

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can referring to the text, devising, and responding to questions show understanding?	Students understand that: -Referring to the text can provide a basis for questions and answers about the text.	To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Read, Ask, and Paraphrase (RAP) -Participate in Buddy Reading with an extension activity to answer questions with evidence from the text -Participate in a Text Based Evidence lesson
Content Statements		
Students will be able to: -Demonstrate understanding of a text by using evidence from the text when answering questions.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Respond to an open ended question referring to evidence in the text as the basis for the answer		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: - Various text of student's reading level -Leveled Guided Reading lesson plan -Sticky Notes		
Desired Results		
Sample question to consider for this standard: According to the story, what do you need to have an adventure?		

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does culturally diverse literature (fables, folktales, and myths) show lessons and morals?	Students will understand that: -Analyzing key details in the text from a culturally diverse piece of literature demonstrates an understand of the central message, lesson, or moral.	To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Read, Ask, and Paraphrase (RAP) -Participate in Buddy Reading with an extension activity to answer questions with evidence from the text -Participate in a Text Based Evidence lesson -Participate in a genre study -Buddy Read fables, folktales, and myths
Content Statements		
Students will be able to: -Identify the moral/lesson/central theme from various cultures		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write about the moral of a story, using details from the text to show understanding -Students are given a cold read of a fable, folktale, or myth to independently read and then identify the lesson or moral of the story		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Story Map Graphic Organizers		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: How do the characters in the stories "The Thanksgiving Play" and "The Biggest Turnip" work together to solve their problems? Support your answer with clear text evidence.		

[RL 3.3](#) 2018

Domain: Reading Standards for Literature

Cluster: Key Ideas and Details		
Standards: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How do the qualities of each character enhance the plot?</i>	<i>Students will understand that: -The qualities of the characters in a story contribute to the plot of a text.</i>	<i>To assist in meeting this standard, students may: -Use a character map -Assume the role of a character (role-play) -Illustrate the physical attributes of each character in a prescribed situation of the plot -Participate in a character interview</i>
Content Statements		
<i>Students will be able to: -Describe each character's actions, feelings and motivations and how they relate to the plot.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Complete a story/character map -Write about how the character's traits influenced how they reacted to a major event/challenge in the story, using evidence to support the text. -Explain the motives of an assigned character</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
<i>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Chart Paper -Story Map Graphic Organizers</i>		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>Why does Nina feel nervous the first time she tries to sing?</i>		
<i>F She does not get along with Mrs. Brent.</i>		
<i>G She cannot remember the words to her song.</i>		

- G She cannot remember the words to her song.
- H She cannot see the words on her music sheet.
- I She does not like to perform in front of people.

[RL 3.4](#) 2018

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How is literal language different from non-literal	Students will understand that: -Basic understanding of literal/nonliteral language, idioms and expressions play a significant role when retelling.	To assist in meeting this standard, students may: -Teacher Model: T-Chart - Literal vs. Non-Literal -Study examples of idioms and expressions -Design pictorial representations of specific idioms/expressions -Create an idiom dictionary -Identify idioms in various text -Students predict meaning of unknown words and record predictions; use dictionaries and thesauruses to check their predictions
Content Statements		
Students will be able to: -Interpret the meaning of idioms/expression within literature.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Written story/essay incorporating idiom/expression -In pairs, prepare an oral presentation that demonstrates the difference between the literal and non-literal interpretation of phrases		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Thesaurus -Word Webs -Overhead projector		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
Sample question for this standard:		
Read this sentence from the story.		
All around him were mothers with babies that screamed like fire truck sirens		

All around him were mothers with babies that screamed like fire truck sirens.
 Why does the author compare the babies' screams to sirens?
 A Babies scream to get fire truck rides.
 B Crying babies turn red like a fire truck.
 C Crying babies and sirens are both loud.
 D Fire truck sirens and babies are both small.

RL 3.5 | 2018

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>In what ways does sequencing and text format promote readers' comprehension and analysis of story, drama, or poem?</i>	<i>Students will understand that: -Poems, drama, and prose contain distinct text format, which contribute to the sequence of events in a literary work.</i>	<i>To assist in meeting this standard, students may: -Participate in an appropriately leveled guided reading lesson -Complete a Poetry Study -Compose various types of poems -Perform a Reader's Theatre script -Create a sequence of events chain</i>
Content Statements		
<i>Students will be able to: -Identify literary structures of poems, drama, and prose and explain its value in sequencing within a literary work.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Label elements of literary work (e.g., poems, drama, prose).</i>		corestandards.org achievethecore.org connect.mheducation.com biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
<i>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Venn Diagrams -Chart Paper -Story Starter Prompts</i>		

Desired Results
<p><i>Sample questions to consider for this standard:</i></p> <p><i>Based on text evidence, what does the reader learn about the narrator in the first stanza?</i></p> <p>A <i>She like to be silly.</i></p> <p>B <i>She loves to play tag.</i></p> <p>C <i>She knows what an eclipse is.</i></p> <p>D <i>She likes to play computer games.</i></p>

RL 3.6 | 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure

Standards: Distinguish their own point of view from that of the narrator or those of the characters.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>In what ways does comparing the reader's point of view to the points of view of the narrator and/or characters in the story promote the comprehension of the literary work?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Distinguishing between personal point of view and that of the narrator and/or characters aid in the formation of an objective viewpoint essential to the analysis and evaluation of literary works. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Choose a familiar story to rewrite a section from their personal point of view -Participate in an appropriately leveled guided reading lesson -Engage in classroom discussion -Write a personal experience. Then rewrite it from the viewpoint of a secondary source who was present at the event.
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Differentiate between personal point of view and that of the narrator and/or characters in a story. 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create two comic strips, each one highlighting a different point of view of the same situation. -Create a personal experience writing activity and grade it on a holistic scoring rubric 		<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p> <p>readworks.org</p>
Equipment Needed		

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various literary works -Writing journals -Chrome Books 	<p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p>	<p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
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Desired Results

Sample question to consider for this standard:

Based on text evidence, how does the narrator feel about going to the playground?

A She is too tired to play at recess.

B She is worried she will get sunburn.

C She is excited to play tag with her friends.

D She is tired of hearing Anael and Leonard argue.

RL 3.7 | 2018

Domain: Reading Standards for Literature

Cluster: Integration of Knowledge and Ideas

Standards: 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).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How do illustrations help convey the meaning of words in a story?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Illustrations and story details help the reader obtain a deeper understanding of the text. -Characters, setting, and events can be developed through story details as well as illustrations. -They can integrate information presented from visual cues, images, and text to better enable them to draw conclusion. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Complete a story map/sequencing chart -Create a character map -Listen to a selection and then illustrate what they heard -Use pictures (magazines/internet/photos...)to write a story -Illustrate their own stories using graphic computer software, such as kidspiration/printshop -Take a picture walk prior to reading the selection -Act out a story using character voices -Write and illustrate their own comic strip -Add captions and text to images provided
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify a relationship between illustrations and a text -Understand how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. 		

