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Unpacked Content with
OCS Priority Standards Identified 2.0

Third Grade
English Language Arts

CKLA Alignment July 2021

THIRD GRADE PRIORITY STANDARDS

Priority standards are a "carefully selected subset of the total list of grade-specific and course specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course." (Ainsworth, 2013, p. xv).

The design layout of the ELA Priority Standards has been crafted to ensure a balanced approach to teaching the North Carolina Standard Course of Study. Core instruction will be the driving force for developing comprehensive integrated learning experiences that focus on the **priority** and supporting standards. During each nine-week period, lessons are to reflect a combination of ELA Strands to foster a holistic learning experience. Included in this document: **Cross Curricular Standards**, **Priority Standards, Supporting Standards, Unpacked Content, Pacing, and Appendix**.

- *Cross Curricular Standards* are a list of standards teachers integrate across all content throughout the whole year.

- *Priority Standards* have been chosen at each grade level that indicate what students need to know and be able to do by the end of the year.

- *Supporting Standards* are complimentary to the priority standards. These offer a balanced approach to teaching in the context of all ELA strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Speaking and Listening, Writing and Language.

- *Unpacked Content* provides clarification of the standards; what students are expected to know and be able to do. In addition, it gives examples of instructional processes to replicate cognitive rigor on academic tasks and assessments.

- *Pacing* of standards provides teachers adequate time to implement teaching and learning supports for students that encompasses core instruction, differentiation, intervention and assessment.

- *Appendix* is comprised of a comprehensive list of grade level standards that provide descriptors of each standard with clarification and examples of teaching and learning processes.

CCR Anchor Standards for Reading Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text."

CCCR Anchor Standards for Writing Standards Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCCR Anchor Standards for Speaking and Listening Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

THIRD GRADE PRIORITY STANDARDS

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR Anchor Standards for Language

Conventions of Standard English

1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.

2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Cross Curricular Standards

Year Long Instructional Focus

RL.3.10	RI.3.10
By the end of grade 3, read and understand literature at the high end of the 2-3 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.	By the end of grade 3, read and understand **informational texts** at the high end of the 2-3 **text complexity band proficiently** and i**ndependently** for sustained periods of time. Connect prior knowledge and experiences to text.
RF.3.2	RF.3.4
Create readable documents with legible handwriting (manuscript and cursive).	Know and apply grade-level phonics and word **analysis** skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational **suffixes**. b. **Decode** words with common Latin suffixes. c. Decode **multisyllabic** words. d. Read grade-appropriate irregularly spelled words.

RF.3.5	SL.3.1
Read with sufficient accuracy and **fluency** to support comprehension. a. Read on-level text with **purpose** and understanding. b. Read on-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.	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. 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
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.	**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.**
L.3.5 Demonstrate understanding of **nuances** in word meanings. a. Distinguish the **literal** and **nonliteral** meanings of **words and phrases** in context. b. Distinguish shades of meaning among related words that **describe** states of mind or degrees of certainty.	

	Third Grade Instructional Blueprint Knowledge Units					
Units	Concept(s)	Duration	OCS Priority Standards	Supporting Standards	CKLA Student Support Resources	CKLA Trade Books & Teacher Resources
Unit 1	**Classic Tales: The Wind in the Willows** **TOPIC & THEME** *Classic stories and their conventions; themes such as friendship, loyalty, hospitality, responsibility, and irresponsibility.* **READING** *Character analysis, sequencing plot, literary themes, identifying personification, and using textual evidence* **WRITING** *Write from different characters' perspectives, create alternate endings, plan, draft, edit, and publish an opinion paragraph* **ACTIVITY HIGHLIGHTS** *Character analysis, spelling games, and interpreting proverbs* **TEXT FEATURES** *Literature containing personification, italicized text, chapter summaries, and figurative language* **This unit will expose students to classic children's stories that use rich language and introduce students to a variety of vocabulary words. Students will explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.**	**15 Days** *(15 Lessons with Pausing Points, Domain Review, Domain Assessment, and Culminating Activities)* **This unit includes a beginning-of-year assessment to help determine whether students have adequate preparation for Grade 3 CKLA instruction.**	**RL.3.3** **W.3.1, W.3.3**	**RL.3.1, RL.3.2, RL.3.4, RL.3.6, RL.3.9, RL.3.10 W.3.4, W.3.5, W.3.6, W.3.7 RF.3.3 SL.3.1, SL.3.2, SL.3.4, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6**	Student Activity Books, Cursive Activity Book, Student Reader: *Classic Tales*, Digital Components, End of Domain Assessment, E-books/ Audio books	**Read Aloud*: Classic Tales*** Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards

	Additional Trade Book Suggestions: Amplify's 3rd Grade Trade Book List					
Unit 2	**Animal Classification** **TOPIC & THEME** *Characteristics of living things and how scientists classify organisms using these characteristics* **READING** *Determine author's point of view, identify connections and supporting details, and record key information* **WRITING** *Create a field journal, classify animals, and write an informational paragraph* **ACTIVITY HIGHLIGHTS** *Go on a virtual field trip, keep a field journal, and complete a scavenger hunt to learn about frogs* **TEXT FEATURES** *Informational text contains bolded text, captioned photographs, graphic organizers, and a glossary* **Students will learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations. Students will develop scientific skills as they observe and practice identifying important characteristics of organisms and objects.** **In this unit, students will be asked to engage in structured inquiry discussions and exercises. Students will be asked to respond based on their observations and thinking. By asking questions such as "How do you know?" and "Why do you think so?" the teacher will guide students in making reasonable statements based on what students already know and the evidence they can observe.**	**17 Days** *(15 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities)*	**RI.3.2, RI.3.8** **W.3.1, W.3.2**	**RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.9, RI.3.10** **W.3.4, W.3.5, W.3.7, W.3.8** **RF.3.3, RF.3.4** **SL.3.1, SL.3.2, SL.3.4, SL.3.6** **L.3.1, L.3.2, L.3.4, L.3.5, L.3.6**	Student Activity Books, Student Reader: *Rattenborough's Guide to Animals*, Digital Components, End of Domain Assessment, E-books/ Audio books	**Read Aloud: *Animal Classification*** Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards, Vocabulary Toolkit

