

Fairfield Public Schools Language Arts Curriculum

Reading, Writing, Speaking, and Listening

Grade 3



Fairfield Public Schools Comprehensive Literacy Model

Grade 3 Language Arts Overview

Students in the Fairfield Public Schools are immersed in literacy through rich and varied experiences in reading, writing, speaking, listening, and viewing. Students access the curriculum through a variety of instructional practices including interactive, guided, and independent reading and writing, as well as oral, visual, and technological communication, phonics, spelling, and word study.

During the year, students will be given the opportunity to read, write, and listen to a variety of literary genres that promote deep thinking and understanding of topics, cultures, and people. Students receive explicit instruction and practice in the five areas recommended by the National Reading Panel, 2000 (comprehension, phonics, vocabulary, phonemic awareness, and fluency). Reading and writing are taught as reciprocal processes. Extended literary experiences ensure that students can understand and write in a variety of genres. Students will continually develop their ability to choose topics, plan, draft, revise, and edit their writing. The curriculum helps young writers continually expand their learning of craft, conventions, and the writing process in narrative, nonfiction, and poetry.

Word study encompasses multiple approaches to how words work. The sequence of lessons is built upon the Literacy Continuum (Fountas & Pinnell, 2007). The study of words enables students to develop automaticity and comprehension in reading and writing. This process allows them to grow in their ability to read, understand, and write more complex texts over time.

Grade 3 Language Arts Year at a Glance

| Pacing Guide | | | | | | | | | |
|--|---|---|---|---|---|--|--|--|--|
| 1 st Marking Period | | | 2 nd Marking Period | | | | 3 rd Marking Period | | |
| Launching the Year in Reading, Writing, and Word Study | Reading is Thinking and Writing to a Narrative Prompt | Developing Reading Fluency and Writing Like a Mentor Author | Studying Characters in Fiction and Writing Nonfiction | Summarizing and Writing to a Narrative Prompt | Preparing to Read Short Text and Raising the Quality of Writing | Reading Nonfiction and Writing for Many Purposes | Reading in Partnerships and Writing Poetry | Reading Poetry and Writing Realistic Fiction | Reflecting as Readers and Writers (Making Summer Plans for Literacy) |

Reading Resources

FPS Units of Study for Reading Workshop
Mentor Texts (common texts used for modeling)

Writing and Word Study Resources

FPS Units of Study for Writing Workshop
FPS Word Study Units
Mastering the Mechanics Grades 2-3 by L. Hoyt and T. Therriault
Month by Month Phonics by D. Hall and P. Cunningham
Word Study Lessons by I. Fountas and G.S. Pinnell

Grade 3 Overview: Reading, Writing, and Word Study

| Central Understandings | Essential Questions | Assessments |
|--|--|---|
| <p>Students comprehend and respond in literal, critical, and evaluative ways to various texts that are read, viewed, and heard.</p> <p>Students express, develop, and substantiate ideas and experiences through their own writing and artistic and technical presentations.</p> <p>Students will listen and speak to communicate ideas clearly.</p> <p>Standards</p> <ul style="list-style-type: none"> • Common Core State Standards | <ul style="list-style-type: none"> • How do readers and writers learn the expectations and routines for reading and writing workshop as they form the habits of highly effective readers and writers? • How do readers use comprehension strategies to engage actively in their reading and increase understanding of fiction and nonfiction texts? • How does engaging in deep character analysis help readers better understand fiction? • How does summarizing help us understand what we read? • How do readers extend their understandings of text through conversations? • How does analyzing author’s craft and use of language help readers deepen their understanding of poetry? • How do writers use the different structures of poetry in order to craft meaningful poems? • How do writers study and learn an author’s craft to apply the techniques in their own writing? • How do writers learn the specific strategies and skills to improve their writing pieces? • How does studying words help us to become competent readers and writers? • How did I grow as a reader and a writer? What are my summer reading and writing plans? | <p><u>Universal Assessments</u></p> <ul style="list-style-type: none"> • DRA2 • DRP • FPS Writing Prompts • Spelling Inventory <p><u>Targeted Assessments</u></p> <ul style="list-style-type: none"> • Core Reading Words • Dictation Writing |