Assessments	Teacher Resources
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<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create a Venn Diagram -Respond to an open-ended question -Add captions to pictures that they are given so that they can enhance the understanding of the text. 	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
<p align="center">Equipment Needed</p>	biguniverse.com discovery.com	readworks.org newsela.com
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Comic Strips -Chart Paper 	teachingchannel.org betterlesson.com	readingandwritingproject.org pbslearningmedia.org
<p align="center">Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p>How does the illustration relate to Kelly and Emily's for Walton Pond? Use clear text evidence to support your answer.</p>		

[RL 3.9](#) 2018

<p>Domain: Reading Standards for Literature</p>		
<p>Cluster: Integration of Knowledge and Ideas</p>		
<p>Standards: Compare and contrast, and reflect on (e.g., practical knowledge, historical/cultural context and background knowledge) the central message/theme, less on, and/or moral, 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 align="center">Essential Questions</p>	<p align="center">Enduring Understandings</p>	<p align="center">Activities, Investigations, and Student Experiences</p>
<p>How does the same character react to different obstacles within a book series? How does reading books within a book series help to analyze characters?</p>	<p>Students will understand that: -Within a book series, the same characters can encounter different events and obstacles, leading to a greater understanding of the character's traits.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create character maps -Compare and contrast themes within a book series (e.g., Amelia Bedelia, Judy Blume, Judy Moody, Diary of a Wimpy Kid) -Participate in an appropriately leveled guided reading lesson -Read comic books about the same character and discuss themes (e.g., Spiderman, Avengers)
<p align="center">Content Statements</p>		
<p>Students will be able to: -Analyze the different themes, settings, and plots in which one character can be involved</p>		

<p><i>one character can be involved</i></p> <ul style="list-style-type: none"> -Compare and contrast adventures, themes, setting, and plots of stories written by the same author about the same character. 										
Assessments	Teacher Resources									
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Use a graphic organizer to compare and contrast the same characters in different versions of a story. -Answer an open-ended question -Create a comic strip with their favorite character facing different problems 	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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learningally.org	kbumreading.com									
Equipment Needed										
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Graphic Organizers -Overhead projector -Chart Paper 	<table border="0"> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>		biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
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teachingchannel.org	readingandwritingproject.org									
betterlesson.com	pbslearningmedia.org									
Desired Results										
<p><i>Sample question to consider for this standard:</i></p> <p>What are the differences between the wolf in "The Story of the Three Little Pigs" and the wolf in "The True Story of the Three Little Pigs?"</p>										

[RL 3.10](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Range of Reading and Level of Text Complexity		
Standards: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, with scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How does exposure to and comprehension of literature</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Exposure to and 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Participate in an appropriately leveled guided reading lesson

<i>enhance student's academic success?</i>	<i>comprehension of literature helps students become independent and proficient readers.</i>	<i>-Participate in literature circles -Participate in book club -Participate in author study</i>
Content Statements		
<i>Students will be able to: -Comprehend various forms of literature independently and proficiently.</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may: -Create a book review log -Complete several book reports including different genres</i>	corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
<i>Teachers may use the following: - Various prose and poems -Overhead Projector -Graphic Organizers -Chart Paper</i>		
Desired Results		
<i>Sample question to consider for this standard: Read and comprehend complex literacy text independently and proficiently.</i>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>In what ways can the reader identify the purpose of the text in order to derive meaning?</i>	<i>Students will understand that:</i> -Identifying the key details of a text that supports the main topic helps with comprehension. -Answering self-generated questions helps develop key understandings of the text.	<i>To assist in meeting this standard, students may:</i> -Follow the reading of text, using index cards labeled with five W's and H questions to record their responses after reading a text. -Students can record responses to the five W and H questions for two texts and match the responses to the appropriate area of the texts. -Students place sticky notes containing comprehension questions on the portions of text that answer the questions regarding purpose of text.
Content Statements		
<i>Students will be able to:</i> -Understand how previewing text features in sequence can help determine the purpose of the text.		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Answer questions about key details after a silent cold read -Generate their own questions and work with a partner to answer questions with evidentiary support		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
<i>Teachers may use the following:</i> -Various informational text at student's reading level -Notebook -Graphic Organizers -Sticky Notes -Sentence Strips		
Desired Results		
<i>Sample question to consider for this standard:</i> Describe how humpback whales raise their young? Support your answer with clear text evidence.		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Determine the main idea of a text; recount the key details and explain how they support the main idea.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How do effective readers identify and use supporting details to determine topic and/or main idea?</i>	<i>Students will understand that:</i> -Use key details to support the main idea of informational text. -Authors will use major details and minor details to emphasize a point.	<i>To assist in meeting this standard, students may:</i> -Read multiparagraph texts. Use hand-shaped templates, students write the main topics of texts on the palms and the focus of each paragraph on the fingers. -Create outlines using headings and topics sentences to understand the progression of information within a non-fiction passage -Read a passage and utilize the Read, Answer, and Paraphrase (RAP) strategy -Work with partners to read common text and pause frequently (e.g., at the end of each section, chapter, page) to share details to identify the main idea
Content Statements		
<i>Students will be able to: - Understand that main ideas can be summarized in ways that maintain meaning and logical order.</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may:</i> -Write a summary of the text using key details to support the main idea -Read a passage and complete a Main Idea/Key Details graphic organizer -Write an informational paragraph about a topic of choice	corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com	
Equipment Needed		
<i>Teachers may use the following:</i> -Various informational text of student's reading level -Graphic Organizers -Overhead projector	biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org	
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>Which sentence BEST explains what the article is about?</i>		
A Most scientists would not except the Redi and Pasteur's findings.		
B Scientists named Redi and Pasteur prove that old ideas people believed were right		

- B Scientists named Redi and Pasteur prove that old ideas people believed were right.
 C These science experiments proved that living things can come only from living things.
 D Long ago people believed that living things such as rats and worms came from nonliving things.

RI.3.3 2018

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does understanding the relationships between a series of events help with comprehension?	Students will be able to: -Explain relationships between a series of events, ideas, or steps (e.g., cause/effect, sequence, chronological order) and how, understanding those relationships, gives the reader the ability to deepen comprehension.	To assist in meeting this standard, students may: -Read and follow a series of steps to complete scientific investigations. Students create visual representations of the outcomes and explain the connections between the steps. -Use a series of pictures that represent historical events and think aloud as they sequence the events on timelines. -Create a timeline to show order of events in historical text (Transportation, Technology, Medicine) -Create a cause and effect chart
Content Statements		
Students will be able to: -Understand the relationships between a series of events and its order using text from the passage.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -After reading non-fiction, informational text, students can create a timeline to show the sequence of events. -Write a How To essay on an informational topic		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Various informational texts on student's reading level -Venn Diagram -Character Analysis Organizers -Chart Paper		
Desired Results		
Sample question to consider for this standard:		

Why did many people in Minot have to leave their home on June 22, 2011?