Unit 3	**The Human Body: Systems and Senses** **TOPIC & THEME** *The skeletal, muscular, and nervous systems and their interconnections* **READING** *Close reading, the interconnectedness of body systems, sequencing, and cause and effect* **WRITING** *Write sentences in paragraphs, compose topic and concluding sentences, consider organization and purpose, and craft a title* **ACTIVITY HIGHLIGHTS** *Use K-W-L charts, write titles for paragraphs, and complete a sorting activity with the systems of the body* **TEXT FEATURES** *Informational and literary text, including Reader's Theater, with bolded text, diagrams, bulleted lists, charts, and pronunciation keys* **This unit reviews what students have already learned about the human body and some of its systems. Two systems students have previously learned about in greater depth are the excretory and digestive systems in Grade 2, so these are briefly reviewed here.** **In this unit, students will focus in greater detail on the skeletal, muscular, and nervous systems and the fact that they are closely interconnected with all the human body systems. Furthermore, students will learn details about the senses of sight and hearing and how the eyes and ears work.** **Students will also learn the idiom "a clean bill of health" and will discover ways they can keep their bodies active and healthy.**	**16 Days** *(14 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)*	**RI.3.2, RI.3.8** **W.3.2**	**RL.3.1** **RI.3.1, RI.3.3, RI.3.4, RI.3.10** **W.3.4, W.3.8** **RF.3.3** **SL.3.2** **L.3.1, L.3.2, L.3.4, L.3.5, L.3.6**	Student Activity Books, Student Reader: *How Does Your Body Work*, Digital Components, End of Domain Assessment, E-books/ Audio books	**Read Aloud:** *The Human Body Systems and Senses* Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards, Vocabulary Toolkit

| Unit 4 | **The Ancient Roman Civilization**

TOPIC & THEME
An introduction to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment

READING
Explore elements of a legend, compare and contrast, and participate in Reader's Theater

WRITING
Note-taking, opinion quick writes, and an opinion piece on the Roman Empire's greatest contribution

ACTIVITY HIGHLIGHTS
Synthesize information from texts and images, use graphic organizers to evaluate characters, create a family tree of mythological figures

TEXT FEATURES
Literary and informational texts with maps, bolded and italicized text, illustrated tables, and diagrams

This unit will introduce your students to an ancient civilization whose contributions can be seen in many areas of our lives today.
Students will be introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They will learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire.
Students will also learn about ancient Rome's influence and contributions to our society today. | **17 Days**

(15 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities) | **RL.3.3, RL.3.4**

RI.3.2

W.3.1 | **RL.3.1, RL.3.2, RL.3.5, RL.3.6, RL.3.9, RL.3.10**
RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.9, RI.3.10
W.3.5, W.3.7, W.3.8, W.3.10
RF.3.3, RF.3.4
SL.3.1, SL.3.2, SL.3.4, SL.3.5
L.3.1, L.3.2, L.3.4, L.3.5 | Student Activity Books, Cursive Activity Book, Student Reader: *Stories of Ancient Rome*, Digital Components, End of Domain Assessment, E-books/ Audio books | **Read Aloud: *Stories of Ancient Rome***

Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards, Vocabulary Toolkit |

| Unit 5 | **Light and Sound**

TOPIC & THEME
The properties of light and sound, how they travel in waves, and how they can be manipulated by various instruments

READING
Identify cause and effect, find connections between paragraphs, understand relationships between sets of words, and identify informational text features

WRITING
Compare and contrast texts; write and answer questions; write a descriptive paragraph; research, write, and publish a newspaper article

ACTIVITY HIGHLIGHTS
Conduct experiments and record observations in lab notes

TEXT FEATURES
Informational and literary texts with bolded text, captioned photographs, diagrams, and glossary

Students will learn about the properties of light and sound, how light and sound travel in waves, and how light and sound can be manipulated by various instruments, such as magnifying glasses, microscopes, and telescopes.
Students will learn more about the dual wave and particle nature of light in future grades. They will learn about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice.
Note: At the Grade 3 level, we concentrate on the wave nature of light, briefly mentioning that "scientists are still studying and learning many new things about light, including that in special situations, light can act like a stream instead of a wave." | **19 Days**

(17 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities) | RL.3.3, RL.3.4

RI.3.2, RI.3.8

W.3.1, W.3.2, W.3.3 | RL.3.1, RL.3.2
RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10
W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10
RF.3.3, RF.3.4
SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5 | Student Activity Books, Student Reader: *Adventures in Light and Sound*, Digital Components, End of Domain Assessment, E-books/ Audio books | **Read Aloud:**
Adventures in Light and Sound

Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Vocabulary Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards, Vocabulary Toolkit |

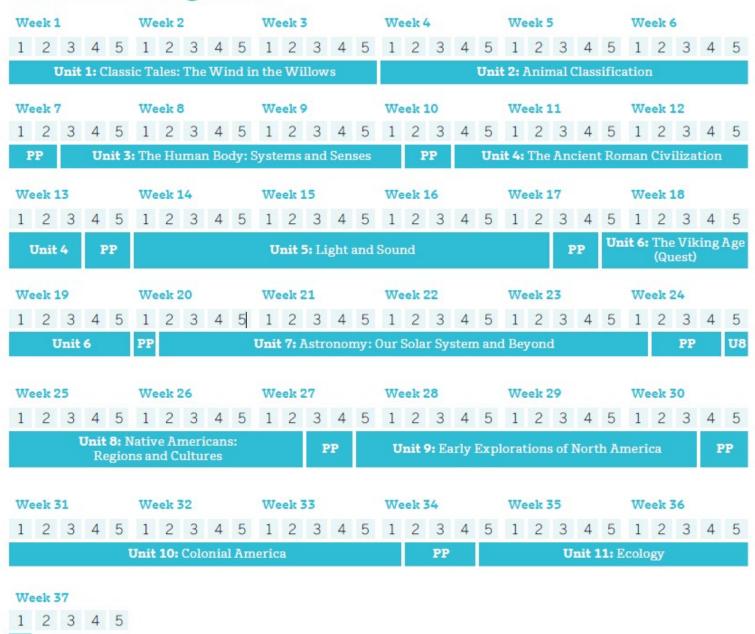| Unit 6	**The Viking Age** **TOPIC & THEME** *Norse mythology, its characters, and tropes* **READING** *Make predictions, identify story elements, identify cause and effect relationships, cite evidence from the text* **WRITING** *Create a character comparison, write a narrative with character description, and support writing with illustrations* **ACTIVITY HIGHLIGHTS** *Create a comic book page, participate in an interactive Quest, and identify characters based on descriptions about them* **TEXT FEATURES** *Literary and informational texts with a pronunciation key, diagrams, and figurative language* **Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the old Norse language and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark.** **Students learn about the ancient Norse, the Vikings, their culture, and their exploration and participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities.** **In the quest, students take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. On the way, the students meet numerous characters and learn about Viking society.** **Students will engage in a mix of writing, listening, speaking, reading, and physical activities.**	**12 Days** *(11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)* **Students will take a Middle-of-Year Assessment to guide instruction.**	**RL.3.3, RL.3.4** **W.3.1, W.3.2**	RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RL.3.9, RL.3.10 W.3.3, W.3.4, W.3.5, W.3.10 RF.3.3, RF.3.4 SL.3.1, SL.3.2, SL.3.4 L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 *The following CCSS standards are addressed throughout the Far from Home: A Viking's Journey Quest: RL.3.3, RL.3.4, RL.3.7, RI.3.1, RI.3.3, RI.3.7, RI.3.9, W.3.4, W.3.8, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d*	Student Activity Books, Student Reader: *Gods, Giants, and Dwarves*, Digital Components, End of Domain Assessment, E-books/ Audio books, Quest Workbook Materials	**Read Aloud:** *Gods, Giants, and Dwarves* Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Vocabulary Guide, Assessment & Remediation Guide, Intervention Toolkit, Vocabulary Toolkit, Fluency Packet, Spelling Cards, Poster Map, *Viking Journey Quest:. The Quest is composed of five lessons, lasting 45 minutes each day beginning in Lesson 1 of the unit.*