Launching the Year in Reading, Writing, and Word Study

Unit Overview

The goal of Reading and Writing study is to create independent and responsible readers and writers. The Launching Reading and Writing Units are built upon the framework of practiced rituals and routines as, “It is important to maintain a simple, predictable structure because it is the work students do that will be changing and complex” (Calkins, 2001, page 66). These rituals and routines enable teachers and students to use class time productively. One important goal of these units is to begin to create a classroom community that supports students as they learn to move about their classrooms with purpose. Students in third grade have been exposed to the Reading and Writing Workshop structure, and they will now discover personal and shared interests with a new community of readers and writers. The structure of this unit is meant to be positive, enjoyable, and social.

| Reading Big Ideas | Writing Big Ideas |
|---|---|
| <ul style="list-style-type: none"> • View themselves as readers and members of a community of readers • Recognize and select just-right books and read in a silent and focused way with increasing stamina and fluency • Monitor for meaning and know what to do when meaning breaks down • Determine and support topics/big ideas • Stop, think, record, and expand thinking about books that have been read • Turn and talk with a partner and with a small group • Explore and identify different genres and maintain a reading log | <ul style="list-style-type: none"> • View themselves as writers and members of a community of writers • Use writing notebooks to gather a variety of entries • Learn how to talk about writing in a conference • Learn to write with stamina • Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing • Develop strategies for learning word parts, vowel patterns, ending consonant clusters and phonograms with short vowel sounds • Develop strategies to understand word meanings such as changing a word to make a new word • Understand the difference between complete sentences and fragments • Use commas in a series • Review the keys to handwriting legibility (shape, size, spacing, and slant) |
| Assessments and Progress Indicators *DRA2 *Spelling Inventory *FPS Fall Writing Prompt | |

Common Core Standards Emphasized During Unit

**READING STRAND:
READING FOR LITERATURE
Key Ideas and Details**

CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or

**WRITING STRAND:
Text Types and Purposes**

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing
CC.3.W.4 With guidance and support from adults, produce writing in which

feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas

CC.3.R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.R.F.4.a Read grade-level text with purpose and understanding.

CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LANGUAGE STRAND:

Conventions of Standard English

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.3.L.1.i Produce simple, compound, and complex sentences.

CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading is Thinking (Comprehension Strategies), Writing to a Narrative Prompt, and Word Study

Unit Overview

The ultimate goal of reading is to make meaning. This unit teaches students how to self-monitor in order to make meaning of what they read. In this unit, third grade students will become more strategic readers so that they can enhance their understanding of the story and cite evidence to support their thinking. The comprehension strategies of visualizing, making connections, and questioning continue to be studied, in addition to higher level thinking strategies such as drawing conclusions and developing a critical stance. Third graders develop these comprehension strategies to read and think within, about, and beyond the text.

Students learn how to apply the skills and strategies learned throughout their instruction in the writing process in order to write to a prompt in a timed setting. Students learn how to pace themselves within each aspect of the writing process as well as how to address a particular prompt that is given. In third grade, students have the opportunity to examine the scoring rubric as well as study exemplar writing prompts. This practice allows the students to internalize the elements of an exemplar writing prompt in order to analyze their own writing.

| Reading Big Ideas | Writing Big Ideas |
|---|--|
| <ul style="list-style-type: none"> • Use appropriate strategies before, during, and after reading to construct meaning, especially when encountering difficulty • Develop a purpose for reading • Make connections between personal experiences and new information encountered in reading in order to synthesize during and after reading • Visualize the text to facilitate comprehension • Ask questions before, during, and after reading and search for answers to monitor comprehension as meaning is constructed • Make predictions in a text using what has been read and what is already known • Use metacognitive thinking during reading to deepen understanding • Develop strategies to understand word meanings such as homophones in order to expand vocabulary | <ul style="list-style-type: none"> • Write an organized narrative piece with fluency and elaboration • Learn appropriate guidelines for pacing to write a 45 minute narrative piece • Understand the rubric used for scoring narrative prompts and use the rubric in order to recognize one’s own strengths and improve upon weaknesses • Carry a piece of writing through the writing process: brainstorm, planning (using graphic organizers), drafting, revising, editing, and publishing • Develop strategies for learning compound words, high frequency words, syllables, and double consonants to improve writing and spelling • Develop a spelling consciousness and use an editing checklist • Begin to write cursive letters and numerals |
| <p>Assessments and Progress Indicators *Running/Reading Records *Writing Prompt (Narrative) *Reader Response *DRP</p> | |

Common Core Standards Emphasized During Unit

**READING STRAND:
 READING FOR LITERATURE
 Key Ideas and Details**

**WRITING STRAND:
 Text Types and Purposes
 CC.3.W.3 Write narratives to develop real or imagined experiences or events**

CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas

C.3.R.L.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.3.R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.3.R.F.3.c Decode multisyllable words.