F They needed to get medical help.

G They had to help fill bags with sand.

H The hydrologist ask them to go away.

I The Souris River was about to flow over its bank.

RI.3.4 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: Determine the meaning of general academic and domain-specific words and phrases in text relevant to a grade 3 topic or subject area.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does vocabulary help the understanding of a text?	Students will understand -How to use different context clues to find the meaning of new vocabulary words.	To assist in meeting this standard, students may: -Work with partners, students match vocabulary words to definitions and/or pictures with partners. Partner A tells the meaning of the words. Partner B uses the words or phrases in sentences. Students repeat the process, reversing roles. -Use glossaries to locate meanings of selected words. As students work in pairs, partner A restates the meaning of a word and partner B paraphrases the meaning -Highlight context clues that support the meaning of a word -Create a topic area or subject related dictionaries -Word Study Concept Sorts -Generate antonyms and synonyms for vocabulary words.
Content Statements Students will be able to: -Expanded vocabulary by the exploration of new words.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Use context clues to insert new vocabulary words -Teacher generated vocabulary assessment specific to subject area -Write sentences/paragraphs using subject specific vocabulary -Use graphic organizer		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedReader.com learningally.org kbumreading.com
Equipment Needed		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org
Teachers may use the following: -Various informational text of student's reading level		

-Vocabulary Notebook -Word Web Organizers -Dictionary/Thesaurus	betterlesson.com	pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

Read the section "The Cycle Begins" and use the strategy of locating the appositive to define the words in boldface. Which clues did you use to find the appositive.

[RI 3.5](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a give topic efficiently.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does navigating the text features of written text aid in discovery and inquiry?	Students will understand that: -The acquisition of information through the use of various text features can increase knowledge of the topic at hand.	To assist in meeting this standard, students may: -Locate and place sticky notes on named features of texts. Students discuss or write information provided by the features. -Respond to questioning prompts in order to tell the most appropriate features to located specific information. Students answer additional questions that require the use of features (e.g. Where would word meanings be found?; What is the meaning of ____?; Where would we find information about ____?; On what page does ____ begin?) -Students will work collaboratively to list key words that will help them narrow specific information on a given topic (e.g., Animals and Their Habitat)
Content Statements Students will be able to use a variety of text features to locate key facts for information within a text.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Locate and identify various text features in an informational text. -Create an information pamphlet including captions, subheadings, and glossaries regarding a topic -Demonstrate the ability to access electronic menus.		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com

Equipment Needed	biguniverse.com	readworks.org
Teachers may use the following: -Various informational written text. -Sticky Notes -Highlighters -Computers	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org

Desired Results

Sample question to consider for this standard:

What information can be found under the heading "All Kinds of Ants" on page 141?

A How ants work together.
B Different species of ants.
C Some ways ants help.
D How to study ants and other animals.

[RI 3.6](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: Distinguish their own point of view from that of the author of a text.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can we identify the author's purpose to help create our own point of view as a reader?	Students will understand that: -Reading and comprehending a text can help the reader can create their own point of view which may or may not be different from the author.	To assist in meeting this standard, students may: -Work in small groups to read common stories and list important details to collaboratively determine the author's purpose -Read text and identify the author's point of view and then students will rewrite the text from their own point of view -Create a Venn Diagram to compare and contrast the author's point of view from their own. -Critically examine the quality or accuracy of the text, citing evidence for opinions -Students can participate in a classroom debate with one group defending the author's point of view, and the other group defending the student's point of view.
Content Statements Students will be able to: -Identify the author's point of view and provide evidence from the text that may or may not be different from the author.		

Assessments	Teacher Resources
To show evidence meeting this standard, students may:	corestandards.org sharemylesson.com

-Answer open-ended questions	achievethecore.org	scholastic.com
	connect.mheducation.com	janrichardsonguidedreading.com
Equipment Needed	biguniverse.com	readworks.org
Teachers may use the following:	discovery.com	newsela.com
- Passage	teachingchannel.org	readingandwritingproject.org
- Venn Diagrams	betterlesson.com	pbslearningmedia.org
Desired Results		
Sample question to consider for this standard:		
What text evidence summarizes the author's point of view about plants?		
F Plants give us beauty.		
G Plants provide so much for people.		
H Probably the least known use for plants is as medicine.		
I Without plants to eat, people and other animals could not live.		

[RI 3.7](#) 2018

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Use information gained from text features (e.g., illustrations maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does utilizing illustrations and words in a text support understanding of the text. How do text features and structure aid in comprehension?	Students will understand that: -Print and digital sources have characteristics and structures, which directly contribute to the meaning of a text. -Exploring informational texts in different media and formats supports a students ability to solve problems efficiently.	To assist in meeting this standard, students may: -Look at illustrations from informational text and identify key ideas. Students locate words in the texts that are related to the illustrations. -Use texts containing graphic representations (e.g. diagrams, illustrations, charts) and explain how the graphic images support printed texts -Generate a Reader's Response Entry -Create Puzzles -Summary (e.g., write a summary on a topic such as evolution after exploring a variety of mediums such as a textbook, blog, and magazine)
Content Statements		
Students will be able to: -Use information from illustrations and text to help demonstration understanding		

demonstration understanding of the text.		
Assessments	Teacher Resources	
To show evidence of meeting this standards, students may: -Use print and digital sources, students will study the components and structure of non-fiction text -Complete a KWL Chart -Create an informational pamphlet displaying the structure and components of a non-fiction text	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: -Nonfiction text -Sticky Notes -Chart Paper -Writing Journals		
Desired Results		
Sample question to consider for this standard: What is the purpose of the picture and caption? A To show the splash a humpback whale makes when it leaps. B To show that a humpback whale is faster than a school bus. C To show what a real school bus looks like. D To show the size of a humpback whale.		