Unit 7	**Astronomy: Our Solar System and Beyond** **TOPIC & THEME** *Celestial bodies, the Big Bang theory, and important figures in the history of space exploration* **READING** *Compare and contrast two texts on the same topic, find key ideas and details, read narrative text aloud with fluency* **WRITING** *Compare and contrast concepts and texts, write an opinion piece, summarize information, and create a narrative Reader's Theater script* **ACTIVITY HIGHLIGHTS** *Sequence solar and lunar eclipses, perform a gravity experiment* **TEXT FEATURES** *Informational texts containing diagrams, photographs, and charts* **Students will learn more about our solar system, our galaxy, other galaxies, and the universe. They will be introduced to the concept of gravity and its effects on Earth and in other places in space. Students will learn about the difference between a hypothesis and a theory, and dive into the Big Bang theory of how the universe may have originated. Students will also hear about key people and events involved in the study and exploration of outer space.**	**23 Days** *(20 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)*	**RL.3.3** **RI.3.2, RI.3.8** **W.3.1, W.3.2, W.3.3**	**RL.3.1, RL.3.10** **RI.3.1, RI.3.3, RI.3.4, RI.3.9, RI.3.10** **W.3.4, W.3.5, W.3.6W.3.7, W.3.8, W.3.10** **RF.3.3, RF.3.4** **SL.3.1, SL.3.2, SL.3.4, SL.3.6** **L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6**	Student Activity Books, Student Reader: *What's in Our Universe*, Digital Components, End of Domain Assessment, E-books/ Audio books	**Read Aloud:** *What's in Our Universe* Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards, Vocabulary Toolkit

Unit 8	**Native Americans: Regions and Cultures** **TOPIC & THEME** *Native American tribal migration, the connection between human life and environment, and the customs and adaptations made in various regions* **READING** *Explore connections between text and illustrations, make inferences based on text, create an audio recording of a Read-Aloud* **WRITING** *Compare and contrast quick writes, compose reflective journal entries, and create a guide about the Mound Builders* **ACTIVITY HIGHLIGHTS** *Give oral presentations, complete vocabulary word sorts, create audio recordings* **TEXT FEATURES** *Literary and informational texts with pronunciation keys, maps, and captioned illustrations* **Students will learn in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity.** **Students will also learn the idiom "cold shoulder," and that this custom of some Native Americans was used as a form of punishment.**	**15 Days** *(13 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)*	**RL.3.3, RL.3.4** **RI.3.2** **W.3.3**	**RL.3.1, RL.3.7, RL.3.10** **RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9** **W.3.8** **RF.3.3, RF.3.4** **SL.3.1, SL.3.2, SL.3.5** **L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6**	Student Activity Books, Student Reader: *Native American Stories*, Digital Components, End of Domain Assessment, E-books/ Audio books	**Read Aloud:** *Native American Stories* Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards, Vocabulary Toolkit

Unit 9	**Early Explorations of North America** **TOPIC & THEME** *Reasons for European exploration, what exploration was like, who went exploring, and the journeys of and locations reached by explorers* **READING** *Recount key details, compare and contrast motivating factors, interpret a painting using domain-specific vocabulary* **WRITING** *Create several opinion pieces, short answer responses, and an exploration chart* **ACTIVITY HIGHLIGHTS** *Create expedition logs to synthesize information and participate in small group and partner reading* **TEXT FEATURES** *Informational text containing illustrated tables, maps, primary source materials, and pronunciation keys* **Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Furthermore, students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will also learn the idioms "last straw" and "touch and go." The content students learn in this grade will serve as the basis for more in-depth study in the later grades of European exploration and settlement of North America.**	**16 Days** *(14 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)*	**RI.3.2, RI.3.8** **W.3.1**	RL.3.10 RI.3.1, RI.3.3, RI.3.4, RI.3.6, RI.3.7, RI.3.9, RI.3.10 W.3.4. W.3.8 RF.3.3, RF.3.4 SL.3.1, SL.3.2, SL.3.4, SL.3.5 L.3.1, L.3.2, L.3.4, L.3.6	Student Activity Books, Student Reader: *The Age of Exploration*, Digital Components, End of Domain Assessment, E-books/ Audio books	**Read Aloud:** *Early Explorations of North America* Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards, Vocabulary Toolkit

| Unit 10 | **Colonial America**

TOPIC & THEME
Early American colonies, their connection to their environment, and the different characteristics and ways of life developed in each colony

READING
Make predictions and personal connections, paraphrase passages, and identify an event's cause and effect

WRITING
Write a narrative about a character, conduct research, and draft a narrative about a colony

ACTIVITY HIGHLIGHTS
Present and listen to stories, write a letter responding to a story, use comparative and superlative adverbs

TEXT FEATURES
Literary and information

Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Furthermore, students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation.

Note: In this unit, students will hear about the role the tobacco industry played in the economic success of Jamestown, Virginia, and eventually the Southern region. You may wish to reiterate to students that smoking is an extremely unhealthy habit and that, by law, children are not allowed to use tobacco. | **19 Days**

(16 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities) | **RL.3.3, RL.3.4**

RI.3.2

W.3.3 | RL.3.1, RL.3.2, RL.3.7, RL.3.10
RI.3.1, RI.3.3, RI.3.4, RI.3.7, RI.3.9, RI.3.10
W.3.4, W.3.5, W.3.7, W.3.8 W.3.10
RF.3.3, RF.3.4
SL.3.1, SL.3.2, SL.3.3, SL.3.6
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 | Student Activity Books, Student Reader: *Living in Colonial America*, Digital Components, End of Domain Assessment, E-books/ Audio books | **Read Aloud:**
Colonial America

Teacher Guide, Essential Questions & Writing Prompts Guide, Image Cards, Flip Book, Digital Projections, Novel Study Guides, Assessment & Remediation Guide, Intervention Toolkit, Fluency Packet, Spelling Cards, Vocabulary Toolkit |

Unit 11	**Ecology** **TOPIC & THEME** *Ecosystems; producers, consumers, and decomposers in food chains; protecting and preserving the environment and natural resources* **READING** *Make predictions, respond to questions with textual evidence, and use academic and domain vocabulary correctly in context* **WRITING** *Synthesize information into Ecologist's Journals; write a friendly letter* **ACTIVITY HIGHLIGHTS** *Engage in collaborative writing, brainstorm solutions to problems, and report on a topic* **TEXT FEATURES** *Informational text with captioned illustrations, diagrams, archival photographs, and bolded and italicized text* **The content of Unit 11 focuses on ecology. This unit will build upon what students have learned in earlier grades about animal habitats and taking care of the earth. Students will learn about food chains, the balance of nature, changes to the environment, and protecting the environment. Students will also read a biography of John Muir.**	**12 Days** *(12 Lessons, Domain Review, Domain Assessment, and Culminating Activities)*	**RI.3.2, RI.3.8** **W.3.2, W.3.3**	**RI.3.1, RI.3.3, RI.3.4, RI.3.6, RI.3.7, RI.3.10** **W, 3.4, W.3.8, W.3.10** **RF.3.3, RF.3.4** **SL.3.1, SL.3.4, SL.3.6** **L.3.1, L.3.2, L.3.4, L.3.5, L.3.6**	Student Activity Books, Student Reader: *Introduction to Ecology*, Digital Components, End of Domain Assessment, E-books/ Audio books	**Read Aloud: *A World of Households*** Teacher Guide, Essential Questions & Writing Prompts Guide, Digital Projections, Fluency Packet, Vocabulary Toolkit

