

3rd Grade Reading/Language Arts
Curriculum Mapping
2019-2020
Michelle Koch

Unit: 1	Time: August-September 2019
Standards Taught	
<ul style="list-style-type: none"> • 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. • 3.RL.3 Describe characters in a story and explain how their actions contribute to the plot. • 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole. • 3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. • 3.RL.10 By the end of the year, read and comprehend a variety of literary texts. • 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea • 3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect. • 3.RI.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. • 3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text. • 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes. • 3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic. • 3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently. • 3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words • 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. • 3.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences • 3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing • 3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others • 3.W.7 Conduct short research projects that build knowledge about a topic. • 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. • 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others’ ideas and expressing their own clearly • 3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats • 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail • 3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace. • 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing • 3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • 3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. • 3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings. 	

<ul style="list-style-type: none"> 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> <i>Daily 5 centers</i> <i>Practice Sheets</i> <i>Assessments</i> <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i>	<i>Fiction</i> <i>Nonfiction</i> <i>Humorous Fiction</i> <i>Fantasy</i> <i>Realistic Fiction</i> <i>Informational Text</i> <i>Historical Fiction</i> <i>Context Clues</i> <i>Simple Sentences</i> <i>Short Vowels</i> <i>Long Vowels</i> <i>Common and Proper Nouns</i> <i>Word Families</i> <i>Infer/Predict</i> <i>Biography</i> <i>Literal/Nonliteral Meanings</i>	<i>Daily workbook sheets</i> <i>Class discussion</i> <i>Teacher observation</i> <i>Dibels</i> <i>Weekly tests</i> <i>Spelling tests</i>
Essential Questions: <ul style="list-style-type: none"> <i>What is the genre of the story?</i> <i>What is an author/illustrator do in a story?</i> <i>How do you summarize a story?</i> <i>How do you find context clues to a story?</i> <i>How do we use the VCCV pattern to divide words into syllables?</i> <i>What are the four different kinds of sentences?</i> <i>How do you use a dictionary/glossary to search words?</i> <i>What is an antonym/synonym?</i> <i>How do you use text to understand the actions/feelings of characters?</i> <i>What is the story message?</i> <i>What are compound sentences?</i> <i>What is the difference between common and proper nouns?</i> <i>How do you infer/predict the outcome of a story?</i> <i>What are plural nouns and how do you make a noun plural?</i> <i>What is the meaning of the prefix mis-?</i> <i>How do you visual while while reading?</i> <i>What are literal and nonliteral meanings?</i> <i>What is a narrative and how do you apply this knowledge to a narrative writing?</i> 		

Unit: 2

Time: October-November 2019

Standards Taught

- 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- 3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.
- 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.
- 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- 3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.
- 3.RL.10 By the end of the year, read and comprehend a variety of literary texts.
- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea
- 3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.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.
- 3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- 3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
- 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.
- 3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.
- 3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
- 3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
- 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.3 Write narratives (e.g., story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences
- 3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing
- 3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others
- 3.W.7 Conduct short research projects that build knowledge about a topic.
- 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly
- 3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- 3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5 Create 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.
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.
- 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Daily 5 centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i>	<i>Narrative Nonfiction Poetry Verb Suffixes Informational Text Traditional Tale Synonyms Verb Tenses Folktale Infer/Predict Literal/Nonliteral Meanings Realistic Fiction Abstract/Concrete Nouns Pronouns/Antecedents Shades of Meaning</i>	<i>Daily workbook sheets Class discussion Teacher observation Dibels Weekly tests Spelling tests</i>
Essential Questions: <ul style="list-style-type: none"> • <i>What is the genre of the story?</i> • <i>What is an author/illustrator do in a story?</i> • <i>How do you put a story in sequence of events?</i> • <i>How do you apply questioning while reading a story?</i> • <i>How do you decode or divide words into syllables with the VCV pattern?</i> • <i>How do you make a verb past, present, or future tense?</i> • <i>What is an opinion and how do you apply this to an opinion writing?</i> • <i>How do you infer/predict while reading a story?</i> • <i>How do you draw conclusions while reading a story?</i> • <i>How do you find context clues to a story?</i> • <i>When do you use commas in sentences?</i> • <i>How do you apply cause/effect while reading a text?</i> • <i>How do you use a dictionary/glossary to search words?</i> • <i>How do you identify main ideas and details?</i> • <i>How do you summarize a story?</i> • <i>How do you put a story in a sequence of events?</i> 		