[RI 3.8](#) 2018

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How do author's convey complex ideas?	Students will understand that: -Arguments are enhanced by a logical progression of ideas. Different organizational	To assist in meeting this standard, students may: -Be provided with key points in a text. Students are asked to explain why the author chose to include those key points to connect sentences or paragraphs in a text
Content Statements		

<p>Students will be able to: -Understand how structures and specific vocabulary help to connect and to convey ideas in a logical manner.</p>	<p>-Different organizational strategies and structures in a text help to convey ideas.</p>	<p>or paragraphs in a text. -Engage in a close reading of a select paragraph -Analyze and generate recipes -Select and complete an appropriate graphic organizer -Develop a coherent paragraph using teacher-designed sentence strips -Engage in small group discussions -Generate a Reader's Response Entry -Complete a Non-Fiction Pyramid</p>								
Assessments	Teacher Resources									
<p>To show evidence of meeting this standard, students may: -Use sentence strips taken from a science textbook entry on the weather, place the sentences/information in the appropriate order.) -Complete a Venn Diagram or a sequence chart -Write a recipe about : brushing your teeth, making a sandwich)</p>	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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teachingchannel.org	readingandwritingproject.org									
betterlesson.com	pbslearningmedia.org									
<p>Teachers may use the following: -Informational Text -Graphic Organizers -Highlighters -Chart paper -Chrome books</p>										
Desired Results										
<p>Sample question to consider for this standard: Compare and contrast worker ants and soldier ants. Support your answer with clear text evidence.</p>										

[RI 3.9](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Compare and contrast, and reflection (e.g., practical knowledge, historical/cultural context and background) the most important points and key details presented in two texts on the same topic.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does comparing and	Students will understand that:	To assist in meeting this standard, students may:

<i>contrasting text increase understanding of a topic?</i>	<i>-Distinguishing similarities and differences from two sources on the same topic supports understanding and comprehension.</i>	<i>-Read texts on the same topics and work with partners to complete Venn Diagrams showing similarities and differences of the text. -Generate a Reader's Response Entry -Create a Non-Fiction Pyramid and Venn Diagram -Journaling</i>
Content Statements		
Students will be able to: -Use background knowledge and prerequisite skills are necessary to identify similarities and difference in two texts of the same topic.		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Complete a Venn Diagram using key words to compare and contrast two informational texts that deal with the same topic.	corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Two informational texts on the same topic -Venn Diagram -Highlighters -Sticky Notes -Chart Paper		
Desired Results		
Sample question to consider for this standard: <i>How did the author's point of view in the article "Voting" and "Saving a Grassland" help readers understand how to voice their opinion? Support your answer with clear text evidence.</i>		

[RI 3.10](#) | 2018

Domain: Reading Standards for Informational Text
Cluster: Range of Reading and Level of Text Complexity
Standards: By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences																
<i>How does exposure to and comprehension of informational text enhance students' academic success?</i>	<i>Students will understand that:</i> -Exposure to and comprehension of informational text helps students become independent and proficient readers.	<i>To assist in meeting this standard, students may:</i> -Complete a Venn Diagram -Generate a Reader's Response Entry -Create a Non-Fiction Pyramid using non-fiction text -Create a Summary using the RAP Strategy																
Content Statements <i>Students will be able to:</i> -Read and comprehend more complex informational text independently and proficiently.																		
Assessments		Teacher Resources																
<i>To show evidence of meeting this standard, students may:</i> -Utilize nonfiction leveled readers to monitor fluency and comprehension -Show an increase of reading level on an individualized reading assessment -Provide an informational passage and complete higher level thinking questions to assess comprehension.	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;">corestandards.org</td> <td style="vertical-align: top;">sharemylesson.com</td> </tr> <tr> <td style="vertical-align: top;">achievethecore.org</td> <td style="vertical-align: top;">scholastic.com</td> </tr> <tr> <td style="vertical-align: top;">connect.mheducation.com</td> <td style="vertical-align: top;">janrichardsonguidedreading.com</td> </tr> <tr> <td style="vertical-align: top;">learningally.org</td> <td style="vertical-align: top;">kbumreading.com</td> </tr> <tr> <td style="vertical-align: top;">biguniverse.com</td> <td style="vertical-align: top;">readworks.org</td> </tr> <tr> <td style="vertical-align: top;">discovery.com</td> <td style="vertical-align: top;">newsela.com</td> </tr> <tr> <td style="vertical-align: top;">teachingchannel.org</td> <td style="vertical-align: top;">readingandwritingproject.org</td> </tr> <tr> <td style="vertical-align: top;">betterlesson.com</td> <td style="vertical-align: top;">pbslearningmedia.org</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com	biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
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betterlesson.com	pbslearningmedia.org																	
Equipment Needed <i>Teachers may use the following:</i> -Various nonfiction text at student's independent and instructional reading levels -Fluency reading passages -Timers																		
Desired Results																		
<i>Sample question to consider for this standard:</i> <i>Read and comprehend complex informational texts independently and proficiently.</i>																		

Domain: Reading Foundational Skills		
Cluster: Phonics and Word Recognition		
Standards: Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <i>RF 3.3.A Identify and know the meaning of the most common prefixes and derivational suffixes.</i> <i>RF 3.3.B Decode words with common Latin suffixes.</i> <i>RF 3.3.C Decode multisyllable words.</i> <i>RF 3.3.D Read grade-appropriate irregularly spelled words.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is it important to apply phonics and word analysis skills to decode words?</i></p> <p><i>What is a syllable pattern and how does it help to read unfamiliar words?</i></p> <p><i>How is a word broken into its affixes and root/base word to pronounce it?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <i>-Specific strategies for decoding words, learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabular development</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Identify spelling patterns</i> <i>-Identify word families</i> <i>-Sort Words</i> <i>-Tap Sounds</i> <i>-Blend Sounds</i> <i>-Mark Words: syllable types</i> <i>-Use cards containing prefixes or suffixes, tell the meanings of the prefixes/suffixes, and name words that contain prefixes or suffixes</i> <i>-Segment words into syllables</i> <i>-Highlight words appearing in a text that use the current syllable type of affix being learning</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>-Decode words</i> <i>-Learn how prefixes and suffixes enhance all reading skills</i> <i>-Read irregularly spelled words</i> <i>-Identify syllable patterns</i> 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-In small group teacher conferences, show recognition and automaticity of letter sound correspondence and variant correspondence</i> <i>-In small group teacher conferences, show recognition and automaticity applying decoding skills</i> 		<ul style="list-style-type: none"> corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com

<p><i>automatically applying decoding skills</i></p> <ul style="list-style-type: none"> -In small group teacher conferences, show recognition and automaticity reading prefixes and suffixes -In small group teacher conferences, show recognition and automaticity reading irregularly spelled words -In small group teacher conferences, show recognition and automaticity identifying syllable patterns -Demonstrate automaticity of decoding skills and reading irregularly spelled words during oral reading observed by teacher 		
<p style="text-align: center;">Equipment Needed</p> <p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Chrome Book -Overhead projector -Internet -Writing Journals/Notebooks 		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Which word from the passage has a suffix meaning "one who"?</p> <p>A reporter B learned C countries D parents</p>		

[RF 3.4](#) | 2018

Domain: Reading Foundational Skills		
Cluster: Fluency		
<p>Standards: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF 3.4.A Read grade-level text with purpose and understanding.</p> <p>RF 3.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>RF 3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences

<p><i>Why is reading with fluency and accuracy important? How does fluency affect comprehension? What is my purpose for reading? How does rereading improve understanding of a passage?</i></p>	<p><i>Students will understand that: -Reading with a purpose and using context to confirm, change, or improve the understanding of a word will help them read with fluency and accuracy to improve their comprehension of a passage</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Read and practice high frequency word recognition in the word study center -Engage in Guided Reading and read instructional level text with prose and accuracy -Create a play and read dialogue with expression -Analyze fiction and informational text and determine the purpose for reading -Apply scooping to improve reading fluency -Engage in timed independent reading to build reading stamina
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Read text with purpose and understanding -Understand the purpose for reading various text before they read -Learn how to adjust reading rate to increase accuracy with decoding and comprehension -Group words quickly to help them gain meaning from what they read 		
<p>Assessments</p>		<p>Teacher Resources</p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Orally read text with purpose and understanding during a Guided Reading and independent reading -Identify the purpose for reading various texts before they read -Read with accuracy, appropriate rate, and expression 		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>
<p>Equipment Needed</p>		<p>biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Chrome Book -Overhead projector -Internet -Writing Journals/Notebooks 		
<p>Desired Results</p>		
<p><i>Sample question to consider for this standard:</i></p>		

Read the sentences from the selection.

Sprinkle salt over the wet paint. Let the paint dry completely.

Which of the underlined words has a suffix?

- A *sprinkle*
- B *paint*
- C *dry*
- D *completely*

Domain: Writing		
Cluster: Text Types and Purposes		
<p>Standards: Writing opinion pieces on topics texts, supporting a point of view with reasons.</p> <p>W 3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W 3.1.B Provide reasons that support the opinion.</p> <p>W 3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W 3.1.D Provide a conclusion.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How do you use transitional words to help support and conclude your opinion?</p> <p>Why is it important to provide a good introduction and concluding statement to support your opinion?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Transitions describe relationships between ideas. -A strong argument is one that is supported with clear reasons, details, and examples. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Engage in discussion with a partner -Generate similar and/or opposite opinions using a T-Chart -Share their opinions -Debate a topic with a partner and create a list of pros, cons, and reasons using a graphic organizer -Create a word wall of transitional words -Revisit topic or text to locate transitional words
Content Statements		
<p>Students will learn how to:</p> <ul style="list-style-type: none"> -Use linking words and phrases to connect opinion and reasons. -Provide reasons and write a concluding statement. 		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a two or more opinion paragraphs about your favorite/least favorite character from the book -Play the role of a reporter and write a news article highlighting the pros and cons of the classroom debate. 	<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p>	<p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p>
Equipment Needed		
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Chrome Books 		

-Overhead projector
 -Internet
 -Journals/Notebooks
 -Holistic Scoring Rubrics

betterlesson.com

pbslearningmedia.org

Desired Results

Sample question to consider for this standard:

Your school is organizing a fundraiser for the community to help endangered and at-risk animals. However, some people are not sure of the money raised should go to help peregrine falcons or sharks. Your teacher has asked you to write an opinion paper about the problem to share with the principal.

Your assignment is to use the information from the sources to write an opinion paper in which you convince your principal to use the fundraiser money to help peregrine falcons or sharks. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources.

Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title for the details or facts you use.

[W 3.2](#) 2018

Domain: Writing

Cluster: Text Types and Purposes

Standards: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 3.2.A Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.

W 3.2.B Develop the topic with facts, definitions, and details.

W 3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W 3.2.D Provide a conclusion.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How are illustrations a useful aid in comprehension? Why is it important to use precise language and vocabulary in writing informative or explanatory text?	Students will understand that: -Illustrations provide visual clues that engage and assist the reader in comprehending text. -Using precise language and vocabulary assists the writer	To assist in meeting this standard, students may: -Provide students with concluding statements and have students rewrite the concluding statement, restating it rather than repeating information -Use illustrations to generate a list of vocabulary words -Illustrate a partner's writing piece

Content Statements	<i>in connecting ideas and clearly conveying information.</i>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Distinguish between informative and explanatory text. -Make connections between illustrations in text in order to comprehend information. 			
Assessments		Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a informative or explanatory essay including topic, facts, and concluding statement using 21st Century themes and skills. 		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedReader.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed			
<p>Teacher may use the following:</p> <ul style="list-style-type: none"> -Writing journals/notebooks -Holistic Scoring Rubrics -Audio Stories -Internet videos -Chart Paper/Graphic Organizers -Chrome Books 			
Desired Results			
<p>Sample question to consider for this standard:</p> <p>Your class has been learning about unique animals and insects and is now ready to create a book about the topic. For your part in the book, you are going to write an informational article about silkworms. Your article will be read by other students, teachers, and parents.</p> <p>Using both sources, develop a main idea about how the silk moth's life cycle affects how silk is made. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title when using details from it.</p>			
		W 3.3	2018
Domain: Writing			

Cluster: Text Types and Purposes		
<p>Standards: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W 3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W 3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of character to situations.</p> <p>W 3.3.C Use temporal words and phrases to signal event order.</p> <p>W 3.3.D Provide a sense of closure.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is the use of dialogue and descriptions of character's actions, thoughts, and feelings important in writing narratives? How do effective writers organize a story?</p>	<p>Students will understand that: -Using dialogue and descriptions of character's actions, thoughts, and feelings helps the writer to develop experiences and show the response of characters to situations</p>	<p>To assist in meeting this standard, students may: -Place picture cards in logical order according to the text -Share facts about a task or activity in sequential order leading to a logical conclusion -Engage in center activities to create "how to" cards listing steps required to complete a task -Exchange stories and invite partners to add details to improve drafts.</p>
Content Statements	<p>Students will be able to: -Express write a narrative essay with descriptive details and clear event sequencing.</p>	
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: -Be given a set of illustrations. They will determine the sequence of the illustrations and compose a story based on the order.</p>		<p>corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com</p>
Equipment Needed		<p>sharemylesson.com scholastic.com janrichardsonguidedReader.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org</p>
<p>Teacher may use the following: -Overhead projector -Internet -Writing journals/notebooks -Chrome Books</p>		
Desired Results		

Sample questions to consider for this standard:

Your assignment is to write a story about an animal in the forest who encounters an enemy. Write a story that is several paragraphs long about what happens to the animal. Writers often do research to add interesting details to the setting, characters, and plot in their stories. Be sure to use the information that you learned about in the sources when you write about your animal encounter. Make sure your story includes a setting, gives information about the characters, and tells what happens.

Remember to use words that describe and don't just tell. Your story should have a clear beginning, middle, and end.