THIRD GRADE PRIORITY STANDARDS

Grade 3 Pacing Guide

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Unit 1: Classic Tales: The Wind in the Willows | **Unit 2:** Animal Classification

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

PP | **Unit 3:** The Human Body: Systems and Senses | PP | **Unit 4:** The Ancient Roman Civilization

Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Unit 4 | PP | **Unit 5:** Light and Sound | PP | **Unit 6:** The Viking Age (Quest)

Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Unit 6 | PP | **Unit 7:** Astronomy: Our Solar System and Beyond | PP | U8

Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Unit 8: Native Americans: Regions and Cultures | PP | **Unit 9:** Early Explorations of North America | PP

Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Unit 10: Colonial America | PP | **Unit 11:** Ecology

Week 37
1 2 3 4 5

U11

Appendix

APPENDIX

Reading for Literature Standards	Clarification/In the Classroom
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring **explicitly** to the text as the basis for the answers.	**Clarification**: Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers. **In the Classroom:** As students read, they make annotations, noting details and ideas that are confusing and interesting. Students note questions they have about content or words. Students may record their annotations in the margins of the copied text, in response journals, or on sticky notes. Students share them with partners. The teacher facilitates a shared reading of a literary text and uses chart paper to record students' questions as they read. After reading, the class answers the questions and refers to the text to find 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.	**Clarification**: Students recount stories including fables, folktales, and myths from various cultures. Students establish the central messages, lessons, or morals and explain how the important details helped communicate those ideas. **In the Classroom:** The teacher introduces the text through a think aloud, telling students how an author guides the reader to infer the central message through key details, rather than simply stating the message. The teacher records key details on a class anchor chart. After reading, the teacher guides the class through the process of how the author worked toward building a theme using the information on the anchor chart. events listed in sequential order, and ends with a conclusion. Students recount familiar stories to partners or in small groups. Using a read aloud of a text, the teacher models how to recount the story. He/she explains that a recount begins with an introduction statement, followed by major

THIRD GRADE PRIORITY STANDARDS

RL.3.3	**Clarification**:
Describe characters in a story and explain how their actions contribute to the **sequence of events**.	Students describe characters in a story by including their traits, motivations, and feelings. Students explain how the characters' actions add to the plot and influence the events in the story.
	In the Classroom:
	The teacher thinks aloud about how to use a specific detail from the text to describe a character. He/she models orally and in written form. Students follow this process to analyze and describe characters orally and in written form. They note details from the text that led them to believe their ideas.
	Using a shared text, the teacher reads aloud and models, noticing how a character advances the plot. Using a plot map individually or in groups, students note specific events and discuss how the characters influenced each event.
RL.3.4	**Clarification**:
Determine the meaning of words and **phrases** as they are used in a text, identifying words that impact the meaning in a text.	Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking and to determine which words have an effect on the overall meaning in a text.
	In the Classroom:
	Using a shared text and a document camera, the teacher models for students how to highlight unknown words and annotate the text in the margins, noting details that help them figure out the unfamiliar words.
	The teacher models using the strategy, "creating pictures for words and phrases" by drawing pictures in the margins.
	Using a shared text, the teacher provides examples of words in the text that influence the meaning by pointing out the most important words and talking about how the chosen words contribute to the meaning of the text.

RL.3.5	**Clarification**:
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.	Students use correct terminology such as chapter, scene, and stanza when writing and talking about specific parts of stories, dramas, and poems. Students explain how each part builds on previous parts of the text.
	In the Classroom:
	The teacher provides direct instruction on elements of stories, dramas, and poems. The teacher uses a variety of graphic organizers to guide students' understanding of the story structure of each genre and provides opportunities for students to read texts in all three genres. The teacher uses a Semantic Features Analysis graphic organizer of the three genres that lists key elements of the three genres. As students read texts in those genres, they place checks in the appropriate boxes when they encounter the listed elements and also add additional elements they come across.
	Using a shared text, the teacher and students build a flowchart of the main events of the text by thinking aloud and referring to how the successive parts build on earlier ones. When the flowchart is complete, the teacher guides students to analyze and discuss how each event builds on the next. Students provide this description in written form.
RL.3.6	**Clarification**:
Distinguish their own **point of view** from that of the narrator or those of the characters.	Students determine the point of view of the narrator or character in a story and recognize how it is similar or different from their own point of view.
	In the Classroom:
	The teacher reads a shared text and models how to determine the author's viewpoint by annotating details that reveal the author's beliefs, thoughts, feelings, and/or perspective. The teacher models how to write a paragraph distinguishing his/her own point of view from the author's. Students read and annotate an assigned text by marking details that reveal the author's point of view. Students write paragraphs distinguishing their own point of view from the author's.
	After reading a text, students write journal entries about a character's point of view about an event in the text. Then students write journal entries from their own point of view about the same event. Students then switch their entries with other students. Students read their partners' entries and highlight the differences and similarities between the viewpoints in two different colors.

RL.3.7	**Clarification**:
Explain how specific aspects of a text's **illustrations** contribute to what is **conveyed** by the words in a story.	Students describe how specific details in a text's illustrations provide additional meaning and more information to what has been communicated by words. For example: how the illustrations contribute to the mood or emphasize aspects of characters or settings.
	In the Classroom:
	The teacher reads a story aloud without showing the illustrations. Students use describing words to tell about the assigned element (setting, characters' traits, plot, or mood). The teacher records the students' responses. The teacher rereads the story showing the illustrations. Students add to the category based on what the illustrations revealed. Students decide if any original descriptions need to be removed after seeing the illustrations. They each write a paragraph about how the illustrations provide additional information about the assigned element by describing the additional details found in the illustrations.
	The teacher creates a set of cards with words describing various settings, moods, or character traits gathered from previously read stories. Each student takes a card and creates an illustration that gives more information about the word on the card. The class explains how the illustrations add details about the words on the card.
	After reading a story, students create T-charts with words and pictures as headings. The teacher gives the category. Examples include mood, character, plot, and setting. Students fill out their charts by listing what the words and illustrations tell them about that category. Using the notes in their charts, students write sentences describing how the pictures add to their understanding of the mood, character, plot, or setting.
RL.3.8	Not applicable to literature.
RL.3.9	**Clarification**:
Compare and contrast the **themes**, **settings**, and **plots** of stories written by the same author about the same or similar characters.	Students determine how the themes, settings, and plots are similar and different in stories written by the same author (books in a series) that contain the same or similar characters.
	In the Classroom:
	During a read aloud of two books by the same author that contain the same characters, the teacher poses think aloud questions to compare and contrast the themes, settings, or plots of the stories. Students turn and talk to partners to answer the questions. The teacher chooses individual students to respond to the questions, records the similarities or differences of that element on sticky notes, and places them accordingly on a Venn diagram.
	The teacher chooses two texts from a series. Students work in pairs. The teacher assigns one text to one student and the other text to his/her partner. Each pair completes a graphic organizer that addresses the theme, setting, and plot for the assigned text. Pairs come together and highlight the similarities in one color and the differences in another color.

