GRADE 3 ENGLISH/LANGUAGE ARTS CURRICULUM

Course 50300

Third grade students develop their ability to read and comprehend both fiction and non-fiction texts. In third grade, students will begin to compare one text to another. Statements and writings about texts should be supported with details from the texts. Students will learn basic language conventions and increase their knowledge of grade appropriate vocabulary and correct spelling of grade appropriate words. Students will also write basic opinion, informational, and narrative texts using basic components of each.

GRADE THREE ENGLISH/LANGUAGE ARTS OUTLINE:

Goals	Skills	Summative Assessments	Time Frame	Main Resources
 Be able to ask and answer questions from texts, using details from texts as the basis for answers. Describe characters from stories and explain how their actions contribute to events in the story. Explain the point of view from which a story is written. Compare and contrast between texts as it relates to theme, setting, or important points. Determine meaning of unknown words using context, affixes, and roots. Distinguish between literal and figurative meanings. Know and use correct conventions of the English language including parts of speech, plurals, verb tenses, and complex or compound sentences. Know the conventions of spelling, capitalization, and punctuation such as commas, periods, and quotation marks. 	 Use text features such as headings, graphics, and charts to efficiently locate information in a text. Write opinion pieces for an intended audience using reasons and phrases that connect reasons and facts to opinions. Write an informational text for a specific audience that incorporates facts and details to develop the topic. Write a narrative piece that incorporates a narrator, character, actions, thoughts, feelings, and dialogue to convey the story. 	End-of-Unit Benchmark Assessments End of the Year Benchmark Assessment	1-year	Reading Street

GRADE FOUR ENGLISH/LANGUAGE ARTS MAP:

TIME	BIG IDEAS	CONCEPTS	ESSENTIAL	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
FRAME	BIG IDEAS	CONCELLIS	QUESTIONS	STANDANDS	OBJECTIVES	DITTERENTIATION	ASSESSIVIEIVI
Unit 1 (Weeks 1-6)	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective research requires the use of varied resources to gain or expand knowledge. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. An expanded vocabulary enhances one's ability to express ideas and information.	Phonics/ Word Analysis Short vowels Syllables VC/CV Plurals -s,-es, -ies Base word endings - ed, -ing, -er, -est Vowel Digraphs Vowel Diphthongs Vocabulary Homonyms Compound words Unknown words Multiple-meaning words Prefixes and Suffixes Comprehension Literary Elements Sequence Compare and Contrast Author's Purpose Conventions Sentences Subjects and Predicates Declarative and Interrogative Sentences Imperative and Exclamatory Sentences Compound Sentences Writing Narrative Poem Fable Thank You note Voice Realistic Fiction Listening and Speaking	 How do strategic readers create reading from informational and literary texts? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how a text should be read? How does interaction with text promote thinking and response? How do active listeners make meaning? What does a reader look for and how can she/he find it? How does one organize and synthesize information from various sources? What makes clear and effective writing? Who is the audience? How do grammar and conventions of language influence written and spoken communication? Why learn new words? What strategies 	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words. CC.1.1.3.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.D	To spell words with short vowels; syllables vc/cv To identify and pronounce words with short vowel sounds; vc/cv To identify character, setting, and theme To identify and define homonyms To read a passage aloud with accuracy To write a narrative poem that tells a story To recount an experience with appropriate facts and descriptive details, speaking clearly Correctly spell plurals with -s, -es, and -ies Identify and pronounce plurals with -s, -es, and -ies Identify and define compound words Identify a sequence of events Read aloud at an appropriate rate Write a fable that teaches a lesson To use a description with details and images to create images in the listener's minds	Leveled Readers Reading Sleuth Reteach Small Reading Groups Fresh Reads ELL	Baseline Beginning of Year Reading Assessment Weekly Reading Assessments Weekly Spelling Assessments Fresh Reads Reading Inventories Unit 1 Benchmark Assessment

Media Literacy	and resources	Explain the point of	To spell base	<u> </u>
Description	does the learner	view of the author.	words with	
Tell a Story	use to figure out	CC.1.2.3.E	endings -ed, -ing, -	
Panel Discussion	unknown	Use text features and	er-, -est	
Book Report	vocabulary?	search tools to locate	To identify and	
Book Kopon	How does one	and interpret	pronounce base	
	develop and refine	information.	words with	
	vocabulary?	CC.1.2.3.F	endings -ed, -ing, -	
	vocabulary:	Determine the meaning		
		of words and phrases	er, -est To write a thank	
		as they are used in		
		grade-level text,	you letter To determine the	
		distinguishing literal		
		from non-literal	meaning of	
		meaning as well as	unknown words	
		shades of meaning	To read aloud with	
		among related words.	expression	
		CC.1.2.3.G	To spell words	
		Use information gained	with vowel	
		from text features to	digraphs -ee, -ea,	
		demonstrate	-ai, -ay, -oa, -ou	
		understanding of a text.	Identify and	
		CC.1.2.3.H	pronounce words	
		Describe how an author	with vowel	
		connects sentences	digraphs -ee, -ea,	
		and paragraphs in a	-ai, -ay, -oa, -ou	
		text to support	To identify a	
		particular points.	comparison and a	
		CC.1.2.3.I	contrast	
		Compare and contrast	To write a	
		the most important	description	
		points and key details	To determine the	
		presented in two texts	meanings of	
		on the same topic.	multiple meaning	
		CC.1.2.3.J	words	
		Acquire and use		
		accurately grade-		
		appropriate		
		conversational, general		
		academic, and domain-		
		specific words and		
		phrases, including		
		those that signal spatial		
		and temporal		
		relationships.		
		CC.1.2.3.K		
		Determine or clarify the		
		meaning of unknown		
		and multiple-meaning		
		word and phrases		
		based on grade-level		
		reading and content;		

choosing flexibly from a
range of strategies and
tools.
CC.1.2.3.L
Read and comprehend
literary non-fiction and
informational text on
grade level, reading
independently and
proficiently.
CC.1.3.3.A
Determine the central
message, lesson, or
moral in literary text;
explain how it is
conveyed in text.
CC.1.3.3.B
Ask and answer
questions about the text
and make inferences
from text; refer to text to
support responses.
CC.1.3.3.C
Describe characters in
a story and explain how
their actions contribute
to the sequence of
events.
CC.1.3.3.D
Explain the point of
view of the author.
CC.1.3.3.E
Refer to parts of texts
when writing or
speaking about a text
using such terms as
chapter, scene and
stanza and describe
how each successive
part builds upon earlier
sections.
CC.1.3.3.F
Determine the meaning
of words and phrases
as they are used in
grade-level text,
distinguishing literal
from non-literal
meaning as well as
shades of meaning
among related words.
CC.1.3.3.G