Fluency

CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.R.F.4.a Read grade-level text with purpose and understanding.

CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

using effective technique, descriptive details, and clear event sequences.

CC.3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.c Use temporal words and phrases to signal event order.

CC.3.W.3.d Provide a sense of closure.

Production and Distribution of Writing

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LANGUAGE STRAND:

Conventions of Standard English

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.

CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.2.c Use commas and quotation marks in dialogue.

CC.3.L.2.d Form and use possessives.

CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Developing Reading Fluency, Writing Like a Mentor Author, and Word Study

Unit Overview

In this unit, students learn strategies to read with more expression and feeling and to make their reading sound like storytelling. Students attend to the meaning of the text, the punctuation, and their rate of reading in order to read texts fluently.

During Writing, students emulate different writing techniques observed in an author’s work. Third graders examine the author’s use of repetition, short sentences, ellipses, and intentional page breaks. Once students learn to “let” an author mentor them in this process, we expect that they continue to mentor themselves, for they have learned to read like authors.

| Reading Big Ideas | Writing Big Ideas |
|--|--|
| <ul style="list-style-type: none"> Practice reading punctuation fluently: dropping voice and making a full stop at period; taking a short breath at comma, ellipses, and dashes; using appropriate voice tone at question mark, exclamation point, italics, bold print, and ALL CAPS Reread passages to sound smooth by reading for meaning Sound conversational when reading character dialogue Attend to quotation marks, the words after the quote, and what is happening in the story to express appropriate emotion of the speaker Use understanding of previous phonetic learning to read accurately and fluently | <ul style="list-style-type: none"> Learn and apply craft and techniques that an author uses in a story Carry a piece of writing through the writing process: brainstorming, planning, drafting, revising, editing, publishing Develop strategies for learning unique vowel patterns (oo, ow, ea), onsets and rimes Develop strategies to understand word meanings such as homophones, synonyms, antonyms, and compound words Understand sentence parts (subject and verb) to construct effective sentences Learn positioning and basic strokes for cursive writing |
| <p>Assessments and Progress Indicators</p> <p>*Running/Reading Records *Writing Samples *Reader Response</p> | |

Common Core Standards Emphasized During Unit

READING STRAND: READING FOR LITERATURE

Craft and Structure

CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Integration of Knowledge and Ideas

C.3.R.L.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in

WRITING STRAND:

Text Types and Purposes

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.c Use temporal words and phrases to signal event order.

CC.3.W.3.d Provide a sense of closure.

decoding words.

CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.

Fluency

CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.R.F.4.a Read grade-level text with purpose and understanding.

CC.3.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Production and Distribution of Writing

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STRAND:

Conventions of Standard English

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.2.c Use commas and quotation marks in dialogue.

CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in

word meanings.

CC.3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Studying Characters in Fiction, Writing Nonfiction, and Word Study

Unit Overview

In this unit, third graders take a close look at the characters in their stories. They study characters in depth in order to help them apply higher order thinking skills. Students engage in conversation about characters to deepen their understanding and draw conclusions about the text.

Third graders have had the opportunity to explore a variety of nonfiction texts, and they now have the opportunity to use their knowledge of how nonfiction texts are organized and written in order to construct their own pieces. When children write nonfiction texts, they learn that authors can be teachers. They learn to identify information that is valuable and share that information in order to teach others. Students research a topic of their choice and use text features in order to clearly communicate information that has been gathered.