RL.3.10	**Clarification**:
By the end of grade 3, read and understand literature at the high end of the 2-3 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.	By the end of grade 3, students competently read and understand literary texts on the high end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.
	In the Classroom:
	The teacher creates text sets with a range of complexities and provides students with opportunities to self-select texts from the set.
	The teacher highlights a literary text for the week (drama, poetry, fiction). He/she challenges students to read a similar text throughout the week. Students who meet the challenge participate in a one-minute "tell all" where they discuss something they want the class to know about their books.
	Students apply reading strategies to literary texts. After reading, students write one strategy they used to help them understand the text.

Reading for Informational Standards	Clarification/In the Classroom
RI.3.1	**Clarification**:
Ask and answer questions to demonstrate understanding of a text, referring **explicitly** to the text as the basis for the answers.	Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.
	In the Classroom:
	Using a shared text, the teacher provides a short list of text-dependent questions. He/she models how to find the answers to the text-dependent questions in the text. The teacher highlights where the answers are found in the text.
	The teacher uses chart paper to record students' questions about a shared text as they read. After reading, students return to the chart and answer text-dependent questions. Students record answers in response journals. Students use clearly stated details from the text to support their answers.

RI.3.2	**Clarification**:
Determine the **main idea** of a text; **recount** the **key details** and explain how they support the main idea.	Students establish the main idea of an informational text. They tell important details in sequential order and explain how the details strengthen the author's main idea.
	In the Classroom:
	Using a shared text, the teacher models for students marking words and phrases that provide clues to figuring out the main idea. Students work independently using another text.
	The teacher introduces the text by telling the students the main idea of the text. He/she sets the purpose for reading by telling students they are going to look for details the author uses to describe or support the main idea. The teacher works with students to record key details on a class anchor chart. After reading, the teacher uses the information on the anchor chart to guide the class through the process of how the author worked towards supporting the main idea.
RI.3.3	**Clarification**:
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**.	Students explain the relationship within a series of historical events, scientific ideas or concepts, or steps in a technical procedure. Students use words that are relevant to time, sequence, and cause/ effect.
	In the Classroom:
	The teacher provides texts on a scientific concept, a historical event, or a technical procedure. Students use flowcharts to illustrate the series, steps, ideas, or concepts. Next to the arrows, students describe and explain the connections.
	The teacher models with a shared text how to determine the organization of a text by cause/effect. He/she reads the text and highlights signal words that indicate cause/effect.

RI.3.4	**Clarification**:
Determine the meaning of **general academic** and **domainspecific words** and **phrases** in a text relevant to a grade 3 **topic** or subject area.	Students examine the text to figure out the meaning of words and phrases appropriate to third grade topics and subject areas, using the context to inform their thinking.
	In the Classroom:
	Using a shared text, the teacher models for students how to determine the meaning of an unfamiliar word. The teacher models how to look "all around the word" for clues to help determine the meaning.
	The teacher introduces new text. Students record unknown words from the text on sticky notes and work in partners or small groups to "figure out" the meaning, using clues in the text. The teacher monitors students as they are working through the unfamiliar words and provides support as needed through modeling and questioning.
	The teacher chooses an informational text on a grade 3 topic and makes a list of vocabulary words students will encounter. As students read the text, the teacher asks them to find any other words that might add to their understanding of the topic. Students highlight them in their text and try to figure out the meanings using context clues. They check to see whether they were correct; if not, they add the meaning with a synonym and a visual if possible. The teacher creates a word wall as a visual for the content words.
RI.3.5	**Clarification**:
Use **text features** and **search tools** to locate information relevant to a given **topic** efficiently.	Students use text features and search tools such as key words, sidebars, and hyperlinks to help them find information specific to a topic quickly and easily.
	In the classroom:
	The teacher guides students to preview the text features in a book or search tools in a website. The teacher asks students: What features do you see? What are they for?
	How do they help you understand the text? Then the teacher charts their responses for future reference.
	The teacher provides students with numerous examples of informational texts. Students work independently to identify text features and record them in response journals. Students share them with a small group and discuss why the text features are useful to the reader.
	The teacher sets the purpose for reading by telling the students he/she is interested in learning something specific about _____ from this text. With this purpose set, the teacher models for students the relevant text features of the text or search tools in the website. The teacher demonstrates how to use them to locate what he/she is searching for. The teacher Invites the students to search for something specific from the text. Students explain their processes of finding the information either orally or in written form.

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RI.3.6	**Clarification**:
Distinguish their own **point of view** from that of the author of a text.	Students identify the author's point of view and determine how it is similar to and different from their own points of view.
	In the classroom:
	The teacher creates a T-chart with the headings "author" and" self". The teacher reads an informational text and annotates the text, noting details that reveal the author's thoughts, feelings, and/or perspective. The teacher notes the details on the T-chart. Then the teacher models aloud how she/he feels about the same topic and records the details on the other side of the T-chart. The teacher uses the T-chart to create a sentence distinguishing the author's viewpoint from his/her own. Students use a new text to complete a T-chart and create sentences of the two viewpoints, following the teacher's example.
	After reading an informational text, students create a three-flap foldable. Students write the topic under the first flap, the author's viewpoint under the second flap, and their own viewpoint of the topic under the third flap. Students share their foldables with partners.
RI.3.7	**Clarification**:
Use information gained from **illustrations** and the words in a text to demonstrate understanding of the text.	Students use the words in a text and information they learned from illustrations (maps, photographs) to show they understand the text, including where, when, how, and why key events occur.
	In the Classroom:
	As students read an informational text, they annotate what each illustration shows using one sticky note for each illustration. Students also note the important information and key details from the text using sticky notes. Students share their thinking in groups.
	The teacher provides a text to students with the text features missing. Students add appropriate, relevant text features. The teacher might also provide students with a text feature like a chart or a diagram. Students then write relevant text about the text feature.