W 3.4 | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: 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 above).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can using a holistic scoring rubric help teachers provide students with immediate feedback and support when writing an essay?	Students will understand that: -Using a holistic scoring rubric allows the teachers to provide individual support in areas of weaknesses specific to the individual writer to help compose grade appropriate essay	To assist in meeting this standard, students may: -Apply rubric analysis of a written draft to determine if expectations were met and where support is needed. -Conduct conferences in individual or cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work. -Generate comic strip frames to define plot and reinforce structure.
Content Statements	-Each year, students will demonstrate increasing sophistication in all aspects of language use, from vocabulary and organization of ideas, and they will address increasingly demanding content and sources	
Students will be able to: -Coherently develop and organize a written piece for the purpose of the task with support from adults		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Produce a writing piece on a topic of their choice and engage in a peer/teacher editing session.		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com

Equipment Needed	biguniverse.com	readworks.org
Teacher may use the following: -Holistic Scoring Rubrics -Internet -Writing journals/notebooks -Chrome Books	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

[W 3.5](#) | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: With guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How can you develop and strengthen a writing piece? In what ways can third graders learn to plan, revise, and edit their own writing? What opportunities can teachers provide to their students to share and provide feedback to their peers on their writing pieces?</p>	<p>Students will understand that: -Good writing is developed and strengthened through planning, revising, and editing. -Learning how to use feedback is a skill which can be applied across content areas.</p>	<p>To assist in meeting this standard, students may: -Create an interactive graphic organizer that enables students to organize and outline their ideas for an Informational/Explanatory, Opinion, or Narrative essay -In center activity, conduct teacher led writing conferences utilizing a holistic scoring rubric to help plan, revise, and edit writing.</p>
Content Statements		
<p>Students will be able to: -Learn how to develop and organize their written pieces for task and purpose with support and guidance.</p>		

Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Students will publish a piece, using technology, and be graded on a holistic scoring rubric utilizing 21st Century Skills.	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard: Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or try a new approach.		

[W 3.6](#) | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
In what ways can third grade students continue to explore digital tools to produce and publish writing?	Students will understand that: -Technology allows for neat, well organized, professional final product. -Students will learn how to utilize necessary 21st Century technology skills such as keyboarding, search engines, and document creation applications.	To assist in meeting this standard, students may: -Students will use a variety of technology tools to create informational pamphlets about famous people using a variety of genres and styles -In center activities, have students apply their keyboarding skills by typing essays or reading journals.
Content Statements		
Students will be able to: -Learn how to use technology skills to produce and publish writing.		
Assessments	Teacher Resources	

<p>To show evidence of meeting this standard, students may: -Produce a digital written piece on topic adapting to the writing instruction to technology.</p>	<p>corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com</p>	<p>sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org</p>
Equipment Needed		
<p>Teacher may use the following: -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p>		
Desired Results		
<p>Sample question to consider for this standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>		

[W 3.7](#) 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: Conduct short research projects that build knowledge about a topic.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does conducting short research projects help build knowledge about a topic? What skills are involved in completing a research project that leads to better understanding of the topic? What research and writing skills are appropriate for third graders?</p>	<p>Students will understand that: -Conducting short research projects help build knowledge through investigation. -Skills needed to conduct a research report (such as search skills, comprehension, and recall of what is read, analysis and synthesis of information, ability to determine the main idea and supporting details, and compiling and organizing information) support similar learning expectations across grade levels</p>	<p>To assist in meeting this standard, students may: -Engage in the use of a variety of reading and writing outlining tools that allow students to organize their research -In center activity, have students create a Non-Fiction Pyramid to help organize the structure of their work.</p>
Content Statements		

<p>Students will be able to: -Understand the value of investigating a topic to build knowledge.</p>	<p>and content areas. -Participation in short research projects helps build a foundation for the development of more complex and rigorous research and writing projects that may be required throughout a student's school years and across curriculum areas.</p>									
Assessments	Teacher Resources									
<p>To show evidence of meeting this standard, students may: -Use a 3rd grade holistic scoring rubric which will show assessment of research questions, selection of sources, note-taking and keyboarding, sharing and presenting information, and listening sources.</p>	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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biguniverse.com	readworks.org									
discovery.com	newsela.com									
teachingchannel.org	readingandwritingproject.org									
betterlesson.com	pbslearningmedia.org									
<p>Teacher may use the following: -Laptop -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p>										
Desired Results										
<p>Sample question to consider for this standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>										

[W 3.8](#) | 2018

<p>Domain: Writing</p>
<p>Cluster: Research to Build and Present Knowledge</p>
<p>Standards: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>What are some effective ways to take notes and organize information into categories when exploring print and digital sources?</i></p>	<p><i>Students will understand that:</i> -Recalling information from experiences or print and digital sources is a part of the writing process that builds written communication skills.</p>	<p><i>To assist in meeting this standard, students may:</i> -Create and use graphic organizers -Develop focus questions for research -Create a Non-fiction Pyramid for sources to take notes, highlighting necessary details to be used in essays</p>
<p>Content Statements</p>		
<p><i>Students will be able to:</i> -Gather information by recalling experiences and deriving information from print and digital sources.</p>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i> -Write a descriptive report based on personal topic selection and mini research, and use notes to write a report using 21st Century Skills.</p>		<p> corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org </p>
Equipment Needed		
<p><i>Teacher may use the following:</i> -Chrome Books -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p>		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p> <p><i>A student is writing a research report about cell phones. She is looking for information about cell phone safety. Choose the <u>three</u> sentences that have information about cell phone safety.</i></p> <p><i>A Many people began using cell phones in the 1990's.</i></p> <p><i>B Using cell phones to text while driving is an increasing problem in our country.</i></p> <p><i>C Some people fear that the waves sent out by cell phones could be harmful to humans.</i></p> <p><i>D Now, with cell phones being so common, there are safety concerns people have about other electronic devices.</i></p> <p><i>E Many people feel cell phones are helpful because you could always call for help in an emergency.</i></p> <p><i>F Today, cell phones have replaced almost every other type of phone, which means people have their phones wherever they go.</i></p>		

Domain: Writing		
Cluster: Range of Writing		
Standards: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting for a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does writing routinely help improve effective written communication skills?	Students will understand that: -Writing routinely supports development of thinking along with a wider range of writing and higher levels of complexity.	To assist in meeting this standard, students may: -Select a topic and respond in writer's journal -Generate a graphic organizer and use a holistic scoring rubric to develop a writing piece -Engage in small group peer editing and revising activity
Content Statements		
Students will be able to: - Use writing skills such as the ability to plan, revise, edit, and publish are essential to many types of writing across grade and content areas.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Develop a writing piece based on a selected topic and place in writer's portfolio to showcase progress and growth using a holistic scoring rubric and 21 Century skills when appropriate.		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teacher may use the following: -Laptop -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

or two) for a range of tasks, purposes, and audiences.