| Reading Big Ideas | Writing Big Ideas |
|--|--|
| <ul style="list-style-type: none"> Infer character traits by noticing what characters say, do, and think, and what other characters think and say about them Apply strategies in order to deepen comprehension Recognize and sequentially organize relevant information and main events Make connections to characters using schema and text evidence Use understanding of word parts (prefixes, suffixes, etc.) to unlock word meaning in context Use knowledge of phonics (consonants and vowels etc.) to decode fluently and accurately | <ul style="list-style-type: none"> Identify and use elements of nonfiction writing (i.e., focused, structured, thesis driven, topic comes from one's life and teaches others, idea-based) Write with an angle/point of view regarding a topic Carry a piece of writing through the writing process: brainstorm, plan, draft, revise, edit, publish Develop strategies for learning unique vowel patterns (oo, oi, oy, ow, aw, au), onsets and rimes, double consonants, long vowel patterns in spelling words Develop strategies to understand word meanings and structure such as homophones, synonyms and antonyms, and making plurals by adding <i>s</i> or <i>es</i> and for words ending in <i>y</i>, <i>f</i>, <i>fe</i>, or <i>lf</i> Study subject verb agreement, commas and capitalization to make writing clearer Learn the lowercase letters in cursive |
| <p>Assessments and Progress Indicators *DRA2 *Writing Samples (Nonfiction/All-About) *Reader Response</p> | |

Common Core Standards Emphasized During Unit

**READING STRAND:
READING FOR LITERATURE
Key Ideas and Details**

CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**WRITING STRAND:
Text Types and Purposes**

CC.3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
CC.3.W.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CC.3.W.1.b Provide reasons that support the opinion.

Craft and Structure

CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

C.3.R.L.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.3.R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.

Fluency

CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.R.F.4.a Read grade-level text with purpose and understanding.

CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.3.W.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CC.3.W.1.d Provide a concluding statement or section.

CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.3.W.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CC.3.W.2.b Develop the topic with facts, definitions, and details.

CC.3.W.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CC.3.W.2.d Provide a concluding statement or section.

Production and Distribution of Writing

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

CC.3.W.7 Conduct short research projects that build knowledge about a topic.

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

CC.3.SL.2 Determine the main ideas and supporting details of a text read

LANGUAGE STRAND:

Conventions of Standard English

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.2.a Capitalize appropriate words in titles.

CC.3.L.2.d Form and use possessives.

CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Knowledge of Language

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Summarizing, Writing to a Narrative Prompt, and Word Study

Unit Overview

In this unit, third grade students learn to summarize narrative texts. Summarizing encompasses higher level thinking skills that include sequencing the events, determining importance, generalizing, noticing details, and identifying the theme of the story. In this unit, students present a summary in both oral and written formats.

Students learn how to apply the skills and strategies learned throughout their instruction in the writing process in order to write to a prompt in a timed setting. Students learn how to pace themselves and address a particular prompt. In this unit the focus is on developing more precise elaboration. In third grade, students have the opportunity to examine the scoring rubric as well as study exemplar writing prompts in order to internalize the elements of an exemplar writing prompt and analyze their own writing.

| Reading Big Ideas | Writing Big Ideas |
|--|---|
| <ul style="list-style-type: none"> • Apply strategies to monitor comprehension • Interpret fiction by discussing underlying themes • Recognize and sequentially organize relevant information and main events • Determine importance in text • Use evidence from the text to summarize a story orally with a partner and independently • Write a summary that is accurate, sequenced, and includes important details • Develop strategies for learning to decode using high-frequency words, unique vowel patterns, phonograms with double consonants, long vowel patterns, words with silent letters (b, k, l, t), consonant letters with different sounds, words with ‘v-c’ pattern, vowel patterns in two syllable words (v-c-silent e) • Develop strategies to understand word meanings and structure such as homographs, forming new words by adding <i>er</i>, noticing and using the past tense | <ul style="list-style-type: none"> • Write a narrative piece with organization, fluency and elaboration • Learn appropriate guidelines for pacing to write a 45 minute narrative piece • Understand the rubric used for scoring narrative pieces and practice using the rubric in order to recognize one’s own strengths and improve upon weaknesses • Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing • Capitalize proper nouns and the first word of a sentence • Develop strategies for learning to spell such as high-frequency words, unique vowel patterns, phonograms with double consonants, long vowel patterns, words with silent letters (b, k, l, t), consonant letters with different sounds, words with ‘v-c’ pattern, vowel patterns in two syllable words (v-c-silent e) • Learn syllable rules for spelling • Learn to write cursive legibly |
| <p>Assessments and Progress Indicators *Running/Reading Records *Writing Prompt (Narrative) *Reader Response</p> | |

Common Core Standards Emphasized During Unit

**READING STRAND:
READING FOR LITERATURE**

Key Ideas and Details

CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a

WRITING STRAND:

Text Types and Purposes

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event

text, referring explicitly to the text as the basis for the answers.

