

MARLBORO CENTRAL SCHOOL DISTRICT-CURRICULUM MAP ELA 3-5

Subject: English Language Arts

Grade: 3

NYS Standards (Time Frame)	Concepts (What students should know)	Skills (What students will actually be able to do as a result of instruction of the standard)	Major Assessments	Resources
<p>Quarter One</p> <p>Module RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. 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. RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.5. 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. RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. RL.3.7. 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).</p>	<p>How do people in world communities seek education?</p> <p>How do people in world communities gain knowledge in similar and different ways?</p> <p>How can I use what I know about letters and sounds to help read and spell words?</p> <p>How can I use the rules of standard English when spelling and writing?</p> <p>How can I incorporate the 6 +1 Traits into my writing?</p> <p>How can I write a paragraph using the elementary writing template?</p>	<p><u>Module 1</u></p> <p>Participate in conversation</p> <p>Ask and answer questions</p> <p>Identify main message</p> <p>Describe characters</p> <p>Describe actions</p> <p>Sort evidence</p> <p>Explain understanding</p> <p>Use context clues</p> <p>Speak in complete sentences</p> <p>Use text evidence to describe traits, motivation, and feelings</p> <p><u>Comprehension Strategies</u></p> <p>Close reading skills</p> <p>Finding evidence</p> <p>Read and reread</p> <p>Circle unfamiliar words</p> <p>Identify main idea and details</p> <p>Graphic rganizers (SWIBS)</p> <p>Notice/Wonder</p>	<p>Module 1 Assessments</p> <p>Spelling Reviews Units 1-5</p> <p>Harcourt Language Assessment</p> <p>Teacher Generated Tests</p> <p>F & P</p> <p>Running Records</p> <p>STAR</p> <p>SLO</p> <p>Raz Kids</p> <p>Writing Rubric</p>	<p>Module 1</p> <p>Trade books/Book room</p> <p>Harcourt Trophies</p> <p>LLI Kit</p> <p>Louise Cleveland</p> <p>Sitton Spelling</p> <p>Harcourt English</p> <p>Scholastic</p> <p>Traits/Trait Crate</p> <p>William VanCleave</p> <p>Raz Kids</p> <p>Weekly Reader</p> <p>Websites</p>

<p>RL.3.9. 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).</p> <p>RL.3.10. 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.</p> <p>RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.10. 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.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.B. Develop the topic with facts, definitions, and details.</p> <p>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2.D. Provide a concluding statement or section.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		<p>Prediction through excerpts and illustrations</p> <p>Retelling/summarizing</p> <p>Asking questions</p> <p>Using/Identifying text features</p> <p>Making connections</p> <p>Visualizing</p> <p>Character traits</p> <p>Point of view/Setting personal goals</p> <p>Stamina</p> <p>Choosing a book</p> <p><u>Spelling:</u></p> <p>Short/long vowels: i, o, a, u</p> <p>Spelling patterns: /j/</p> <p>Diphthongs: ou, ow</p> <p>Tough group</p> <p>Consonant digraphs: ch, sh, th, wh</p> <p>Silent letters: e, t, w</p> <p>Contractions: not & are</p> <p>r-controlled vowels</p> <p>Homophones: there/their/they're, too/to/two, right/write, know/no, here/hear, see/sea, through/threw, be/bee, made/maid</p> <p>Frequent spellings for /k/: c, k, ck, qu, ch</p> <p>Words are easier to spell when each word part is spelled separately</p>		
---	--	--	--	--

<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SL.3.1. 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>SL.3.1.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.</p> <p>SL.3.1.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).</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL3.1.D. Explain their own ideas and understanding in light of the discussion.</p> <p>SL 3.1.E. Seek to understand and communicate with individuals from different cultural backgrounds.</p>		<p><u>Language:</u></p> <p>Complete sentences</p> <p>Types of sentences</p> <p>Punctuate sentences</p> <p>Complete and simple subjects</p> <p>Nouns in subjects</p> <p>Compound subjects</p> <p>Verbs in predicates</p> <p>Compound predicates</p> <p><u>Writing:</u></p> <p>6 +1</p> <p>Graphic organizers</p> <p>Write an informative piece</p> <p>Write narrative piece</p> <p>Develop topic with facts and details</p> <p>Compare and contrast, main ideas, and key details in two texts on the same topic</p>		
---	--	--	--	--