RI.3.8	**Clarification**:
Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	Students explain how the author links ideas in sentences and between paragraphs to contribute to particular points in the text (e.g. because, also, next or first, second, third).
	In the Classroom:
	The class brainstorms a list of signal words. During a shared reading, the teacher models how to determine the connection between specific points of paragraphs or sentences by highlighting signal words. Using one color, students read a short text and highlight the signal words that help them determine how the ideas in sentences link. They use a different color to mark the connections between paragraphs. They share how these links connect ideas.
	The teacher creates sentence strips dividing sentences at the signal word. Students reconstruct the sentences, making sure that the two parts link to form an idea.
RI.3.9	**Clarification**:
Compare and contrast the most important points and **key details** presented in two texts on the same **topic**.	Students explain the similarities and differences of the key points and details provided in two texts on the same topic.
	In the Classroom:
	The teacher chooses two informational texts on the same topic. The teacher divides the students into two groups and assigns a text. Each group works to determine the text's important ideas and key details. Students record the information on posters and display them. After both posters are shared, each group creates a graphic organizer comparing/contrasting the two texts based on the information shared.
	Students work in pairs to read two informational texts on the same topic. One student underlines the differences in ideas and key details between the two texts in one color, and the other student underlines the similarities in the ideas and key details in another color. The students then report the similarities and differences in ideas and key details through talking, writing, or recording.

RI.3.10	**Clarification**:
By the end of grade 3, read and understand **informational texts** at the high end of the 2-3 **text complexity band proficiently** and **independently** for sustained periods of time. Connect prior knowledge and experiences to text.	By the end of grade 3, students competently read and understand informational texts on the high end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.
	In the Classroom:
	Before reading an informational text, students work in pairs to create graphic organizers of what they already know about the subject/topic. Students share their answers aloud. During reading, the teacher connects the students' answers to information in the text.
	The teacher creates a text set with a range of complexities on a nonfiction topic related to the class' anchor text. The teacher provides students with the opportunity to self-select texts from the set for independent reading. Each student writes one sentence about what he/she has learned. The teacher collects the sentences and combines them into a class booklet about the topic, making it available for students to read throughout the year.

Foundational Skills Standards	Clarification/In the Classroom
RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).	**Clarification**: Students create pieces of writing that are easy for others to read in manuscript and cursive. **In the Classroom:** The teacher models readable handwriting throughout daily instruction. The teacher models forming the letters on the board or document camera. Students use whiteboards to practice the letters. The teacher can quickly assess who needs additional guidance. The teacher schedules daily journal time for students. While journaling, students focus on manuscript and cursive handwriting.
RF.3.4 Know and apply grade-level phonics and word **analysis** skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational **suffixes**. b. **Decode** words with common Latin suffixes. c. Decode **multisyllabic** words. d. Read grade-appropriate irregularly spelled words.	**Clarification**: Students read words using grade-level appropriate strategies. • Students recognize and know the meaning of the most common prefixes and suffixes. • Students read words with common Latin prefixes. • Students read words with more than one syllable. • Students read grade appropriate words that do not follow normal spelling patterns. **In the Classroom:** In a guided reading lesson, the teacher uses prompts such as: "Look at the end (or beginning) of the work and try again. Does the word have a suffix of prefixd that you are already familiar with?" The teacher has index cards with root words, prefixes, and suffixes. Root words are on one color index card, prefixes on another color, and suffixes on a third color. Cards are passed out to students. The teacher calls a root word to the front of the room. Multiple prefixes and suffixes are called to the front of the room, changing repeatedly to show the children all of the new words they can build and read with their new knowledge of the affixes that have just worked with. Students are encouraged to use these new word parts in their writing throughout the day.

RF.3.5	**Clarification**:
Read with sufficient accuracy and **fluency** to support comprehension. a. Read on-level text with **purpose** and understanding. b. Read on-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.	Students read grade-level text smoothly and with enough accuracy so that they understand the text. • Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). • Students read stories, poems, and other texts correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings. • Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. **In the Classroom:** The teacher models fluent reading during a read aloud. The teacher makes direct and explicit comments about his/her accuracy, the pace of the reading, and the enunciation when appropriate. He/she can also model how to do it incorrectly (e.g. too slow or too fast, with a lack of expression, with mistakes), and then the teacher can reiterate how to read the text correctly. Students read both poetry and prose with their partners and evaluate each other on the different elements of fluency (accuracy, rate, expression). Teacher and students use a rubric that was prepared ahead of time to provide feedback.

Writing Standards	Clarification/In the Classroom
W.3.1 Write opinion pieces on topics or texts, supporting a **point of view** with **reasons**. a. Organize information and ideas around a **topic** to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use **linking words and phrases** to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising** and **editing**, with consideration to **task** and **purpose**.	**Clarification**: Opinion writing is the first developing form of argument writing. Opinion writing has many purposes -- to convince the reader that the writer's position is correct, to change the reader's point of view, or to encourage the reader to take action. Writers use reasons and information to support their points of view. At third grade, students are able to take a position on a topic or text and provide reasons that support the position that has been taken. The teacher supports the development of being able to write opinion pieces by exposing students to rich texts that clearly take positions and provide lists of reasons in support of these positions. The teacher in third grade needs to model the writing process for opinion pieces in order to help students understand how to take a position and support it with reasons. This starts by helping students identify a topic where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in group research in order to find reasons to support the position students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write concluding statements or sections connected to their opinions. Students then revise and edit their writing to ensure their positions have adequate support, follow writing conventions, and use correct grammar and spelling. Peer review and editing are an important part of this process. Additionally, the teacher conducts writing conferences with students through the drafting and revising process to support students at third grade with writing a well-supported opinion piece. During the editing process, the teacher and peers guide students and consider the task and purpose of the pieces. Guiding questions for this purpose might include "Do the reasons given support my opinion?" and "Did I complete my task and achieve my purpose?"

W.3.2	**Clarification**:
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together, include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions, and details. d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With Guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.	Informative/explanatory writing communicates information. It has many purposes – to increase the reader's understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer "what," "how," and "why" questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader's knowledge of a given topic. it is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people's behaviors. Third graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic. The teacher supports the development of being able to write informative/explanatory texts by exposing students to relevant, interesting, detailed texts that provide information that can be clearly and easily understood. The teacher in third grade needs to model the writing process for informative/explanatory texts in order to help students understand the structure of informative/explanatory writing. This begins by helping students identify an appropriate topic for informative/explanatory writing. The teacher involves students in group research in order to assist students with gathering information and ideas related to their topic. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students' writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph. Students may choose to include illustrations within their writing to help the reader's understanding of the text. Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students at third grade with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include "Do I identify my topic?" and "Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?" A final copy is published and shared with readers.

