Bloomingdale School District

CONTENT AREA: English Language Arts	GRADE: 3	UNITS #1-5

Unit 1 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Ask and answer questions about fiction and non-fiction that can be supported with evidence both written and orally, offering elaboration and detail.	RL.3.1; RI.3.1; SL.3.3	Read aloud, turn and talk
2	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral.	RL.3.2	Read aloud, mini-lesson
3	Explain how key details in the text covey central message, lesson, or moral.	RL.3.2	Mini-lesson, Guided Reading
4	Explain how different aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., to create mood).	RL.3.7	Mini-lesson, turn and talk
5	Identify the main idea of a text and recount key details.	RI.3.2	Independent reading, Reader's Notebook, conferencing
6	Provide an explanation of how key details support the main idea.	RI.3.2	Mini-lesson, turn and talk
7	Apply information gained from illustrations (e.g., maps, photographs) and the words in the text to understand informational text (e.g., where, when, why, and how key events occur).	RI.3.7	Graphic organizer
8	Identify and know the meaning of the most common grade-level prefixes and suffixes (e.g. un-, re-, dis-, -er, -ful, -ly).	RF.3.3 a	Vocabulary, word study
9	Read grade-appropriate irregularly spelled words.	RF.3.3.d	Small group, independent work

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10	Read grade-level text with purpose and understanding.	RF.3.4.a	Independent reading, Guided Reading
11	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.3.4.b	Interactive reading, Guided Reading, partner reading
12	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4 .c	Guided Reading, Reader's Notebook
13	Produce an organized piece of writing that introduces a topic or text.	W.3.1.a	Mini-lesson, independent writing
14	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.	W.3.1.b	Mini-lesson, independent writing
15	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.3.1.c	Interactive writing
16	Produce an organized piece of writing that provides a concluding statement.	W.3.1.d	Mini-lesson, independent writing
17	Produce a written narrative with an organized sequence of events.	W.3.3.a	Mini-lesson, independent writing
18	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3.b	Interactive writing, peer writing
19	Use temporal words and phrases to establish a situation and introduce a narrator and/or characters when writing narrative.	W.3.3.c	Mini-lesson, independent writing
20	Provide a sense of closure to a written narrative based on real or imagined experiences or events.	W.3.3.d	Mini-lesson, independent writing

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21	With guidance and support, write a piece demonstrating development and organization appropriate to task and purpose.	W.3.4	Independent writing, conferencing
22	With guidance and support, recognize and apply the steps of the writing process (planning, revising, and editing) to develop and strengthen writing as needed.	W.3.5	Independent writing, conferencing
23	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3	Peer sharing
24	Explain the function of nouns and pronouns in general and their functions in particular sentences.	L.3.1.a	Independent work, literacy center
25	Apply and use regular and irregular plural nouns correctly.	L.3.1.b	Literacy center
26	Use sentence-level context clues to determine the meaning of a word or phrase.	L.3.4.a	Mini-lesson, literacy center
27	Use knowledge of a known affix added to a known word to determine the meaning of the new formed word (e.g., heat/preheat).	L.3.4.b	Vocabulary, word study
28	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.3.4.c	Vocabulary, word study
29	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.3.4.d	Dictionary, computer, vocabulary

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Code #	**Common Core State Standards**
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.)
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*).
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Form and use possessives.
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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Unit 2 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Describe characters in a story.	RL.3.3	Read aloud, turn and talk
2	Explain how the characters' actions (e.g., traits, motivations, feelings) in a story contribute to the sequence of events.	RL.3.3	Mini-lesson, turn and talk
3	Distinguish reader's point of view from that of narrator or characters.	RL.3.6; RI.3.6	Mini-lesson, graphic organizer
4	Describe the relationship of steps in technical procedures in a text, using language that indicates time and sequence.	RI.3.3	Mini-lesson, Smartboard, graphic organizer
5	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.3.8	Mini-lesson, graphic organizer
6	Decode words with common Latin suffixes: e.g., - able, -ible, -ment, and -ation.	RF.3.3b	Vocabulary, word study
7	Read grade appropriate irregularly spelled words with accuracy and expression.	RF.3.3d	Independent reading, Guided Reading
8	Read grade level text with purpose and understanding.	RF.3.4a	Independent reading, Guided Reading
9	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.3.4b	Read aloud, interactive reading

