul>		Important



<ul style="list-style-type: none"> <li>Word Families</li> </ul>	<b>3.RF.4.5:</b> Know and use more difficult word families when reading unfamiliar word (e.g., <i>-ight</i> ).	<ul style="list-style-type: none"> <li>Use known words and word parts to figure out unknown words.</li> <li>Read words in unfamiliar word families including: <i>-ight</i>, <i>ear</i>, and, <i>ent</i>, <i>eed</i>, <i>eet</i>,</li> </ul>	<ul style="list-style-type: none"> <li>Word study tests</li> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> <li>Running Records</li> </ul>	<ul style="list-style-type: none"> <li>Word Families</li> </ul>	Important
<ul style="list-style-type: none"> <li>Roots</li> <li>Prefixes</li> <li>Suffixes</li> <li>Irregular contractions</li> <li>Possessives</li> </ul>	<b>3.RF.4.6:</b> *Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., <i>will not = won't</i> ) and possessives (e.g., <i>children's</i> , <i>Dennis's</i> ).	<ul style="list-style-type: none"> <li>Read multiple syllable words with prefixes (<i>pre</i>, <i>re</i>, <i>mis</i>, <i>un</i>, and <i>dis</i>)</li> <li>Explain how prefixes change the meanings of words.</li> <li>Read multiple syllable words with suffixes (<i>ful</i>, <i>less</i>, <i>ly</i>, <i>ness</i>, <i>able</i>, <i>ment</i>)</li> <li>Explain how suffixes change the meanings of words.</li> <li>Read irregular contractions</li> <li>Read possessive nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> <li>Running Records</li> </ul>	<ul style="list-style-type: none"> <li>Roots</li> <li>Prefixes</li> <li>Suffixes</li> <li>Irregular contractions</li> <li>Possessives</li> </ul>	Important
<b>FLUENCY</b>					
<ul style="list-style-type: none"> <li>Texts</li> <li>Expression</li> <li>Comprehension</li> <li>Independent level</li> </ul>	<b>3.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> <li>Read fluently in increasingly more difficult text with appropriate pausing, phrasing and expression.</li> <li>Use punctuation to guide phrasing and expression.</li> <li>Increase fluency speed (wpm).</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Texts</li> <li>Expression</li> <li>Comprehension</li> <li>Independent level</li> </ul>	

**READING: FOUNDATIONS****Learning Outcome**

*3.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.*

**KEY IDEAS AND TEXTUAL SUPPORT**

<ul style="list-style-type: none"> <li>• Questions</li> <li>• Understanding</li> <li>• Text</li> <li>• Answers</li> </ul>	<b>3.RL.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• Use information from the text to describe the plot.</li> <li>• Summarize the major events in the story in order.</li> <li>• Describe the setting.</li> <li>• Explain how the setting supports the plot.</li> <li>• Compare and contrast plots from similar stories using evidence from the story.</li> <li>• Explain how characters interact in the story.</li> <li>• Identify how characters' actions show their feelings and motivations.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Scholastic Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Plot</li> <li>• Summarize</li> <li>• Setting</li> <li>• Compare</li> <li>• Contrast</li> <li>• Evidence</li> </ul>	<b>Critical</b>
	<b>3.RL.2.2:</b> Recount folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	<ul style="list-style-type: none"> <li>• Read folktales, fables, and tall tales from diverse cultures.</li> <li>• Retell folktales, fables, and tall tales.</li> <li>• State the features of folktales, fables, and tall tales.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Anecdotal Notes</li> <li>• Reading Response Journals</li> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Graphic Organizers</li> </ul>		<b>Critical</b>

<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits</li> <li>• Plot</li> </ul>	<b>3.RL.2.3:</b> Describe characters in a story ( <i>e.g., their traits, motivations, or feelings</i> ) and explain how their actions contribute to the plot.	<ul style="list-style-type: none"> <li>• Tell what a character says.</li> <li>• Tell what a character does.</li> <li>• Tell what a character thinks.</li> <li>• Determine characters' motivations and feelings based on what they say, do and think.</li> <li>• Explain how the characters respond to major events and challenges in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Fountas and Pinnell Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> </ul>		<b>Critical</b>
<b>STRUCTURAL ELEMENTS and ORGANIZATION</b>					
<ul style="list-style-type: none"> <li>• Chapter</li> <li>• Scene</li> <li>• Stanza</li> <li>• Sections</li> </ul>	<b>3.RL.3.1:</b> *Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> <li>• Analyze the stanza of a poem to determine its meaning.</li> <li>• Discuss poems using technical terms.</li> <li>• Use evidence from the poem to support thinking about the poem.</li> <li>• Explain the relationships between parts of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Stanza</li> <li>• Poem</li> <li>• Sections</li> </ul>	<b>Important</b>
<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Narrator</li> <li>• Characters</li> </ul>	<b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> <li>• State thinking about the story.</li> <li>• Determine the narrator or character's point of view.</li> <li>• Explain how one character's viewpoint is different from another character's viewpoint.</li> <li>• Find evidence from the text to show/support the point of view of the narrator or characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Narrator</li> <li>• Characters</li> </ul>	<b>Important</b>

<b>SYNTHESIS and CONNECTION of IDEAS</b>					
<ul style="list-style-type: none"> <li>Text illustrations</li> <li>Words</li> </ul>	<b>3.RL.4.1</b> 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).	<ul style="list-style-type: none"> <li>Analyze illustrations for details.</li> <li>Discuss story elements.</li> <li>Compare illustrations to what is happening in the story.</li> <li>Explain how the illustrations affect the mood in the story</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Graphic Organizers</li> <li>Reading Conferences</li> <li>Classroom</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> <li>Illustrations</li> <li>Words</li> </ul>	Important
<ul style="list-style-type: none"> <li>Themes</li> <li>Settings</li> <li>Plots</li> <li>Same author</li> <li>Similar characters</li> </ul>	<b>3.RL.4.2:</b> 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).	<ul style="list-style-type: none"> <li>Determine the theme in multiple stories.</li> <li>Locate evidence in the story that supports the theme.</li> <li>Discuss the relationships between stories with the same theme.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Graphic Organizers</li> <li>Reading Conferences</li> <li>Classroom Discussion</li> <li>NWEA</li> </ul>	<ul style="list-style-type: none"> <li>Themes</li> <li>Evidence</li> </ul>	Important
<b>READING: NONFICTION</b>					
<b>3.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.					
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>					
<ul style="list-style-type: none"> <li>Questions</li> <li>Text</li> <li>Answers</li> </ul>	<b>3.RN.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Ask questions about increasingly more difficult nonfiction texts.</li> <li>Use text features to pose questions about nonfiction texts.</li> <li>Use text features to answer questions about nonfiction texts.</li> <li>Defend answers with evidence from the text.</li> <li>Use multiple texts on the same topic to support answers to questions about the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussions</li> <li>Graphic Organizers</li> <li>Reading Response Journals</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Questions</li> <li>Text</li> <li>Answers</li> </ul>	Critical