Explain how specific
aspects of a text's
illustrations contribute
to what is conveyed by
the words in a story
(e.g., create mood,
emphasize aspects of a
character or setting).
CC.1.3.3.H
Compare and contrast
the themes, settings,
and plots of stories
written by the same
author about the same
or similar characters.
CC.1.3.3.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools.
CC.1.3.3.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal spatial
and temporal
relationships.
CC.1.3.3.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.3.A
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.
CC.1.4.3.B
Identify and introduce
the topic.
CC.1.4.3.C

Develop the topic with
facts, definitions,
details, and illustrations,
as appropriate.
CC.1.4.3.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.3.N
Establish a situation
and introduce a narrator
and/or characters.
CC.1.4.3.0
Use dialogue and
descriptions of actions,
thoughts, and feelings
to develop experiences
and events or show the
response of characters
to situations.
CC.1.4.3.Q
Choose words and
phrases for effect.
CC.1.4.3.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.S
Draw evidence from
literary or informational
texts to support
analysis, reflection, and
research, applying
grade-level reading
standards for literature
and informational texts
CC.1.4.3.T

With guidance and
support from peers and
adults, develop and
strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.3.V
Conduct short research
projects that build
knowledge about a
topic.
CC.1.4.3.W
Recall information from
experiences or gather
information from print
and digital sources;
take brief notes on
sources and sort
evidence into provided
categories.
CC.1.4.3.X
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.
CC.1.5.3.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.3.C
Ask and answer
questions about
information from a
speaker, offering
appropriate detail.
CC.1.5.3.D
Report on a topic or
text, tell a story, or
recount an experience
with appropriate facts
and relevant,
descriptive details,

appropriate pacing, and clear pronunciation. CC.1.5.3.E	
CC.1.5.3.E	
On and the name of	
Speak in complete	
sentences when appropriate to task and	
situation in order to	
provide requested detail	
or clarification.	
CC.1.5.3.G	
Demonstrate command of the conventions of	
standard English when	
speaking based on	
grade 3 level and	
Unit 2 • Effective readers Phonics/ Word • How do strategic CC.1.1.3.D • To spell words Leveled Readers We	Veekly Reading
	ssessments
7-12) strategies to Syllables V/CV, reading from level phonics and word diphthongs /ou/ Reading Sleuth	
	Veekly Spelling
Tuoning and	ssessments
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	resh Reads
analyze, evaluate, Consonant Digraphs believe? common prefixes and diphthongs /ou/ Groups	
and synthesize • How does what derivational suffixes. • /oi/ Re	teading
Toddels todd	nventories
Active listeners	Init 2 Benchmark
I make meaning enduated at the property of t	ssessment
hear by Antonyms reader's purpose appropriate irregularly story	
questioning, influence how a spelled words. • To identify and	
reflecting, Comprehension text should be responding, and Main Ideas and read? CC.1.1.3.E define words with prefixes and	
responding, and evaluating. Main Ideas and read? Read with accuracy and fluency to support Read with accuracy and suffixes	
• Effective research Compare and interaction with text comprehension: • Read To read aloud with	
requires the use of Contrast promote thinking on-level text with appropriate	
varied resources to Draw Conclusions and response? purpose and phrasing and attention to	
gain or expand	
knowledge. • Audience and Conventions listeners make meaning? listeners make meaning? on-level text orally with accuracy, appropriate To spell words	
purpose influence Common and Proper What does a rate, and expression on with syllables v/vc	
a writer's choice of Nouns reader look for and successive readings. • Vc/v	
organizational Singular and Plural how can she/he pattern language Nouns Use context to confirm or self-correct word Identify and propoured words	
pottern, language, Irregular Plural IIII III recognition and proflounce words	
techniques. Nouns Triow does one with synaples v/vc, vc/v	
• Rules of grammar Singular Possessive synthesize rereading as necessary. • To identify the	
and language Nouns information from CC.1.2.3.A main idea and	
conventions rural Fossessive various sources? Determine the main details in	

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support clarity of communications Writing	 What makes clear and effective 	the key details and explain how they	expository textTo write a		
between Poetry	writing?	support the main idea.	quatrain, a		
writers/speakers Fairy Tale	Who is the	CC.1.2.3.B	cinquain, or		
and Advertisement	audience?	Ask and answer	diamante poem		
readers/listeners. Friendly Letter	 How do grammar 	questions about the text	 To identify and 		
An expanded Directions	and conventions of	and make inferences	supply the		
vocabulary	language influence	from text; refer to text to	meanings of		
enhances one's Listening and	written and spoken	support responses.	synonyms		
ability to express Speaking Speech	communication?	CC.1.2.3.C Explain how a series of	To spell words		
information. Speech Persuasive Speech	Why learn new	events, concepts, or	with final syllable - le		
Presentation	words?	steps in a procedure is	To identify and		
1.000	 What strategies and resources 	connected within a text,	pronounce words		
	does the learner	using language that	with final syllable -		
	use to figure out	pertains to time,	le		
	unknown	sequence, and	To compare and		
	vocabulary?	cause/effect.	contrast two		
	 How does one 	CC.1.2.3.D	characters		
	develop and refine	Explain the point of	 To write a fairy 		
	vocabulary?	view of the author.	tale using vivid		
		CC.1.2.3.E	words		
		Use text features and search tools to locate	 To find meanings 		
		and interpret	of unknown words		
		information.			
		CC.1.2.3.F			
		Determine the meaning			
		of words and phrases			
		as they are used in			
		grade-level text,			
		distinguishing literal			
		from non-literal			
		meaning as well as			
		shades of meaning			
		among related words. CC.1.2.3.G			
		Use information gained			
		from text features to			
		demonstrate			
		understanding of a text.			
		CC.1.2.3.H			
		Describe how an author			
		connects sentences			
		and paragraphs in a			
		text to support			
		particular points.			
		CC.1.2.3.I			
		Compare and contrast the most important			
		points and key details			
		presented in two texts			

