

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
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<p>End-of-Unit Benchmark Assessments</p> <p>End of the Year Benchmark Assessment</p>	1-year	<u>Reading Street</u>

GRADE FOUR ENGLISH/LANGUAGE ARTS MAP:

TIME FRAME	BIG IDEAS	CONCEPTS	ESSENTIAL QUESTIONS	STANDARDS	OBJECTIVES	DIFFERENTIATION	ASSESSMENT
Unit 1 (Weeks 1-6)	<ul style="list-style-type: none"> 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. 	<p>Phonics/ Word Analysis Short vowels Syllables VC/CV Plurals -s, -es, -ies Base word endings -ed, -ing, -er, -est Vowel Digraphs Vowel Diphthongs</p> <p>Vocabulary Homonyms Compound words Unknown words Multiple-meaning words Prefixes and Suffixes</p> <p>Comprehension Literary Elements Sequence Compare and Contrast Author's Purpose</p> <p>Conventions Sentences Subjects and Predicates Declarative and Interrogative Sentences Imperative and Exclamatory Sentences Compound Sentences</p> <p>Writing Narrative Poem Fable Thank You note Voice Realistic Fiction</p> <p>Listening and Speaking</p>	<ul style="list-style-type: none"> 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 	<p>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.</p> <p>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.</p> <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>CC.1.2.3.D</p>	<ul style="list-style-type: none"> 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 	<p>Leveled Readers</p> <p>Reading Sleuth</p> <p>Reteach</p> <p>Small Reading Groups</p> <p>Fresh Reads</p> <p>ELL</p>	<p>Baseline Beginning of Year Reading Assessment</p> <p>Weekly Reading Assessments</p> <p>Weekly Spelling Assessments</p> <p>Fresh Reads</p> <p>Reading Inventories</p> <p>Unit 1 Benchmark Assessment</p>

		<p>Media Literacy Description Tell a Story Panel Discussion Book Report</p>	<p>and resources does the learner use to figure out unknown vocabulary?</p> <ul style="list-style-type: none"> • How does one develop and refine vocabulary? 	<p>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 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 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;</p>	<ul style="list-style-type: none"> • To spell base words with endings -ed, -ing, -er-, -est • To identify and pronounce base words with endings -ed, -ing, -er-, -est • To write a thank you letter • To determine the meaning of unknown words • To read aloud with expression • To spell words with vowel digraphs -ee, -ea, -ai, -ay, -oa, -ou • Identify and pronounce words with vowel digraphs -ee, -ea, -ai, -ay, -oa, -ou • To identify a comparison and a contrast • To write a description • To determine the meanings of multiple meaning words 		
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				<p>choosing flexibly from a range of strategies and tools.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.D Explain the point of view of the author.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.3.G</p>		
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				<p>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</p>			
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				<p>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.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.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</p>			
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				<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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,</p>			
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				<p>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.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>			
<p>Unit 2 (Weeks 7-12)</p>	<ul style="list-style-type: none"> 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 	<p>Phonics/ Word Analysis Syllables V/CV, VC/V Final Syllable -le Compound words Consonant blends Consonant Digraphs</p> <p>Vocabulary Synonyms Unfamiliar Words Compound Words Antonyms</p> <p>Comprehension Main Ideas and Details Compare and Contrast Draw Conclusions Author's Purpose</p> <p>Conventions Common and Proper Nouns Singular and Plural Nouns Irregular Plural Nouns Singular Possessive Nouns Plural Possessive Nouns</p>	<ul style="list-style-type: none"> 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? 	<p>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. <p>CC.1.1.3.E Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> 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. <p>CC.1.2.3.A Determine the main idea of a text; recount</p>	<ul style="list-style-type: none"> To spell words with vowel diphthongs /ou/ /oi/ Identify and pronounce words with vowel diphthongs /ou/ /oi/ To determine and author's purpose for writing To write a realistic story To identify and define words with prefixes and suffixes To read aloud with appropriate phrasing and attention to punctuation clues To spell words with syllables v/vc, vc/v Identify and pronounce words with syllables v/vc, vc/v To identify the main idea and details in 	<p>Leveled Readers</p> <p>Reading Sleuth</p> <p>Reteach</p> <p>Small Reading Groups</p> <p>Fresh Reads</p> <p>ELL</p>	<p>Weekly Reading Assessments</p> <p>Weekly Spelling Assessments</p> <p>Fresh Reads</p> <p>Reading Inventories</p> <p>Unit 2 Benchmark Assessment</p>