<ul style="list-style-type: none"> <li>● Main idea</li> <li>● Details</li> </ul>	<b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>● State the main idea of a nonfiction text.</li> <li>● Describe details about the main idea.</li> <li>● Explain how the details support the main idea.</li> <li>● Compare and contrast texts on similar topics using main ideas and details.</li> <li>● Use the main ideas and details of a text to explain what is known about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussions</li> <li>● Graphic Organizers</li> <li>● Reading Response Journals</li> <li>● Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Main idea</li> <li>● Details</li> <li>● Compare</li> <li>● Contrast</li> <li>● Similar</li> <li>● Different</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>● Relationships</li> <li>● Transitional Words</li> <li>● Problem</li> <li>● Solution</li> <li>● Same</li> <li>● Different</li> </ul>	<b>3.RN.2.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text, using words such as first, next, finally, because, problem, solution, same, and different.	<ul style="list-style-type: none"> <li>● Describe an event using transitional words.</li> <li>● Explain how related ideas/things are the same.</li> <li>● Explain how related ideas/things are different.</li> <li>● Locate the problem in a nonfiction text.</li> <li>● Explain the solution to the problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussions</li> <li>● Graphic Organizers</li> <li>● Reading Response Journals</li> <li>● Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Transitional words (first, next, finally/last)</li> <li>● Same</li> <li>● Different</li> <li>● Problem</li> <li>● Solution</li> </ul>	Important

# **STRUCTURAL ELEMENTS and ORGANIZATION**

<ul style="list-style-type: none"> <li>● Knowledge</li> <li>● Text Features</li> <li>● Information</li> </ul>	<b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	<ul style="list-style-type: none"> <li>● Recognize nonfiction text features.</li> <li>● Explain how nonfiction features help the reader.</li> <li>● Use nonfiction features to locate information and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Scholastic Benchmark Assessment</li> <li>● Progress Monitoring Running Records</li> <li>● Classroom Discussions</li> <li>● Graphic Organizers</li> <li>● Reading Response Journals</li> <li>● Reading Conferences</li> <li>● NWEA</li> </ul>	<ul style="list-style-type: none"> <li>● Knowledge</li> <li>● Text Features</li> <li>● Information</li> </ul>	Important
<ul style="list-style-type: none"> <li>● Nonfiction text</li> <li>● Problem</li> <li>● Solution</li> <li>● Events</li> <li>● Chronological order</li> </ul>	<b>3.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	<ul style="list-style-type: none"> <li>● Determine the problem in a nonfiction text.</li> <li>● Locate evidence in the text that describes the problem.</li> <li>● Locate the solution to the problem.</li> <li>● Locate evidence in the text that supports the solution.</li> <li>● Identify cause/effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Nonfiction text</li> <li>● Problem</li> <li>● Solution</li> <li>● Events</li> <li>● Chronological order</li> </ul>	Critical
<ul style="list-style-type: none"> <li>● Perspective</li> </ul>	<b>3.RN.3.3:</b> Distinguish one's own perspective from that of the author of the text.	<ul style="list-style-type: none"> <li>● Determine the author's perspective.</li> <li>● Locate information in the text that supports the author's perspective.</li> <li>● Discuss agreement or disagreement with the author's perspective.</li> <li>● Use evidence to support personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussions</li> <li>● Graphic Organizers</li> <li>● Reading Response Journals</li> <li>● Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Perspective</li> <li>● Agree</li> <li>● Disagree</li> <li>● Evidence</li> </ul>	Important

**CONNECTION of IDEAS**

<ul style="list-style-type: none"> <li>● Fact and Opinion</li> <li>● Reasons</li> <li>● Facts</li> <li>● Points</li> </ul>	<p><b>3.RN.4.1:</b> *Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text</p>	<ul style="list-style-type: none"> <li>● State the author's purpose/point of view in increasingly more difficult text.</li> <li>● List facts from the text that support the author's point of view.</li> <li>● Explain how the facts support the author's point of view.</li> <li>● Discuss how the facts are different from the author's opinion.</li> <li>● Compare and contrast the opinions/facts of multiple texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Reading Response Journals</li> <li>● Reading Conferences</li> <li>● Graphic Organizers</li> <li>● NWEA</li> </ul>	<ul style="list-style-type: none"> <li>● Fact and Opinion</li> <li>● Reasons</li> <li>● Facts</li> <li>● Points</li> </ul>	Important
<ul style="list-style-type: none"> <li>● Points</li> <li>● Details</li> <li>● Texts</li> <li>● Topic</li> </ul>	<p><b>3.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>● Read two different texts on the same topic.</li> <li>● Determine the main idea in both texts.</li> <li>● List details to support the main idea.</li> <li>● Compare and contrast the main idea and details from both texts.</li> <li>● Compare and contrast increasingly more difficult grade level texts.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Reading Response Journals</li> <li>● Reading Conferences</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Points</li> <li>● Details</li> <li>● Texts</li> <li>● Topic</li> </ul>	Critical

**READING: VOCABULARY****3.RV.1:** Build and use accurate conversational, general academic, and context-specific words and phrases.**VOCABULARY BUILDING**