10	Use context to confirm or self-correct word recognition, rereading as necessary.	RF.3.4c	Independent reading, Guided Reading
11	Come to discussion prepared having read and studied required material.	SL.3.1a	Whole class, mini-lesson
12	Follow rules for discussion *(e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*	SL.3.1b	Whole class, mini-lesson
13	Ask appropriate questions to clarify understanding of information.	SL.3.1c	Turn and talk, peer sharing
14	Stay on topic, and link comments to the remarks of others.	SL.3.1c	Turn and talk, peer sharing
15	Explain their own ideas and understanding in light of the discussion.	SL.3.1d	Small group, peer sharing
16	Introduce a topic and group related information together when writing.	W.3.2a	Mini-lesson, independent writing
17	Include illustrations with writing when useful to aiding comprehension.	W.3.2a	Independent writing
18	Use facts, definitions, and details to help develop a topic within a piece of writing.	W.3.2b	Media center, mini-lesson
19	Apply linking words and phrases (e.g., *also, another, and, more, but)* to connect ideas within categories of information in a writing piece.	W.3.2c	Independent writing, literacy center
20	Provide closure to a writing piece with a strong concluding statement or section.	W.3.2d; W.3.3d	Independent writing, peer editing

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21	Establish a situation and introduce a narrator and/or characters within a piece of writing.	W.3.3a	Mini-lesson, independent writing
22	Organize an event sequence that unfolds naturally in narrative writing.	W.3.3a	Mini-lesson, graphic organizer
23	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.	W.3.3b	Interactive writing, independent writing
24	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.	W.3.3c	Literacy center
25	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.	W.3.4	Graphic organizer, independent writing, conferencing
26	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.3.5	Independent writing, conferencing
27	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10	Independent writing
28	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10	Independent writing, Reader's Notebook

29	Describe the functions of verbs in general and their functions in particular sentences.	L.3.1a	Word study
30	Form and use simple verb tenses (e.g., *I walked*; *I walk*; *I will walk*).	L.3.1e	Word Study, literacy center
31	Differentiate the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).	L.3.5a	Vocabulary, literacy center
32	Differentiate shades of meaning among related words that describe states of mind or degrees of uncertainty (e.g., *knew, believed, suspected, heard, wondered*).	L.3.5c	Vocabulary, literacy center

Code #	Common Core State Standards
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode words with common Latin suffixes. d. Read grade-appropriate irregularly spelled words.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and functions in particular sentences. c. Use abstract nouns (e.g., *childhood*). e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

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Unit 3 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Recount stories, including fables, folktales, and myths from diverse cultures.	RL.3.2	Read aloud, mini-lesson
2	Determine the central message, lesson, or moral of a text.	RL.3.2	Mini-lesson
3	Explain how the central message, lesson, or moral of a text is conveyed through key details in the text.	RL.3.2	Mini-lesson, independent reading, Reader's Notebook
4	Determine the meaning of words and phrases as they are used in a text.	RL.3.4	Vocabulary, dictionary, Guided Reading
5	Distinguish literal from nonliteral language within Grade 3 text.	RL.3.4	Mini-lesson, read aloud
6	Refer to parts of stories, dramas, and poems when writing or speaking about a text.	RL.3.5	Mini-lesson, peer sharing
7	Include terms such as chapter, scene, and stanza when writing or speaking about a text.	RL.3.5	Turn and talk, Reader's Notebook
8	Describe how each successive part of a chapter, scene, or stanza builds on earlier sections within a text.	RL.3.5	Mini-lesson
9	Determine the main idea in informational grade 3 text.	RI.3.2	Independent reading
10	Recount key details and explain how they support the main idea in an informational Grade 3 text.	RI.3.2	Reader's Notebook

