



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS
<b>Placement Week</b> <b>Suggest Time Frame:</b> 1 week	Placement Assessment Reading Progress Assessment
<b>Unit 1: Identity – Changes</b> Students look through the changes we go through, whether by choice or circumstance.  Inquiry Investigation  <b>Suggested Time Frame:</b> 4 Weeks  <b>Writing Unit - Launching Writer’s Workshop</b>  <b>Suggested Time Frame:</b> 3 weeks  <b>Writing Unit Personal Narrative</b>  <b>Suggested Time Frame:</b> 4-6 weeks  <b>Target Skill</b> <ul style="list-style-type: none"> <li>• Determine Author’s Purpose</li> <li>• Draw Conclusions</li> </ul> <b>Comprehension Strategy</b> <ul style="list-style-type: none"> <li>• Determine Important Information</li> <li>• Make Inferences</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• Features of a Personal Narrative</li> <li>• Sequence of Events Text Structure</li> <li>• Regular Past Tense Verbs</li> <li>• Strong Personal Narrative Lead</li> <li>• Subject Pronouns</li> <li>• Irregular Past Tense Verbs</li> <li>• Words to Describe Feelings</li> </ul>	<b>Reading for Literature</b> <ul style="list-style-type: none"> <li>• RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.</li> <li>• RL.3.7 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul> <b>Reading for Information</b> <ul style="list-style-type: none"> <li>• RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</li> <li>• RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>• RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>• RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>• W.3.3 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• W.3.3a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>• W.3.3b Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>• W.3.3c Use temporal words and phrases to signal event order.</li> <li>• W.3.3d Provide a sense of closure.</li> <li>• W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by</li> </ul>

<ul style="list-style-type: none"> <li>• Object Pronouns</li> <li>• Create a Title</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Evaluate Sources</li> <li>• Use Library Resources</li> </ul> <p><b>Word Study and Phonics</b></p> <ul style="list-style-type: none"> <li>• Prefixes Meaning “Not”</li> <li>• Inflected Endings</li> <li>• Short Vowel Sounds</li> <li>• Long a Sounds</li> <li>• Long e sounds</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Synonyms</li> <li>• Determine Word Relationships</li> </ul>	<p>planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>• W3.7 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• RF.3.3c Decode multisyllabic words.</li> <li>• RF.3.3d. Read grade-appropriate irregularly spelled words.</li> <li>• RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• 3.4a Read on-level text with purpose and understanding.</li> <li>• RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</li> <li>• SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• SL.3.1b 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).</li> <li>• SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• SL.3.1d Explain their own ideas and understanding in light of the discussion.</li> <li>• SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• SL.3.4 Report on a topic or text, tells a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>• SL.3.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• L.3.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>• L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>• L.3.5b Identify real-life connections between words and their use (e.g., describe people who are</li> </ul>
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	<p>friendly or helpful).</p> <ul style="list-style-type: none"> <li>• L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> <li>• L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</li> </ul>
<p><b>Unit 2: Everyday Science – Science at Play</b> Students study the science of our recreational activities.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 Weeks</p> <p><b>Writing Unit - Personal Narrative (continued from previous unit)</b></p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Identify Cause and Effect</li> <li>• Identify Text Structure</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Make Predictions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• (See Unit 1)</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Evaluate Sources</li> <li>• Evaluate Internet Sources</li> <li>• Use Voice Effectively</li> </ul> <p><b>Word Study and Phonics</b></p> <ul style="list-style-type: none"> <li>• Contractions with <i>am, is, our</i></li> <li>• Compound Words</li> <li>• Long o Words</li> <li>• Long i Words</li> <li>• Consonant clusters - <i>str, scr ,thr, spr</i></li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Use Antonyms</li> <li>• Analyze Idioms</li> <li>• Use Similes</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.</li> <li>• RL.3.7 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>• RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>• RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>• RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>• RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• W.3.7 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• RF.3.3c Decode multisyllabic words.</li> <li>• RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• RF.3.4a Read on-level text with purpose and understanding.</li> <li>• RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>• SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that</li> </ul>

