**FIRST QUARTER**

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| **Common Core** |  |
| RL 3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [Lesson 3 – T215 and Read Alouds] |
| RL 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). [Lesson 4] |
| RI 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). [Lesson 5] |
| WR 1 | Write **opinion pieces** on topics or texts, supporting a point of view with reasons. [Begin in October – use student writing from “seeds”]   1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 2. Provide reasons that support the opinion. 3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 4. Provide a concluding statement or section. |
| WR 3 | Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [Note: personal narrative first quarter – use student writing from “seeds]   1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [Lessons 4, 5, 11]   1. Explain the function of nouns in general and their functions in particular sentences. 2. Form and use regular and irregular plural nouns. 3. Use abstract nouns (e.g., childhood). |
| LA 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize appropriate words in titles. 2. Use commas in addresses. |
| LA 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. [Use with book talks and narrative writing. Use a rubric for language conventions (grammar)]   1. Choose words and phrases for effect. 2. Recognize and observe differences between the conventions of spoken and written standard English. |
| SL 6 | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

**SECOND QUARTER**

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| **Common Core** |  |
| RL 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. [Lesson 7 & 8: “Jack and the Beanstalk” and “Harvest Birds”, familiar fables, outside literature] |
| RL 4 | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. [*Amelia Bedelia* books good for this, but be sure to talk about them; brainstorm examples, use “Max’s Words” from the leveled readers] |
| RL 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 building on earlier sections. [Chapter books, various kinds of poetry; Reader’s Theater] |
| RI 2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. [Lesson 10] |
| RI 9 | Compare and contrast the most important points and key details presented in two texts on the same topic. [Lesson 9] |
| WR 1 | Write **opinion pieces** on topics or texts, supporting a point of view with reasons. [Use student writing from “seeds”]   1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 2. Provide reasons that support the opinion. 3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 4. Provide a concluding statement or section. |
| WR 2 | Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.   1. Introduce a topic and group information together; include illustrations when useful to aiding comprehension. 2. Develop the topic with facts, definitions, and details. 3. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 4. Provide a concluding statement or section. |
| WR 4 | With guidance and support from adults, produce writing in which the **development and organization** are appropriate to task and purpose. |
| WR 5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| WR 8 | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| LA 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of pronouns in general and their functions in particular sentences. [Lessons 10, 14] |
| LA 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  d.Form and use possessives. [Do during daily language time] |

**THIRD QUARTER**

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| **Common Core** |  |
| RI 1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| RI 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. |
| RI 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. |
| RI 6 | Distinguish their own point of view from that of the author of a text. |
| RI 8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| WR 1 | Write **opinion pieces** on topics or texts, supporting a point of view with reasons. [Begin in October]   1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 2. Provide reasons that support the opinion. 3. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 4. Provide a concluding statement or section. |
| WR 2 | Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.   1. Introduce a topic and group information together; include illustrations when useful to aiding comprehension. 2. Develop the topic with facts, definitions, and details. 3. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 4. Provide a concluding statement or section. |
| WR 7 | Conduct **short research projects** that build knowledge about a topic. |
| LA 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Explain the function of adjectives in general and their functions in particular sentences.   g.Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. |
| LA 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. 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). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |

**FOURTH QUARTER**

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| **Common Core** |  |
| RL 1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| RL 6 | Distinguish their own point of view from that of the narrator or those of the characters. [Lesson 21] |
| RL 9 | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). *Catzilla / Dogzilla Ramona / Judy Moody* (Read-Alouds, reading groups) |
| RL 10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2 – 3 text complexity band independently and proficiently. [Use Fountas and Pinnell; include poetry] |
| RI 10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2 – 3 complexity band independently and proficiently. [Use Fountas and Pinnell] |
| FS 3 | Know and apply grade-level phonics and word analysis skills in decoding words. [Lessons 23, 24, 25]   1. Identify and know the meaning of the most common prefixes and derivational suffixes. 2. Decode words with common Latin suffixes. 3. Decode multisyllabic words. 4. Read grade-appropriate irregularly spelled words. |
| FS 4 | Read with sufficient accuracy and fluency to support comprehension. [Use Fountas and Pinnell]   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| LA 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [Lessons 7 and 14]   1. Explain the function of verbs and *adverbs* in general and their functions in particular sentences. 2. Form and use regular and irregular verbs. 3. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). 4. Ensure subject-verb and pronoun-antecedent agreement.   h.Use coordinating and subordinating conjunctions. [if, since, before, after,etc.]  i. produce simple, compound and complex sentences. |
| LA 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  c.Use commas and quotation marks in dialogue.  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. |

**YEAR LONG**

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| **Common Core** |  |
| WR 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. |
| WR 10 | 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 discipline-specific tasks, purposes, and audiences. |
| SL 1 | Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [Note: Reading Groups]   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 4. Explain their own ideas and understanding in light of the discussion. |
| SL 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. [Read-Alouds] |
| SL 3 | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [Book Talks] |
| SL 4 | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| SL 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. |
| RI 5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| LA 5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   1. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). 2. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful) 3. Distinguish shades of meaning among related words that describe states of mind or degree of certainty (e.g., knew, believed, suspected, heard, wondered). [ Note: Reading Groups] |
| LA 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). |