<ul style="list-style-type: none"> <li>Context clues</li> <li>Text features</li> <li>Words</li> </ul>	<b>3.RV.2.1:</b> * Apply context clues (e.g., words and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	<ul style="list-style-type: none"> <li>Use context clues to determine the meaning of unknown words in increasingly more difficult grade level text.</li> <li>Read the words around unknown words to determine the meaning.</li> <li>Use text features to determine the meaning of unknown words.</li> <li>Explain the meanings of new words and how they relate to the story.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA</li> <li>Classroom Discussion</li> <li>Reading Response Journals</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Context clues</li> <li>Text features</li> <li>Words</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Relationships</li> <li>Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> <li>Homonyms</li> <li>Multiple-meaning</li> </ul>	<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	<ul style="list-style-type: none"> <li>Define homographs.</li> <li>Define homonyms.</li> <li>Use homographs and homonyms correctly in sentences.</li> <li>Determine words that have multiple meanings.</li> <li>Use multiple meaning words correctly in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA</li> <li>Classroom Discussion</li> <li>Reading Conferences</li> <li>Graphic Organizers</li> <li>Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> <li>Homonyms</li> <li>Multiple-meaning</li> </ul>	Important
<ul style="list-style-type: none"> <li>Unknown word</li> <li>Clue</li> <li>Root</li> <li>Affix</li> <li>Root word</li> </ul>	<b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	<ul style="list-style-type: none"> <li>Identify the root of a word.</li> <li>Identify the affix (prefix and/or suffix of a word).</li> <li>Use the parts of a word to figure out the meaning of a word.</li> <li>Use a known word to figure out the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>NWEA</li> <li>Classroom Discussion</li> <li>Reading Conferences</li> <li>Graphic Organizers</li> <li>Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Unknown word</li> <li>Clue</li> <li>Prefix</li> <li>Suffix</li> <li>Root word</li> </ul>	Important



<ul style="list-style-type: none"> <li>● Reference Materials</li> <li>● Words</li> <li>● Phrases</li> </ul>	<b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<ul style="list-style-type: none"> <li>● Locate unknown words in reference materials from increasingly more difficult text.</li> <li>● Use print reference materials to determine the meaning of words (i.e. dictionary, thesaurus, encyclopedia, nonfiction text)</li> <li>● Use digital reference materials to determine the meaning of words. (i.e. websites, online dictionary, online thesaurus, online encyclopedia)</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA</li> <li>● Classroom Discussion</li> <li>● Reading Conferences</li> <li>● Graphic Organizers</li> <li>● Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Reference Materials</li> <li>● Dictionary</li> <li>● Thesaurus</li> <li>● Encyclopedia</li> <li>● Words</li> <li>● Phrases</li> </ul>	Important
<b>VOCABULARY in LITERATURE and NONFICTION TEXTS</b>					
<ul style="list-style-type: none"> <li>● Literal</li> <li>● Nonliteral</li> <li>● Figurative Language</li> </ul>	<b>3.RV.3.1:</b> Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., <i>similes</i> ).	<ul style="list-style-type: none"> <li>● Locate important words and phrases the author uses.</li> <li>● Explain how the author uses the words and phrases to help the reader.</li> <li>● Locate similes and metaphors in text.</li> <li>● Explain the meaning of similes and metaphors and how they relate to the reading.</li> <li>● Identify when the author uses personification.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Discussion</li> <li>● Reading Conferences</li> <li>● Reading Response Journals</li> <li>● NWEA</li> </ul>	<ul style="list-style-type: none"> <li>● Figurative Language</li> <li>● Simile</li> <li>● Metaphor</li> <li>● Personification</li> </ul>	Important

<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Topic</li> <li>• Subject</li> </ul>	<b>3.RV.3.2:</b> * Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	<ul style="list-style-type: none"> <li>• Identify unknown words in increasingly more difficult nonfiction texts.</li> <li>• Use text features (e.g. glossary, maps, charts, captions, etc.) to determine the meaning of unknown words in a nonfiction text.</li> <li>• Use context clues/ knowledge of the subject to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Text feature</li> <li>• Context clues</li> </ul>	Important
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**WRITING****Learning Outcome**

**3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**WRITING GENRES**

<b>Informative Compositions (Expository)</b> <ul style="list-style-type: none"><li>• Composition</li><li>• Topics</li><li>• Format</li></ul>	3.W.3.2 Write informative compositions on a variety of topics that – a. State the topic, develop a main idea for the introductory paragraph, and group related information together. b. Develop the topic with facts and details. c. Connect ideas within categories of information using words and phrases. d. Use text features (e.g., pictures, graphics) when useful to aid comprehension. e. Provide a concluding statement or section.	<ul style="list-style-type: none"><li>• Choose a topic of interest.</li><li>• Write an introductory paragraph that states the topic and develops the main idea.</li><li>• Uses facts and details to support and expand on the topic.</li><li>• Write paragraphs in a logical sequence.</li><li>• Provide a conclusion that summarizes the information.</li></ul>	<ul style="list-style-type: none"><li>• Writing conferences</li><li>• Classroom Projects</li><li>• Corporation Writing Prompt</li><li>• Writer’s Notebook</li></ul>	<ul style="list-style-type: none"><li>• Compositions</li><li>• Topics</li><li>• Format</li></ul>	<b>Critical</b>
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<b>Narrative Compositions</b> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Composition</li> <li>• Format</li> </ul>	<b>3.W.3.3</b> Write narrative compositions in a variety of forms that – <ol style="list-style-type: none"> <li>Establish an introduction (e.g., situation, narrator, characters).</li> <li>Include specific descriptive details and clear event sequences.</li> <li>Include dialogue.</li> <li>Connect ideas and events using introduction and transition words.</li> <li>Provide an ending.</li> </ol>	<ul style="list-style-type: none"> <li>• Descriptive paragraph</li> <li>• Write an introduction.</li> <li>• Use descriptive details.</li> <li>• Use clear even sequences</li> <li>• Include dialogue</li> <li>• Use introduction and transition words to connect ideas and events.</li> <li>• Provide an ending.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Words</li> <li>• Dialogue</li> </ul>	<b>Critical</b>
<b>WRITING PROCESS</b>					
<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Format</li> <li>• Reference materials</li> </ul>	<b>3.W.4</b> Apply the writing process to – <ol style="list-style-type: none"> <li>Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>Use available technology to produce and publish legible documents.</li> </ol>	<ul style="list-style-type: none"> <li>• Select a topic.</li> <li>• Gather information related to the topic.</li> <li>• Organize information</li> <li>• Generate a draft.</li> <li>• Use websites to gather research.</li> <li>• Use hard copy reference materials to gather research.</li> <li>• Use editing checklists and rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer’s Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Format</li> <li>• Reference materials</li> </ul>	<b>Critical</b>

