

Reading Foundations				
Standard	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
RF.3.3 Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a) Identify and know the meaning of the most common prefixes and derivational suffixes. b) Decode words with common Latin suffixes. c) Decode multisyllable words. d) Read grade appropriate irregularly spelled words. 	Review vowel teams. (August) <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. c. Decode multisyllable words. (closed syllable-September) d. Read grade appropriate irregularly spelled words. (3rd Grade Dolch list) 	<ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. c. Decode multisyllable words. (silent –e –October; open-November/December) d. Read grade appropriate irregularly spelled words. (3rd Grade Dolch list) 	<ul style="list-style-type: none"> b. Decode words with common Latin suffixes. c. Decode multisyllable words. (vowel team-January; consonant –le-February) d. Read grade appropriate irregularly spelled words. (3rd Grade Dolch list) 	<ul style="list-style-type: none"> b. Decode words with common Latin suffixes. c. Decode multisyllable words. (vowel –r-March; review all-April/May) d. Read grade appropriate irregularly spelled words. (3rd Grade Dolch list)
RF.3.4 Fluency Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Fluency standards should be ongoing throughout the year. <ul style="list-style-type: none"> a) Read grade-level text with purpose and understanding. b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 			
	End of 9 weeks goal: M Lexile Range 500-599	End of 9 weeks goal: N Lexile Range 600-649	End of 9 weeks goal: O Lexile Range 649-699	End of 9 weeks goal: P Lexile Range 700-733
Recommendation Running Record Frequency: Emergent (A-G) every 2-4 weeks Upper Emergent (H-K) every 4-6 weeks Early Fluent (L-O) every 6-8 weeks Fluent (P and up) every 8-10 weeks	AIMSweb Fall Benchmark 90 th percentile = 141 wcpm 75 th percentile = 115 wcpm 50 th percentile = 87 wcpm 25 th percentile = 58 wcpm 10 th percentile = 37 wcpm	AIMSweb Winter Benchmark 90 th percentile = 160 wcpm 75 th percentile = 139 wcpm 50 th percentile = 111 wcpm 25 th percentile = 84 wcpm 10 th percentile = 55 wcpm	Mid-Benchmark Goals 90 th percentile = 169 wcpm 75 th percentile = 145 wcpm 50 th percentile = 119 wcpm 25 th percentile = 91 wcpm 10 th percentile = 63 wcpm	AIMSweb Spring Benchmark 90 th percentile = 177 wcpm 75 th percentile = 151 wcpm 50 th percentile = 127 wcpm 25 th percentile = 98 wcpm 10 th percentile = 71 wcpm

Reading Literature					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>RL.3.1 Key Ideas and Details Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		<p>Make and revise predictions as reading.</p> <p>Generate questions before, during, and after reading to ensure comprehension of text.</p> <p>Refer explicitly to the text to answer questions and use evidence to support responses.</p>	<p><i>Continue reinforcing through text selections by increasing the rigor of the standard.</i></p>	<p><i>Continue reinforcing through text selections by increasing the rigor of the standard.</i></p>	<p><i>Continue reinforcing through text selections by increasing the rigor of the standard.</i></p>
<p>RL.3.2 Key Ideas and Details Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>		<p>Identify the characteristics of a fable.</p> <p>Retell key details from fables and other literary texts using a story map or through writing.</p> <p>Determine the moral/lesson of a fable.</p>	<p>Identify the characteristics of a folktale.</p> <p>Explain the similarities and differences between fables and folktales.</p> <p>Retell key details from folktales and other literary texts using a story map or through writing.</p> <p>Explain how the central message, lesson, or moral is conveyed through key details in the text.</p>	<p>Identify the characteristics of a myth.</p> <p>Explain the similarities and differences between fables, folktales, and myths.</p> <p>Retell key details from myths and other literary texts using a story map or through writing.</p> <p>Explain how the central message, lesson, or moral is conveyed through key details in the text.</p>	<p><i>Continue reinforcing by increasing the rigor of the standard.</i></p>
<p>RL.3.3 Key Ideas and Details Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>		<p>Identify character traits, motivations, and feelings.</p> <ul style="list-style-type: none"> Model organizing details from the text using a graphic organizer. 	<p>Explain how character actions contribute to the sequence of events in a story.</p>	<p>Make inferences and explain character reasoning behind actions and events.</p>	<p><i>Continue reinforcing by increasing the rigor of the standard.</i></p>
<p>RL.3.4 Craft and Structure Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>		<p>Predict the meaning of an unknown word using context clues or illustrations in the text.</p>	<p>Distinguish the literal and non-literal meaning of words in a text.</p> <ul style="list-style-type: none"> Introduce the meaning of the word "figurative." 	<p>Engage students in exploring why an author would choose to represent something figuratively instead of saying it directly; how does it change their experience of a text?</p>	<p><i>Continue reinforcing by increasing the rigor of the standard.</i></p>