	<p>support clarity of communications between writers/speakers and readers/listeners.</p> <ul style="list-style-type: none"> An expanded vocabulary enhances one's ability to express ideas and information. 	<p>Writing Poetry Fairy Tale Advertisement Friendly Letter Directions</p> <p>Listening and Speaking Speech Persuasive Speech Presentation</p>	<ul style="list-style-type: none"> 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? 	<p>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 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</p>	<p>expository text</p> <ul style="list-style-type: none"> To write a quatrain, a cinquain, or diamante poem To identify and supply the meanings of synonyms To spell words with final syllable -le To identify and pronounce words with final syllable -le To compare and contrast two characters To write a fairy tale using vivid words To find meanings of unknown words 		
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				<p>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 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.E Refer to parts of texts when writing or speaking about a text using such terms as</p>			
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				<p>chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p> <p>CC.1.4.3.A</p>			
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				<p>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</p>			
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				<p>and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support</p>			
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				<p>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.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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</p>			
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				<p>their own clearly.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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.</p> <p>CC.1.5.3.E Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>			
Unit 3 (Weeks 13-18)	<ul style="list-style-type: none"> Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize 	<p>Phonics/ Word Analysis contractions prefixes un, re, mis, dis /j/, /s/, /k/ suffixes consonant patterns wr, kn, gn, st, mb</p>	<ul style="list-style-type: none"> How do strategic readers create reading from informational and literary texts? How do readers know what to believe? How does what 	<p>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with 	<ul style="list-style-type: none"> To spell words with consonant digraphs, -sh, -th, -ch, -tch, -ng To identify and pronounce words with consonant digraphs -sh, -th, -ch, -tch, -ng 	<p>Leveled Readers</p> <p>Reading Sleuth</p> <p>Reteach</p> <p>Small Reading Groups</p> <p>Fresh Reads</p>	<p>Weekly Reading Assessments</p> <p>Weekly Spelling Assessments</p> <p>Fresh Reads</p> <p>Reading Inventories</p>

	<p>information.</p> <ul style="list-style-type: none"> 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. 	<p>Vocabulary homophones unknown words unfamiliar words prefixes and suffixes</p> <p>Comprehension draw conclusions character, setting, plot graphic sources author's purpose compare and contrast generalize cause and effect</p> <p>Conventions Action and linking verbs main and helping verbs subject-verb agreement present, past, and future tense irregular verbs</p> <p>Writing Fiction voice Play Formal letters News article Compare and contrast composition</p> <p>Listening and Speaking Media literacy drama voice mail description oral report</p>	<p>readers read influence how they should read it?</p> <ul style="list-style-type: none"> 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 vocabulary? 	<p>common Latin suffixes.</p> <ul style="list-style-type: none"> 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 information. CC.1.2.3.F Determine the meaning 	<ul style="list-style-type: none"> To identify the 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 characters, setting, and plot in a book To write a play To determine the meanings of unknown words To read aloud with accuracy 	<p>ELL</p>	<p>Unit 3 Benchmark Assessment</p>
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				<p>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. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is</p>			
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				<p>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.</p>		
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				<p>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.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p> <p>CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.J</p>			
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				<p>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.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 analysis, reflection, and research, applying grade-level reading standards for literature and informational texts</p>			
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				<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a</p>			
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				<p>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.</p>			
Unit 4 (Weeks 19-24)	<ul style="list-style-type: none"> 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 	<p>Phonics/ Word Analysis Irregular Plurals r-controlled vowels Prefixes pre-, mid-, over-, out-, bi-, and de- Suffixes -er, -or, -ess, and -ist Syllables VCCCV</p> <p>Vocabulary Unfamiliar Words Unknown Words</p>	<ul style="list-style-type: none"> 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 	<p>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</p>	<ul style="list-style-type: none"> 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 To compare and 	<p>Leveled Readers Reading Sleuth Reteach Small Reading Groups Fresh Reads ELL</p>	<p>Weekly Reading Assessments Weekly Spelling Assessments Fresh Reads Reading Inventories Unit 4 Benchmark Assessment</p>