<p>SL.3.5. 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 detail.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4. 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>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.6 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).</p> <p>Spelling</p> <p>L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>L.3.2.F Use spelling patterns and generalizations in writing words.</p> <p>L.3.4.C Use known root word as a clue to the meaning of an unknown word with the same root.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>				
--	--	--	--	--

<p>RF. 3.3.C. Decode multi-syllable words.</p> <p><u>Language</u></p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.I. Produce simple, compound, and complex sentences.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.6 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).</p> <p><u>Writing</u></p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.B. Provide reasons that support the opinion.</p> <p>W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1.D. Provide a concluding statement or section.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>				
---	--	--	--	--

<p>W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2.D. Provide a concluding statement or section.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order. Provide a sense of closure.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. 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>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>				
---	--	--	--	--

<p>L.3.2.F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing word.</p> <p><u>Guided Reading</u></p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. 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.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>				
---	--	--	--	--

<p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7. 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).</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF3.3.C. Decode multi-syllable words.</p> <p>RF3.3.D. Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.A. Read grade-level text with purpose and understanding.</p> <p>RF3.4.C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.3.1. 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>SL.3.1.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.</p> <p>SL.3.1.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).</p> <p>SL3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>				
--	--	--	--	--

<p> SI3.1.D. Explain their own ideas and understanding in light of the discussion. SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3.A. Choose words and phrases for effect. L.3.4. 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. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.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). L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. </p>				
--	--	--	--	--

<p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>L.3.6 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).</p>				
--	--	--	--	--

<p>Quarter 2</p> <p>Module</p> <p>RL.3.9. 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).</p> <p>RL.3.10. 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.</p> <p>RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3. 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.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7. 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).</p>	<p>How do I build expertise on a topic?</p> <p>How can I use what I know about letters and sounds to help read and spell words?</p> <p>How can I use the rules of standard English when spelling and writing?</p> <p>How can I incorporate the 6 +1 Traits into my writing?</p> <p>How can I write a narrative or expository piece using the elementary writing template?</p>	<p>Module 2</p> <p>Participate in conversations</p> <p>Main idea of informational text</p> <p>Answer questions using text evidence</p> <p>Take notes</p> <p><u>Comprehension Strategies</u></p> <p>Close Reading Skills</p> <p>Finding evidence</p> <p>Read and reread</p> <p>Circle unfamiliar words</p> <p>Identify main idea and details</p> <p>Graphic organizers (SWIBS)</p> <p>Notice/Wonder</p> <p>Prediction through excerpts and illustrations</p> <p>Retelling/summarizing</p> <p>Asking questions</p> <p>Using/Identifying text features</p> <p>Making connections</p> <p>Visualizing</p> <p>Character traits</p> <p>Point of view/Setting personal goals</p> <p>Stamina</p> <p>Choosing a book</p>	<p>Module 2 Assessments</p> <p>Spelling Reviews Units 6-11</p> <p>Harcourt Language Assessment</p> <p>Teacher Generated Tests</p> <p>F & P</p> <p>Running Records</p> <p>STAR</p> <p>SLO</p> <p>Raz Kids</p> <p>Writing Rubric</p>	<p>Module 2</p> <p>Trade books/Book room</p> <p>Harcourt Trophies</p> <p>LLI Kit</p> <p>Louise Cleveland</p> <p>Sitton Spelling</p> <p>Harcourt English</p> <p>Scholastic</p> <p>Traits/Trait Crate</p> <p>William VanCleave</p> <p>Raz Kids</p> <p>Weekly Reader</p> <p>Websites</p>
---	---	---	--	---