CC.3.R.L.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.R.L.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CC.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

CC.3.R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.3.R.F.3.c Decode multisyllable words.

CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.

Fluency

CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.R.F.4.a Read grade-level text with purpose and understanding.

CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.c Ask questions to check understanding of information presented,

sequences.

CC.3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.c Use temporal words and phrases to signal event order.

CC.3.W.3.d Provide a sense of closure.

Production and Distribution of Writing

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LANGUAGE STRAND:

Conventions of Standard English

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CC.3.L.1.b Form and use regular and irregular plural nouns.

CC.3.L.1.c Use abstract nouns (e.g., *childhood*).

CC.3.L.1.d Form and use regular and irregular verbs.

CC.3.L.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

CC.3.L.2 Demonstrate command of the conventions of standard English

stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

capitalization, punctuation, and spelling when writing.

CC.3.L.2.a Capitalize appropriate words in titles.

CC.3.L.2.c Use commas and quotation marks in dialogue.

CC.3.L.2.d Form and use possessives.

CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Knowledge of Language

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3.a Choose words and phrases for effect.

Vocabulary Acquisition and Use

CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Preparing for Reading Short Texts, Raising the Quality of Writing, and Word Study

Unit Overview

This unit focuses on preparing students to meet the challenge of the reading tests. The rich curriculum that third grade students are exposed to offers scaffolding so they become independent, proficient readers, writers, and thinkers. For students to do well on reading tests, they also need to understand how the test works, how test makers think, and how to display their knowledge in the way the test requires. This unit provides lessons to help students understand test reading as a genre by using short texts and practice materials to show students how the test works. Simply having students practice taking tests does not effectively prepare them. With instruction, discussion, and analysis of such issues as why some answers are better than others, why the student writing was scored the way it was, and how to be strategic with different types of questions, students will improve in their test-taking strategies.

By this time of the year, third grade students have been carrying pieces of writing through the writing process. This unit emphasizes the revision and editing strategies needed to improve one's writing. Students study various authors' work and identify techniques that the authors use to create a published piece. Students then select strategies to revise and edit their own writing as well as test passages.

| Reading Big Ideas | Writing Big Ideas |
|---|---|
| <ul style="list-style-type: none"> • Form a general understanding, interpret, and make connections while reading a text • Examine the content and structure of a text • Determine the purpose for reading and what a passage is mostly about • Read test questions carefully and locate pertinent information in text to use as text evidence • Learn to “close” the short-answer response by referring back to the text in a meaningful way • Write opinion pieces about a variety of texts • Learn to analyze a written response to reading using a rubric | <ul style="list-style-type: none"> • Identify parts of stories that need revision (leads, main event, endings) • Apply revision strategies (such as stretching out the moment, using dialogue, using thought shots, using sensory details, adding voice) to improve one's writing piece • Apply editing strategies (such as capitalization, punctuation, using complete sentences, paragraphing, grammar, and spelling) to improve one's writing piece • Learn how to combine sentences to vary sentence structure • Maintain manuscript writing |
| <p>Assessments and Progress Indicators *Running/Reading Records *Writing Samples *Reader Response</p> | |

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

- CC.3.R.L.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.L.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CC.3.R.L.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

WRITING STRAND:

Text Types and Purposes

CC.3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

Production and Distribution of Writing

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or

Craft and Structure

CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.R.L.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CC.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

C.3.R.L.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.3.R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

READING FOR INFORMATION

Key Ideas and Details

CC.3.R.I.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.3.R.I.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

CC.3.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.R.I.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.R.I.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

CC.3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.R.I.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.3.R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

two) for a range of discipline-specific tasks, purposes, and audiences.