	<p>hear by questioning, reflecting, responding, and evaluating.</p> <ul style="list-style-type: none"> • 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. 	<p>Multiple-Meaning Words</p> <p>Comprehension Generalizing Graphic Sources Fact and Opinion Cause and Effect</p> <p>Conventions Singular and Plural Nouns Subject and Object Pronouns Possessive Pronouns Contractions Prepositions</p> <p>Writing Persuasive Text Imaginative Story Biography Autobiography Summary Write for fluency</p> <p>Listening and Speaking Presentation Interview Book Review</p>	<p>reader's purpose influence how a text should be read?</p> <ul style="list-style-type: none"> • 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? 	<p>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</p>	<p>contrast</p> <ul style="list-style-type: none"> • 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 		
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			<p>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 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 independently and proficiently. CC.1.3.3.A Determine the central message, lesson, or</p>	<p>pronounce words prefixes -pre, -mid, -over, -out, -bi, -de</p> <ul style="list-style-type: none"> • To identify fact and opinion in expository text • To write a biography about someone • To identify meanings of multiple meaning words • To read aloud with expression • To spell words with suffixes -er, -or, -ess, -ist • To identify and pronounce words with suffixes -er, -or, -ess, -ist • To write an autobiography 	
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				<p>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</p>			
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				<p>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.</p> <p>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.</p> <p>CC.1.3.3.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.</p> <p>CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.B Identify and introduce the topic.</p> <p>CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p>CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p>CC.1.4.3.E</p>			
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				<p>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.</p> <p>CC.1.4.3.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.3.O Use dialogue and</p>			
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				<p>descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research</p>			
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				<p>projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>CC.1.5.3.D Report on a topic or text, tell a story, or recount an experience with appropriate facts</p>			
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				<p>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.</p>			
<p>Unit 5 (Weeks 25-30)</p>	<ul style="list-style-type: none"> 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 	<p>Phonics/Word Analysis syllable pattern CV/VC homophones vowel pattern /o/ vowel pattern ei, igh suffixes y, ish, hoop, ment</p> <p>Vocabulary synonyms homophones compound words unfamiliar words homonyms</p> <p>Comprehension compare and contrast cause and effect</p>	<ul style="list-style-type: none"> 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 	<p>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</p>	<ul style="list-style-type: none"> To spell words with vccv spelling pattern To identify and pronounce words with vccv spelling pattern To identify cause and effect in expository text To write a summary To identify and define unknown words To read aloud at an appropriate rate To spell words with syllable 	<p>Leveled Readers Reading Sleuth Reteach Small Reading Groups Fresh Reads ELL</p>	<p>Weekly Reading Assessments Weekly Spelling Assessments Fresh Reads Reading Inventories Unit 5 Benchmark Assessment</p>

	<p>varied resources to gain or expand knowledge.</p> <ul style="list-style-type: none"> • 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. 	<p>main idea and details sequence draw conclusions author's purpose</p> <p>Conventions adjectives and articles comparative and superlative adjectives adverbs comparative and superlative adverbs conjunctions</p> <p>Writing letter to the editor personal narrative poetry invitation book review</p> <p>Listening and Speaking introduction drama song and poem radio advertisement retelling</p>	<p>and response?</p> <ul style="list-style-type: none"> • 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? 	<p>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.</p> <p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>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.</p> <p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.2.3.I Compare and contrast</p>	<p>pattern cv/vc</p> <ul style="list-style-type: none"> • To identify and pronounce words with syllable pattern 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 		
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				<p>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 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</p>	<p>punctuation cues</p> <ul style="list-style-type: none"> • To spell words with vowel patterns -ei, -eigh • To identify and pronounce words with vowel patters -ei, -eigh • To draw conclusions • To write an invitation • To identify the meanings of unfamiliar words • To read aloud with accuracy 		
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				<p>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</p>			
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				<p>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</p>			
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				<p>response of characters to situations.</p> <p>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.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W</p>			
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				<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>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,</p>			
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				<p>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.</p>			
<p>Unit 6 (Weeks 31-36)</p>	<ul style="list-style-type: none"> 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 	<p>Phonics/Word Analysis vowel sounds for/u/ schwa final syllables prefixes im, in related words</p> <p>Vocabulary prefix un antonyms unknown word prefixes and suffixes un, dis, ful homographs</p> <p>Comprehension fact and opinion author's purpose cause and effect theme graphic sources plot generalize</p>	<ul style="list-style-type: none"> 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? 	<p>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</p>	<ul style="list-style-type: none"> To spell words 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 	<p>Leveled Readers</p> <p>Reading Sleuth</p> <p>Reteach</p> <p>Small Reading Groups</p> <p>Fresh Reads</p> <p>ELL</p>	<p>Weekly Reading Assessments</p> <p>Weekly Spelling Assessments</p> <p>Fresh Reads</p> <p>Reading Inventories</p> <p>Unit 6 Benchmark Assessment</p> <p>End of Year Benchmark Assessment</p>

	<p>purpose influence a writer's choice of organizational pattern, language, and literary techniques.</p> <ul style="list-style-type: none"> 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. 	<p>Conventions capital letters abbreviations combining sentences commas quotations and parentheses</p> <p>Writing notes limerick description comic book historical fiction</p> <p>Listening and Speaking announcement express an opinion talk show description song</p>	<ul style="list-style-type: none"> 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? 	<p>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 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.</p>	<p>and foot</p> <ul style="list-style-type: none"> 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 		
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				<p>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.</p> <p>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.</p> <p>CC.1.2.3.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p>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.</p> <p>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</p>			
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				<p>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.</p>			
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				<p>CC.1.4.3.E Choose words and phrases for effect.</p> <p>CC.1.4.3.G Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.3.H Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.3.I Support an opinion with reasons.</p> <p>CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</p> <p>CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.</p> <p>CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p> <p>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.</p> <p>CC.1.4.3.P Organize an event</p>			
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				<p>sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>CC.1.4.3.Q Choose words and phrases for effect.</p> <p>CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>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</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources;</p>			
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				<p>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, appropriate pacing, and clear pronunciation. CC.1.5.3.E Speak in complete</p>			
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				<p>sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>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.</p> <p>CC.1.5.3.G Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p>			
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