**THE RESEARCH PROCESS: FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION**

<ul style="list-style-type: none"> <li>Research</li> <li>Topic</li> <li>Texts</li> </ul>	<b>3.W.5:</b> Conduct short research on a topic. a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). b. Locate information in reference texts, electronic resources, or through interviews. c. Recognize that some sources may be more reliable than others. d. Record relevant information in their own words. e. Present the information, choosing from a variety of formats	<ul style="list-style-type: none"> <li>Identify a topic.</li> <li>Locate information on the topic.</li> <li>Use a variety of resources.</li> <li>Restate information.</li> </ul>	<ul style="list-style-type: none"> <li>Writer's Notebook</li> <li>Writing Project</li> </ul>	<ul style="list-style-type: none"> <li>Research</li> <li>Topic</li> <li>Texts</li> </ul>	<b>Critical</b>
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**CONVENTIONS OF STANDARD ENGLISH: GRAMMAR AND USAGE/CAPITALIZATION, PUNCTUATION, AND SPELLING**

**Learning Outcome:**

**3.W.6.1:** \*Demonstrate command of English grammar and usage, focusing on:

<ul style="list-style-type: none"> <li>Abstract Nouns</li> </ul>	<b>3.W.6.1a:</b> Nouns/Pronouns-Writing sentences using abstract nouns (e.g., hope, thought)	<ul style="list-style-type: none"> <li>Identify, write and differentiate regular and irregular plural nouns in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns</li> <li>Abstract Nouns</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> <li>Simple verb tenses</li> </ul>	<b>3.W.6.1b:</b> Verbs-Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	<ul style="list-style-type: none"> <li>Identify and write past tense verbs.</li> <li>Identify and write irregular past tense verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> <li>Simple verb tenses</li> </ul>	<b>Critical</b>

<ul style="list-style-type: none"> <li>● Adjectives</li> <li>● Adverbs</li> <li>● Functions</li> </ul>	<b>3.W.6.1c:</b> Adjectives/Adverbs- Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	<ul style="list-style-type: none"> <li>● Identify adverbs</li> <li>● Use adverbs to modify verbs.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Writing projects</li> <li>● Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>● Adjectives</li> <li>● Adverbs</li> <li>● Functions</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>● Complete Sentence</li> <li>● Simple Sentence</li> <li>● Compound Sentence</li> <li>● Complex Sentence</li> <li>● Declarative Sentence</li> <li>● Interrogative Sentence</li> <li>● Exclamatory Sentence</li> </ul>	<b>3.W.6.1e:</b> Usage- Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions ( <i>e.g., and, for, but, or</i> ).	<ul style="list-style-type: none"> <li>● Identify and write simple sentences.</li> <li>● Identify and write compound sentences.</li> <li>● Use declarative, interrogative, imperative, and exclamatory sentences in writing.</li> <li>● Identify conjunctions in compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Writing projects</li> <li>● Classroom observation</li> <li>● NWEA</li> <li>● Daily Language Review</li> </ul>	<ul style="list-style-type: none"> <li>● Subject</li> <li>● Predicate</li> <li>● Complete sentence</li> <li>● Declarative</li> <li>● Interrogative</li> <li>● Exclamatory</li> </ul>	<b>Critical</b>

## CONVENTIONS of STANDARD ENGLISH

### Learning Outcome:

**3.W.6.2:** \*Demonstrate command of capitalization, punctuation, and spelling, focusing on:

<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p><b>3.W.6.2b:</b> Punctuation- *</p> <p>Correctly using apostrophes to form contractions and singular and plural possessives. *</p> <p>Using quotation marks to mark direct speech. *</p> <p>Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</p>	<ul style="list-style-type: none"> <li>• Use apostrophes correctly in contractions. .</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Contractions</li> <li>• Quotation marks</li> <li>• Commas</li> </ul>	<p><b>Critical</b></p>
<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> </ul>	<p><b>3.W.6.2C:</b> Spelling- *</p> <p>Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. *</p> <p>Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs when writing.</p>	<ul style="list-style-type: none"> <li>• Correctly spell high frequency words.</li> <li>• Correctly spell homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Corporation Writing Prompt</li> <li>• Spelling Inventory</li> <li>• Word Study Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• High frequency words</li> </ul>	<p><b>Critical</b></p>

**SPEAKING AND LISTENING****Learning Outcome**

**3.SL.1:** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**DISCUSSION AND COLLABORATION**

<ul style="list-style-type: none"><li>• Ideas</li><li>• Readings</li><li>• Information</li></ul>	<b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.	<ul style="list-style-type: none"><li>• Take turns talking.</li><li>• Listen when others speak.</li><li>• Build upon other's ideas.</li><li>• Support position in discussion with related information from reading.</li></ul>	<ul style="list-style-type: none"><li>• Classroom Discussion</li><li>• Classroom Observation</li></ul>	<ul style="list-style-type: none"><li>• Ideas</li><li>• Readings</li><li>• Information</li></ul>	
<ul style="list-style-type: none"><li>• Knowledge</li><li>• Rules</li><li>• Discussions</li><li>• Roles</li><li>• Small group projects</li></ul>	<b>3.SL.2.3:</b> Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	<ul style="list-style-type: none"><li>• Take turns talking.</li><li>• Listen when others speak.</li><li>• Create a class anchor chart of rules for discussion.</li><li>• Use the class anchor chart rules during discussions.</li><li>• Serve in given/selected roles for small group discussions/projects.</li></ul>	<ul style="list-style-type: none"><li>• Classroom Discussion</li><li>• Classroom observation</li></ul>	<ul style="list-style-type: none"><li>• Knowledge</li><li>• Rules</li><li>• Discussions</li><li>• Roles</li><li>• Small group projects</li></ul>	
<ul style="list-style-type: none"><li>• Knowledge</li><li>• Rules</li><li>• Discussions</li><li>• Roles</li><li>• Small group project</li></ul>	<b>3.SL.2.4</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	<ul style="list-style-type: none"><li>• Take turns talking.</li><li>• Listen when others speak.</li><li>• Create a class anchor chart of rules for discussion.</li><li>• Use the class anchor chart rules during discussions.</li><li>• Serve in given/selected roles for small group discussions/projects</li></ul>	<ul style="list-style-type: none"><li>• Classroom Discussion</li><li>• Classroom observation</li></ul>	<ul style="list-style-type: none"><li>• Knowledge</li><li>• Rules</li><li>• Discussions</li><li>• Roles</li><li>• Small group projects</li></ul>	