Unit: 3	Time: November-December 2019	
Standards Taught		
<ul style="list-style-type: none"> • 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. • 3.RL.3 Describe characters in a story and explain how their actions contribute to the plot. • 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. • 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole. • 3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. • 3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters. • 3.RL.10 By the end of the year, read and comprehend a variety of literary texts. • 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea • 3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect. • 3.RI.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. • 3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently. • 3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text. • 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes. • 3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic. • 3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently. • 3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words • 3.RF.4 Read with sufficient accuracy and fluency to support comprehension. • 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • 3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing • 3.W.7 Conduct short research projects that build knowledge about a topic. • 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks. • 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others’ ideas and expressing their own clearly • 3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats • 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail • 3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace. • 3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • 3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing • 3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. • 3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings. • 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely. 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete</i>	<i>Each student has their own individual desk but tables are available for group work during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Daily 5 centers</i> • <i>Practice Sheets</i>

worksheets and tests in an alternate setting.		<ul style="list-style-type: none"> • Assessments • Writing Practices
Relevance	Vocabulary	Assessments
<p>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</p>	<p>Informational Text Suffixes –less, -ful, -ous Vowel Diphthongs oi, oy Plural Nouns Idioms Quotations Homophones Endings –er and –le Theme Compare and Contrast Contractions with n’t, ‘d, ‘ve Homophones/Homographs Subject-Verb Agreement Author’s Purpose Words with ar, or, ore Prefixes in-, im- Pronoun-Verb Agreement Humorous Fiction Formal/Informal Language Thesaurus</p>	<p>Daily workbook sheets Class discussion Teacher observation Dibels Weekly tests Spelling tests</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the genre of the story? • What is an author/illustrator do in a story? • How do you use information and apply it to informative writing? • How do you use text and graphic features while reading text? • How do you put a text in a sequence of events? • How do you use questioning throughout a story do enhance comprehension? • How do you determine the theme of a story? • How do you determine the story message? • How do you compare and contrast characters in a story? • What is the author’s purpose of a story? • How do you summarize a story? • What is the purpose of a thesaurus and how do you use it? 		

Unit: 4

Time: January-February 2020

Standards Taught

- 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- 3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.
- 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.
- 3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.
- 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- 3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.
- 3.RL.10 By the end of the year, read and comprehend a variety of literary texts.
- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- 3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.
- 3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect
- 3.RI.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.
- 3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- 3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.
- 3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
- 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.
- 3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.
- 3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
- 3.RF.3c-d Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words. d. Read grade-appropriate high frequency words.
- 3.RF.4a-c Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 3.W.1a-d Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. b. Provide reasons that support the opinion. c. Use grade level appropriate linking words and phrases to connect opinion and reasons. d. Provide a conclusion.
- 3.W.3a-b Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- 3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
- 3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.W.7 Conduct short research projects that build knowledge about a topic.
- 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.SL.1a-d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

- 3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5 Create 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
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 3.L.1a-d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Write legibly in print or cursive, using appropriate spacing and margins. * b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood).
- 3.L.1e-i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use regular and irregular verbs. f. Form and use the simple) verb tenses (e.g., I walked; I walk; I will walk g. Ensure subject-verb and pronoun-antecedent agreement. i. Use coordinating and subordinating conjunctions
- 3.L.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.
- 3.L.2e-g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed. f. Form and use the simple) verb tenses (e.g., I walked; I walk; I will walk) g. Ensure subject-verb and pronoun-antecedent agreement.
- 3.L.3a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between formal and informal English
- 3.L.4a-d Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of words when affixes are added. c. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use print and digital reference materials to determine or clarify meaning of words and phrases.
- 3.L.5a-b Demonstrate understanding of word relationships and subtle differences in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)
- 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Daily 5 centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i>	<i>Humorous fiction Context clues Adjectives Articles Story structure Theme Intonation Context clues Informational text Conclusions</i>	<i>Daily workbook sheets Class discussion Teacher observation Dibels Weekly tests Spelling tests</i>

	<p><i>Suffix –ly</i> <i>Visualize</i> <i>Poetry</i> <i>Text and graphic features</i> <i>Domain-specific vocabulary</i> <i>Word roots</i> <i>Helping verbs</i> <i>The Verb be</i> <i>Expression</i> <i>Myth/play</i> <i>Fact/opinion</i> <i>Irregular verbs</i> <i>Prefixes pre-, re-, bi-</i> <i>Infer/predict</i> <i>Literal/nonliteral meanings</i> <i>Compound words</i> <i>Dictionary/glossary</i> <i>Adverbs</i></p>	
--	--	--