<p>RI.3.10. 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.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.B. Develop the topic with facts, definitions, and details</p> <p>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2.D. Provide a concluding statement or section.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order. Provide a sense of closure.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>		<p><u>Spelling:</u></p> <p>Long vowels: e</p> <p>When h follows c, s, t, or w</p> <p>/oi/: oi & oy</p> <p>Compounds</p> <p>Suffixes: s, ed, ing</p> <p>Some sounds are spelled more than one way</p> <p>/s/: s, ss, ce, ci, cy</p> <p>/i/: y, igh, ind, i, i-consonant-e</p> <p>/j/: j, ge, gi, and gy</p> <p>/s/: s, ss, ce, ci, cy</p> <p>/o/: o, oi, ou, ow</p> <p>Homographs</p> <p>Prefixes: re, un</p> <p>Silent letters</p> <p>Homophones: there/their/they're</p> <p>Words are easier to spell when each word part is spelled separately</p> <p><u>Language:</u></p> <p>Classify nouns</p> <p>Identify common and proper nouns</p> <p>Use abbreviations and titles</p> <p>Singular and plural nouns</p> <p>Irregular plural nouns</p> <p>Possessive nouns</p>		
---	--	---	--	--

<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.A. Choose words and phrases for effect.</p> <p>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4. 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>L3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.6 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).</p>		<p><u>Writing:</u></p> <p>6 +1 – incorporate traits in writing</p> <p>Write an informative/explanatory text</p> <p>Write a narrative text with a beginning, middle, and end.</p>		
--	--	--	--	--

<p>Spelling</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.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>L.3.2.F. Use spelling patterns and generalizations in writing words.</p> <p>L.3.4. 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>L.3.4.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).</p> <p>L.3.4.C. Use known root word as a clue to the meaning of an unknown word with the same root.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.C. Decode multi-syllable words.</p>				
---	--	--	--	--

<p><u>Language</u> L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.B. Form and use regular and irregular plural nouns. L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L.3.2.A. Capitalize appropriate words in titles.</p> <p><u>Writing</u> W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1.B. Provide reasons that support the opinion. W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a concluding statement or section. W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>				
--	--	--	--	--

<p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order. Provide a sense of closure.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. 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>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Guided Reading</u></p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>				
---	--	--	--	--

<p>RL.3.5. 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.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7. 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).</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.C. Decode multi-syllable words.</p> <p>RF3.3.D. Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.A. Read grade-level text with purpose and understanding.</p>				
---	--	--	--	--

<p>RF.3.4.C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.3.1. 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>SL.3.1.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.</p> <p>SL.3.1.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).</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.A. Choose words and phrases for effect.</p>				
---	--	--	--	--

<p>L.3.4. 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>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.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).</p> <p>L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>L.3.6 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).</p>				
--	--	--	--	--

<p>Quarter 3</p> <p>Module</p> <p>RL.3.2. 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.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5. 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.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9. 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).</p> <p>RL.3.10. 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.</p> <p>RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>RI.3.10. 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.</p>	<p>How do authors capture readers' imaginations?</p> <p>How can I use what I know about letters and sounds to help read and spell words?</p> <p>How can I use the rules of standard English when spelling and writing?</p> <p>How can I incorporate the 6 +1 Traits into my writing?</p> <p>How can I write a well-developed essay with a clear introduction, body, and conclusion?</p>	<p>Module 3</p> <p>Participate in conversations</p> <p>Retell a story</p> <p>Use context clues</p> <p>Describe characters in a story</p> <p><u>Comprehension Strategies</u></p> <p>Close reading skills</p> <p>Finding evidence</p> <p>Read and reread</p> <p>Circle unfamiliar words</p> <p>Identify main idea and details</p> <p>Graphic organizers (SWIBS)</p> <p>Notice/Wonder</p> <p>Prediction through excerpts and illustrations</p> <p>Retelling/summarizing</p> <p>Asking questions</p> <p>Using/Identifying text features</p> <p>Making connections</p> <p>Visualizing</p> <p>Character traits</p> <p>Point of view/Setting personal goals</p> <p>Stamina</p> <p>Choosing a book</p>	<p>Module 3</p> <p>Spelling Reviews Units 11-17</p> <p>Harcourt Language Assessment</p> <p>Teacher Generated Tests</p> <p>F & P</p> <p>Running Records</p> <p>STAR</p> <p>SLO</p> <p>Raz Kids</p> <p>Writing Rubric</p>	<p>Module 3</p> <p>Trade books/Book room</p> <p>Harcourt Trophies</p> <p>LLI Kit</p> <p>Louise Cleveland</p> <p>Sitton Spelling</p> <p>Harcourt English</p> <p>Scholastic</p> <p>Traits/Trait Crate</p> <p>William VanCleave</p> <p>Raz Kids</p> <p>Weekly Reader</p> <p>Websites</p>
---	---	---	---	---