<b>COMPREHENSION</b>					
<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	<b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), orally.	<ul style="list-style-type: none"> <li>• Paraphrase the main idea of information presented.</li> <li>• Support the main idea with details taken from the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Questions</li> <li>• Information</li> <li>• Speaker</li> <li>• Elaboration</li> <li>• Detail</li> </ul>	<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> <li>• Ask questions to gather or clarify information about the speaker's presentation.</li> <li>• Answer questions about the speaker's presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Information</li> <li>• Speaker</li> <li>• Elaboration</li> <li>• Detail</li> </ul>	Important
<b>PRESENTATION of KNOWLEDGE</b>					
<ul style="list-style-type: none"> <li>• Language</li> <li>• Narrative</li> <li>• Ideas</li> <li>• Chronological</li> <li>• Facts</li> <li>• Details</li> <li>• Pace</li> </ul>	<b>3.SL.4.1:</b> Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant descriptive details, speaking at an understandable pace, in a clear, concise manner.	<ul style="list-style-type: none"> <li>• Choose a topic.</li> <li>• Gather relevant information about the topic.</li> <li>• Support the topic with facts and details.</li> <li>• Organize the information chronologically or logically.</li> <li>• Present the information orally on the topic in a concise manner at an appropriate pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> <li>• Classroom Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Narrative</li> <li>• Ideas</li> <li>• Chronological</li> <li>• Facts</li> <li>• Details</li> <li>• Pace</li> </ul>	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>READING: FOUNDATIONS</b>					
<b>Learning Outcome</b>					
<b>3.R.F.1:</b> Apply foundational reading skills to build reading fluency and comprehension.					
<b>PRINT CONCEPTS</b>					
<ul style="list-style-type: none"> <li>Alphabetical Order</li> </ul>	<p><b>3.RF.2.4</b> Students are expected to build upon and continue applying concepts learned previously.</p> <p><i>1.RF.2.4 Learn and apply knowledge of alphabetical order.</i></p>	<ul style="list-style-type: none"> <li>List words in alphabetical order to the third letter.</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket</li> <li>Informal/Formal Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical Order</li> </ul>	
<b>PHONICS</b>					
<ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> </ul>	<p><b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.</p>	<ul style="list-style-type: none"> <li>Find and read words with syllable patterns: (including V, VV, VCe, Cle)</li> <li>Apply knowledge of V, VV, VCe, and Cle syllable patterns to reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Scholastic Benchmark</li> <li>Progress Monitoring Running Record</li> <li>Classroom writing projects</li> </ul>	<ul style="list-style-type: none"> <li>Syllable Patterns</li> <li>Unknown words</li> </ul>	Important
<ul style="list-style-type: none"> <li>Roots</li> <li>Prefixes</li> <li>Suffixes</li> <li>Irregular contractions</li> <li>Possessives</li> </ul>	<p><b>3.RF.4.6:</b> *Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p>	<ul style="list-style-type: none"> <li>Read multiple syllable words with prefixes (pre, re, mis, un, and dis)</li> <li>Explain how prefixes change the meanings of words.</li> </ul>	<ul style="list-style-type: none"> <li>Word Study Tests</li> <li>Teacher Created Word Checklist</li> <li>Reading Conferences</li> <li>Anecdotal Notes</li> </ul>	<ul style="list-style-type: none"> <li>Roots</li> <li>Prefixes</li> <li>Suffixes</li> <li>Irregular contractions</li> <li>Possessives</li> </ul>	Important

		<ul style="list-style-type: none"> <li>• Read multiple syllable words with suffixes (ful, less, ly, ness, able, ment)</li> <li>• Explain how suffixes change the meanings of words.</li> <li>• Read irregular contractions</li> <li>• Read possessive nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Running Records</li> </ul>		
<b>FLUENCY</b>					
<ul style="list-style-type: none"> <li>• Texts</li> <li>• Expression</li> <li>• Comprehension</li> <li>• Independent level</li> </ul>	<b>3.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> <li>• Read fluently with appropriate pausing, phrasing and expression.</li> <li>• Use punctuation to guide phrasing and expression.</li> <li>• Increase fluency speed (wpm).</li> </ul>	<ul style="list-style-type: none"> <li>• Scholastic Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Fluency Passage and Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Texts</li> <li>• Expression</li> <li>• Comprehension</li> <li>• Independent level</li> </ul>	
<b>READING: LITERATURE</b>					
<b>Learning Outcome</b> <b>3.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.					
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>					

<ul style="list-style-type: none"> <li>• Questions</li> <li>• Understanding</li> <li>• Text</li> <li>• Answers</li> </ul>	<b>3.RL.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• Use information from the text to summarize the story.</li> <li>• Ask questions about the characters in a story.</li> <li>• Answer questions about the characters in a story.</li> <li>• Describe characters' traits.</li> <li>• Compare/Contrast multiple characters.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Scholastic Benchmark</li> <li>• Progress Monitoring Running Record</li> <li>• Reading Response Journals</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Understanding</li> <li>• Text</li> <li>• Answers</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• <b>Folktales</b></li> <li>• <b>Fables</b></li> <li>• <b>Tall Tales</b></li> </ul>	<b>3.RL.2.2:</b> <b>Recount</b> folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	<ul style="list-style-type: none"> <li>• Read folktales, fables, and tall tales from diverse cultures.</li> <li>• Recount folktales, fables, and tall tales.</li> <li>• State the features of the folktales, fables, and tall tales.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Anecdotal Notes</li> <li>• Reading Response Journals</li> <li>• Classroom/Small Group Discussion</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• idiom</li> <li>• hyperbole</li> <li>• exaggeration</li> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• "magic" number 3</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits, Motivations, Feelings</li> <li>• Story</li> <li>• Plot</li> </ul>	<b>3.RL.2.3:</b> *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	<ul style="list-style-type: none"> <li>• Describe the traits of characters.</li> <li>• List character actions, words and thoughts that support character traits described.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Graphic Organizer</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Characters</li> <li>• Traits, Motivations, Feelings</li> <li>• Story</li> <li>• Plot</li> </ul>	<b>Critical</b>

