



**Brookhaven School
District Pacing Guide
2019-20 Third Grade ELA**

1 st Nine Weeks			
Timeline (Specific Dates)	Concepts and Skills for the Time Period (in the language of the standards)	Standards	Resources
Aug. 6-16	<p>(RL) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers -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 detail in the text -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.</p> <p>(RI) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>(RF) -Decode multi-syllable words.</p> <p>(L) -Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. -Form and use regular and irregular plural nouns. -Use abstract nouns (e.g., childhood). -Capitalize appropriate words in titles. -Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. -Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>(SL) 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. -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. -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). -Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. -Explain their own ideas and understanding in light of the discussion. -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. -Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.)</p>	<p>RL.3.1 RL.3.2 RL.3.5 RI. 3.1 RF. 3.3c L.3.1a L.3.1b L.3.1c L.3.2a L.3.2f L.3.2g SL.3.1 SL3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.3 SL.3.4 SL.3.5 SL.3.6</p>	<p>Corecommonstandards.com binder, Journeys (supplemental), Novels and various texts, Teachers Pay Teachers, Drops in a Bucket, News ELA, Time for Kids, Read Works, Moby Max computer program</p>

	<p>(W) Write informative/explanatory texts to examine a topic and convey ideas and information clearly -Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. -Develop the topic with facts, definitions, and details. -Use linking words and phrases (e.g., <i>also, another, and more, but</i>) to connect ideas within categories of information. -Provide a concluding statement or section.</p> <p>- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3). - 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. - Conduct short research projects that build knowledge about a topic. - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.4 W.3.5 W.3.6 W.3.7 W.3.8	
Aug. 19-30 **4 th Week is Informative Writing Test**	<p>(RL) -Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. -Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>(RI) - Describe the logical connection between particular sentences and paragraphs.</p> <p>(RF) - Read grade-level text with purpose and understanding.</p> <p>(L) -Use coordinating and subordinating conjunctions. -Produce simple, compound, and complex sentences. -Recognize and observe differences between the conventions of spoken and written standard English</p> <p>(SL) 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. -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. -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). -Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. -Explain their own ideas and understanding in light of the discussion.</p> <p>-Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. -Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See</p>	RL.3.3 RL.3.7 RI.3.8 RF.3.4a L.3.1h L.3.1i L. 3.3.b SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL. 3.1d SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6	

	<p>(W) Write informative/explanatory texts to examine a topic and convey ideas and information clearly -Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. -Develop the topic with facts, definitions, and details. -Use linking words and phrases (e.g., <i>also, another, and more, but</i>) to connect ideas within categories of information. -Provide a concluding statement or section.</p> <p>*WRITING TEST (Informational)</p>	<p>W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d</p>	
<p>Sept. 3-13</p> <p>Sept. 6 4.5 Week Test</p> <p>6th Week- Informative Writing Test</p>	<p>(RL) -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>(RI) -Determine the meaning of general and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. -Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>(RF) -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>(L) -Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>(SL) -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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.</p> <p>-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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.)</p> <p>(W) Write informative/explanatory texts to examine a topic and convey ideas and information clearly -Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. -Develop the topic with facts, definitions, and details. -Use linking words and phrases (e.g., <i>also, another, and more, but</i>) to connect ideas within categories of information. -Provide a concluding statement or section.</p> <p>*Independently read a cold passage and respond to an informative prompt within a 45-minute time period.</p>	<p>RL. 3.4</p> <p>RI. 3.4 RI. 3.5</p> <p>RF. 3.4c</p> <p>L. 3.4a</p> <p>SL.3.1 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d</p> <p>SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6</p> <p>W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d</p>	

