

Wilson County Schools



Third Grade Curriculum Framework

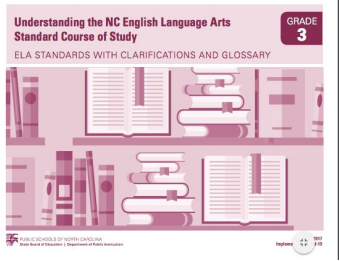
English Language Arts

2018-2019



Scan code to view 3rd Grade progressions & resources!

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District Expectations		
mClass Reading 3D	All K-3 teachers	<u>Reading 3D Benchmark Guideline</u> <u>Read to Achieve Livebinder</u> <u>NC Written Response to Text</u>
90 Minute Reading Block	All K-5 teachers	<u>90 Minute Reading Block Example</u> <u>Planning for 90 minute Literacy Block</u> <u>Guided Reading Plan Templates</u>
Writing Plan for all Content Areas	All K-5 teachers	<u>WCS Writing Plan</u>
Learning Focused		<u>Lesson Plan Template</u> <u>Lesson Plan w/ Examples</u> <u>LF Online</u>
Balanced Literacy	All K-5 teachers	<u>Balanced Literacy (see WCS BL Framework)</u>
90 Minute Math Block (Guided Math)	All K-5 teachers	<u>Quick overview of Guided Math</u>
Student Portfolios	All K-5 teachers	<u>K-3 Portfolio Cover</u>
<u>3rd Grade - Understanding the NC ELA Standard Course of Study</u>	3rd Grade teachers	 <p style="text-align: center;"><u>3rd Grade NCSCoS</u></p>



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Readiness - First 20 Days	Teacher	Student
Prepare environment for Balanced Literacy (see WCS BL Framework)	Design schedule and set-up classroom Sample Daily Schedule	
Teach Behavior Expectations	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for whole group, small group, centers (Reading & Math)	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for writer's workshop	Teach routines, rules and procedures	Teacher models and students role-play
Administer the Beginning of the Year (BOY) Reading 3D benchmark assessment		

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
BOLD Standards are priority standards for the quarter. Review all tested standards as needed. Standard link will take you to resources.			
Priority - RL.1 , RL.3 , RL.4 , RL.7 RI.1 , RI.3 , RI.4 W.3 , SL.1 , SL.4 Supporting - RL.2 , RL.5 , RI.7 , W.6, L.1-6 Text Complexity - RL.10 , RI.10	New Priority - RL.2 , RL.6 , RI.2 , RI.6 , RI.7 , RI.8 , W.2 , SL.2 , SL.3 Supporting - RL.1-4, RI.1-4, RI.5, SL.1 , SL.3.4 W.4, W.5, W.6, L.1-6 Text Complexity - RL.10 , RI.10	New Priority - RL.5 , RL.9 , RI.5 , RI.9 , L.3.4 , L.3.5a , W.1 , SL.5 Review RL, RI Standards as needed. Supporting - All others Text Complexity - RL.10 , RI.10	Priority - Review RL, RI and L.3.4 , L.3.5a , Standards as needed. Supporting - All others Text Complexity - RL.10 , RI.10
Reading Foundational Skills should be taught across all quarters until mastered. Language Standards are supporting standards during writing workshop.			

BLUE - link to more information.

RED - Assessment alignment and standards information

GREEN - Additional information

PURPLE - Scaffolded standard - progresses across quarters



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1st Quarter

READING LITERATURE

Strand & Cluster	Standards
Reading Literature:	Reading Literature should be the major focus during the 1st NWs. Teachers may use informational texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should understand literary story elements such as characters, setting, sequence (B, M, E), problem, solution, etc. Students should understand literary text is linear.
Key Ideas and Details	<p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 - Recount stories (review), including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <hr/> <p>RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
Craft & Structure	<p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL.3.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <hr/> <p>RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
Integration of Knowledge and Ideas	RL.3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.