		<ul style="list-style-type: none"> <li>State the basic plot in the story.</li> </ul>			
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>					
<ul style="list-style-type: none"> <li>Chapter</li> <li>Scene</li> <li>Stanza</li> <li>Sections</li> </ul>	<b>3.RL.3.1:</b> *Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> <li>Determine whether chapters are related or stand alone.</li> <li>Use information from one chapter to make predictions about the next chapter.</li> <li>Discuss how the events in a story evolve over multiple chapters.</li> <li>Discuss stories using technical terms.</li> <li>Use evidence from the story to support thinking about the story.</li> <li>Explain the relationships between parts of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Read Aloud Discussions</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Chapter</li> <li>Prediction</li> <li>Evidence</li> </ul>	Important
<ul style="list-style-type: none"> <li>Point of View</li> <li>Narrator</li> <li>Characters</li> </ul>	<b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> <li>State thinking about the story.</li> <li>Determine the narrator or character's point of view.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Point of View</li> <li>Narrator</li> <li>Characters</li> </ul>	Important

		<ul style="list-style-type: none"> <li>Find evidence from the text to show/support the point of view of the narrator or characters.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Graphic Organizers</li> </ul>		
<b>SYNTHESIS AND CONNECTION OF IDEAS</b>					
<ul style="list-style-type: none"> <li>Text illustrations</li> <li>Words</li> </ul>	<b>3.RL.4.1</b> 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).	<ul style="list-style-type: none"> <li>Analyze illustrations for details.</li> <li>Discuss story elements.</li> <li>Compare illustrations to what is happening in the story.</li> <li>Explain how the illustrations affect the mood in the story.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Graphic Organizers</li> <li>Reading Conferences</li> <li>Classroom</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Text</li> <li>Illustrations</li> <li>Words</li> </ul>	Important
<ul style="list-style-type: none"> <li>Themes</li> <li>Settings</li> <li>Plots</li> <li>Same author</li> <li>Similar characters</li> </ul>	<b>3.RL.4.2:</b> 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).	<ul style="list-style-type: none"> <li>Describe the setting in a story.</li> <li>Identify the plot in a story.</li> <li>Compare and contrast the similarities and differences of plots between different stories.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Graphic Organizers</li> <li>Reading Conferences</li> <li>Classroom</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Themes</li> <li>Settings</li> <li>Plots</li> <li>Same author</li> <li>Similar characters</li> </ul>	Important
<b>READING: NONFICTION</b>					
<b>3.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.					
<b>KEY IDEAS AND TEXTUAL SUPPORT</b>					

<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<b>3.RN.2.1:</b> *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• Ask questions about nonfiction texts.</li> <li>• Use text features to answer questions about nonfiction texts.</li> <li>• Defend answers with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Text</li> <li>• Answers</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	<b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>• State the main idea of a nonfiction text.</li> <li>• Describe details about the main idea.</li> <li>• Explain how the details support the main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	<b>Critical</b>
<b>STRUCTURAL ELEMENTS AND ORGANIZATION</b>					
<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Transitional Words</li> <li>• Problem</li> <li>• Solution</li> <li>• Same</li> </ul>	<b>3.RN.2.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text, using words such as first, next,	<ul style="list-style-type: none"> <li>• Describe an event using transitional words.</li> <li>• Explain how related ideas/things are the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Transitional words (first, next, finally/last)</li> <li>• Same</li> </ul>	<b>Important</b>

<ul style="list-style-type: none"> <li>• Different</li> </ul>	<p>finally, because, problem, solution, same, and different.</p>	<ul style="list-style-type: none"> <li>• Explain how related ideas/things are different.</li> <li>• Locate the problem in a nonfiction text.</li> <li>• Explain the solution to the problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Different</li> <li>• Problem</li> <li>• Solution</li> </ul>	
<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	<p><b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).</p>	<ul style="list-style-type: none"> <li>• Recognize nonfiction text features.</li> <li>• Explain how nonfiction features help the reader.</li> <li>• Use nonfiction features to locate information and answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Scholastic Benchmark Assessment</li> <li>• Progress Monitoring Running Records</li> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> <li>• NWEA</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Text Features</li> <li>• Information</li> </ul>	Important
<ul style="list-style-type: none"> <li>• Nonfiction text</li> <li>• Problem</li> <li>• Solution</li> <li>• Events</li> <li>• Chronological order</li> </ul>	<p><b>3.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.</p>	<ul style="list-style-type: none"> <li>• Determine the problem in a nonfiction text.</li> <li>• Locate evidence in the text that describes the problem.</li> <li>• Locate the solution to the problem.</li> <li>• Locate evidence in the text that supports the solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction text</li> <li>• Problem</li> <li>• Solution</li> <li>• Events</li> <li>• Chronological order</li> </ul>	Critical



		<ul style="list-style-type: none"> <li>Identify cause/effect relationships.</li> </ul>			
<ul style="list-style-type: none"> <li>Perspective</li> </ul>	<b>3.RN.3.3:</b> Distinguish one's own perspective from that of the author of the text.	<ul style="list-style-type: none"> <li>Determine the author's perspective.</li> <li>Locate information in the text that supports the author's perspective.</li> <li>Discuss agreement or disagreement with the author's perspective.</li> <li>Use evidence to support personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussions</li> <li>Graphic Organizers</li> <li>Reading Response Journals</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Perspective</li> <li>Agree</li> <li>Disagree</li> <li>Evidence</li> </ul>	Important
<b>CONNECTION OF IDEAS</b>					
<ul style="list-style-type: none"> <li>Fact and Opinion</li> <li>Reasons</li> <li>Facts</li> <li>Points</li> </ul>	<b>3.RN.4.1:</b> *Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text,	<ul style="list-style-type: none"> <li>State the author's purpose/point of view.</li> <li>List facts from the text that support the author's point of view.</li> <li>Explain how the facts support the author's point of view.</li> <li>Discuss how the facts are different from the author's opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Response Journals</li> <li>Reading Conferences</li> <li>Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>Fact and Opinion</li> <li>Reasons</li> <li>Facts</li> <li>Points</li> </ul>	Important
<ul style="list-style-type: none"> <li>Points</li> <li>Details</li> <li>Texts</li> <li>Topic</li> </ul>	<b>3.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> <li>Read two different texts on the same topic.</li> <li>Determine the main idea in both texts.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>Points</li> <li>Details</li> <li>Texts</li> <li>Topic</li> </ul>	<b>Critical</b>