	<p>preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> <li>• SL.3.1b 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).</li> <li>• SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• SL.3.4 Report on a topic or text, tells a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>• SL.3.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• L.3.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• L.3.1i Produce simple, compound, and complex sentences.</li> <li>• L.3.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>• L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• L.3.5 a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>• L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>• L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> <li>• L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 1  Reading Progress Assessment</p>
<p><b>Unit 3: Geography and Economics -The Shape of the Land</b>  Students examine how geography affects where we live, the economy, and what we do for recreation.</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit - Procedural Text</b></p>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> <li>• RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier</li> </ul>

<p><b>Suggested Time Frame:</b> 4-6 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>Paraphrase</li> <li>Sequence Events</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Monitor Comprehension</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Features of a Procedural Texts</li> <li>Articles the, a, an</li> <li>Specific and Accurate Language</li> <li>Irregular Plural Nouns</li> <li>Use Command Verbs</li> <li>Descriptive words</li> <li>Commas after a sequence</li> <li>Parentheses</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>Understand Reference Materials</li> <li>Use Encyclopedias and Almanacs</li> <li>Use an Atlas</li> <li>Active Listening</li> </ul> <p><b>Word Work and Phonics</b></p> <ul style="list-style-type: none"> <li>Noun suffixes</li> <li>Clues Inflected Endings –ed and –ing</li> <li>Consonant Clusters scr_, kn_, wr_, str_, _ch, _ck</li> <li>Ow, ou sound</li> <li>Aw sound</li> <li>Oi, oy sounds</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Multiple Meaning Words</li> <li>Use Context Clues</li> </ul>	<p>sections.</p> <ul style="list-style-type: none"> <li>RL.3.7 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>W.3.2b Develop the topic with facts, definitions, and details.</li> <li>W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>W.3.7 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>RF.3.3c Decode multisyllabic words.</li> <li>RF.3.3d. Read grade-appropriate irregularly spelled words.</li> <li>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>RF.3.4a Read on-level text with purpose and understanding.</li> <li>RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on</li> </ul>
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successive readings

- RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Speaking and Listening

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Report on a topic or text, tells a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

- L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.3.1b Form and use regular and irregular plural nouns.
- L.3.2f Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- L.3.5 a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).

<p><b>Unit 4: Earth Science – Digging up a Story</b> Students uncover Earth’s materials, history, and the importance of the water cycle.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Persuasive Letters</b></p> <p><b>Suggested Time Frame:</b> 4-6 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>Distinguish Fact and Opinion</li> <li>Categorize and Classify</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>Make Connections</li> <li>Visualize</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Features of a Persuasive Letter</li> <li>Problem /Solution Text Structure</li> <li>Internet Search Engine</li> <li>Evaluate Internet Sources</li> <li>Subject/Verb Agreement</li> <li>Noun/Pronoun Agreement</li> <li>Commas in Letters</li> <li>Strong Verbs</li> <li>Emotion Words</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>Internet Safety</li> <li>Internet Search Engines</li> <li>Evaluate Internet Sources</li> <li>Use Notes Effectively</li> </ul> <p><b>Word Work and Phonics</b></p> <ul style="list-style-type: none"> <li>Contractions with would, had, have</li> <li>Prefixes Telling Numbers</li> <li>Spelling for ir, ar, or, ur</li> <li>Homophones</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>Use a Dictionary &amp; Glossary</li> </ul>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>RL.3.7 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul>
	<p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>RI. 3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>RI.3.6. Distinguish their own point of view from that of the author of a text.</li> <li>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>W.3.1b Provide reasons that support the opinion.</li> <li>W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>W.3.1d Provide a concluding statement or section.</li> <li>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</li> <li>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>W.3.6 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</li> <li>W.3.7 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension</li> <li>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>RF.3.3c Decode multisyllable words.</li> <li>RF.3.4a Read with sufficient accuracy and fluency to support comprehension.</li> <li>RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>
	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</li> <li>SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> </ul>