| | |
|---|---|
| <p>CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.3.R.F.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>CC.3.R.F.3.c Decode multisyllable words.</p> <p>CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CC.3.R.F.4.a Read grade-level text with purpose and understanding.</p> <p>CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | |
| <p>SPEAKING AND LISTENING STRAND:</p> <p>Comprehension and Collaboration</p> <p>CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.</p> <p>CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Presentation of Knowledge and Ideas</p> <p>CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>LANGUAGE STRAND:</p> <p>Conventions of Standard English</p> <p>CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.3.L.1.h Use coordinating and subordinating conjunctions.</p> <p>CC.3.L.1.i Produce simple, compound, and complex sentences.</p> <p>CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.3.L.2.a Capitalize appropriate words in titles.</p> <p>CC.3.L.2.c Use commas and quotation marks in dialogue.</p> <p>CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Knowledge of Language</p> <p>CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.3.L.3.a Choose words and phrases for effect.</p> <p>CC.3.L.3.b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>Vocabulary Acquisition and Use</p> <p>CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> |

CC.3.L.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

CC.3.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CC.3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CC.3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading Nonfiction, Writing For Many Purposes, and Word Study

Unit Overview

In this unit, students are immersed in nonfiction texts in order to learn how nonfiction is read to gain information, which is different from the purpose of reading narrative texts. Students identify and analyze text features in order to navigate nonfiction texts. Strategies such as questioning, note taking, and determining importance prepare students for real life reading as well as for standardized testing.

Students are learning to become flexible writers. Students brainstorm their own ideas and borrow structures from mentor authors studied during read-alouds in order to bring their own messages through the writing process.

| Reading Big Ideas | Writing Big Ideas |
|---|--|
| <ul style="list-style-type: none"> • Develop a list of topics and choose one to learn more about • Generate questions about a topic • Recognize and use nonfiction features (i.e., table of contents, index, glossary, subtitles, captions, pictures and diagrams) to support comprehension • Determine topics and main ideas in nonfiction texts • Determine and record important information • Employ reading strategies such as activating prior knowledge, questioning, and determining importance in order to comprehend nonfiction texts • Begin to identify nonfiction text structures • Develop strategies for learning words with open syllables and words with closed syllables; words with r-controlled vowels; words with double consonants; using parts to read compound words | <ul style="list-style-type: none"> • Identify the elements of strong writing • Learn how to write an effective letter • Use persuasion in writing to convince readers to understand issues • Analyze and emulate an author’s craft in one’s writing • Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing • Develop strategies for writing long vowel patterns in spelling words and recognizing syllables in words • Develop strategies to understand word meanings such as action words (verbs) • Use punctuation in dialogue to move writing and keep message • Learn uppercase letters in cursive |
| <p>Assessments and Progress Indicators *Running/Reading Records *Writing Samples *Reader Response</p> | |

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR INFORMATION

Key Ideas and Details

CC.3.R.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.3.R.1.3 Describe the relationship between a series of historical events,

WRITING STRAND:

Text Types and Purposes

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings

scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

CC.3.R.I.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.R.I.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.R.I.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

CC.3.R.I.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.R.I.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CC.3.R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.3.R.F.3.c Decode multisyllable words.

CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.

Fluency

CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.R.F.4.a Read grade-level text with purpose and understanding.

CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.c Ask questions to check understanding of information presented,

to develop experiences and events or show the response of characters to situations.

CC.3.W.3.c Use temporal words and phrases to signal event order.

CC.3.W.3.d Provide a sense of closure.

Production and Distribution of Writing

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LANGUAGE STRAND:

Conventions of Standard English

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CC.3.L.1.d Form and use regular and irregular verbs.

CC.3.L.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

CC.3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.

CC.3.L.1.i Produce simple, compound, and complex sentences.

CC.3.L.2 Demonstrate command of the conventions of standard English

stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

capitalization, punctuation, and spelling when writing.

CC.3.L.2.a Capitalize appropriate words in titles.

CC.3.L.2.b Use commas in addresses.

CC.3.L.2.c Use commas and quotation marks in dialogue.

CC.3.L.2.d Form and use possessives.

CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CC.3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading in Partnerships, Writing Poetry, and Word Study

Unit Overview

In this unit, third grade students use conversation to extend and deepen their understanding of text. Students learn the different aspects of partnerships in order to develop ideas and opinions through discussion. Students participate in activities that help them prepare to work with partners, sustain conversation, and build on each other's ideas, as well as reflect on the discussions afterwards. While the focus of the unit is on the discussion, students have a variety of opportunities to write as well.