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	<p>RL.3.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>
<p>Level of Text Complexity</p> <p>LEVEL N</p> <p>Lexile 550-650</p>	<p>RL.3.10 - By the end of grade 3, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RL.3.10 - By the end of grade 3, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level Independent Sustained Reading Guide</p>
WRITING	
<p>Writing:</p>	<p>Use quality fiction as read alouds and as mentor texts for writing. Expect students to use the same craft and structure authors use.</p> <p>Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</p>
<p>Text Types and Purposes</p> <p>Narrative Writing Lessons</p> <p>Narrative Mentor Texts</p> <p>Narrative Task - October 8-12, 2018</p>	<p>W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Provide a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>
<p>Production and Distribution of</p>	<p>Media Specialists can help address these standards through collaborative research/writing project</p>



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Writing	W.6 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	<p>SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
Presentation of Knowledge and Ideas	SL.3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.
LANGUAGE	
Language: Conventions of Standard English Language Continuum Guide	<p>L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <ul style="list-style-type: none"> a. a. Subject/Verb Agreement <ul style="list-style-type: none"> o Ensure subject/verb agreement b. Nouns <ul style="list-style-type: none"> o Form and use frequently occurring regular nouns c. Verbs <ul style="list-style-type: none"> o Form and use regular verbs o Form and use simple verb tenses o Convey sense of various times, sequences d. Adjectives <ul style="list-style-type: none"> o Accurately choose adjectives e. Conjunctions <ul style="list-style-type: none"> o Use coordinating conjunctions



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	<ul style="list-style-type: none"> f. Adverbs <ul style="list-style-type: none"> ○ Explain the function of adverbs g. Sentences <ul style="list-style-type: none"> ○ Produce, expand simple and compound sentences h. Prepositions <ul style="list-style-type: none"> ○ Explain the function of prepositions i. Pronouns <ul style="list-style-type: none"> ○ Continue to use personal, possessive, and indefinite pronouns j. Determiners <ul style="list-style-type: none"> ○ Correctly use a, an, and the
<p>Language: Conventions of Standard English</p> <p><u>Language Continuum Guide</u></p>	<p>L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <ul style="list-style-type: none"> a. Capitalization <ul style="list-style-type: none"> ○ Capitalize appropriate words in titles ○ Use correct capitalization b. Punctuation <ul style="list-style-type: none"> ○ Use an apostrophe to form contractions ○ Use an apostrophe to form frequently occurring possessives ○ Use commas in dialogue ○ Form and use possessives ○ Use quotation marks in dialogue c. Spelling <ul style="list-style-type: none"> ○ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ○ Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words d. References <ul style="list-style-type: none"> ○ Consult reference materials as needed to check and correct spellings
<p>Language: Knowledge of Language</p>	<p>L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.



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<p>Language: Vocabulary Acquisition and Use</p>	<p>L.3.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.3.5 - Demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <p>L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>
READING FOUNDATIONAL SKILLS	
<p>Foundational Skills: Print Concepts</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills: Handwriting</p>	<p>RF.3.2 - Create readable documents with legible handwriting (manuscript and cursive).</p>
<p>Foundational Skills: Phonological Awareness</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills: Phonics and Word Recognition See WCS Phonemic Awareness and Phonics Scope & Sequence</p>	<p>RF.3.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.
<p>Foundational Skills: Fluency</p> <p>LEVEL N Lexile 550-650</p>	<p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>



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2nd Quarter	
READING INFORMATION	
Strand & Cluster	Standards
Reading Information:	Reading Informational texts should be the major focus during the 2nd NWs. Teachers may use fiction texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should be exposed to both text features and text structures. Students should understand informational text is nonlinear and can be read based on the information the reader is seeking.
Key Ideas and Details	<p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <hr/> <p>RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
Craft & Structure	<p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL.3.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.</p>



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	<p>RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 - Distinguish <i>their own point of view from that of the author of a text</i>.</p>
<p>Integration of Knowledge and Ideas</p>	<p>RI.3.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text.</p>
<p>Level of Text Complexity</p> <p>Level O</p> <p>Lexile 700-800</p>	<p>RL.3.10 - By the end of grade 3, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.3.10 - By the end of grade 3, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
<p>Writing:</p>	<p>Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</p>
<p>Text Types and Purposes</p> <p>Link to Informative Writing Lessons</p>	<p>W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions, and details.