Reading Literature (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
RL.3.5 Craft and Structure 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.		Identify the basic elements of fiction and nonfiction stories, such as chapters, and explain how they build upon each other throughout the story.	Identify the basic elements of a drama, such as scenes, and explain how they build upon each other throughout the drama/play.	Identify the basic elements of poems, such as stanzas, and explain how they build upon each other throughout the poem.	Identify a piece of text as either a story, drama, or poem using knowledge of their basic elements. Use the terms (chapter, scene, and stanza) when referring to how their parts build on earlier sections.
RL.3.6 Craft and Structure Distinguish their own point of view from that of the narrator or those of the characters.		Identify the author’s purpose for writing a text.	Identify the point of view in a story from the author’s or character’s perspective giving examples and details from the text.	Explain how your opinion is different from an author, narrator, or character’s opinion.	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RL.3.7 Integration of Knowledge and Ideas 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).		Describe how an illustration helps the reader understand the text. Using an illustration, predict the mood of a character or story. Cite evidence in the text that supports your prediction.	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RL.3.9 Integration of Knowledge and Ideas 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).		Recognize the theme, plot, and setting within text. Develop a text to text connection. Compare and contrast the two texts using a Venn Diagram.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same/similar characters. (e.g., in books from a series) Compare and contrast how specific characters solve the problem in different ways across a series of stories. **Suggestion: Incorporate an author study.	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RL.3.10 Range of Reading and Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band (Lexile Range 450-790) independently and proficiently.		End of 9 weeks goal: M Lexile Range 500-599	End of 9 weeks goal: N Lexile Range 600-649	End of 9 weeks goal: O Lexile Range 649-699	End of 9 weeks goal: P Lexile Range 700-733

Reading Informational					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
RI.3.1 Key Ideas and Details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Make and revise predictions while reading. Generate questions before, during, and after reading to ensure comprehension of text. Refer explicitly to the text to answer questions and use evidence to support responses.	<i>Continue reinforcing by increasing the rigor of the standard</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RI.3.2 Key Ideas and Details Determine the main idea of a text; recount the key details and explain how they support the main idea.		Engage students in discussions about how the main idea and key details define what the text is about. Given the main idea, have students list the key details that support the main idea by referring explicitly to the text.	Locate or infer the main idea of the text. Referring to the text, list the details that support the main idea. Organize the main idea and supporting details into a web.	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RI.3.3 Key Ideas and Details 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.		Discuss the importance of sequence of events. Identify signal words. <ul style="list-style-type: none"> • First, next, then, last, etc. Discuss the sequence of events while reading a piece of informational text. Organize the sequence of events into a graphic organizer to show/describe the relationship between events, ideas, steps, or procedures.	Continue reinforcing sequence of events. <ul style="list-style-type: none"> • Write an instructional piece using signal words. Identify cause and effect relationships in informational text. Organize cause and effect relationships using a graphic organizer.	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>