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	speaking about a text
using such terms as	using such terms as

chapter, scene and
stanza and describe
how each successive
part builds upon earlier
sections.
CC.1.3.3.F
Determine the meaning
of words and phrases
as they are used in
grade-level text,
distinguishing literal
from non-literal
meaning as well as
shades of meaning
among related words.
CC.1.3.3.G
Explain how specific
aspects of a text's
illustrations contribute
to what is conveyed by
the words in a story
(e.g., create mood,
emphasize aspects of a
character or setting).
CC.1.3.3.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools.
CC.1.3.3.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal spatial
and temporal
relationships.
CC.1.3.3.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.3.A

	Write informative/
	explanatory texts to
	examine a topic and
	convey ideas and
	information clearly.
	CC.1.4.3.B
	Identify and introduce
	the topic.
	CC.1.4.3.C
	Develop the topic with
	facts, definitions,
	details, and illustrations,
	as appropriate.
	CC.1.4.3.D
	Create an
	organizational structure
	that includes
	information grouped
	and connected logically
	with a concluding
	statement or section.
	CC.1.4.3.E
	Choose words and
	phrases for effect.
	CC.1.4.3.F
	Demonstrate a grade-
	appropriate command
	of the conventions of
	standard English
	grammar, usage,
	capitalization,
	punctuation, and
	spelling.
	CC.1.4.3.G
	Write opinion pieces on
	familiar topics or texts.
	CC.1.4.3.H
	Introduce the topic and
	state an opinion on the
	topic.
	CC.1.4.3.I
	Support an opinion with
	reasons.
	CC.1.4.3.J
	Create an
	organizational structure
	that includes reasons
	linked in a logical order
	with a concluding
	statement or section.
	CC.1.4.3.K
	Use a variety of words
<u> </u>	1 500 a ransing of morals

and sentence types to
appeal to the audience.
CC.1.4.3.L
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.3.N
Establish a situation
and introduce a narrator
and/or characters.
CC.1.4.3.O
Use dialogue and
descriptions of actions,
thoughts, and feelings
to develop experiences
and events or show the
response of characters
to situations.
CC.1.4.3.P
Organize an event
sequence that unfolds
naturally, using
temporal words and
phrases to signal event
order; provide a sense
of closure.
CC.1.4.3.Q
Choose words and
phrases for effect.
CC.1.4.3.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.S
Draw evidence from
literary or informational
texts to support

research, applying grade-level reading standards for literature and informational texts CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support use technology to produce and publish writing using support, use technology to produce and publish writing using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V Conduct short research projects that build knowledge about a conduct short research projects that build knowledge about a conduct short research projects that build knowledge about a conduct short print and fightal sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Witter routinely sources or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.X Witter 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	
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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	CC 1.4.3.Y
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	
(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	extended time frames
reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of	
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(a single sitting or a day or two) for a range of	
or two) for a range of	
	(a single sitting or a day
diagnina anasitia taaka	
	discipline-specific tasks,
purposes and	
audiences.	
CC.1.5.3.A	
Engage effectively in a	Engage effectively in a
range of collaborative	
discussions on grade-	discussions on grade-
level topics and texts,	level topics and texts,
building on others'	
	ideas and expressing

				their own clearly. CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate volume, appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.			
Unit 3 (Weeks 13-18)	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize	Phonics/ Word Analysis contractions prefixes un, re, mis, dis /j/, /s/, /k/ suffixes consonant patterns wr, kn, gn, st, mb	How do strategic readers create reading from informational and literary texts? How do readers know what to believe? How does what	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with	To spell words with consonant digraphs, -sh, -th, -ch, -tch, -ng To identify and pronounce words with consonant digraphs -sh, -th, -ch, -tch, -ng	Leveled Readers Reading Sleuth Reteach Small Reading Groups Fresh Reads	Weekly Reading Assessments Weekly Spelling Assessments Fresh Reads Reading Inventories

make meaning from what they hear by questioning, reflecting, reflecting, responding, and evaluating. Efficative research requires the use of varied resources to gain or expand knowledge, organizational pattern, language, and ilterary protechinques. Audience and purpose influence and purpose influence how forganizational pattern, language and literary protechinques. Rules of grammar and language and literary protechinques event communications between writers/speakers and readers/listeners. An expanded vocabulary enhances one's ability to express aideas and information. Listenia and Speaking News article Comprehension. Listenia and Speaking News article Companie and information. Minimal speaking News article and information. As a manual contract composition value and information. Minimal speaking News article contraction or selections or							
	 Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective research requires the use of varied resources to gain or expand knowledge. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners. An expanded vocabulary enhances one's ability to express ideas and 	homophones unknown words unfamiliar words prefixes and suffixes Comprehension draw conclusions character, setting, plot graphic sources author's purpose compare and contrast generalize cause and effect Conventions Action and linking verbs main and helping verbs subject-verb agreement present, past, and future tense irregular verbs Writing Fiction voice Play Formal letters News article Compare and contrast composition Listening and Speaking Media literacy drama voice mail description oral	influence how they should read it? How does a reader's purpose influence how a text should be read? How does interaction with text promote thinking and response? How do active listeners make meaning? What does a reader look for and how can she/he find it? How does one organize and synthesize information from various sources? What makes clear and effective writing? Who is the audience? How do grammar and conventions of language influence written and spoken communication? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine	Decode multisyllable words. Read grade-appropriate irregularly spelled words. CC.1.1.3.E Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.D Explain the point of view of the author. CC.1.2.3.E Use text features and search tools to locate and interpret	main idea and details in expository texts To write directions To identify the meaning of unfamiliar words To read aloud at an appropriate rate To spell contractions To identify and pronounce contractions To draw conclusions To write a fictional story To identify and define homophones To read aloud with expression To spell words with prefixes, -un, -re, -mis, -dis, -non To identify and pronounce words with prefixes -un, -re, -mis, -dis, -non To identify and pronounce words with prefixes yen, -re, -mis, -dis, -non To identify characters, setting, and plot in a book To write a play To determine the meanings of unknown words To read aloud with	ELL	Unit 3 Benchmark Assessment