<p>Sept. 16-Oct. 1 **7th Week is Writing Test For Informative**</p>	<p>(RL) -Distinguish their own point of view from that of the narrator or those of the characters. -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 independently and proficiently.</p> <p>(RI) -Determine the main idea of a text; recount the key details and explain how they support the main idea. -Distinguish their own point of view from that of the author of a text. -By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>(RF) -Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>(L) -Use conventional spellings for high-frequency and other studied words and for adding suffixes to base words (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. -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). -Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) -Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>(SL) -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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.</p> <p>-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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.)</p> <p>(W) Informative *Writing Test*</p> <p>Opinion (Begin Week 8) Write opinion pieces on topics or texts, supporting a point of view with reasons. -Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. -Provide reasons that support the opinion. -Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. -Provide a concluding statement or section.</p>	<p>RL.3.6 RL.3.10</p> <p>RI.3.2 RI.3.6 RI.3.10</p> <p>RF3.3a</p> <p>L.3.2e L.3.4b L.3.4c L.3.4d</p> <p>SL.3.1 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d</p> <p>SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6</p> <p>W.3.2</p> <p>W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d</p>	
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	<ul style="list-style-type: none"> -With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3). - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 	W.3.4 W.3.5 W.3.6	
Oct. 2-8	Nine Weeks Tests Informational Prompt		
2 nd Nine Weeks			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources
Oct. 9-22 Oct. 15 Report Card Pick-up	<p>(RL) -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) -Ask and answer questions.</p> <p>(RI) -Compare and contrast the most important points and key details presented in two texts on the same topic. -Ask and answer questions.</p> <p>(RF) -Read grade-appropriate irregularly spelled words.</p> <p>(L) -Form and use regular and irregular verbs. -Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>(SL) 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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.</p> <p>-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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.)</p> <p>(W) Write opinion pieces on topics or texts, supporting a point of view with reasons. -Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>RL.3.9 RL.3.1</p> <p>RI.3.9 RI.3.1</p> <p>RF.3.3d</p> <p>L.3.1d L.3.1e</p> <p>SL.3.1 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d</p> <p>SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6</p> <p>W.3.1 W.3.1a</p>	<p>Corecommonstandards.com binder, Journeys (supplemental), Novels and various texts, Teachers Pay Teachers, Drops in a Bucket, News ELA, Time for Kids, Read Works, Moby Max computer program</p>

	-Provide a concluding statement or section.	W.3.1d	
Oct.23 – Nov.8	(RL) -Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3	
Week 12 is a Writing Test for Opinion	(RI) -Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	RI.3.3	
	(RF) -Read grade-level text with purpose and understanding.	RF.3.4a	
	(L) -Ensure subject-verb and pronoun-antecedent agreement. -Choose words and phrases for effect. - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L.3.1f L.3.3a L.3.5b L.3.5c	
	(SL) 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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion. -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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.)	SL.3.1 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6	
	(W) Write opinion pieces on topics or texts, supporting a point of view with reasons. -Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. -Provide reasons that support the opinion. -Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. -Provide a concluding statement or section.	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d	
	*Independently read a cold passage and respond to an opinion prompt within a 45-minute time period.		

Nov. 11 – Nov.22	(RL) -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).	RL. 3.7	
Week 14 is a Writing Test for Opinion	-Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3	
	-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	RL.3.4	
Nov. 13 4.5 Week Test	-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.	RL.3.5	
	-Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6	
	(RI) -Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5	
	-Distinguish their own point of view from that of the author of a text.	RI.3.6	
	-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).	RI. 3.7	
	(RF) -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4c	
	(L) -Use commas in addresses.	L.3.2b	
	-Use commas and quotation marks in dialogue.	L.3.2c	
	-Form and use possessives.	L.3.2d	
	-Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)	L.3.5a	
	(SL) 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.	SL.3.1	
	- 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.	SL. 3.1a	
	- 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).	SL. 3.1b	
	- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	SL. 3.1c	
	- Explain their own ideas and understanding in light of the discussion.	SL.3.1d	
	-Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL. 3.2	
	- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL. 3.3	
	-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.	SL. 3.4	
	-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual	SL. 3.5	

	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> -Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. -Provide reasons that support the opinion. -Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. -Provide a concluding statement or section. <p>*Independently read a cold passage and respond to an opinion prompt within a 45-minute time period. (Writing Test—Week 15)</p>	<p>W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d</p>	
<p>Dec. 2-13</p>	<p>(RL) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers -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 independently and proficiently.</p> <p>(RI) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. -Determine the main idea of a text; recount the key details and explain how they support the main idea. - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. -By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>(RF) -Read grade-appropriate irregularly spelled words.</p> <p>(L) -Use coordinating and subordinating conjunctions. -Produce simple, compound, and complex sentences. -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., After dinner that night we went looking for them.)</p> <p>(SL) 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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.</p> <p>-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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.)</p>	<p>RL.3.1 RL.3.10</p> <p>RI.3.1 RI.3.2 RI.3.4</p> <p>RI.3.10</p> <p>RF.3.3d</p> <p>L.3.1h L.3.1i L.3.6</p> <p>SL.3.1 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d</p> <p>SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6</p>	