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
<p>Standards: 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>SL 3.1.A Explicitly draw on previously read text or materials and other information known about the topic to explore ideas under discussion.</p> <p>SL 3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL 3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL 3.1.D Explain their own ideas and understand in light of the discussion.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it necessary to learn how to work and discuss in collaborative groups?	Students will understand that: -After discussing, and working in collaborative groups, the importance of sharing ideas, learning from others, and reflecting on discussions will make them successful writers	To assist in meeting this standard, students may: -Move from pairs, to groups of four, to whole class discussions -Use self-assessment checklist -Participate in student-led discussions -Reflect up key ideas from previous discussions and write conclusions
Content Statements		
Students will be able to: -Work and have meaningful discussions in collaborative groups		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Class Participation Rubric		
Desired Results		

Sample question to consider for this standard:

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

SL 3.2 | 2018

Domain: Speaking & Listening

Cluster: Comprehension and Collaboration

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to identify the main ideas and supporting details of a given text?	Students will understand that: -By employing the technique of outlining ideas, taking notes, and making charts, students will achieve optimum comprehension of the important information presented.	To assist in meeting this standard, students may: -Work with partners to interpret and identify the main idea of a text provided visually and orally -Differentiate between the main idea and the supporting ideas of a text read aloud
Content Statements Students will be able to: - Understand the importance of identifying the main ideas and supporting details of a give text.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion		

Desired Results

Sample question to consider for this standard:

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

SL 3.3 | 2018

Domain: Speaking & Listening

Cluster: Comprehension and Collaboration

Standards: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to ask and answer questions when listening to information?	Students will understand that: -The importance of engaging in a question and answer discussion will enable the listener to gain more knowledge on a topic.	To assist in meeting this standard, students may: -Question the speaker for more understanding -Answer explicit questions about stories read aloud (5 W & H questions) -Interview the speaker and report findings -Create note cards to list questions needed for discussion -Engage in an oral debate
Content Statements Students will be able to: -Ask and answer questions about what the speaker says.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Writing Journal		

Desired Results

Sample question to consider for this standard:

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

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: 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.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to be able to clearly present a report on a given topic?	Students will understand that: -Presenting information, findings, and supporting evidence such that the listener can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	To assist in meeting this standard, students may: -Gather information and formulate opinions -State reasons supporting opinions during discussions/debates -Research topics and record key points on note cards -Use note cards to organize and present oral report
Content Statements		
Students will be able to: -Tell a story and recount an experience.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Students will orally present information to an audience and will be graded on a holistic scoring rubric. -Participate in a teacher conference to retell a story and graded on a retelling rubric.		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
Teachers may use the following: -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Retell Rubric		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
Sample question to consider for this standard:		

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

SL 3.5 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to engage your audience with audio recordings and visual displays?	Students will understand that: -Visuals can be used to help present information more clearly. -The use of technology (audio) can contribute to clarifying ideas, thoughts, and feelings.	To assist in meeting this standard, students may: -Use graphic organizers to display information -Use technology to record own voices (e.g., dictation application) -Experiment with a karaoke machine to recount past experiences -Draw an illustration and orally present using descriptive words -Create posters -Create a comic/cartoon -Use pictures from an Interactive Whiteboard
Content Statements		
Students will be able to: -Listen and respond to meaning verbal messages/text -analyze and evaluate various forms of communication		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Teacher conferencing will be used to inquire about specific details of the assignment. -Students will provide feedback to other student's work	corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Technology for listening and discussion -Retell Rubric		
Desired Results		
Sample question to consider for this standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Presentation of Knowledge and Ideas</i>		
Standards: <i>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to be able to speak using complete sentences?</i>	<i>Students will understand that: -Communicating correctly will display fluency and understanding. It will enhance the delivery of the material and students will apply specific strategies when speaking.</i>	<i>To assist in meeting this standard, students may: -Echoing various types of sentences using the correct tone of voice -Use Venn Diagrams to record likenesses and differences with word choices, tasks, and situations -Identify parts of speech, and understanding how each is used in speaking -Grammar logs</i>
Content Statements		
<i>Students will be able to: -Use a complete sentence in appropriate situations.</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may: -Role-play different conversations (formal and informal scenarios) -Teacher conferencing will be used to inquire about specific details of the assignment. -Students will provide feedback on other student's work</i>	corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com	
Equipment Needed	biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org	
<i>Teachers may use the following: -Technology for listening and discussion -Fluency Rubrics</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate.</i>		

Domain: Language		
Cluster: Conventions of Standard English		
<p>Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L 3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.</p> <p>L 3.1.B Form and use regular and irregular plural nouns.</p> <p>L 3.1.C Use abstract nouns (e.g., childhood).</p> <p>L 3.1.D Form and use regular and irregular verbs.</p> <p>L 3.1.E Form and use simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>L 3.1.F Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L 3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L 3.1.H Use coordinating and subordinating conjunctions.</p> <p>L 3.1.J Produce simple, compound, and complex sentences.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
To what extent does knowledge of grammar help me to become a better reader, writer, and speaker?	Students will understand that: -The conventions of English grammar help readers understand what is being communicated.	To assist in meeting this standard, students may: -Read sentences and compose second sentences using the correct conventions including sequencing, appropriate verb tenses, and relative pronouns -Work with partners to compose sentence where they will highlight, circle, and underline appropriate conventions
Content Statements		
Students will be able to: -Demonstrate command of Standard English grammar during oral and written communication.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Proof-read and edit given writing pieces and grade with rubric -Participate in teacher conference to inquire about specific details of the assignment -Students will provide feedback on other student's work		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com

Equipment Needed	biguniverse.com	readworks.org
Teachers may use the following: - Various text of student's reading level -Writing Journals/Notebooks -Whiteboard -Sentence Strips -Newspaper/Magazine articles	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org

Desired Results
Sample question to consider for this standard: Rewrite each sentence adding appropriate ending.... - He was <u>(tall)</u> than his brother. -Ballet is <u>(difficult)</u> than tap dancing.

[L.3.2](#) | 2018

Domain: Language

Cluster: Conventions of Standard English

Standards: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.A Capitalize appropriate words in titles.

L.3.2.B Use commas in addresses.

L.3.2.C Use commas and quotation marks in dialogue.

L.3.2.D Form and use possessives.