Reading Informational (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
RI.3.4 Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		Read informational texts and incorporate new words into oral and written language. Predict the meaning of unknown words using context clues. Use reference materials to determine or check prediction of an unknown word’s meaning. (Dictionary/Glossary)	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RI.3.5 Craft and Structure Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Identify and explain the use of the following text features in informational text: <ul style="list-style-type: none"> Headings, subheadings, illustrations, captions, glossary, index, and bold print. 	Identify and explain the use of the following search tools in technology: <ul style="list-style-type: none"> Hyperlinks, sidebars, icons, and search engines. 	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RI.3.6 Craft and Structure Distinguish their own point of view from that of the author of a text.		Identify the author’s purpose for writing a text.	Explain and evaluate the author’s point of view. Refer to the text for example and ideas that support your conclusion.	Distinguish your point of view from that of the author’s. <ul style="list-style-type: none"> Do you agree or disagree? Explain why or why not? 	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RI.3.7 Integration of Knowledge and Ideas 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).		Interpret information from illustrations, diagrams, charts, graphs, graphic organizers, maps and photographs. Explain how illustrations and the text work together in helping the reader understand text.	Identify which illustrations and words in text answer specific questions.	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RI.3.8 Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		Logically sequence sentences and paragraphs.	Identify the cause/effect within sentences, paragraphs, and selections.	Compare the ideas between two or more paragraphs.	<i>Continue reinforcing by increasing the rigor of the standard.</i>

Reading Informational (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
RI.3.9 Integration of Knowledge and Ideas Compare and contrast the most important points and key details presented in two texts on the same topic.		Engage students in discussing a variety of texts about the same topic to understand that authors may view the same topic in different ways.	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>	<i>Continue reinforcing by increasing the rigor of the standard.</i>
RI.3.10 Range of Reading and Text Complexity 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 (Lexile Range 450-790) independently and proficiently.		End of 9 weeks goal: M Lexile Range 500-599	End of 9 weeks goal: N Lexile Range 600-649	End of 9 weeks goal: O Lexile Range 649-699	End of 9 weeks goal: P Lexile Range 700-733

Language					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>L.3.1 Grammar and Usage Demonstrate command of the conventions of standard English grammar and usage <u>when writing or speaking</u>.</p> <p>a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b) Form and use regular and irregular plural nouns.</p> <p>c) Use abstract nouns (e.g., childhood)</p> <p>d) Form and use regular and irregular plural verbs.</p> <p>e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f) Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h) Use coordinating and subordinating conjunctions.</p> <p>i) Produce simple, compound, and complex sentences.</p> <p><i>***Once introduced, continue reinforcing the standard throughout the year in students' writing.</i></p>		<p>i. Produce simple sentences.</p> <p>a. Explain the function of nouns, pronouns, and verbs in general and their functions in a particular sentence.</p> <p>c. Use abstract nouns (e.g., childhood)</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>b. Form and use plural nouns (-s and -es).</p> <p>d. Form and use regular and irregular plural verbs.</p> <p>f. Ensure subject-verb agreement.</p> <p>**Prerequisite: Using the different types of sentences in writing (declarative, interrogative, exclamatory, and imperative).</p>	<p>i. Produce compound sentences.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>a. Explain the function of adjectives and adverbs in general and their functions in a particular sentence.</p> <p>b. Form and use plural nouns. (-ies and irregular)</p> <p>f. Ensure pronoun-antecedent agreement.</p> <p>g. Form and use comparative adjectives and adverbs and produce in writing.</p>	<p>i. Produce complex sentences.</p> <p>g. Form and use superlative adjectives and adverbs and produce in writing.</p> <p>g. Choose between comparative and superlative adjectives and adverbs depending on what is to be modified. (e.g., greater or greatest?)</p>	<p>i. Recognize the differences between simple, compound, and complex sentence. Produce all three.</p>

Language (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
L.3.2 Conventions 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. c) Use commas and quotation marks in dialogue. d) Form and use possessives. 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. <i>***Once introduced, continue reinforcing the standard throughout the year in students' writing.</i>		a. Capitalize appropriate words in titles. d. Form and use singular possessive nouns and pronouns. Troublesome words: (its and it's)	d. Form and use plural possessive nouns and pronouns. b. Use commas in addresses. Troublesome words: (to, too, and two) c. Use commas and quotation marks in dialogue.	c. Use commas and quotation marks in dialogue. Troublesome words (their, there, and they're)	
		<i>Continue reinforcing all parts throughout the year.</i>	<i>Continue reinforcing all parts throughout the year.</i>	<i>Continue reinforcing all parts throughout the year.</i>	<i>Continue reinforcing all parts throughout the year.</i>
L.3.3 Vocabulary Acquisition Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Ongoing standards to be taught and reinforced throughout the year: a) Choose words and phrases for effect. b) Recognize and observe differences between the conventions of spoken and written in standard English.			