Determine the meaning

of words and phrases
as they are used in
grade-level text,
distinguishing literal
from non-literal
meaning as well as
shades of meaning
among related words.
CC.1.2.3.G
Use information gained
from text features to
demonstrate
understanding of a text.
CC.1.2.3.H
Describe how an author
connects sentences
and paragraphs in a
text to support
particular points.
CC.1.2.3.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal spatial
and temporal
relationships.
CC.1.2.3.K
Determine or clarify the
meaning of unknown
and multiple-meaning
word and phrases
based on grade-level
reading and content;
choosing flexibly from a
range of strategies and
tools.
CC.1.2.3.L
Read and comprehend
literary non-fiction and
informational text on
grade level, reading
independently and
proficiently and
proficiently.
CC.1.3.3.A
Determine the central
message, lesson, or
moral in literary text;
explain how it is

	conveyed in text.	
	CC.1.3.3.B	
	Ask and answer	
	questions about the text	
	and make inferences	
	from text; refer to text to	
	support responses.	
	CC.1.3.3.C	
	Describe characters in	
	a story and explain how	
	their actions contribute	
	to the sequence of	
	events.	
	CC.1.3.3.D	
	Explain the point of	
	view of the author.	
	CC.1.3.3.E	
	Refer to parts of texts	
	when writing or	
	speaking about a text	
	using such terms as	
	chapter, scene and	
	stanza and describe	
	how each successive	
	part builds upon earlier	
	sections.	
	CC.1.3.3.G	
	Explain how specific	
	aspects of a text's	
	illustrations contribute	
	to what is conveyed by	
	the words in a story	
	(e.g., create mood,	
	emphasize aspects of a	
	character or setting).	
	CC.1.3.3.H	
	Compare and contrast	
	the themes, settings,	
	and plots of stories	
	written by the same	
	author about the same	
	or similar characters.	
	CC.1.3.3.I	
	Determine or clarify the	
	meaning of unknown	
	and multiple-meaning	
	words and phrases	
	based on grade-level	
	reading and content,	
	choosing flexibly from a	
	range of strategies and	
	tools.	
<u>I</u>		

CC.1.3.3.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal spatial
and temporal
relationships.
CC.1.3.3.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.3.Å
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.
CC.1.4.3.B
Identify and introduce
the topic.
CC.1.4.3.C
Develop the topic with
facts, definitions,
details, and illustrations,
as appropriate.
CC.1.4.3.D
Create an
organizational structure
that includes
information grouped
and connected logically
with a concluding
statement or section.
CC.1.4.3.E
Choose words and
phrases for effect.
CC.1.4.3.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.J

Create an
organizational structure
that includes reasons
linked in a logical order
with a concluding
statement or section.
CC.1.4.3.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.3.N
Establish a situation
and introduce a narrator
and/or characters.
CC.1.4.3.0
Use dialogue and
descriptions of actions,
thoughts, and feelings
to develop experiences
and events or show the
response of characters
to situations.
CC.1.4.3.P
Organize an event
sequence that unfolds
naturally, using
temporal words and
phrases to signal event
order; provide a sense
of closure.
CC.1.4.3.Q
Choose words and
phrases for effect.
CC.1.4.3.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling. CC.1.4.3.S
Draw evidence from
literary or informational
texts to support
analysis, reflection, and
research, applying
grade-level reading
standards for literature
and informational texts

CC.1.4.3.T
With guidance and
support from peers and
adults, develop and
strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.3.U
With guidance and
support, use technology
to produce and publish
writing (using
keyboarding skills) as
well as to interact and
collaborate with others.
CC.1.4.3.V
Conduct short research
projects that build
knowledge about a
topic.
CC.1.4.3.W
Recall information from
experiences or gather
information from print
and digital sources;
take brief notes on
sources and sort
evidence into provided
categories.
CC.1.4.3.X
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.
CC.1.5.3.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.3.C
Ask and answer
questions about
information from a
inioniation non a

T		1				1
Unit 4 (Weeks 19-24) • Effective re use appropriate strategies construct re • Critical thir actively an skillfully int analyze, e and synthe information • Active liste make mea	Analysis Irregular Plurals r-controlled vowels Prefixes pre-, mid-, over-, out-, bi-, and de- propert, aluate, size size Syllables VCCCV	How do strategic readers create reading from informational and literary texts? How do readers know what to believe? How does what readers read influence how they should read it?	speaker, offering appropriate detail. CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speak clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. CC.1.1.3.D Know and apply gradelevel phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.	To spell words with consonant patterns -wr, -kn, -gn, -st, -mb To identify and pronounce words with consonant patterns -wr, -kn, -gn, -st, -mb To identify cause and effect in nonfiction	Leveled Readers Reading Sleuth Reteach Small Reading Groups Fresh Reads ELL	Weekly Reading Assessments Weekly Spelling Assessments Fresh Reads Reading Inventories Unit 4 Benchmark
	ners vocabulary		common Latin suffixes.			