Essential Questions:

- *What is the genre of the story?*
- *What is an author/illustrator do in a story?*
- *How do you use facts and opinions and apply it to opinion writing?*
- *How do you use text and graphic features while reading text?*
- *How do you put a text in a sequence of events?*
- *How do you use questioning throughout a story do enhance comprehension?*
- *How do you determine the theme of a story?*
- *How do you determine the story message?*
- *How do you compare and contrast characters in a story?*
- *What is the author’s purpose of a story?*
- *How do you summarize a story?*
- *What is the purpose of a thesaurus and how do you use it?*
- *What is the difference in using a dictionary or a thesaurus?*
- *Why do we infer and predict while reading a story?*
- *How do you use context clues to help you understand details of a story?*

Unit: 5

Time: March-April 2020

Standards Taught

- 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2 Retell stories, including those from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- 3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.
- 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using appropriate terminology such as chapter, scene, and stanza and describe how each successive part relates to each other and the whole.
- 3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.
- 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- 3.RL.9 Compare and contrast the central message/ themes, settings, and plots of stories written by the same author about the same or similar characters.
- 3.RL.10 By the end of the year, read and comprehend a variety of literary texts.
- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- 3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.
- 3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect
- 3.RI.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.
- 3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- 3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.
- 3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
- 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text to support particular points the author makes.
- 3.RI.9 Compare and contrast the main ideas and key details presented in two texts on the same topic.
- 3.RI.10 Read and comprehend grade level informational texts, including history/social studies, science, and technical texts, independently and proficiently.
- 3.RF.3a-d Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate high frequency words.
- 3.RF.4a-c Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 3.W.1a-d Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. b. Provide reasons that support the opinion. c. Use grade level appropriate linking words and phrases to connect opinion and reasons. d. Provide a conclusion.
- 3.W.2a-b Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader. b. Develop the topic with facts, definitions, and details.
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Provide a conclusion.
- 3.W.3a-d Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure conclusion (when appropriate to the genre).
- 3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
- 3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.W.7 Conduct short research projects that build knowledge about a topic.

- 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
- 3.SL.1a-d Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
- 3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats..
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5 Create 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
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
- 3.L.1a-d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Write legibly in print or cursive, using appropriate spacing and margins. * b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use abstract nouns (e.g., childhood).
- 3.L.1e-i Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use regular and irregular verbs. f. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk g. Ensure subject-verb and pronoun-antecedent agreement. h. Form and use adverbs and adjectives (comparative and superlative). i. Use coordinating and subordinating conjunctions
- 3.L.2a&c-d. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. c. Use commas and quotation marks in dialogue. d. Form and use possessives.
- 3.L.2e-g Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed. f. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk) g. Ensure subject-verb and pronoun-antecedent agreement.
- 3.L.3a-b Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between formal and informal English
- 3.L.4a-d Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of words when affixes are added. c. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use print and digital reference materials to determine or clarify meaning of words and phrases.
- 3.L.5a-c Demonstrate understanding of word relationships and subtle differences in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful) c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)..
- 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Daily 5 centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
Relevance	Vocabulary	Assessments
<i>Students need these skills to comprehend text. They also need</i>	<i>Historical fiction Informational text</i>	<i>Daily workbook sheets Class discussion</i>

<p><i>to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i></p>	<p><i>Prefix non- Adverbs Base words Fable Word roots Compare and contrast Visualize Fantasy Dialogue Sequence of events Formal/informal language Suffixes –ful, -y, -ous, -ly, -er Suffixes –er, -est Possessive nouns & pronouns Realistic fiction Author’s purpose Prefixes un-, pre-, re-, bi- Shades of meaning Complex sentences Text and graphic features Infer/predict Suffixes –less, -ness, -able Analogies</i></p>	<p><i>Teacher observation Dibels Weekly tests Spelling tests</i></p>
--	---	--

Essential Questions:

- *What is the genre of the story?*
- *What is an author/illustrator do in a story?*
- *How do you use personal experience and apply it to narrative writing?*
- *How do you use text and graphic features while reading text?*
- *How do you put a text in a sequence of events?*
- *How do you use questioning throughout a story do enhance comprehension?*
- *How do you determine the theme of a story?*
- *How do you determine the story message?*
- *How do you compare and contrast characters in a story?*
- *What is the author’s purpose of a story?*
- *How do you summarize a story?*
- *What is the purpose of a thesaurus and how do you use it?*
- *What is the difference between formal and informal language?*
- *How do you infer/predict the outcome of a story?*
- *How do you identify main ideas and details?*
- *How do you draw conclusions while reading a story?*