<p>L.3.4 Vocabulary Acquisition Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p>		Ongoing standards to be taught and reinforced throughout the year: a) Use sentence-level context as a clue to the meaning of a word or phrase. d) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.	
<p>L.3.5 Vocabulary Acquisition Demonstrate understanding of word relationships and nuances in word meanings.</p>		<p>1st Semester b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>1st 9 Weeks: Vocabulary Surge Review Lessons 1-8</p> <p>2nd 9 Weeks: Vocabulary Surge Review Lessons 9-12 Vocabulary Surge B Lessons 1-4</p>	<p>2nd Semester c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>3rd 9 Weeks: Vocabulary Surge B Lessons 5-8</p> <p>4th 9 Weeks: Vocabulary Surge B Lessons 9-13</p>
		Ongoing standards to be taught and reinforced throughout the year: a) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b) Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	

Language (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>L.3.6 Vocabulary Acquisition Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went look for them</i>).</p>		<p>Consistently continue the acquisition of new vocabulary.</p> <p>Acquire foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary.</p> <p>Use sequential and temporal words and phrases in procedures such as process essays and scientific experiments.</p> <p>Examine author’s purpose in word choice and make students aware of their own.</p>			

Writing					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>W.3.1 Text Types and Purpose Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure the lists reasons.</p> <p>b) Provide reasons that support the opinion.</p> <p>c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d) Provide a concluding statement or section.</p>		<p>Weeks 7-9</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create a paragraph including five sentences:</p> <ul style="list-style-type: none"> • State opinion • Reason 1 • Reason 2 • Reason 3 • Conclusion <p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>Weeks 7-9</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create a paragraph including eight sentences:</p> <ul style="list-style-type: none"> • State opinion • Reason 1 <ul style="list-style-type: none"> ○ Example • Reason 2 <ul style="list-style-type: none"> ○ Example • Reason 3 <ul style="list-style-type: none"> ○ Example • Conclusion <p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>Weeks 7-9</p> <p><i>Continue goal expectation from 2nd 9 weeks.</i></p>	<p>Weeks 7-9</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create a persuasive essay including five paragraphs:</p> <ul style="list-style-type: none"> • Opinion • Reason & Examples • Reason & Examples • Reason & Examples • Conclusion

Writing (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>W.3.2 Text Types and Purpose Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b) Develop the topic with facts, definitions, and details.</p> <p>c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d) Provide a concluding statement or section.</p>		<p>Weeks 4-6</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create a paragraph including five sentences:</p> <ul style="list-style-type: none"> • Introduce topic • Fact • Fact • Fact • Conclusion <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Weeks 4-6</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create a paragraph including eight sentences:</p> <ul style="list-style-type: none"> • Introduce topic • Fact & supporting detail • Fact & supporting detail • Fact & supporting detail • Conclusion <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Weeks 4-6</p> <p><i>Continue goal expectation from 2nd 9 weeks.</i></p>	<p>Weeks 4-6</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create an informative essay including five paragraphs:</p> <ul style="list-style-type: none"> • Topic Introduction • Fact & supporting details • Fact & supporting details • Fact & supporting details • Conclusion <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>

Writing (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>W.3.3 Text Types and Purpose Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c) Use temporal words and phrases to signal event order.</p> <p>d) Provide a sense of closure.</p>		<p>Weeks 1-3</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create a paragraph including five sentences:</p> <ul style="list-style-type: none"> • Introduction • Detail • Detail • Detail • Conclusion <p>Use temporal words and phrases to signal event order.</p>	<p>Weeks 1-3</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create a paragraph including eight sentences:</p> <ul style="list-style-type: none"> • Introduction • Detail • Detail • Detail • Detail • Detail • Detail • Detail • Conclusion <p>Include dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Use temporal words and phrases to signal event order.</p>	<p>Weeks 1-3</p> <p><i>Continue goal expectation from 2nd 9 weeks.</i></p>	<p>Weeks 1-3</p> <p>Use all steps of the writing process.</p> <p>Prewriting: Organize thoughts into an organizational structure.</p> <p>Create a narrative essay including five paragraphs:</p> <ul style="list-style-type: none"> • Topic Introduction • Detail • Detail • Detail • Conclusion <p>Include dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Use temporal words and phrases to signal event order.</p>
<p>W.3.4 Production and Distribution With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>(Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<p><i>Supports and assessed through W.3.1-W.3.3.</i></p>	<p><i>Supports and assessed through W.3.1-W.3.3.</i></p>	<p><i>Supports and assessed through W.3.1-W.3.3.</i></p>	<p><i>Supports and assessed through W.3.1-W.3.3.</i></p>