11	Describe the relationship between a series of historical events or scientific ideas or concepts, using language that pertains to cause/effect.	RI.3.3	Mini-lesson, graphic organizer
12	Determine the meaning of general academic words and phrases in a text relevant to a *grade 3 topic or subject area*.	RI.3.4	Guided Reading, interactive reading
13	Determine the meaning of domain-specific words and phrases in a text relevant to a *grade 3* topic or subject area.	RI.3.4	Guided Reading, interactive reading
14	Use text features (e.g., maps, table of contents, captions) to locate information relevant to a given topic efficiently.	RI.3.5	Graphic organizer
15	Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5	Media center, computer, small group
16	Decode multisyllable words.	RF.3.3.c	Word study, literacy center
17	Read grade appropriate irregularly spelled words with accuracy and expression.	RF.3.3.d	Word study, literacy center
18	Read grade-level text with purpose and understanding.	RF.3.4.a	Independent reading
19	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.3.4.b	Independent reading, Guided Reading
20	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4.c	Guided Reading
21	Use facts, definitions, and details to help develop a topic within a piece of writing.	W.3.2.b	Mini-lesson, conferencing

22	Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	W.3.2.c	Independent writing, literacy center
23	Provide closure to a writing piece with a strong concluding statement or section.	W.3.2.d	Literacy center, independent writing, peer editing
24	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3b	Independent writing, peer editing
25	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.	W. 3.4	Mini-lesson, conferencing
26	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.3.5	Mini-lesson, conferencing, peer editing, peer sharing
27	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills).	W.3.6	Mini-lesson, computer, media center
28	With guidance and support from adults, use technology to interact and collaborate with others during writing.	W.3.6	Mini-lesson, computer, media center
29	Conduct short research projects that build knowledge about a topic when writing.	W.3.7	Small group, peer sharing
30	Recall information from experiences or gather information from print and digital sources when writing.	W.3.8	Computer, partner work
31	Take brief notes on sources and sort evidence into provided categories in a writing piece.	W.3.8	Mini-lesson, partner work

32	Determine the main ideas and supporting details of a text of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.2	Mini-lesson, modeling
33	Report on a topic or text, tell a story, or recount an experience.	SL.3.4	Peer sharing, turn and talk
34	Use appropriate facts descriptive details when reporting on a topic or text, telling a story, or recounting an experience.	SL.3.4	Peer sharing, turn and talk
35	Speak clearly at an understandable pace when reporting on a topic or text, telling a story, or recounting an experience.	SL.3.4	Peer sharing, presentation
36	Use commas in addresses when writing.	L.3.2b	Literacy center
37	Choose words and phrases for effect.*	L.3.3.a	Independent writing, conferencing, peer editing
38	Recognize and observe differences between the conventions of spoken and written standard English.	L.3.3.b	Mini-lesson, modeling
39	Identify real life connections between words and their use (e.g., describe people who are *friendly or helpful*).	L.3.5b	Vocabulary, word study

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Code #	Common Core State Standards
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3* topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	
	   c. Decode multisyllable words.
	
	   d. Read grade-appropriate irregularly spelled words.

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RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
L3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	
	    a. Capitalize appropriate words in titles.
	
	    b. Use commas in addresses.

L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.

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L.3.5.b	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful)*.

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Unit 4 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3	Read aloud, turn and talk
2	Distinguish reader's point of view from that of author, narrator or characters.	RL.3.6; RI.3.6	Mini-lesson, read aloud
3	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	RL.3.9	Mini-lesson, graphic organizer
4	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9	Mini-lesson, graphic organizer
5	Read grade appropriate irregularly spelled words with accuracy and expression.	RF.3.3d	Independent reading, Guided Reading
6	Produce an organized piece of writing that states an opinion and provides reasons supporting the opinion.	W.3.1	Mini-lesson, independent writing
7	Establish a situation and introduce a narrator and/or characters within a piece of writing.	W.3.3a	Mini-lesson, read aloud
8	Organize an event sequence that unfolds naturally in narrative writing.	W.3.3a	Mini-lesson, modeling, graphic organizer

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9	In a narrative piece, apply dialogue and descriptions of actions, thoughts, and feelings to show the response to characters to situations.	W.3.3b	Mini-lesson, modeling, independent writing, conferencing
10	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.	W.3.3c	Peer editing, literacy center
11	Provide a sense of closure to a written narrative based on real or imagined experiences or events.	W.3.3d	Independent writing, conferencing
12	With guidance and support from adults, write using appropriate grade 3 organizational structure to produce writing for a specific task and purpose.	W.3.4	Independent writing, conferencing
13	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.3.5	Peer editing, conferencing, peer sharing
14	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10	Independent writing
15	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10	Independent writing, Reader's Notebook
16	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.3.6	Peer sharing, turn and talk
17	Use coordinating and subordinating conjunctions when writing or speaking.	L.3.1h	Peer sharing, turn and talk, literacy center
18	Produce simple, compound, and complex sentences when writing or speaking.	L.3.1i	Literacy center