<ul style="list-style-type: none"> <li>• Make Analogies</li> <li>• Use Similes</li> </ul>	<ul style="list-style-type: none"> <li>• SL.3.1b 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).</li> <li>• SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• SL.3.4 Report on a topic or text, tells a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>• SL.3.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>
	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• L3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L3.2b Use commas in addresses.</li> <li>• L.3.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</li> <li>• L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• L.3.3a.Choose words and phrases for effect</li> <li>• L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>• L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>• L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>• L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 2  Reading Progress Assessment</p>
<p><b>Unit 5: History and Culture-Heroes Across Time</b>  Students learn about heroes through historical texts, folktales, and modern-day stories.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit - Informational Text</b></p>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• RL .3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</li> <li>• RL. 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> </ul>



<p><b>Suggested Time Frame:</b> 4-6 weeks</p> <p><b>Target Skill</b></p> <ul style="list-style-type: none"> <li>• Generalize</li> <li>• Recall and Retell</li> </ul> <p><b>Comprehension Strategy</b></p> <ul style="list-style-type: none"> <li>• Determine Important Information</li> <li>• Make Inferences</li> <li>• Make Predictions</li> <li>• Summarize</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Features of Information Report</li> <li>• Descriptive Text Structure</li> <li>• Compound Sentences</li> <li>• Description Words</li> <li>• Research questions and take notes</li> <li>• Nouns</li> <li>• Adjectives</li> <li>• Compound sentences</li> <li>• Conjunctions</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Responsibility and Leadership</li> <li>• Appreciate Diversity</li> </ul> <p><b>Word Work</b></p> <ul style="list-style-type: none"> <li>• Common Prefixes</li> <li>• Comparatives and Superlatives</li> <li>• Sounds oo and ew</li> <li>• Soft c and g sounds</li> <li>• Endings ed and ing</li> </ul> <p><b>Vocabulary Strategy</b></p> <ul style="list-style-type: none"> <li>• Use Antonyms</li> <li>• Use Context Clues</li> </ul>	<ul style="list-style-type: none"> <li>• RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>• RL.3.7 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)</li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>• RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</li> <li>• RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>• RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</li> <li>• RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</li> <li>• RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>• RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• W.3.2b Develop the topic with facts, definitions, and details.</li> <li>• W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>• W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• W.3.7 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul> <p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• RF3.3d Read grade-appropriate irregularly spelled words.</li> <li>• RF3.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• RF3.4a Read grade-level text with purpose and understanding.</li> <li>• RF3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>
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- RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Speaking and Listening

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Report on a topic or text, tells a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak audibly and express thoughts, feelings, and ideas clearly.

### Language

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1.h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.3.3a Choose words and phrases for effect
- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4c Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-

	<p>specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p><b>Unit 6: Life Science - Extreme Environments</b> Students learn about how plants and animals survive in extreme environments.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Informational Text (continued from previous unit)</b></p> <p><b>Target Skill</b> Compare and Contrast Identify main Ideas and Details</p> <p><b>Comprehension Strategy</b> Make Connections Ask and Answer Questions</p> <p><b>Writing</b> (See Unit 5 Above)</p> <p><b>21st Century Skills</b> Use Information Responsibly Use Quotation Correctly Cite Sources Properly Use Gestures and Body Language</p> <p><b>Word Work</b> Compound Words Noun Suffixes Ending ies and ed Prefix un and re Suffix ly, er and ful</p>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• RL. 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>• RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>• RL.3.7 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).</li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>• RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</li> <li>• RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>• RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>• RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>• RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• W.3.7 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>

Suffix less and ness

**Vocabulary Strategy**

Use Multiple-meaning Words

Analyze Idioms

Classify Words

**Foundational Skills**

- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b Decode words with common Latin suffixes.
- RF3.4 Read with sufficient accuracy and fluency to support comprehension.
- RF3.4a Read grade-level text with purpose and understanding.
- RF3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Speaking and Listening**

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Report on a topic or text, tells a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Language.**