W.3.3	**Clarification**:
Write narratives to develop real or imagined experiences or **events** using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a **topic** to plan and prepare to write**.** b. Establish a situation and introduce a narrator, and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and **descriptions** of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use **temporal transition words** and **phrases** to signal event order. e. Provide a sense of **closure**. f. With guidance and support from peers and adults, develop and **strengthen** writing as needed by **revising** and **editing**, with consideration to **task** and **purpose**.	Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Third graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events. The teacher supports the development of narrative writing by exposing students to narrative stories that use rich sensory details to describe an event. The third-grade teacher needs to model the writing process for narrative pieces in order to help students understand how to write a story that moves in sensible order and uses concrete details. This begins by helping students generate lists of events they have experienced or can imagine experiencing in order to identify topics for their narrative pieces. The teacher provides the students with graphic organizers to help them sequence story events and identify relevant details to include. Students begin composing their drafts by creating the circumstances surrounding their chosen topics, including the narrators, and/or the characters. Students then unfold the sequence of events in a manner that is unforced. Students use dialogue and descriptions of narrator and/or character actions, thoughts, and feelings to add to the experience and events. They also show character responses to other characters and circumstances in the narrative. To signal the order of events, students use temporal words and phrases. Students end their narratives in a way provides some sense of closure. Students then revise their writing to ensure that their narrative uses effective narrative techniques, concrete details, and a natural order of events. Students edit their writing to ensure their narrative follows writing conventions, uses correct grammar, and contains proper spelling. Peer review and editing are important parts of this process. Additionally, the teacher conducts writing conferences with students through the drafting, revising, and editing processes to support third grade students with narrative writing. During the revising and editing processes, the teacher and peers guide students to consider the task and purpose of the piece. Guiding questions for this purpose might include "Is my narrative persuasive, informative, and entertaining, or does it simply share an experience?" and "Do I use enough dialogue and description to make my narrative interesting?"

W.3.4	**Clarification**:
With guidance and support from adults, use **digital tools** and resources to produce and **publish** writing (using word processing skills) as well as to **interact** and collaborate with others.	Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers, as well as practice word processing skills. The teacher provides support and guidance.
	In the Classroom:
	In small groups, students become familiar with word processing tools by typing pieces of original writing. Students practice typing, titling, saving, printing, and sharing their writing.
	The teacher guides students in creating documents in an online space and sharing them with other students. Students share their documents with other classes within the school to collaborate and interact through peer feedback.
W.3.5	**Clarification**:
Conduct short research projects that build knowledge about a **topic**.	Students investigate a specific topic and completes a short research project to build knowledge about that topic.
	In the Classroom:
	After reading aloud a text, the teacher assigns a related topic for students to research further, or the teacher may allow students to select a topic to research that piqued their interest during the read-aloud. Students take notes on pieces of paper folded into four sections. Each section is labeled with a heading either determined by the teacher or added by the student. During class or computer lab time, students are given the opportunity to search for this information on their topic and add it to the graphic organizer.
	Students use kid-friendly search engines to research a topic. From the sources, students glean important information about the topic. Students take notes on graphic organizers with blank columns and headings. As pieces of information are found, students write the information in each column and determine the appropriate heading titles.
W.3.6	**Clarification**:
Recall information from experiences or gather information from print and **digital sources**; take brief notes on sources and sort **evidence** into provided categories.	Students think about and use personal experiences and/or information collected from print and digital resources. Students take simple notes and sort the information into categories, which are provided by the teacher.
	In the Classroom:
	Students find relevant information in print sources, such as books or articles, and digital sources, such as reputable Internet websites. Students take notes by writing important information on sticky notes. Sticky notes are then organized into teacher created categories.
	The teacher models how to read and take brief notes. He/she uses a graphic organizer to collect the notes about what he/she already knew about the topic and what he/she learned from the text. Students use the same type of graphic organizer when taking notes about a studied topic or when answering a question.

Speaking and Listening Standards	Clarification/In the Classroom
SL.3.1 Engage effectively in a range of collaborative discussions (oneon-one, in groups, and teacherled) 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. 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	**Clarification**: Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on third grade topics and texts. They communicate their own ideas and add to what others are saying. • Students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence). • The teacher and students create discussion guidelines (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). • Students ask each other questions to help clarify their understanding of the information presented, stay on topic, and make connections between their comments and the remarks of others. • Following a discussion, students explain their own ideas and communicate their understanding of the topic. **In the Classroom:** The teacher models and supports instruction with example conversation starters (e.g., "I agree with…because…, I'm confused by your last point, How do you justify your perception of... Could you clarify it for me?"). The teacher Includes as many higher order thinking questions/stems as possible. The teacher and students create anchor charts to use as reference tools showing the rules and expectations, the conversation starters, and the rubric for assessing participation during discussions.

SL.3.2	**Clarification**:
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.	Students determine the main ideas from a text that is read aloud or information presented in various ways and forms such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos). Students establish which details support the main ideas.
	In the Classroom:
	A chart or table is presented. The teacher models how to determine the main ideas and supporting details by highlighting words and phrases in and around the chart/table.
	The teacher projects a photograph worthy of discussion. Students work in small groups or partners to discuss what they are seeing. The teacher monitors the students' discussions. For the next discussion, using the same photo, the teacher posts a prompt related to the photo. For example: "What does this picture reveal about….? "This provides guidance to lead students to a possible main idea. Students continue discussing the details in the photo. In shared writing, the teacher records the details under the prompt. He/she then provides a main idea statement and asks students for a supporting detail.
SL.3.3	**Clarification**:
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Students ask questions about the information a speaker has provided. They also answer questions about the information presented using details.
	In the Classroom:
	The teacher models for students how to answer questions adding elaboration and details. Students then practice in pairs.
	Students listen to a speaker (audio or video). The teacher stops at particular sections for students to record their questions. Students work in partners to answer the questions. In a whole class share out, the teacher asks students to share examples of answers that were more detailed.

SL.3.4	**Clarification**:
Report on a **topic** or text, tell a story, or **recount** an experience with appropriate facts and **relevant, descriptive details**, speaking clearly in complete sentences at an understandable pace.	Students present reports on a topic or a text. They tell stories about personal experiences using suitable facts and vivid details. Students use complete sentences and speak at a pace the audience can follow.
	In the Classroom:
	The teacher models for students how to plan to tell a story or recount an experience using a storyboard. He/she guides students through the process of organizing their information on the storyboard, reminding them to use sequential order, facts, and descriptive details. Students practice their presentations using the 4-corner strategy. Students are divided into four groups. Each group goes to a corner of the classroom. Students in each group practice their presentations in the small groups and receive feedback to improve their presentations.
	Students select a topic. They use notecards to record facts and descriptive details about the topic. Students place the notecards in order. They record their speeches and use a rubric to self-reflect on the pace and the use of complete sentences.
SL.3.5	**Clarification**:
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.	Students create interesting audio recordings of stories and poems that flow easily at an understandable speed. They use images to enrich specific details.
	In the Classroom:
	Students record themselves reciting a poem or telling a story. They listen to the recordings and complete a selfreflection rubric that targets pace and reading smoothly.
	They practice and re-record. The teacher collects all of the recordings and provides a link/tape/CD to share with parents or classmates.
	Students practice engaging poems as a whole-class choral exercise. Students work in pairs to then recite their favorite poem together, using visuals to enhance details.