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CONTENT AREA: English Language Arts		**GRADE: 3**	**UNITS #1-5**

19	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	L.3.6	Modeling, turn and talk

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CONTENT AREA: English Language Arts	GRADE: 3	UNITS #1-5

Code #	Common Core State Standards
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RI.3.6	Distinguish their own point of view from that of the author of a text.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.
W.3.1	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.

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W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)
L.3.1	Observe conventions of grammar and usage when writing or speaking. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

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CONTENT AREA: English Language Arts	**GRADE: 3**		**UNITS #1-5**

Unit 5 – approximately 6 weeks

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS	METHOD(S) OF INSTRUCTION
1	Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral. Explain how key details in the text convey central message, lesson, or moral.	RL.3.2	Read aloud, mini-lesson
2	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language in Grade 3 text.	RL.3.4	Read aloud, mini-lesson
3	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	RL.3.9	Mini-lesson, graphic organizer
4	Read increasingly complex text at the grades 3-4 text complexity band independently and proficiently.	RL.3.10	Independent reading, conferencing
5	Determine the main idea in informational grade 3 text.	RI.3.2	Read aloud, turn and talk
6	Recount key details and explain how they support the main idea in an informational Grade 3 text.	RI.3.2	Read aloud, turn and talk
7	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4	Small group, peer sharing
8	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9	Mini-lesson, graphic organizer, small group

CONTENT AREA: English Language Arts	GRADE: 3	UNITS #1-5

9	Read increasingly complex texts, including informational, history/social studies, science, and technical texts, at the high end of the grades 3–4 text complexity band independently and proficiently.	RI.3.10	Independent reading, conferencing
10	Read grade level text aloud with purpose and understanding.	RF.3.4.a	Partner reading
11	Read grade level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.3.4.b	Interactive reading
12	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4.c	Guided Reading
13	Introduce a topic and group related information together when writing. Include illustrations when useful to aiding comprehension.	W.3.2. a	Mini-lesson, independent writing
14	Use facts, definitions, and details to help develop a topic within a piece of writing.	W.3.2. b	Media center, partner work
15	Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	W.3.2. c	Literacy center
16	Provide closure to a writing piece with a strong concluding statement or section.	W.3.2. d	Independent writing, peer editing
17	Establish a situation and introduce a narrator and/or characters within a piece of writing.	W.3.3.a	Mini-lesson, modeling
18	Organize an event sequence that unfolds naturally in narrative writing.	W.3.3.a	Independent writing
19	In a narrative piece, apply dialogue, and descriptions of actions, thoughts, and feelings to show the response to characters to situations.	W.3.3.b	Interactive writing

20	Apply temporal words (e.g., before, after, next) and phrases to signal event order in a narrative writing piece.	W.3.3.c	Peer editing, conferencing
21	Provide a sense of closure to a written narrative based on real or imagined experiences or events.	W.3.3.d	Modeling, independent writing
22	With guidance and support from adults, write using development and organization appropriate to task and purpose.	W.3.4	Independent writing, conferencing
23	With guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, and editing.	W.3.5	Peer editing, conferencing
24	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10	Independent writing
25	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10	Independent writing, Reader's Notebook
26	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.	SL 3.5	Media center, partner work, partner reading
27	Use commas in addresses when writing.	L.3.2. b	Modeling, literacy center
28	Use commas and quotation marks in dialogue when writing.	L.3.2. c	Modeling, literacy center

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29	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	L.3.2.e	Independent writing, conferencing
30	Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.	L.3.2 .f	Word study, literacy center
31	Consult references as needed when spelling Grade 3 words.	L.3.2.g	Mini-lesson, media center

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Code #	Common Core State Standards
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 3–4 text complexity band independently and proficiently.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3* topic or subject area.
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA: English Language Arts	**GRADE: 3**	**UNITS #1-5**

W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.
W.3.3	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.

CONTENT AREA: English Language Arts	GRADE: 3	UNITS #1-5

W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.