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 3  Reading Progress Assessment</p>
<p><b>Unit 7: Government and Citizenship – Making a Difference</b>  Students look into how historical and ordinary citizens have made or can make a difference.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Realistic Fiction</b></p> <p><b>Suggested Time Frame:</b> 4-6 weeks</p> <p><b>Target Skill</b>  Sequence Events  Generalize  Determine Author's Purpose  Paraphrase</p> <p><b>Comprehension Strategy</b>  Make Predictions  Summarize  Determine Important Information  Make Inferences</p> <p><b>Writing</b>  Features of Realistic Fiction  Adverbs How, When, Where, How Often  First and Third Person  Strong Endings  Objective Pronouns  Use Dialogue  Sentences that begin with And and But  Dialogue, Commas, &amp; Quotation Marks</p> <p><b>21<sup>st</sup> Century Skills</b>  Listening Skills  Collaboration  Consider Your Audience  Evaluate Sources</p> <p><b>Word Study and Phonics</b>  Contractions with will and not</p>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</li> </ul> <p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>• RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</li> <li>• Ri.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>• RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</li> <li>• RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>• RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• W.3.3 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• W.3.3a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>• W.3.3b Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>• W.3.3c Use temporal words and phrases to signal event order.</li> <li>• W.3.3d Provide a sense of closure.</li> <li>• W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</li> <li>• W3.7 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension</li> <li>• W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>



Comparatives and Superlatives  
Homophones  
Compound Words  
Words with Double Consonants

**Vocabulary Strategy**

Use Synonyms  
Use Context Clues  
Determine Word Relationships

**Foundational Skills**

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF3.3d Read grade-appropriate irregularly spelled words.
- RF3.4 Read with sufficient accuracy and fluency to support comprehension.
- RF3.4a Read grade-level text with purpose and understanding.
- RF3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Speaking and Listening**

- SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Report on a topic or text, tells a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak audibly and express thoughts, feelings, and ideas clearly.

**Language**

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L3.1i Produce simple, compound, and complex sentences.
- L3.2c Use commas and quotation marks in dialogue.
- L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase
- L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings

<p><b>Theme 8: Challenges - New Ideas</b> Students find out how inventors and ordinary people come up with new ideas that impact our lives.</p> <p>Inquiry Investigation</p> <p><b>Suggested Time Frame:</b> 4 weeks</p> <p><b>Writing Unit – Realistic Fiction (Continued form previous unit)</b></p> <p><b>Target Skill</b> Categorize and Classify Identify Main Ideas and Details Draw Conclusions Recall and Retell</p> <p><b>Comprehension Strategy</b> Ask and Answer Questions Monitor Comprehension Visualize Make Connections</p> <p><b>Writing</b> (See Unit 7)</p> <p><b>21<sup>st</sup> Century Skills</b> Evaluate Internet Sources Internet Search Engines Use Information Responsibly Interact with Your Audience</p> <p><b>Word Study and Phonics</b> Adjective and Adverb Suffixes Prefixes Telling <i>Where</i> Words ending with <i>gh</i> and <i>ght</i> Homophones Pre fixes <i>a</i> and <i>be</i></p> <p><b>Vocabulary Strategy</b> Use a Thesaurus Make Analogies Use Metaphors</p>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>• RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• RL. 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> <li>• RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>• RL.3.7 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)</li> </ul>
	<p><b>Reading for Information</b></p> <ul style="list-style-type: none"> <li>• RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</li> <li>• RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</li> <li>• RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>• RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>• RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• W.3.7 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> </ul>
	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li>• RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• RF3.3d Read grade-appropriate irregularly spelled words.</li> <li>• RF3.4 Read with sufficient accuracy and fluency to support comprehension.</li> <li>• RF3.4a Read grade-level text with purpose and understanding.</li> <li>• RF3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• RF3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</li> <li>• SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening</li> </ul>

	<p>to others with care, speaking one at a time about the topics and texts under discussion).</p> <ul style="list-style-type: none"> <li>• SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• SL.3.4 Report on a topic or text, tells a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>• SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>• SL.3.6 Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• L.3.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> <li>• L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>• L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>• L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> </ul>
<p><b>Benchmark Week</b>  <b>Suggest Time Frame:</b> 1 week</p>	<p>Quarterly Benchmark Assessment 4</p>