Unit: 6

Time: April-May 2020

Standards Taught

- 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.3 Describe characters in a story and explain how their actions contribute to the plot.
- 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.6 The student's point of view from that of the narrator or those of the characters. Identify the point of view in a text and distinguish the student's perspective from that of the narrator or characters.
- 3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- 3.RL.10 By the end of the year, read and comprehend a variety of literary texts.
- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.
- 3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.
- 3.RI.6 Identify the author's point of view based on text evidence and distinguish the student's point of view from that of the author.
- 3.RI.7 Use information gained from specific images (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text.
- 3.RF.3a-d. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate high frequency words.
- 3.RF.4a-c. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level texts in a variety of genres with accuracy, appropriate rate, and prosody (stress, phrasing, intonation, and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 3.W.1a-d. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped. b. Provide reasons that support the opinion. c. Use grade level appropriate linking words and phrases to connect opinion and reasons. d. Provide a conclusion.
- 3.W.2a-d. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include text features when useful to support comprehension for the reader. b. Develop the topic with facts, definitions, and details. c. Use grade level appropriate linking words and phrase to connect ideas within categories of information. d. Provide a conclusion.
- 3.W.3a,c,d. Write narratives (e.g. story, poetry, drama) to develop real and imagined experiences or events using descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure conclusion (when appropriate to the genre).
- 3.W.4 With guidance and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- 3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, and editing.
- 3.W.6 With guidance and support use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.W.7 Conduct short research projects that build knowledge about a topic.
- 3.W.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.SL.1b-d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented. stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
- 3.SL.2 Determine the main ideas and supporting details of a text presented in diverse media and formats, such as visual, quantitative, and oral formats.
- 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.4 Report on a topic or text, tell a story, or recount an experience with relevant facts and, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5 Create 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.
- 3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 3.L.1a&g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Write legibly in print or cursive, using appropriate spacing and margins. g. Ensure subject-verb and pronoun-antecedent agreement.

- 3.L.2a,d,e,f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. d. Form and use possessives. e. Use high frequency words and spelling patterns to spell grade appropriate words correctly, consulting reference materials as needed. f. use spelling patterns and generalizations in writing words.
- 3.L.3b Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Recognize and observe differences between formal and informal English.
- 3.L.4a-c. Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of words when affixes are added. c. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- 3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
------------------------------------	--	---

<i>Students who needed the extra help received guidance from our title teacher and aides. If appropriate, they will complete worksheets and tests in an alternate setting.</i>	<i>Each student has their own individual desk but tables are available for group work during Daily 5 centers.</i>	<i>To practice the various reading skills students completed:</i> <ul style="list-style-type: none"> • <i>Daily 5 centers</i> • <i>Practice Sheets</i> • <i>Assessments</i> • <i>Writing Practices</i>
--	---	--

Relevance	Vocabulary	Assessments
------------------	-------------------	--------------------

<i>Students need these skills to comprehend text. They also need to be able to speak and listen in a group setting and with their peers. Students need to be able to revise and edit when writing narrative, opinion, and informative pieces.</i>	<i>Narrative nonfiction Folktale Suffix –ion Abbreviations Final syllables –tion, -sion, -ure Main ideas and details Expository nonfiction Cause and effect Summarize Contractions Homographs Homophones Biography Fact and opinion Visualize Word roots Drama Prepositions Prefixes un-, dis- Realistic fiction Schwa sound Compound words Pronouns</i>	<i>Daily workbook sheets Class discussion Teacher observation Dibels Weekly tests Spelling tests</i>
---	--	---

- Essential Questions:**
- *What is the genre of the story?*
 - *What is an author/illustrator do in a story?*
 - *How do you use facts and opinions and apply it to informative writing?*
 - *How do you use questioning throughout a story do enhance comprehension?*
 - *How do you determine the theme of a story?*
 - *How do you determine the story message?*

- *How do you compare and contrast characters in a story?*
- *What is the author's purpose of a story?*
- *How do you summarize a story?*
- *Why do we infer and predict while reading a story?*
- *How do you use context clues to help you understand details of a story?*
- *How does understanding characters enhance the story?*
- *How do you apply cause/effect while reading a text?*
- *How do you identify main ideas and details?*
- *How do you apply questioning while reading a story?*