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<p>Informative Task - February 1-28, 2019</p>	<p>d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>
<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects. W.3.4 - With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others. W.3.5 - Conduct short research projects that build knowledge about a topic. W.6 - 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>SPEAKING & LISTENING</p>	
<p>Speaking & Listening: Comprehension and Collaboration</p>	<p>SL.3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p>Presentation of Knowledge and Ideas</p>	<p>SL.3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p>
<p>LANGUAGE</p>	
<p>Language: Conventions of Standard English Language Continuum Guide</p>	<p>L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <ul style="list-style-type: none"> a. Subject/Verb Agreement <ul style="list-style-type: none"> o Ensure subject/ verb agreement b. Nouns <ul style="list-style-type: none"> o Use collective nouns (such as group) o Form and use frequently occurring irregular plural nouns c. Verbs



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	<ul style="list-style-type: none"> ○ Form and use past tense of frequently occurring irregular verbs ○ Form and use irregular verbs ○ Convey sense of various times, sequences d. Adjectives <ul style="list-style-type: none"> ○ Accurately choose which to use - adjective or adverb e. Conjunctions <ul style="list-style-type: none"> ○ Explain the function of conjunctions ○ Use coordinating and subordinating conjunctions f. Adverbs <ul style="list-style-type: none"> ○ Accurately choose which to use - adjective or adverb ○ Explain the function of adverbs g. Sentences <ul style="list-style-type: none"> ○ Produce, expand, and rearrange simple and compound sentences h. Prepositions <ul style="list-style-type: none"> ○ Explain the function of prepositions i. Pronouns <ul style="list-style-type: none"> ○ Continue to use personal, possessive, and indefinite pronouns ○ Use reflexive pronouns j. Determiners <ul style="list-style-type: none"> ○ Correctly use a, an, and the k. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use common homophones
<p>Language: Conventions of Standard English Language Continuum Guide</p>	<p>L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <ul style="list-style-type: none"> a. Capitalization <ul style="list-style-type: none"> ○ Capitalize appropriate words in titles ○ Use correct capitalization b. Punctuation <ul style="list-style-type: none"> ○ Use an apostrophe to form frequently occurring possessives ○ Form and use possessives c. Spelling <ul style="list-style-type: none"> ○ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ○ Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words



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	<ul style="list-style-type: none"> d. References <ul style="list-style-type: none"> o Consult reference materials as needed to check and correct spellings
Language: Knowledge of Language	<p>L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> c. Choose words and phrases for effect. d. Recognize and observe differences between the conventions of spoken and written standard English.
Language: Vocabulary Acquisition and Use	<p>L.3.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.3.5 - Demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> c. Distinguish the literal and nonliteral meanings of words and phrases in context. d. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <p>L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>
READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	RF.3.2 - Create readable documents with legible handwriting (manuscript and cursive).
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills: Phonics and Word Recognition	<p>RF.3.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> e. Identify and know the meaning of the most common prefixes and derivational suffixes. f. Decode words with common Latin suffixes. g. Decode multisyllabic words. h. Read grade-appropriate irregularly spelled words.



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See WCS Phonemic Awareness and Phonics Scope & Sequence	
Foundational Skills: Fluency LEVEL O Lexile 700-800	RF.3.5 - Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Reading Behaviors by LEVELS , Reading Descriptors for for Levels A-Z , Reading Behaviors Checklist by Level See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans



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3rd Quarter

READING LITERATURE & INFORMATION

Strand & Cluster	Standards
Key Ideas and Details	<p>RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <hr/> <p>RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
Craft & Structure	<p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL.3.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.</p> <hr/> <p>RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.3.5 - Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 - Distinguish their own point of view from that of the author of a text.</p>



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<p>Integration of Knowledge and Ideas</p>	<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <hr/> <p>RI.3.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text. RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text. RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<p>Level of Text Complexity</p> <p>Level P</p> <p>Lexile 850-950</p>	<p>RL.3.10 - By the end of grade 3, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. RI.3.10 - By the end of grade 3, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
<p>Writing:</p>	<p>Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</p>
<p>Text Types and Purposes</p> <p>Link to Opinion Lessons</p> <p>Opinion Task - April 29-May 3, 2019</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section.



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	f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.
Production and Distribution of Writing	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.3.4 - With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W.3.5 - Conduct short research projects that build knowledge about a topic.</p> <p>W.6 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	Review standards 1-3.
Presentation of Knowledge and Ideas	<p>SL.3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p> <p>SL.3.5 - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
LANGUAGE	
Language: Conventions of Standard English Language Continuum Guide	<p>L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <ul style="list-style-type: none"> a. Subject/Verb Agreement <ul style="list-style-type: none"> ○ Ensure subject/ verb agreement b. Nouns <ul style="list-style-type: none"> ○ Use collective nouns (such as group) ○ Form and use frequently occurring regular and irregular plural nouns c. Verbs <ul style="list-style-type: none"> ○ Form and use past tense of frequently occurring irregular verbs ○ Form and use regular and irregular verbs