- hear by questioning, reflecting, responding, and evaluating.
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

Multiple-Meaning Words

Comprehension Generalizing Graphic Sources Fact and Opinion Cause and Effect

Conventions
Singular and Plural
Nouns

Subject and Object Pronouns Possessive Pronouns Contractions Prepositions

Writing

Persuasive Text Imaginative Story Biography Autobiography Summary Write for fluency

Listening and Speaking Presentation Interview Book Review

- reader's purpose influence how a text should be read?
- How does interaction with text promote thinking and response?
- How do active listeners make meaning?
- What does a reader look for and how can she/he find it?
- How does one organize and synthesize information from various sources?
- What makes clear and effective writing?
- Who is the audience?
- How do grammar and conventions of language influence written and spoken communication?
- Why learn new words?
- What strategies and resources does the learner use to figure out unknown vocabulary?
- How does one develop and refine vocabulary?

spelled words. CC.1.1.3.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding. rereading as necessary. CC.1.2.3.A Determine the main idea of a text: recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.D Explain the point of view of the author. CC.1.2.3.E Use text features and search tools to locate and interpret

information. CC.1.2.3.F

Determine the meaning

of words and phrases

as they are used in

grade-level text, distinguishing literal

- contrast
- To identify and define words with prefixes and suffixes
- To read aloud with expression
- To spell irregular plurals
- To identify and pronounce irregular plurals
- To make generalizations based on information presented in the text
- To write persuasive text
- To identify and define unfamiliar words
- To read aloud with accuracy
- To spell words with -r controlled vowels
- To identify and pronounce words with -r controlled vowels
- To identify graphic sources and the information they present
- To write an imaginative story
- To identify the meanings of unknown words
- To use punctuation cues and read aloud with appropriate phrasing
- To spell words with prefixes -pre, -mid, -over, -out, bi, -de
- To identify and

from non-literal manning as well as shades of meaning and preleased words. On the feature is the feature is the demonstrate of the meaning of a text. CC.1.2.3.1 Describe how an author connecks seniences and to support particular points. CC.1.2.3.1 Compare and contrast the most important points and key details presented in two texts on the accountably grade-appropriate conversational, general eacedmic, and domanispoperial relationships. CC.1.2.3.8 Compare and commanispoerific words and phrases, including the accountably grade-appropriate conversational, general eacedmic, and domanispoerific words and phrases, including the propriet of the proposed propriet of the	1	I			
shades of meaning among related words. C.C.1.2.3. Use information gained from text features to demonstrate and content to the			from non-literal	pronounce words	
among related words. CC-1.2.3 G Use information gained from text features to demonstrate understanding of a text. CC-1.2.3 in text to support and text to support particular points. CC-1.2.3.1 Compare and contrast the most important points and key details presented in two texts on the same topic. CC-1.2.3 in the same topic. CC-1.3.3 in t					
CC.1.2.3 G Use information gained from text features to demonstrate understanding of a text. CC.1.2.3 H Describe how an author connects sentencess and the control of the c					
Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.I COmpare and contrast the most important points and key details presented in words and prospective conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.X Determine for clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and countert, choosing flexibly from a range of strateges and proficiently. Read and comprehend informational text on grade level, reading independently and proficiently. CC.1.3.3.A Determine the central					
from text features to demonstrate understanding of a text. C.C.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. Compare and contrast the most important points and key details presented in two texts on the same topic. C.C.1.2.3.J Acquire and use accurately gradeappropriate conversational, general academic, and domain-specific words and phrases, including the maining of unknown and multiple-meaning word and phrases. C.C.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools. C.C.1.2.3.L Determine or danfy the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools. C.C.1.2.3.L Determine or clarify the meaning of unknown and flexible meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools. C.C.1.2.3.L Determine or clarify the meaning the day of the properties of the				and opinion in	
demonstrate understanding of a text. CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts or est grade- appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and cortent; choosing leakby from a range of strategies and occ.1.2.3.L Read and comprehend ilterary non-fiction and informational text on grade level, reading independently and proficiently. CC.1.3.3.A Determine the central			Use information gained	expository text	
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the most important points and key details presented in two texts on the same topic. CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools. CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independentily and proficiently. CC.1.3.3.A Determine the central					
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message, lesson, or					
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moral in literary text;
explain how it is
conveyed in text.
CC.1.3.3.B
Ask and answer
questions about the text
and make inferences
from text; refer to text to
support responses. CC.1.3.3.C
Describe characters in
a story and explain how
their actions contribute
to the sequence of
events.
CC.1.3.3.D
Explain the point of
view of the author.
CC.1.3.3.E
Refer to parts of texts
when writing or
speaking about a text
using such terms as
chapter, scene and
stanza and describe
how each successive
part builds upon earlier
sections.
CC.1.3.3.F
Determine the meaning
of words and phrases
as they are used in
grade-level text,
distinguishing literal
from non-literal
meaning as well as
shades of meaning
among related words.
CC.1.3.3.G
Explain how specific
aspects of a text's
illustrations contribute
to what is conveyed by
the words in a story
(e.g., create mood,
emphasize aspects of a
character or setting).
CC.1.3.3.H
Compare and contrast
the themes, settings,
and plots of stories
written by the same
willen by the same

author about the same
or similar characters.
CC.1.3.3.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools.
CC.1.3.3.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal spatial
and temporal
relationships.
CC.1.3.3.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.3.A
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.
CC.1.4.3.B
Identify and introduce
the topic.
CC.1.4.3.C
Develop the topic with
facts, definitions,
details, and illustrations,
as appropriate.
CC.1.4.3.D
Create an
organizational structure
that includes
information grouped
and connected logically
with a concluding
with a concluding
statement or section.
CC.1.4.3.E