Language Standards	Clarification/In the Classroom
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.	**Clarification**: See Language Grammar Continuum
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.	**Clarification**: See Language Grammar Continuum
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.**	**Clarification**: Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening. • Students choose words and phrases that will have the greatest impact on the reader when writing or speaking. • Students identify the differences in written and spoken English when writing, speaking, reading, or listening. **In the classroom:** The teacher reads aloud a variety of mentor texts and identifies specific words and phrases the authors use to convey their messages to the reader. Students discuss in pairs how those choices add meaning and style to the text. Using a piece of their own writing, students highlight words and phrases they have used for effect. Students revise their words and phrases to ones that will have a greater impact. Students work in pairs and read a provided text in written standard English, noting specific words and complete sentences used to convey the message. In pairs, students take turns talking to each other about something they did over the weekend. Record the conversations if possible. Students note specific words used (informal or slang), the tone, and the facial expressions. Students discuss how the example of written English differs from spoken English.

L.3.4	**Clarification**:
Determine and/or clarify the meaning of unknown and **multiple-meaning words and phrases** based on grade 3 reading and content, choosing flexibly from a range of strategies: **context clues**, word parts, **word relationships**, and **reference materials.**	Students figure out and/or confirm the meaning of grade 3 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies:
	• Use sentence-level context as a clue to the meaning of a word or phrase: Students use the words around the unknown words to determine the meaning of that word.
	• 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: students understand the meaning of a word when a known affix is added.
	• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion): Students recognize and use known root words when reading an unknown word with the same root word.
	• Identify real-life connections between words and their use: Students think about new words in familiar contexts. For example: describe people who are friendly or helpful.
	• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases: Students reference grade appropriate glossaries and dictionaries when determining or clarifying unknown words or phrases.
	In the classroom:
	The teacher displays a text with multiple unknown words highlighted and models how to use a strategy to determine the meaning. Students then work in pairs and choose which strategy would be the most effective to clarify the meaning of two more examples provided by the teacher. Students share with the class.
	The teacher models how to understand the meaning of a word by analyzing its parts: prefix, root word, then suffix. The teacher provides each student with a notecard that has a root word printed on it with a prefix, suffix, or both added to the root. Students individually use what they know about the meaning of the affixes and roots to write the meaning of their words. Students exchange cards with partners to determine if the meaning is correct.
	The teacher models how to use a dictionary and/or glossary to find the meaning of unknown words in a grade 3 text. Students practice finding the meaning of additional unknown words using dictionaries or glossaries during guided practice. While reading, students apply this strategy to determine meanings of words and phrases during independent reading.

L.3.5	**Clarification**:
Demonstrate understanding of **nuances** in word meanings. c. Distinguish the **literal** and **nonliteral** meanings of **words and phrases** in context. d. Distinguish shades of meaning among related words that **describe** states of mind or degrees of certainty.	Students show they understand the subtle differences in word meanings. • Students determine the meaning of literal and nonliteral words and phrases from context, such as *take steps*. • Students recognize the subtle differences among related words that describe states of mind or degrees of certainty, such as *knew, believed, suspected, heard, wondered.* **In the classroom:** In whole group instruction, the teacher projects a text that has many literal and nonliteral examples of words and phrases. The teacher reads aloud a portion of the text and identifies a word or phrase. Then, he/she thinks aloud about the word. "What is the text saying? What is the literal meaning? What clues can I use to figure this out?" What is the context suggesting it means (nonliteral)? The teacher models highlighting words that help determine the meaning. As the teacher continues to read the text aloud, students work in pairs to determine the literal and nonliteral meaning of other examples. The teacher provides students with a text that describes a character and lists several words that describe that character's state of mind (mood). In pairs, students discuss how the words are related.
L.3.6	**Clarification**:
Acquire and use accurately grade-appropriate **conversational**, **general academic**, and **domain-specific words** and **phrases**, including those that signal **spatial** and **temporal relationships**.	Students learn and correctly use Tier 1, Tier 2, and Tier 3 words and phrases. They use words that indicate time (when) and space (where) relationships. (e.g., After dinner that night, we went looking for them). **In the Classroom:** Students create "Word Journals". They collect words from the texts they read, the conversations and discussions they have, and from multiple subject areas. They include words that signal spatial and temporal relationships. The teacher uses a two-column chart and asks students to brainstorm words that indicate spatial relationships (describing where an object or person is located in relation to another object or person) and words that signal temporal relationships (words indicate that there is a relationship involving time and/or logic). Students refer to the chart and revise a piece of writing to add more spatial and temporal words.

Reading Literature and Reading Informational Text Priority Standards

KINDERGARTEN	
PRIORITY STANDARDS	
RL.K.3: With prompting and support, identify **characters**, settings, and major events in a story.	RI.K.3: With prompting and support, **describe** the connection between two individuals, **events**, ideas, or pieces of information in a **text**.
RI.K.4: With prompting and support, ask and answer questions about words in a **text**.	RF.K.1: Demonstrate understanding of the organization and basic features of print. (a-d)

FIRST GRADE	
PRIORITY STANDARDS	
RL.1.2: **Retell** stories, including **key details**, and demonstrate understanding of their **central message** or lesson**.	**RL.1.9**: **Compare and contrast** the adventures and experiences of characters in stories.
RI.1.2: Identify the **main topic** and **retell key details** of a **text.**	**RI.1.5**: Know and use various **text features** to locate key facts or information in a **text**.

SECOND GRADE	
PRIORITY STANDARDS	
RL.2.2: **Recount** stories, including **fables** and **folktales** from diverse cultures, and determine their **central message**, lesson, or **moral**.	RI.2.3: **Describe** the connection between a series of historical **events**, scientific ideas or concepts, or steps in **technical procedure**s in a **text**.
RI.2.9: **Compare and contrast** the most important points presented by two texts on the same topic.	

THIRD GRADE	
PRIORITY STANDARDS	
RL.3.3: **Describe** characters in a story and explain how their actions contribute to the **sequence of events**.	RL.3.4: Determine the meaning of words and **phrases** as they are used in a text, identifying words that impact the meaning in a text.
RI.3.2: Determine the **main idea** of a text; **recount** the **key details** and explain how they support the main idea.	RI.3.8: **Describe** how the author connects ideas between sentences and paragraphs to support specific points in a text.

FOURTH GRADE	
PRIORITY STANDARDS	
RL.4.2: Determine a **theme** of a story, **drama**, or **poem** from details in the text; **summarize** the text.	RL.4.6: **Compare and contrast** the **point of view** from which different stories are narrated, including the difference between first- and third-person narrations.
RI.4.3: Explain **events**, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.4.6: **Compare and contrast** a **firsthand** and **secondhand account** of the same event or **topic**; **describe** the differences in focus and the information provided.

FIFTH GRADE	
PRIORITY STANDARDS	
RL.5.2: Determine a **theme** of a story, **drama**, or **poem** from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a **topic**; **summarize** the text.	RL.5.5: Explain how **chapters**, scenes, or **stanzas** provide the overall structure of a particular story, **drama,** or **poem**.
RI.5.2: Determine two or more **main ideas** of a text and explain how they are supported by **key details**; **summarize** the text.	RI.5.5: **Compare and contrast** the overall structure of **events**, ideas, concepts, or information in two or more texts.
RI.5.8: Explain how an author uses **reasons** and **evidence** to support particular points in a text, identifying which reasons and evidence support which point(s).	