	<p>(W) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> -Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. -Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. -Use temporal words and phrases to signal event order. -Provide a sense of closure. <p>-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <ul style="list-style-type: none"> - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3). - 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>W.3.3</p> <p>W.3.3a W.3.3b</p> <p>W.3.3c W.3.3d</p> <p>W.3.4</p> <p>W.3.5</p> <p>W.3.6</p>	
Dec. 16-20	<p>Nine Weeks Tests Opinion or Informational Writing on Nine Weeks Test</p>		
3rd Nine Weeks			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources
<p>Jan. 7-17 **Week 20 is Writing Test for Narrative**</p>	<p>(RL) -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>(RI) -Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>(RF) - Read grade-level text with purpose and understanding.</p> <p>(L) -Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. -Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(SL) 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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.</p> <p>-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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>RL.3.3</p> <p>RI.3.2</p> <p>RF.3.4a</p> <p>L.3.1a L.3.1g</p> <p>L.3.2</p> <p>SL.3.1</p> <p>SL. 3.1a SL. 3.1b</p> <p>SL. 3.1c SL. 3.1d</p> <p>SL. 3.2</p> <p>SL. 3.3</p>	<p>Corecommonstandards.com binder, Journeys (supplemental), Novels and various texts, Teachers Pay Teachers, Drops in a Bucket, News ELA, Time for Kids, Read Works, Moby Max computer program</p>

	<p>-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>-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>-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 for specific expectations.)</p> <p>(W) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>-Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>-Use 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>-Provide a sense of closure.</p> <p>*Writing Test for Narrative**</p>	<p>SL. 3.4</p> <p>SL. 3.5</p> <p>SL. 3.6</p> <p>W.3.3</p> <p>W.3.3a</p> <p>W.3.3b</p> <p>W.3.3c</p> <p>W.3.3d</p>	
<p>Jan. 21 – 31</p> <p>**Week</p> <p>22 is Writing Test for Narrative**</p>	<p>(RL) -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>(RI) -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.</p> <p>(RF) -Decode multi-syllable words.</p> <p>(L) -Ensure subject-verb and pronoun-antecedent agreement. -Use coordinating and subordinating conjunctions. -Produce simple, compound, and complex sentences. -Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(SL) 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>- 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>- 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>- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>- Explain their own ideas and understanding in light of the discussion.</p> <p>-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>- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>-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>-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>-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 for specific expectations.)</p>	<p>RL.3.4</p> <p>RI.3.3</p> <p>RF.3.3c</p> <p>L.3.1f</p> <p>L3.1h</p> <p>L.3.1i</p> <p>L.3.2</p> <p>SL.3.1</p> <p>SL. 3.1a</p> <p>SL. 3.1b</p> <p>SL. 3.1c</p> <p>SL. 3.1d</p> <p>SL. 3.2</p> <p>SL. 3.3</p> <p>SL. 3.4</p> <p>SL. 3.5</p> <p>SL. 3.6</p>	

	<p>(W) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none">-Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.-Use temporal words and phrases to signal event order.-Provide a sense of closure. <p>*Independently read a cold passage and respond to a narrative prompt within a 45-minute time period. (Writing Test—Week 22)</p>	<p>W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d</p>	
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<p>Feb. 3-14</p> <p>Week 24 Informative Writing Test</p> <p>Feb. 6 4.5 Week Test</p>	<p>(RL) -Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>(RI) -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). -Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>(RF) -Identify and know the meaning of the most common prefixes and derivational suffixes. -Decode words with common Latin suffixes.</p> <p>(L) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. -Choose words and phrases for effect. -Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. -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). -Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) -Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>(SL) 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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.</p>	<p>RL.3.7</p> <p>RI.3.7</p> <p>RI.3.8</p> <p>RF.3.3a RF.3.3b</p> <p>L.3.2 L.3.3a L.3.3b</p> <p>L.3.4 L.3.4a L.3.4b</p> <p>L.3.4c L.3.4d</p> <p>SL.3.1</p> <p>SL. 3.1a</p> <p>SL. 3.1b</p> <p>SL. 3.1c SL. 3.1d</p>	
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	<ul style="list-style-type: none"> -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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.) <p>Informational Writing</p>	<p>SL. 3.2</p> <p>SL. 3.3</p> <p>SL. 3.4</p> <p>SL. 3.5</p> <p>SL. 3.6</p>	
Feb.17-Mar. 3	<p>(RL)</p> <ul style="list-style-type: none"> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers -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 detail in the text -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) -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 independently and proficiently. <p>(RI)</p> <ul style="list-style-type: none"> -Compare and contrast the most important points and key details presented in two texts on the same topic. <p>(RF)</p> <ul style="list-style-type: none"> -Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p>(L)</p> <ul style="list-style-type: none"> -Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps) - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered 3.6 Acquire and use accurately grade-appropriate words and phrases. -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., After dinner that night we went looking for them.) <p>(SL)</p> <p>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> <ul style="list-style-type: none"> - 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 underdiscussion. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion. <ul style="list-style-type: none"> -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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.) 	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.9</p> <p>RL.3.10</p> <p>RI.3.9</p> <p>RF.3.4b</p> <p>L.3.5a</p> <p>L.3.5b</p> <p>L.3.5c</p> <p>L.3.6</p> <p>SL.3.1</p> <p>SL. 3.1a</p> <p>SL. 3.1b</p> <p>SL. 3.1c</p> <p>SL. 3.1d</p> <p>SL. 3.2</p> <p>SL. 3.3</p> <p>SL. 3.4</p> <p>SL. 3.5</p> <p>SL. 3.6</p>	