Choose words and
phrases for effect.
CC.1.4.3.F
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.G
Write opinion pieces on
familiar topics or texts.
CC.1.4.3.H
Introduce the topic and
state an opinion on the
topic.
CC.1.4.3.I
Support an opinion with
reasons.
CC.1.4.3.J
Create an
organizational structure
that includes reasons
linked in a logical order
with a concluding
statement or section.
CC.1.4.3.K
Use a variety of words
and sentence types to
appeal to the audience.
CC.1.4.3.L
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.3.N
Establish a situation
and introduce a narrator
and/or characters.
CC.1.4.3.O
Use dialogue and

descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order, provide a sense of closure. CC 1.4.3.8.0. Choose words and phrases of closure. CC 1.4.3.8.1 Choose words and phrases of closure. CC 1.4.3.8.1 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage. capitalization, punctuation, and spalling. CC 2.4.2.8.1 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts for informational texts of the conventions of the conventions of standard standards for literature and informational texts for support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts of support on person and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC 1.4.3.1 With quidance and support, use technology to produce and publish with the contraction of the contraction of the support, use technology to produce and publish with the contraction of the support.	
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and informational texts CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	standards for literature
CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	
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revising, and editing. CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	
CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	needed by planning,
With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	
support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	
to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	vvitn guidance and
writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	
keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.V	
well as to interact and collaborate with others. CC.1.4.3.V	writing (using
collaborate with others. CC.1.4.3.V	keyboarding skills) as
CC.1.4.3.V	
Conduct short research	

projects that build
knowledge about a
topic.
CC.1.4.3.W
Recall information from
experiences or gather
information from print
and digital sources;
take brief notes on
sources and sort
evidence into provided
categories.
CC.1.4.3.X
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.
CC.1.5.3.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.3.B
Determine the main
ideas and supporting
details of a text read
aloud or information
presented in diverse
media formats,
including visually,
quantitatively, and
orally.
CC.1.5.3.C
Ask and answer
questions about
information from a
speaker, offering
appropriate detail.
CC.1.5.3.D
Report on a topic or
text, tell a story, or
recount an experience
with appropriate facts
man appropriate racio

				and relevant,			
				descriptive details,			
				speak clearly with			
				adequate volume,			
				appropriate pacing, and			
				clear pronunciation.			
				CC.1.5.3.E			
				Speak in complete			
				sentences when			
				appropriate to task and			
				situation in order to			
				provide requested detail			
				or clarification.			
				CC.1.5.3.F			
				Create engaging audio			
				recordings of stories or			
				poems that			
				demonstrate fluid			
				reading at an			
				understandable pace;			
				add visual displays			
				when appropriate to			
				emphasize or enhance			
				certain facts or details. CC.1.5.3.G			
				Demonstrate command			
				of the conventions of			
				standard English when			
				speaking based on			
				grade 3 level and			
				content.			
Unit 5	Effective readers	Phonics/Word	How do strategic	CC.1.1.3.D	To spell words	Leveled Readers	Weekly Reading
(Weeks	use appropriate	Analysis	readers create	Know and apply grade-	with vccv spelling		Assessments
25-30)	strategies to	syllable pattern	reading from	level phonics and word	pattern	Reading Sleuth	
,	construct meaning.	CV/VC	informational and	analysis skills in	To identify and	, and the second	Weekly Spelling
	Critical thinkers	homophones	literary texts?	decoding words. •	pronounce words	Reteach	Assessments
	actively and	vowel pattern /o/	How do readers	Identify and know the	with vccv spelling		
	skillfully interpret,	vowel pattern ei, eigh	know what to	meaning of the most	pattern	Small Reading	Fresh Reads
	analyze, evaluate,	suffixes y, ish, hoop,	believe?	common prefixes and	To identify cause	Groups	
	and synthesize	ment	 How does what 	derivational suffixes. •	and effect in		Reading
	information.		readers read	Decode words with	expository text	Fresh Reads	Inventories
	 Active listeners 	Vocabulary	influence how they	common Latin suffixes.	To write a		
	make meaning	synonyms	should read it?	Decode multi-syllable	summary	ELL	Unit 5 Benchmark
	from what they	homophones	 How does a 	words. • Read grade-	 To identify and 		Assessment
	hear by	compound words	reader's purpose	appropriate irregularly	define unknown		
	questioning,	unfamiliar words	influence how a	spelled words.	words		
	reflecting,	homonyms	text should be	CC.1.1.3.E	 To read aloud at 		
	responding, and	Comprehensian	read?	Read with accuracy and	an appropriate		
	evaluating.	Comprehension	 How does 	fluency to support	rate		
	Effective research	compare and	interaction with text	comprehension: • Read on-level text with	 To spell words 		
	requires the use of	contrast cause and effect	promote thinking		with syllable		
	1	cause and effect	1	purpose and	1	<u> </u>	

- varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

main idea and details sequence draw conclusions author's purpose

Conventions
adjectives and
articles
comparative and
superlative
adjectives
adverbs
comparative an
superlative adverbs
conjunctions

Writing

letter to the editor personal narrative poetry invitation book review

Listening and Speaking

introduction drama song and poem radio advertisement retelling

- and response?
- How do active listeners make meaning?
- What does a reader look for and how can she/he find it?
- How does one organize and synthesize information from various sources?
- What makes clear and effective writing?
- Who is the audience?
- How do grammar and conventions of language influence written and spoken communication?
- Why learn new words?
- What strategies and resources does the learner use to figure out unknown vocabulary?
- How does one develop and refine vocabulary?

understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text: refer to text to support responses. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.D Explain the point of view of the author. CC.1.2.3.E Use text features and search tools to locate and interpret information. CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H

Describe how an author

connects sentences

and paragraphs in a

Compare and contrast

text to support particular points.