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	<ul style="list-style-type: none"> ○ Recognize inappropriate shifts in verb tense d. Adjectives <ul style="list-style-type: none"> ○ Accurately choose which to use - adjective or adverb e. Conjunctions <ul style="list-style-type: none"> ○ Use coordinating and subordinating conjunctions f. Adverbs <ul style="list-style-type: none"> ○ Accurately choose which to use - adjective or adverb ○ Form and use comparative adverbs g. Sentences <ul style="list-style-type: none"> ○ Produce, expand, and rearrange simple and compound sentences h. Prepositions i. Pronouns <ul style="list-style-type: none"> ○ Continue to use personal, possessive, and indefinite pronouns ○ Use reflexive pronouns j. Determiners <ul style="list-style-type: none"> ○ Correctly use a, an, and the k. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use common homophones l. Interjections <ul style="list-style-type: none"> ○ Explain the function of and use interjections
<p>Language: Conventions of Standard English</p> <p><u>Language Continuum Guide</u></p>	<p>L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <ul style="list-style-type: none"> e. Capitalization <ul style="list-style-type: none"> ○ Use correct capitalization f. Punctuation <ul style="list-style-type: none"> ○ Use an apostrophe to form frequently occurring possessives ○ Form and use possessives g. Spelling <ul style="list-style-type: none"> ○ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ○ Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words h. References <ul style="list-style-type: none"> ○ Consult reference materials as needed to check and correct spellings



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<p>Language: Knowledge of Language</p>	<p>L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> e. Choose words and phrases for effect. f. Recognize and observe differences between the conventions of spoken and written standard English.
<p>Language: Vocabulary Acquisition and Use</p>	<p>L.3.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.3.5 - Demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> e. Distinguish the literal and nonliteral meanings of words and phrases in context. f. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <p>L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>
<p>READING FOUNDATIONAL SKILLS</p>	
<p>Foundational Skills: Print Concepts</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills: Handwriting</p>	<p>RF.3.2 - Create readable documents with legible handwriting (manuscript and cursive).</p>
<p>Foundational Skills: Phonological Awareness</p>	<p>Refer back to K-1 standards at-risk students</p>
<p>Foundational Skills: Phonics and Word Recognition</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>	<p>RF.3.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> i. Identify and know the meaning of the most common prefixes and derivational suffixes. j. Decode words with common Latin suffixes. k. Decode multisyllabic words. l. Read grade-appropriate irregularly spelled words.



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<p>Foundational Skills: Fluency</p> <p>LEVEL P</p> <p>Lexile 850-950</p>	<p>RF.3.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read on-level text with purpose and understanding.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>
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READING LITERATURE & INFORMATION

Strand & Cluster	Standards
Reading:	
Key Ideas and Details	Review all tested standards (RL.1, RL.2, RL.3, RI. 1, RI.2, RI.3)
Craft & Structure	Review all tested standards (RL.4 RI.4)
Integration of Knowledge and Ideas	Review standards as needed.
Level of Text Complexity Level Q Lexile 900-1000	RL.3.10 - By the end of grade 3, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. RI.3.10 - By the end of grade 3, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level Independent Sustained Reading Guide
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
Text Types and Purposes	Review Narrative, Information, and Opinion



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Production and Distribution of Writing	<p style="background-color: #00FF00; padding: 2px;">Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>Review Standards 4-6</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	Review Standards 1-3
Presentation of Knowledge and Ideas	Review Standards 4-5
LANGUAGE	
Language: Conventions of Standard English	<p>L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <p>Language Continuum Guide</p> <p>Review as needed</p>
Language: Conventions of Standard English	<p>L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <p>Language Continuum Guide</p> <p>Review as needed</p>
Language: Knowledge of Language	<p>L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> g. Choose words and phrases for effect. h. Recognize and observe differences between the conventions of spoken and written standard English.
Language: Vocabulary Acquisition and Use	<p>L.3.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p>



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	<p>L.3.5 - Demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> g. Distinguish the literal and nonliteral meanings of words and phrases in context. h. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <p>L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>
READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	RF.3.2 - Create readable documents with legible handwriting (manuscript and cursive).
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills: Phonics and Word Recognition	<p>RF.3.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> m. Identify and know the meaning of the most common prefixes and derivational suffixes. n. Decode words with common Latin suffixes. o. Decode multisyllabic words. p. Read grade-appropriate irregularly spelled words. <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
Foundational Skills: Fluency LEVEL Q Lexile 900-1000	<p>RF.3.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>