	Informational Writing		
March 4-6	Nine Weeks Tests Narrative or Informational Writing		
4 th Nine Weeks			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources
Mar. 16-27 Mar. 26 Report Card Pick-up	<p>(RL) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers -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 detail in the text -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>(RI) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. -Determine the main idea of a text; recount the key details and explain how they support the main idea. -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.</p> <p>(RF) -Identify and know the meaning of the most common prefixes and derivational suffixes. -Decode words with common Latin suffixes.</p> <p>(L) -Use sentence-level context as a clue to the meaning of a word or phrase. -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). -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>(SL) 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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.</p> <p>-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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.)</p> <p>(W) Opinion Writing</p>	<p>RL.3.1 RL.3.2 RL.3.3</p> <p>RI.3.1 RI.3.2 RI.3.3</p> <p>RF.3.3a RF.3.3b</p> <p>L.3.4a L.3.4b L.3.4c</p> <p>SL.3.1 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d</p> <p>SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6</p>	<p>Corecommonstandards.com binder, Journeys (supplemental), Novels and various texts, Teachers Pay Teachers, Drops in a Bucket, News ELA, Time for Kids, Read Works, Moby Max computer program</p>

<p>Mar. 30-Apr. 9</p> <p>Week 29- Opinion Writing Test</p>	<p>(RL) -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. -Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>(RI) - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. -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).</p> <p>(RF) -Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>(L) -Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps) - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>(SL) 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. - 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. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.</p> <p>-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. - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.)</p> <p>(W) Opinion Writing</p>	<p>RL.3.4 RL.3.7</p> <p>RI.3.4 RI.3.7</p> <p>RF.3.4c</p> <p>L.3.5a L.3.5b L.3.5c</p> <p>SL.3.1 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d</p> <p>SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6</p>	
<p>Apr.14-Apr.24</p> <p>Week 31 Narrative Writing Test</p>	<p>(RL) -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)</p> <p>(RI) -Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>(RF) -Decode multi-syllable words.</p>	<p>RL.3.9</p> <p>RI.3.9</p> <p>RF.3.3c</p>	

	<p>(L)</p> <ul style="list-style-type: none"> -Use sentence-level context as a clue to the meaning of a word or phrase. -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). -Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) -Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps) - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). -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., After dinner that night we went looking for them.) <p>(SL)</p> <p>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> <ul style="list-style-type: none"> - 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 underdiscussion. - 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). - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion. <p>-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> <ul style="list-style-type: none"> - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. -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. -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. -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 for specific expectations.) <p>(W) Narrative Writing</p>	<p>L.3.4a L.3.4b L.3.4c L.3.5a L.3.5b L.3.5c L.3.6 SL.3.1 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d SL. 3.2 SL. 3.3 SL. 3.4 SL. 3.5 SL. 3.6 W.3.10</p>	
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<p>Apr. 27-May 8</p>	<p>(RL) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers -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 detail in the text -Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. -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). -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) -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 independently and proficiently.</p> <p>(RI) -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. -Determine the main idea of a text; recount the key details and explain how they support the main idea. -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. -Determine the meaning of general and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. -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). -Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). -Compare and contrast the most important points and key details presented in two texts on the same topic. -By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>(RF) - Read grade-level text with purpose and understanding.</p> <p>(L) Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. -Use sentence-level context as a clue to the meaning of a word or phrase. -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). -Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion) -Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. -Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps) - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). -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., After dinner that night we went looking for them.)</p> <p>(SL) -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>- 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>RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.7 RL.3.9 RL.3.10</p> <p>RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.8 RI.3.9 RI.3.10</p> <p>RF.3.4a</p> <p>L.3.4 L.3.4a L.3.4b L.3.4c L.3.4d L.3.5a L.3.5b L.3.5c L.3.6</p> <p>SL.3.1 SL. 3.1a</p>	
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	<p>- 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>- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>- Explain their own ideas and understanding in light of the discussion.</p> <p>-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>- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>-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>-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>-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 for specific expectations.)</p> <p>(W) Narrative Writing</p>	<p>SL. 3.1b</p> <p>SL. 3.1c</p> <p>SL. 3.1d</p> <p>SL. 3.2</p> <p>SL. 3.3</p> <p>SL. 3.4</p> <p>SL. 3.5</p> <p>SL. 3.6</p> <p>W.3.10</p>	
May 11-15	Review of all standards		
May 18-22	Nine Weeks Tests Informational or Opinion Writing		