CC.1.2.3.I

- pattern cv/vc
- To identify and pronounce words with syllable patter cv/vc
- To identify comparison and contrast
- To write a letter to the editor
- To identify meanings of synonyms and read aloud at an appropriate rate
- To spell homophones
- To identify and pronounce homophones
- To write a personal narrative
- To identify the meanings of homophones
- To read aloud using correct expression
- To spell words with vowel patterns -a, -au, aw, -al, -augh, ough
- To identify and pronounce words with vowel patterns -a, -au, aw, -al, -augh, ough
- To identify a sequence of events
- To write free-verse poetry
- To identify the meanings of compound words
- To read aloud with appropriate expression and attention to

the most important punctuation cues
points and key details • To spell words
presented in two texts with vowel
on the same topic. patterns -ei, -eigh
CC.1.2.3.J • To identify and
Acquire and use pronounce words
accurately grade- with vowel patters
appropriate -ei, -eigh
conversational, general • To draw
academic, and domain-
and taken and
and temporal meanings of
relationships. unfamiliar words
CC.1.2.3.K • To read aloud with
Determine or clarify the accuracy
meaning of unknown
and multiple-meaning
word and phrases
based on grade-level
reading and content;
choosing flexibly from a
range of strategies and
tools.
CC.1.2.3.L
Read and comprehend
literary non-fiction and
informational text on
grade level, reading
independently and
proficiently.
CC.1.3.3.B
Ask and answer
questions about the text
and make inferences
from text; refer to text to
support responses. CC.1.3.3.E
Refer to parts of texts
when writing or
speaking about a text
using such terms as
chapter, scene and
stanza and describe
how each successive
part builds upon earlier
sections.
CC.1.3.3.F
Determine the meaning
of words and phrases
as they are used in

grade-level text,
distinguishing literal
from non-literal
meaning as well as
shades of meaning
among related words.
CC.1.3.3.G
Explain how specific
aspects of a text's
illustrations contribute
to what is conveyed by
the words in a story
(e.g., create mood,
emphasize aspects of a
character or setting).
CC.1.3.3.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools.
CC.1.3.3.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal spatial
and temporal
relationships.
CC.1.3.3.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.3.A
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.
CC.1.4.3.B
Identify and introduce
the topic.
CC.1.4.3.C
O.1.T.0.0

Develop the topic with
facts, definitions,
details, and illustrations,
as appropriate.
CC.1.4.3.E
Choose words and
phrases for effect.
CC.1.4.3.G
Write opinion pieces on
familiar topics or texts.
CC.1.4.3.H
Introduce the topic and
state an opinion on the
topic.
CC.1.4.3.I
Support an opinion with
reasons.
CC.1.4.3.J
Create an
organizational structure
that includes reasons
linked in a logical order
with a concluding
statement or section.
CC.1.4.3.K
Use a variety of words
and sentence types to
appeal to the audience.
CC.1.4.3.L
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.3.N
Establish a situation
and introduce a narrator
and/or characters.
CC.1.4.3.O
Use dialogue and
descriptions of actions,
thoughts, and feelings
to develop experiences
and events or show the
5 5.5 51 511511 1115

	response of characters		
	to situations.		
	CC.1.4.3.P		
	Organize an event		
	sequence that unfolds		
	naturally, using		
	temporal words and		
	phrases to signal event		
	order; provide a sense		
	of closure.		
	CC.1.4.3.Q		
	Choose words and		
	phrases for effect.		
	CC.1.4.3.R		
	Demonstrate a grade-		
	appropriate command		
	of the conventions of		
	standard English		
	grammar, usage,		
	capitalization,		
	punctuation, and		
	spelling.		
	CC.1.4.3.S		
	Draw evidence from		
	literary or informational		
	texts to support		
	analysis, reflection, and		
	research, applying		
	grade-level reading		
	standards for literature		
	and informational texts		
	CC.1.4.3.T		
	With guidance and		
	support from peers and		
	adults, develop and		
	strengthen writing as		
	needed by planning,		
	revising, and editing.		
	CC.1.4.3.U		
	With guidance and		
	support, use technology		
	to produce and publish		
	writing (using		
	keyboarding skills) as		
	well as to interact and		
	collaborate with others.		
	CC.1.4.3.V		
	Conduct short research		
	projects that build		
	knowledge about a		
	topic.		
	CC.1.4.3.W		
<u> </u>	00.1.1.0.	I	

Recall information from
experiences or gather
information from print
and digital sources;
take brief notes on
sources and sort
evidence into provided
categories.
CC.1.4.3.X
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.
CC.1.5.3.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.3.B
Determine the main
ideas and supporting
details of a text read
aloud or information
presented in diverse
media formats,
including visually,
quantitatively, and
orally.
CC.1.5.3.C
Ask and answer
questions about
information from a
speaker, offering
appropriate detail. CC.1.5.3.D
Report on a topic or
text, tell a story, or
recount an experience
with appropriate facts
and relevant,
descriptive details,
speak clearly with
adequate volume,

Unit 6	Effective readers	Phonics/Word	How do strategic	appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.F Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content. CC.1.1.3.D	• To spell words	Leveled Readers	Weekly Reading
(Weeks 31-36)	use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective research requires the use of varied resources to gain or expand knowledge. Audience and	Analysis vowel sounds for/u/ schwa final syllables prefixes im, in related words Vocabulary prefix un antonyms unknown word prefixes and suffixes un, dis, ful homographs Comprehension fact and opinion author's purpose cause and effect theme graphic sources plot generalize	readers create reading from informational and literary texts? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how a text should be read? How does interaction with text promote thinking and response? How do active listeners make meaning?	Know and apply grade-level phonics and word analysis skills in decoding words. • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words. CC.1.1.3.E Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on	with suffixes -y, - ish, -hood, -ment To identify and pronounce words with suffixes -y, - ish, -hood, -ment To identify author's purpose To write a book review To identify and define homonyms To read aloud with appropriate phrasing To spell words with the vowel sounds in moon and foot To identify and pronounce words with the vowel sounds in moon	Reading Sleuth Reteach Small Reading Groups Fresh Reads ELL	Assessments Weekly Spelling Assessments Fresh Reads Reading Inventories Unit 6 Benchmark Assessment End of Year Benchmark Assessment

pu	rpose influence
a v	vriter's choice of
org	ganizational
pa	ttern, language,
an	d literary
tec	chniques.

- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

Conventions
capital letters
abbreviations
combining sentences
commas
quotations and
parentheses

Writing

notes limerick description comic book historical fiction

Listening and Speaking announcement express an opinion talk show description song

- What does a reader look for and how can she/he find it?
- How does one organize and synthesize information from various sources?
- What makes clear and effective writing?
- Who is the audience?
- How do grammar and conventions of language influence written and spoken communication?
- Why learn new words?
- What strategies and resources does the learner use to figure out unknown vocabulary?
- How does one develop and refine vocabulary?

successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.D Explain the point of view of the author. CC.1.2.3.E Use text features and search tools to locate and interpret information. CC.1.2.3.G Use information gained

from text features to

understanding of a text.