		<ul style="list-style-type: none"> <li>List details to support the main idea.</li> <li>Compare and contrast the main idea and details from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Conferences</li> <li>Graphic Organizers</li> </ul>		
<b>READING: VOCABULARY</b>					
<b>3.RV.1:</b> Build and use accurate conversational, general academic, and context-specific words and phrases.					
<b>VOCABULARY BUILDING</b>					
<ul style="list-style-type: none"> <li>Context clues</li> <li>Text features</li> <li>Words</li> </ul>	<b>3.RV.2.1:</b> * Apply context clues (e.g., words and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	<ul style="list-style-type: none"> <li>Use context clues to determine the meaning of unknown words.</li> <li>Use text features to determine the meaning of unknown words.</li> <li>Explain the meanings of new words and how they relate to the story.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Response Journals</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Context clues</li> <li>Text features</li> <li>Words</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Relationships</li> <li>Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> </ul>	<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and	<ul style="list-style-type: none"> <li>Define homographs</li> <li>Define homonyms.</li> <li>Use homographs and homonyms correctly in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> </ul>	Important

<ul style="list-style-type: none"> <li>• Homonyms</li> <li>• Multiple-meaning</li> </ul>	multiple-meaning words (e.g., puzzle, fire).	<ul style="list-style-type: none"> <li>• Determine words that have multiple meanings.</li> <li>• Use multiple meaning words correctly in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Homonyms</li> <li>• Multiple-meaning</li> </ul>	
<ul style="list-style-type: none"> <li>• Reference Materials</li> <li>• Words</li> <li>• Phrases</li> </ul>	<b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	<ul style="list-style-type: none"> <li>• Locate unknown words in reference materials.</li> <li>• Use print reference materials to determine the meaning of words.</li> <li>• Use digital reference materials to determine the meaning of words.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Graphic Organizers</li> <li>• Classroom Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Reference Materials</li> <li>• Words</li> <li>• Phrases</li> </ul>	Important
<b>VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>					
<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Topic</li> <li>• Subject</li> </ul>	<b>3.RV.3.2:</b> * Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area	<ul style="list-style-type: none"> <li>• Identify unknown words in increasingly more difficult nonfiction texts.</li> <li>• Use text features (e.g. glossary, maps, charts, captions, etc.) to determine the meaning of unknown words in a nonfiction text.</li> <li>• Use context clues/ knowledge of the subject to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA</li> <li>• Classroom Discussion</li> <li>• Reading Conferences</li> <li>• Reading Response Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Nonfiction text</li> <li>• Text feature</li> <li>• Context clues</li> </ul>	Important

<ul style="list-style-type: none"> <li>Idioms</li> </ul>	<b>3.RV.3.3:</b> Recognize the meanings of idioms in context.	<ul style="list-style-type: none"> <li>Read stories and content that contain idioms.</li> <li>Identify idioms in context.</li> <li>Compare and contrast the literal vs. the intended meaning of idioms.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussion</li> <li>Small Group Discussion</li> <li>Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Idioms</li> </ul>	<b>Critical</b>
<b>WRITING</b>					
<b>Learning Outcome</b> <b>3.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.					
<b>WRITING GENRES</b>					
<b>Informative Composition</b> <ul style="list-style-type: none"> <li>Expository</li> <li>Compositions</li> <li>Topics</li> <li>Format</li> </ul>	<b>3.W.3.2</b> Write informative compositions on a variety of topics that – <ol style="list-style-type: none"> <li>State the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>Develop the topic with facts and details.</li> <li>Connect ideas within categories of information using words and phrases.</li> <li>Use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>Provide a concluding statement or section.</li> </ol>	<ul style="list-style-type: none"> <li>Write an observational essay of 2 paragraphs or more.</li> <li>Use descriptive details.</li> <li>Write a research paragraph.</li> <li>State the topic.</li> <li>Write a main idea.</li> <li>Add details to support the main idea.</li> <li>Write a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>Writing conferences</li> <li>Classroom Projects</li> <li>Corporation Writing Prompt</li> <li>Writer's Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Compositions</li> <li>Topics</li> <li>Format</li> </ul>	<b>Critical</b>
<b>Narrative Composition</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Details</li> <li>Sequence</li> </ul>	<b>3.W.3.3</b> Write narrative compositions in a variety of forms that – <ol style="list-style-type: none"> <li>Establish an introduction (e.g., situation, narrator, characters).</li> </ol>	<ul style="list-style-type: none"> <li>Descriptive paragraph</li> <li>Write an introduction.</li> <li>Use descriptive details.</li> <li>Use clear even sequences</li> <li>Include dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Writer's Notebook</li> </ul>	<ul style="list-style-type: none"> <li>Transition Words</li> <li>Dialogue</li> </ul>	<b>Critical</b>

<ul style="list-style-type: none"> <li>● Dialogue</li> <li>● Transition Words</li> <li>● Ending</li> </ul>	b. Include specific descriptive details and clear event sequences. c. Include dialogue. d. Connect ideas and events using introduction and transition words. e. Provide an ending.	<ul style="list-style-type: none"> <li>● Use introduction and transition words to connect ideas and events.</li> <li>● Provide an ending.</li> </ul>			
<b>WRITING PROCESS</b>					
<ul style="list-style-type: none"> <li>● Writing process</li> <li>● Draft</li> <li>● Ideas</li> <li>● Format</li> <li>● Reference materials</li> </ul>	<b>3.W.4</b> Apply the writing process to – a. Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). b. Use available technology to produce and publish legible documents.	<ul style="list-style-type: none"> <li>● Select a topic.</li> <li>● Gather information related to the topic.</li> <li>● Organize information</li> <li>● Generate a draft.</li> <li>● Use websites to gather research.</li> <li>● Use hard copy reference materials to gather research.</li> <li>● Use editing checklists and rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>● Writer's Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>● Writing process</li> <li>● Draft</li> <li>● Ideas</li> <li>● Format</li> <li>● Reference materials</li> </ul>	<b>Critical</b>
<b>THE RESEARCH PROCESS: FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION</b>					
<ul style="list-style-type: none"> <li>● Research</li> <li>● Topic</li> <li>● Texts</li> </ul>	<b>3.W.5:</b> Conduct short research on a topic. a. Identify a specific topic or question of interest (e.g., where	<ul style="list-style-type: none"> <li>● Identify a topic.</li> <li>● Locate information on the topic.</li> <li>● Use a variety of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Writer's Notebook</li> <li>● Writing Project</li> </ul>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Topic</li> <li>● Texts</li> </ul>	<b>Critical</b>