<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.B. Provide reasons that support the opinion.</p> <p>W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.3.1.D. Provide a concluding statement or section.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.B. Develop the topic with facts, definitions, and details.</p> <p>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2.D. Provide a concluding statement or section.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order. Provide a sense of closure.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>		<p><u>Spelling</u></p> <p>Compound words</p> <p>Possessives</p> <p>Suffixes: y, ing, ly, ful, s, er, est</p> <p>/e/: e, ea, ee, y</p> <p>/u/: u, oo, ew, ue, and u-consonant-e</p> <p>Soft-syllable endings: er, or, ar</p> <p>Double letters</p> <p>/a/: a, ai, ay, and a-consonant-e</p> <p>Contractions</p> <p>Words are easier to spell when each word part is spelled separately</p> <p><u>Language</u></p> <p>Main verbs and helping verbs</p> <p>Helping verbs (have, do, be, as)</p> <p>Contractions with not</p> <p>Correct verb tenses</p> <p>Present tense verbs</p> <p>Subject verb agreement</p> <p>Past/future tense verbs</p> <p>Irregular verbs</p> <p><u>Writing</u></p> <p>Write an opinion piece with reasons that support the point of view</p>		
---	--	---	--	--

<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.H. Use coordinating and subordinating conjunctions.</p> <p>L.3.1.I. Produce simple, compound, and complex sentences.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.A. Capitalize appropriate words in titles.</p> <p>L.3.2.C. Use commas and quotation marks in dialogue.</p> <p>L.3.2.D. Form and use possessives.</p> <p>L.3.2.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>L.3.2.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>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.A. Choose words and phrases for effect.</p> <p>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.</p>				
---	--	--	--	--

<p>L.3.6 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).</p> <p>Spelling</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.D. Form and use possessives.</p> <p>L.3.2.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>L.3.2.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>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4. 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>L.3.4.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).</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>Rf.3.3.C. Decode multi-syllable words.</p> <p><u>Language</u></p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentence.</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.1.E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.</p> <p><u>Writing</u></p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.B. Provide reasons that support the opinion.</p> <p>W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>				
--	--	--	--	--

<p>W.3.1.D. Provide a concluding statement or section.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.C. Use temporal words and phrases to signal event order.</p> <p>W.3.3.D. Provide a sense of closure.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.10. 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>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Guided Reading</u></p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>				
---	--	--	--	--

<p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. 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.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7. 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).</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Decode multi-syllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p>				
--	--	--	--	--

<p>A. Read grade-level text with purpose and understanding.</p> <p>C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.3.1. 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>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.</p> <p>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).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p>				
--	--	--	--	--

<p>L.3.4. 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>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>L.3.6 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).</p>				
--	--	--	--	--