Writing (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>W.3.5 Production and Distribution With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>(Editing for conventions should demonstrate command of Language standards 1-3)</p>		<p>Plan and draft writing.</p> <p>Revise selected drafts to improve coherence and progression by adding and deleting text.</p> <p>Edit to correct errors in spelling, punctuation, etc.</p> <p><i>Supports and assessed through W.3.1-W.3.3.</i></p>	<p>Plan and draft writing.</p> <p>Revise selected drafts to improve coherence and progression by rearranging text.</p> <p>Edit to correct errors in spelling, punctuation, etc.</p> <p><i>Supports and assessed through W.3.1-W.3.3.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p> <p><i>Supports and assessed through W.3.1-W.3.3.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p> <p><i>Supports and assessed through W.3.1-W.3.3.</i></p>
<p>W.3.6 Production and Distribution With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>		<p>Practice keyboarding skills by allowing students to publish writing pieces on the computer.</p> <p>Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).</p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>
<p>W.3.7 Research to Build and Produce Knowledge Conduct short research projects that build knowledge about a topic.</p>		<p>Use a variety of resources (encyclopedia, Internet, books, etc.) to research and share information on a topic.</p> <p>Record notes and categorize information independently.</p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p>Conduct a research project using social studies standards.</p> <p>Record notes and categorize information independently.</p>
<p>W.3.8 Research to Build and Produce Knowledge 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>Take a brief notes about a topic and where the information generated.</p> <p><i>Supports and assessed through W.3.1-W.3.2.</i></p>	<p>Sort information from notes into categories.</p> <ul style="list-style-type: none"> • What is relevant information? <p><i>Supports and assessed through W.3.1-W.3.2.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>

Writing (continued)					
Standard	Test	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
<p>W.3.10 Range of Writing 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>Maintain a routine writing practice, both within the classroom and independently.</p> <p>Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time.</p> <p>Write texts of a length appropriate to address the topic or tell the story.</p> <p>Vary the requirements for tasks to include computer generated and hand-written pieces, long and short pieces, research.</p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>

Speaking and Listening				
Standard	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
<p>SL.3.1 Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d) Explain their own ideas and understanding in light of the discussion.</p>	<p>Participate in collaborative discussions (one on one, teacher-led, in groups).</p> <p>Identify and define roles for participants in discussions.</p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p>Research topic to be discussed and give reasons in support of opinions expressed.</p> <p>Suggested: -social studies project</p>
<p>SL.3.2 Comprehension and Collaboration 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.</p>	<p>Recall, interpret, and summarize information presented diversely.</p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>
<p>SL.3.3 Comprehension and Collaboration Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Ask relevant questions.</p> <p>Respond to questions with appropriate information.</p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>
<p>SL.3.4 Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>May be integrated with prewriting and/or presentation of opinion, informative, and narrative pieces.</p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>
<p>SL.3.5 Presentation of Knowledge and Ideas 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>Provide students opportunities to listen to various audio recordings of books and poems.</p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p><i>Continue reinforcing throughout the year.</i></p>	<p>Use notes, multimedia, or other memory aids to structure the presentation.</p> <p>Add visual displays to enhance facts and details.</p> <p>(Social Studies project)</p>

Speaking and Listening				
Standard	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
SL.3.6 Presentation of Knowledge and Ideas Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.)	<i>Assessed informally throughout the year.</i>	<i>Assessed informally throughout the year.</i>	<i>Assessed informally throughout the year.</i>	<i>Assessed informally throughout the year.</i>

NOTE: Speaking and Listening standards should be embedded daily across all curricular areas.