	<p>did Benjamin Harrison grow up?).</p> <p>b. Locate information in reference texts, electronic resources, or through interviews.</p> <p>c. Recognize that some sources may be more reliable than others.</p> <p>d. Record relevant information in their own words.</p> <p>e. Present the information, choosing from a variety of formats.</p>	<ul style="list-style-type: none"> <li>Restate information.</li> </ul>			
<b>CONVENTIONS OF STANDARD ENGLISH: GRAMMAR AND USAGE/CAPITALIZATION, PUNCTUATION, AND SPELLING</b>					
<b>3.W.6.1:</b> <i>*Demonstrate command of English grammar and usage, focusing on:</i>					
<ul style="list-style-type: none"> <li>Abstract Nouns</li> </ul>	<b>3.W.6.1a:</b> Nouns/Pronouns-Writing sentences using abstract nouns (e.g., hope, thought).	<ul style="list-style-type: none"> <li>Identify, write and differentiate regular and irregular plural nouns in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Pronouns</li> <li>Abstract Nouns</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> <li>Simple verb tenses</li> </ul>	<b>3.W.6.1b:</b> Verbs-Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	<ul style="list-style-type: none"> <li>Identify and write past tense verbs.</li> <li>Identify and write irregular past tense verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Regular and Irregular Verbs</li> <li>Simple verb tenses</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Functions</li> </ul>	<b>3.W.6.1c:</b> Adjectives/Adverbs-Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on	<ul style="list-style-type: none"> <li>Identify adverbs</li> <li>Use adverbs to modify verbs.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Adverbs</li> <li>Functions</li> </ul>	<b>Critical</b>

	what is to be modified, and explaining their functions in the sentence.				
<b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>• Complete Sentence</li> <li>• Simple Sentence</li> <li>• Compound Sentence</li> <li>• Complex Sentence</li> <li>• Declarative Sentence</li> <li>• Interrogative Sentence</li> <li>• Exclamatory Sentence</li> </ul>	<b>3.W.6.1e:</b> Usage- Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions ( <i>e.g., and, for, but, or</i> ).	<ul style="list-style-type: none"> <li>• Identify and write simple sentences.</li> <li>• Identify and write compound sentences.</li> <li>• Use declarative, interrogative, imperative, and exclamatory sentences in writing.</li> <li>• Identify conjunctions in compound sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> <li>• Classroom observation</li> <li>• NWEA</li> <li>• Daily Language Review</li> </ul>	<ul style="list-style-type: none"> <li>• Subject</li> <li>• Predicate</li> <li>• Complete sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Exclamatory</li> </ul>	<b>Critical</b>
<b>Conventions of Standard English</b> <b>3.W.6.2:</b> <i>*Demonstrate command of capitalization, punctuation, and spelling, focusing on:</i>					
<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	<b>3.W.6.2a:</b> Capitalization- Capitalizing appropriate words in titles, historical periods,	<ul style="list-style-type: none"> <li>• Capitalize titles.</li> <li>• Capitalize proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Writing projects</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalization</li> </ul>	<b>Critical</b>

	company names, product names, and special events.	<ul style="list-style-type: none"> <li>Recognize when appropriate capitalization is used.</li> </ul>	<ul style="list-style-type: none"> <li>Corporation Writing Prompt</li> </ul>		
<ul style="list-style-type: none"> <li>Apostrophes</li> <li>Contractions</li> <li>Quotation marks</li> <li>Commas</li> </ul>	<b>3.W.6.2b:</b> Punctuation- * Correctly using apostrophes to form contractions and singular and plural possessives. * Using quotation marks to mark direct speech. * Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).	<ul style="list-style-type: none"> <li>Use apostrophes correctly in contractions.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes</li> <li>Contractions</li> <li>Quotation marks</li> <li>Commas</li> </ul>	<b>Critical</b>
<ul style="list-style-type: none"> <li>Spelling</li> <li>High frequency words</li> </ul>	<b>3.W.6.2C:</b> Spelling- * Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. * Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.	<ul style="list-style-type: none"> <li>Correctly spell high frequency words.</li> <li>Correctly spell homophones.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Writing projects</li> <li>Corporation Writing Prompt</li> <li>Spelling Inventory</li> <li>Word Study Tests</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>High frequency words</li> </ul>	<b>Critical</b>

## **SPEAKING AND LISTENING**

### **Learning Outcome**

**3.SL.1:** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

## **DISCUSSION AND COLLABORATION**



<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	<b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Build upon other's ideas.</li> <li>• Support position in discussion with related information from reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	
<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> </ul>	<b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Build upon other's ideas.</li> <li>• Use appropriate discussion rules/etiquette.</li> <li>• Support position in discussion with related information from reading.</li> <li>• Discuss and clarify different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas</li> <li>• Readings</li> <li>• Information</li> <li>• Discussion rules/etiquette</li> </ul>	
<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Rules</li> <li>• Discussions</li> <li>• Roles</li> <li>• Small group project</li> </ul>	<b>3.SL.2.4</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> <li>• Create a class anchor chart of rules for discussion.</li> <li>• Use the class anchor chart rules during discussions.</li> <li>• Serve in given/selected roles for small group discussions/projects</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Rules</li> <li>• Discussions</li> <li>• Roles</li> <li>• Small group projects</li> </ul>	
<b>COMPREHENSION</b>					
<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	<b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), orally.	<ul style="list-style-type: none"> <li>• Paraphrase the main idea of information presented.</li> <li>• Support the main idea with details taken from the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas</li> <li>• Supporting details</li> <li>• Text</li> <li>• Diverse media</li> <li>• Formats</li> </ul>	Important

<ul style="list-style-type: none"> <li>• Questions</li> <li>• Information</li> <li>• Speaker</li> <li>• Elaboration</li> <li>• Detail</li> </ul>	<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> <li>• Ask questions to gather or clarify information about the speaker's presentation.</li> <li>• Answer questions about the speaker's presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Small Group Discussion</li> <li>• Classroom Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Information</li> <li>• Speaker</li> <li>• Elaboration</li> <li>• Detail</li> </ul>	Important
<b><i>PRESENTATION of KNOWLEDGE and IDEAS</i></b>					
<ul style="list-style-type: none"> <li>• Multi-step Directions</li> </ul>	<b>3.SL.4.3:</b> (2) Give and follow multi-step directions.	<ul style="list-style-type: none"> <li>• Choose a procedure.</li> <li>• Determine concise steps.</li> <li>• Give multi-step directions.</li> <li>• Follow multi-step directions</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Observation</li> <li>• Classroom Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-step Directions</li> </ul>	