<p>Quarter 4</p> <p>Module</p> <p>RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.7. 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).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.10. 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.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>B. Provide reasons that support the opinion.</p> <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Provide a concluding statement or section.</p>	<p>How do writers use evidence from text to strengthen their message?</p> <p>How do writers support their points of view with reasons, facts, and details?</p> <p>How can I use what I know about letters and sounds to help read and spell words?</p> <p>How can I use the rules of standard English when spelling and writing?</p> <p>How can I incorporate the 6 +1 Traits into my writing?</p> <p>How can I write a well-developed essay with a clear introduction, body, and conclusion?</p>	<p>Module 4</p> <p>Participate in conversation</p> <p>Determine the main idea of an informational text</p> <p>Use information from illustrations to understand informational text</p> <p>Answer questions using specific details from informational text</p> <p><u>Comprehension Strategies</u></p> <p>Close reading skills</p> <p>Finding evidence</p> <p>Read and reread</p> <p>Circle unfamiliar words</p> <p>Identify main idea and details</p> <p>Graphic organizers (SWIBS)</p> <p>Notice/Wonder</p> <p>Prediction through excerpts and illustrations</p> <p>Retelling/summarizing</p> <p>Asking questions</p> <p>Using/Identifying text features</p> <p>Making connections</p> <p>Visualizing</p> <p>Character traits</p> <p>Point of view/Setting personal goals</p> <p>Stamina</p> <p>Choosing a book</p>	<p>Module 4</p> <p>Spelling Reviews Units 18-21</p> <p>Harcourt Language Assessment</p> <p>Teacher Generated Tests</p> <p>F & P</p> <p>Running Records</p> <p>STAR</p> <p>SLO</p> <p>Raz Kids</p> <p>Writing Rubric</p>	<p>Module 4</p> <p>Trade books/Book room</p> <p>Harcourt Trophies</p> <p>LLI Kit</p> <p>Louise Cleveland</p> <p>Sitton Spelling</p> <p>Harcourt English</p> <p>Scholastic</p> <p>Traits/Trait Crate</p> <p>William VanCleave</p> <p>Raz Kids</p> <p>Weekly Reader</p> <p>Websites</p>
--	---	---	---	---

<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, and details.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. 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><u>Spelling</u></p> <p>Contractions: have, not, will/shall, would/had, is/has, are</p> <p>Homophones: it's/its, let's/lets, their/there/they're</p> <p>/el/: le, al, el</p> <p>Double letter words</p> <p>Homophones, be/bee, beat/beet, cheap/cheep, creak/creek, feat/feet, leader/liter, meat/meet, peak/peek, peal/peel, read/reed, real/reel, scene/seen, seam/seem, steal/steel, suite/sweet, teas/tease/tees, vary/very, we/wee, we'd/weed</p> <p>Similes</p> <p>Words are easier to spell when each word part is spelled separately</p> <p><u>Language</u></p> <p>Singular and plural pronouns</p> <p>Antecedents</p> <p>Subject and object pronouns</p> <p>Correct use of I and Me</p> <p>Possessive pronouns</p> <p>Adjectives to tell how many and what kind</p> <p>Contractions with pronouns</p>		
--	--	--	--	--

<p>SL.3.4. 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.</p> <p>SL.3.5. 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.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>F. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4. 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><u>Writing</u> Informative/explanatory texts that convey ideas and information clearly</p> <p>Narrative writing – compare and contrast main ideas and key details in two texts on the same topic.</p>		
--	--	---	--	--

<p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>Spelling</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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>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>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4. 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>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).</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Decode multi-syllable words.</p> <p>Language</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>				
--	--	--	--	--

<p>A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>Writing</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>B. Provide reasons that support the opinion.</p> <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Provide a concluding statement or section.</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>D. Provide a concluding statement or section.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>				
--	--	--	--	--

<p>A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>C. Use temporal words and phrases to signal event order. Provide a sense of closure.</p> <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10. 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>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing word.</p> <p><u>Guided Reading</u></p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>				
--	--	--	--	--

<p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.5. 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.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.10. 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</p> <p>RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p>				
--	--	--	--	--

<p>RI.3.7. 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).</p> <p>RI.3.10. 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.</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. Decode multi-syllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.3.1. 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>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.</p> <p>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).</p>				
---	--	--	--	--

<p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>L.3.4. 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>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>				
---	--	--	--	--

<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>L.3.6 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).</p>				
---	--	--	--	--

--	--	--	--	--