Third grade students are immersed in the genre of poetry. Writing poetry helps children ponder, observe, ask questions, discover sights, sounds, and feelings as well as visualize. Students write poetry by observing the world and writing with details and precise vocabulary. They also have the opportunity to listen to poetry in order to respond in both oral and written formats. Students learn to employ poet's tools such as line breaks, similes, and repetition. Students write poetry by identifying and applying various structures and crafts of mentor poets.

| Reading Big Ideas | Writing Big Ideas |
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| <ul style="list-style-type: none"> Recognize and internalize the roles of a partnership in order to participate actively Use discussion to analyze and critique texts Take notes, make sketches, and ask questions before discussion Engage in discussion to develop ideas and sustain conversations Use language to help partners understand or clarify thinking, invite and build on the opinions of others, and show respect for the ideas of others Provide text evidence and examples from one's life to support thinking in partnerships Develop strategies for learning high frequency words, identifying silent letters in words, recognizing words with the final /k/ sound and words with the /a/ pattern | <ul style="list-style-type: none"> Choose and write about a topic or object that evokes strong feelings Apply poet's craft to write one's own poetry (e.g., line breaks, rhythm, word choice, repetition, poetry voice, patterns, metaphors, similes, alliteration) Experiment with different forms of poetry (e.g., haiku, diamante, cinquain, concrete) Carry a piece of writing through the writing process: brainstorming, planning, drafting, revising, editing, publishing Develop strategies to understand the meaning of words Learn how adverbs and adjectives lift the level of writing Learn uppercase letters in cursive |

Assessments and Progress Indicators

*Running/Reading Records *Writing Samples (Poetry) *Reader Response

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.R.L.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

WRITING STRAND:

Text Types and Purposes

CC.3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

Production and Distribution of Writing

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and

CC.3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.R.L.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CC.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

C.3.R.L.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CC.3.R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.3.R.F.3.c Decode multisyllable words.

CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.

Fluency

CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.R.F.4.a Read grade-level text with purpose and understanding.

CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

strengthen writing as needed by planning, revising, and editing.

Range of Writing

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STRAND:

Comprehension and Collaboration

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

LANGUAGE STRAND:

Conventions of Standard English

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.3.L.1.c Use abstract nouns (e.g., *childhood*).

CC.3.L.1.d Form and use regular and irregular verbs.

CC.3.L.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

CC.3.L.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.2.e Use conventional spelling for high-frequency and other studied

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

CC.3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Knowledge of Language

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3.a Choose words and phrases for effect.

Vocabulary Acquisition and Use

CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CC.3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reading Poetry, Writing Realistic Fiction, and Word Study

Unit Overview

Third grade students are immersed in the genre of poetry. They are exposed to many different types of poems. Children ponder, ask questions, make connections, visualize, and infer feelings and themes as they read and comprehend poems. Students read poetry aloud to convey meaning and practice fluency. They learn to how to use line breaks, white space, and punctuation. Students also have the opportunity to listen to poetry in order to respond in both oral and written formats.

In this unit, students revisit previous texts read aloud in class in order to define the genre of realistic fiction and make connections to the characters and story problems in this genre. Students will identify people in their own lives to use as characters, as well as various settings and problems they have encountered in order to inspire their own stories.

| Reading Big Ideas | Writing Big Ideas |
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| <ul style="list-style-type: none"> • Recognize and read different types of poems • Self-select favorite poems to include in notebooks • Present/perform a poem using correct rhythm/pause/technique, etc. • Articulate and support interpretation of a poem with a partner • Make connections, infer, and visualize to deepen understanding of a poem • Develop strategies for learning new vocabulary through reading texts and how to build new words from known words • See word parts in compound words, prefixes, suffixes, and phonograms to decode fluently and accurately | <ul style="list-style-type: none"> • Identify and apply characteristics of realistic fiction to own writing • Carry a piece of writing through the writing process: brainstorm, planning, drafting, revising, editing, publishing • Develop strategies to understand word meanings and structures • Learn how verbs make writing powerful • Learn to join cursive letters |
| Assessments and Progress Indicators *Running/Reading Records *Writing Samples (Realistic Fiction) *Reader Response | |

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Key Ideas and Details

CC.3.R.L.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Craft and Structure

CC.3.R.L.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CC.3.R.L.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CC.3.R.L.6 Distinguish their own point of view from that of the narrator or those of the characters.