L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
To what extent does knowledge of grammar and mechanics help me to become a better reader, writer, and speaker?	Students will understand that: -The conventions of English grammar and mechanics help readers understand what is being communicated.	To assist in meeting this standard, students may: -Demonstrate spelling proficiency in daily writing tasks, using references as needed; for example, digital or print sources, word walls, individual word banks -Arrange prepared note cards to build complete sentences beginning with introductory clauses
Content Statements		

<p>Students will be able to: -Demonstrate command of Standard English grammar and mechanics during oral and written communication.</p>	<p>with introductory clauses</p> <ul style="list-style-type: none"> -Place objects representing commas in sentences -Reference material awareness (dictionary, glossary, etc) -Respond orally to teacher's questions using signals for comma placements; for example, "Would you like an apple for a snack:" "Yes, (clap hands) apples are my favorite snack." 									
Assessments	Teacher Resources									
<p>To show evidence of meeting this standard, students may: -Students will complete word building activities using a specific spelling skill -Participate in a teacher conferences to discuss friendly letters -Students will provide feedback to there student's work (editing for correct capitalization and punctuation)</p>	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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achievethecore.org	scholastic.com									
connect.mheducation.com	janrichardsonguidedreading.com									
learningally.org	kbumreading.com									
Equipment Needed										
<p>Teachers may use the following: -Crayons/Markers/Pencils/Chart Paper -Magnetic/Letter Tiles -White Boards -Appropriate word building games -Technology</p>	<table border="0"> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>		biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
biguniverse.com	readworks.org									
discovery.com	newsela.com									
teachingchannel.org	readingandwritingproject.org									
betterlesson.com	pbslearningmedia.org									
Desired Results										
<p>Sample question to consider for this standard:</p> <p>Apply quotation marks where needed.</p> <ul style="list-style-type: none"> - Lilly said, Let's go to the park after school. -Oh no! The cake is burining! yelled Jill's mom. 										

[L 3.3](#) | 2018

Domain: Language
Cluster: Vocabulary Acquisition and Use
<p>Standards: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L 3.3.A Choose words and phrases for effect.</p> <p>L 3.3.B Recognize and observe differences between the conventions of spoken and written standard English.</p>

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences						
<i>To what extent does knowledge of communication techniques help me to become a better reader, writer, speaker, and listener?</i>	<i>Students will understand that:</i> -Appropriate use of conventions aids the reader's understanding -Utilizing standard conventions to communicate will produce an effective message.	<i>To assist in meeting this standard, students may:</i> -Have a group discussion to brainstorm ideas on specific topics -Create a graphic organizer (e.g., Venn Diagram) to compare and contrast						
Content Statements <i>Students will be able to:</i> -Demonstrate command of Standard English communication techniques within oral and written communication.								
Assessments		Teacher Resources						
<i>To show evidence of meeting this standard, students may:</i> -Students will create a Venn Diagram comparing formal and informal phrases -Teacher conferences will be used to discuss diagrams -Students will provide feedback on other student's work (editing for correct capitalization and punctuation)		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com						
Equipment Needed		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org						
<i>Teachers may use the following:</i> - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology								
Desired Results								
<i>Sample question to consider for this standard:</i> <i>Match the formal and informal phrases.</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>To postpone</i></td> <td style="width: 50%;"><i>to ask</i></td> </tr> <tr> <td><i>To inquire</i></td> <td><i>see ya</i></td> </tr> <tr> <td><i>yours sincerely</i></td> <td><i>to put off</i></td> </tr> </table>			<i>To postpone</i>	<i>to ask</i>	<i>To inquire</i>	<i>see ya</i>	<i>yours sincerely</i>	<i>to put off</i>
<i>To postpone</i>	<i>to ask</i>							
<i>To inquire</i>	<i>see ya</i>							
<i>yours sincerely</i>	<i>to put off</i>							

Cluster: Vocabulary Acquisition and Use

Standards: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

L 3.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

L 3.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L 3.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L 3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>To what extent does knowledge of vocabulary help clarify multiple-meaning words, roots, prefixes, suffixes, and affixes? How does using reference materials assist in understanding the meaning of words and phrases?</p>	<p>Students will understand that: -Through knowledge of vocabulary and use of reference materials, they will achieve optimum understanding of the origin of words.</p>	<p>To assist in meeting this standard, students may: -After shared read alouds containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions -Record roots, prefixes, and suffixes on individual note cards. With partners, students join note cards to build words, read words, and determine meanings -In pairs, students will use dictionaries/glossaries to identify meanings of words; students will create their own personal dictionaries with curriculum-based words</p>
<p>Content Statements</p>		
<p>Students will be able to: -Understand that vocabulary is essential to achieve meaning of words/phrases.</p>		
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this standard, students may: -Create Vocabulary flip charts -Create personal word walls</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>
<p>Equipment Needed</p>		
<p>Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards</p>		

-Picture Cards
-Technology

Desired Results

Sample question to consider for this standard:

Use the context clues to define the underlined word.
She penneda letter to her aunt.

[L 3.5](#) 2018

Domain: Language

Cluster: Vocabulary Acquisition and Use

Standards: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L 3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
L 3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L 3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to understand and utilize figurative language?	Students will understand that: -Identifying figurative language in written text helps make real life connections.	To assist in meeting this standard, students may: -Given a list of vocabulary words, students complete graphic organizers for words to deepen understanding of word meanings. Students write targeted words in center circles of graphic organizer and list antonyms, synonyms, and analogies for those words in 3 surrounding circles -After shared read aloud containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions -Pair-share connections to real-life experiences
Content Statements Students will be able to: -Understand that figurative language helps achieve meaning of words/phrases.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Participate in shared writing in small group to write a paragraph rich in descriptive words within a given topic -Use internet games -Highlight figurative language used in everyday text/supplied reading selections		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		biguniverse.com readworks.org

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology 	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

Match the sentence with the correct figurative language title.

Oxymoron simile metaphor hyperbole personification onomatopoeia idiom allusion

1. My brothers are as loved as cymbals clanging together.
2. The new baby was a bundle of joy.
3. It felt as if I had walked a million miles.
4. The morning sun smiled down on me.
5. He helped her hurt head heal.
6. A snowball whooshed past my ear.
7. We were on cloud 9 after the win.
8. The gold metal winner was a Cinderella story.
9. The old green couch was really pretty ugly.

[L.3.6](#) | 2018

Domain: Language

Cluster: Vocabulary Acquisition and Use

Standards: 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).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important to understand and utilize words and phrases that pertain to a particular topic?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Identifying and utilizing specific words/phrases helps enhance oral and written text. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -When given domain-specific words, phrases, or clue words, students use spoken and written language to form completed sentences with logical relationships -Demonstrate use of academic vocabulary when recording information in cross-curricular journals paying attention to spatial and temporal relationships
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use specific words and 		

<i>phrases for a particular topic provides clarity in communication.</i>		
Assessments	Teacher Resources	
<i>To show evidence of meeting this standard, students may:</i> <i>-Participate in shared writing in small group to write a paragraph rich in adjectives and adverbs.</i> <i>-Journal Writing</i> <i>-Teacher Conferencing</i>	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		
<i>Teachers may use the following:</i> <i>- Pencils/Markers/Crayons</i> <i>-Writing Journals/Notebooks</i> <i>-Picture Cards</i> <i>-Technology</i>	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
<p><i>Sample question to consider for this standard:</i></p> <p><i>Use <u>me</u> or <u>I</u> in the blanks.</i></p> <p><i>You and _____ should go to the park.</i> <i>She told Jake and _____ to leave.</i></p>		