



Brookhaven School District
Pacing Guide 2017-18
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. 6-17	<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>	<p>W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d</p> <p>W.3.4</p> <p>W.3.5</p> <p>W.3.6</p> <p>W.3.7 W.3.8</p>	
<p>Aug. 20-31</p> <p>**4th Week is Informative Writing Test**</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. -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>(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 grade 3 Language standards 1 and 3 for specific expectations.)</p>	<p>RL.3.3</p> <p>RL.3.7</p> <p>RF.3.4a</p> <p>L.3.1h L.3.1i L. 3.3.b</p> <p>SL.3.1</p> <p>SL.3.1a</p> <p>SL.3.1b</p> <p>SL.3.1c SL. 3.1d</p> <p>SL. 3.2</p> <p>SL. 3.3 SL. 3.4</p> <p>SL. 3.5</p> <p>SL. 3.6</p>	

	<p>(W) Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> -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>*WRITING TEST (Informational)</p>	<p>W.3.2 W.3.2a</p> <p>W.3.2b W.3.2c</p> <p>W.3.2d</p>	
<p>Sept. 4-14</p> <p>Sept. 6 4.5 Week 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</p> <ul style="list-style-type: none"> -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>*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. 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. 1-5	Nine Weeks Tests		
2 nd Nine Weeks			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources
Oct. 8-19	<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) -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. -Provide reasons that support the opinion. -Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p>	<p>RL.3.9</p> <p>RI.3.9</p> <p>RF.3.3d</p> <p>L.3.1d L.3.1e</p> <p>SL.3.1</p> <p>SL. 3.1a</p> <p>SL. 3.1b</p> <p>SL. 3.1c SL. 3.1d</p> <p>SL. 3.2</p> <p>SL. 3.3 SL. 3.4</p> <p>SL. 3.5</p> <p>SL. 3.6</p> <p>W.3.1 W.3.1a W.3.1b W.3.1c</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>Nov.5 –Nov.16</p> <p>**Week 14 is a Writing Test for Informative**</p> <p>Nov. 12 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). -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.</p> <p>(RI) -Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. -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) -Use commas in addresses. -Use commas and quotation marks in dialogue. -Form and use possessives. -Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)</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</i>, <i>another</i>, <i>and more</i>, <i>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. (Writing Test—Week 14)</p>	<p>RL. 3.7</p> <p>RL.3.3</p> <p>RL.3.4</p> <p>RI.3.5</p> <p>RI. 3.7</p> <p>RF.3.4c</p> <p>L.3.2b</p> <p>L.3.2c</p> <p>L.3.2d</p> <p>L.3.5a</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.3.2</p> <p>W.3.2a</p> <p>W.3.2b</p> <p>W.3.2c</p> <p>W.3.2d</p>	
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	<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.</p> <p>(Writing Test—Week 15)</p>	<p>W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d</p>	
<p>Nov. 27-Dec. 9</p>	<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 -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"> -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>(RF)</p> <ul style="list-style-type: none"> -Read grade-appropriate irregularly spelled words. <p>(L)</p> <ul style="list-style-type: none"> -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>(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 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. <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 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</p> <p>W.3.3b</p> <p>W.3.3c</p> <p>W.3.3d</p> <p>W.3.4</p> <p>W.3.5</p> <p>W.3.6</p>	
Dec. 14-20	Nine Weeks Tests		
3 rd Nine Weeks			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources
<p>Jan. 8-19</p> <p>**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</p> <p>L.3.1g</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>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. 22 – Feb.2</p> <p>(4 ½ weeks test)</p> <p>**Week 21 and 22 are both Writing Test for Informative**</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 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. (Writing Test—Week 21)</p> <p>*Independently read a cold passage and respond to an informative prompt within a 45-minute time period. (Writing Test—Week 22)</p>	<p>W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d</p>	
<p>Feb. 5-16</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 SL. 3.1a SL. 3.1b SL. 3.1c SL. 3.1d</p>	

	<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>(W) POWER HOUR WRITING (Practicing all modes)</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>Feb.20-Mar.2</p>	<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 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. <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>	

	(W) POWER HOUR WRITING (Practicing all modes)		
March 5-9	Nine Weeks Tests		
4 th Nine Weeks			
Timeline (Specific Dates)	Concepts and Skills for the Time Period	Standards	Resources
Mar. 19-29	<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) POWER HOUR WRITING (Practicing all modes)</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>Apr. 3-Apr. 13 (4 ½ Weeks 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) POWER HOUR WRITING (Practicing all modes)</p>	<p>RL.3.4 RI.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.16-Apr.27</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 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. <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>(W)</p> <p>POWER HOUR WRITING (Practicing all modes)</p>	<p>L.3.4a L.3.4b</p> <p>L.3.4c L.3.5a L.3.5b L.3.5c</p> <p>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.3.10</p>	
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<p>Apr. 30-May 4</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 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.8 RI.3.9 RI.3.10 RF.3.4a 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 SL.3.1 SL. 3.1a</p>	
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	<ul style="list-style-type: none"> - 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>(W) POWER HOUR WRITING (Practicing all modes)</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 7-17	Review of all standards		
May 18-24	Nine Weeks Tests		