WRITING STRAND:

Text Types and Purposes

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.3.W.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.c Use temporal words and phrases to signal event order.

CC.3.W.3.d Provide a sense of closure.

Production and Distribution of Writing

FOUNDATIONAL SKILLS**Phonics and Word Recognition**

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CC.3.R.F.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.

CC.3.R.F.3.b Decode words with common Latin suffixes.

CC.3.R.F.3.c Decode multisyllable words.

CC.3.R.F.3.d Read grade-appropriate irregularly spelled words.

Fluency

CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension.

CC.3.R.F.4.a Read grade-level text with purpose and understanding.

CC.3.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STRAND:**Comprehension and Collaboration**

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CC.3.SL.1.d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

CC.3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STRAND:**Conventions of Standard English**

CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.3.L.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CC.3.L.1.b Form and use regular and irregular plural nouns.

CC.3.L.1.d Form and use regular and irregular verbs.

CC.3.L.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

CC.3.L.1.f Ensure subject-verb and pronoun-antecedent agreement.

CC.3.L.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CC.3.L.1.i Produce simple, compound, and complex sentences.

CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CC.3.L.2.a Capitalize appropriate words in titles.

CC.3.L.2.c Use commas and quotation marks in dialogue.

CC.3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CC.3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CC.3.L.2.g Consult reference materials, including beginning dictionaries, as

needed to check and correct spellings.

Knowledge of Language

CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CC.3.L.3.a Choose words and phrases for effect.

CC.3.L.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CC.3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

CC.3.L.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

CC.3.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

CC.3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CC.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.

CC.3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CC.3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Reflecting as Readers and Writers (Making Summer Plans for Literacy) and Word Study

Unit Overview

Students think about how they have grown as readers and writers by reflecting on books they have read, strategies they have learned, and stories, nonfiction texts, and poems they have written. Students identify goals for continuing their work.

Students craft plans for their reading and writing over the summer. They consider where they might read and write, what they plan to read and write, and how much time they plan to spend reading and writing. Students decide on ways to measure the successful implementation of their plans. Children reflect on their plans early in the next school year.

| Reading Big Ideas | Writing Big Ideas |
|---|---|
| <ul style="list-style-type: none"> Review and reflect on books read, strategies learned, and talking and thinking across the year Develop personal summer reading goals Plan to document reading work for summer months Celebrate reading growth Plan to develop strategies to learn words across the summer | <ul style="list-style-type: none"> Review and reflect on writing growth and pieces written Develop personal writing goals Plan to document writing work for summer months Develop a process to extend and revise writing during the summer Use cursive writing |
| Assessments and Progress Indicators *DRA2 *FPS Writing Prompt *Reader Response *Spelling Inventory | |

Common Core Standards Emphasized During Unit

READING STRAND:

READING FOR LITERATURE

Range of Reading and Complexity of Text

CC.3.R.L.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

READING FOR INFORMATION

Range of Reading and Text Complexity

CC.3.R.I.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

FOUNDATIONAL SKILLS

Phonics and Word Recognition

CC.3.R.F.3 Know and apply grade-level phonics and word analysis skills

WRITING STRAND:

Text Types and Purposes

CC.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to

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| <p>in decoding words. CC.3.R.F.3.b Decode words with common Latin suffixes. CC.3.R.F.3.c Decode multisyllable words. CC.3.R.F.3.d Read grade-appropriate irregularly spelled words. Fluency CC.3.R.F.4 Read with sufficient accuracy and fluency to support comprehension. CC.3.R.F.4.a Read grade-level text with purpose and understanding. CC.3.R.F.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CC.3.R.F.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>interact and collaborate with others. Range of Writing CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| <p>SPEAKING AND LISTENING STRAND: Comprehension and Collaboration CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. Presentation of Knowledge and Ideas CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CC.3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>LANGUAGE STRAND: Conventions of Standard English CC.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language CC.3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vocabulary Acquisition and Use CC.3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> |