Describe how an author

connects sentences and paragraphs in a text to support particular points. CC.1.2.3.I

Compare and contrast the most important points and key details presented in two texts on the same topic.

demonstrate

CC.1.2.3.H

- and foot
- To identify fact and opinion in a nonfiction selection
- To take notes while reading a nonfiction selection
- To identify the meaning of words with prefix -un
- To read aloud at an appropriate rate
- To spell words with schwa spelled with an a, e, i, o, u, and y
- To Identify and pronounce words with schwa spelled with an a, e, i, o, u, and y
- To identify cause and effect
- To write a limerick
- To identify and define antonyms
- To spell words with final syllables -tion, -ion, -ture, ive, -ize
- To identify and pronounce words with final syllables -tion, -ion, -ture, ive, -ize
- To identify information presented in graphic sources

CC.1.2.3.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal spatial
and temporal
relationships.
CC.1.2.3.K
Determine or clarify the
meaning of unknown
and multiple-meaning
word and phrases
based on grade-level
reading and content;
choosing flexibly from a
range of strategies and
tools.
CC.1.2.3.L
Read and comprehend
literary non-fiction and
informational text on
grade level, reading
independently and
proficiently.
CC.1.3.3.B
Ask and answer
questions about the text
and make inferences
from text; refer to text to
support responses.
CC.1.3.3.E
Refer to parts of texts
when writing or
speaking about a text
using such terms as
chapter, scene and
stanza and describe
how each successive
part builds upon earlier
sections.
CC.1.3.3.F
Determine the meaning
of words and phrases
as they are used in
grade-level text,
distinguishing literal
from non-literal
meaning as well as

shades of meaning
among related words.
CC.1.3.3.G
Explain how specific
aspects of a text's
illustrations contribute
to what is conveyed by
the words in a story
(e.g., create mood,
emphasize aspects of a
character or setting).
CC.1.3.3.I
Determine or clarify the
meaning of unknown
and multiple-meaning
words and phrases
based on grade-level
reading and content,
choosing flexibly from a
range of strategies and
tools.
CC.1.3.3.J
Acquire and use
accurately grade-
appropriate
conversational, general
academic, and domain-
specific words and
phrases, including
those that signal spatial
and temporal
relationships.
CC.1.3.3.K
Read and comprehend
literary fiction on grade-
level, reading
independently and
proficiently.
CC.1.4.3.A
Write informative/
explanatory texts to
examine a topic and
convey ideas and
information clearly.
CC.1.4.3.B
Identify and introduce
the topic.
CC.1.4.3.C
Develop the topic with
facts, definitions,
details, and illustrations,
as appropriate.

CC.1.4.3.E
Choose words and
phrases for effect.
CC.1.4.3.G
Write opinion pieces on
familiar topics or texts.
CC.1.4.3.H
Introduce the topic and
state an opinion on the
topic.
CC.1.4.3.I
Support an opinion with
reasons.
CC.1.4.3.J
Create an
organizational structure
that includes reasons
linked in a logical order
with a concluding
statement or section.
CC.1.4.3.K
Use a variety of words
and sentence types to
appeal to the audience.
CC.1.4.3.L
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.M
Write narratives to
develop real or
imagined experiences
or events.
CC.1.4.3.N
Establish a situation
and introduce a narrator
and/or characters.
CC.1.4.3.O
Use dialogue and
descriptions of actions,
thoughts, and feelings
to develop experiences
and events or show the
response of characters
to situations.
CC.1.4.3.P
Organize an event

sequence that unfolds
naturally, using
temporal words and
phrases to signal event
prilases to signal event
order; provide a sense
of closure.
CC.1.4.3.Q
Choose words and
phrases for effect.
CC.1.4.3.R
Demonstrate a grade-
appropriate command
of the conventions of
standard English
grammar, usage,
capitalization,
punctuation, and
spelling.
CC.1.4.3.S
Draw evidence from
literary or informational
texts to support
analysis, reflection, and
research, applying
grade-level reading
standards for literature
Statuatus IVI illetatute
and informational texts
CC.1.4.3.T
With guidance and
support from peers and
adults, develop and
strengthen writing as
needed by planning,
revising, and editing.
CC.1.4.3.U
With guidance and
support, use technology
to produce and publish
writing (using
keyboarding skills) as
well as to interact and
collaborate with others.
CC.1.4.3.V
Conduct short research
projects that build
knowledge about a
topic.
CC.1.4.3.W
Recall information from
experiences or gather
information from print
and digital sources;

take brief notes on
sources and sort
evidence into provided
categories.
CC.1.4.3.X
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.
CC.1.5.3.A
Engage effectively in a
range of collaborative
discussions on grade-
level topics and texts,
building on others'
ideas and expressing
their own clearly.
CC.1.5.3.B
Determine the main
ideas and supporting
details of a text read
aloud or information
presented in diverse
media formats,
including visually,
quantitatively, and
orally.
CC.1.5.3.C
Ask and answer
questions about
information from a
speaker, offering
appropriate detail.
appropriate detail.
CC.1.5.3.D
Report on a topic or
text, tell a story, or
recount an experience
with appropriate facts
and relevant,
descriptive details,
speak clearly with
adequate volume,
appropriate pacing, and
clear pronunciation.
CC.1.5.3.E
Speak in complete

		sentences when		
		appropriate to task and		
		situation in order to		
		provide requested detail		
		or clarification.		
		CC.1.5.3.F		
		Create engaging audio		
		recordings of stories or		
		poems that		
		demonstrate fluid		
		reading at an		
		understandable pace;		
		add visual displays		
		when appropriate to		
		emphasize or enhance		
		certain facts or details.		
		CC.1.5.3.G		
		Demonstrate command		
		of the conventions of		
		standard English when		
		speaking based on		
		grade 3 level and		
		content.		