

Common Core Standards-Based Curriculum

Content Area: ELA

Grade: 3

Texts:

- Reading Street
- Reader’s Writer’s Notebook
- Fresh Reads for Fluency Workbook
- Reading Street Practice Station Flip Cards
- Leveled-readers kit
- Pearson Website with activities for daily use
- “Charlotte’s Web”
- “Stone Fox”
- “Because of Winn-Dixie”
- “Who Conducted the Underground Railroad”
- “Cracking the Wall”
- Reading Street Sleuth
- Aesop’s Fables
- Caldecott Award books
- Biography books
- Scholastic News - Grade 3
- Read Alouds books and passages
- Writing to Sources

Standard	Objectives	Terms (Academic Vocabulary)	Formative Assessments / Classroom Activities	Summative Assessments
Language				
L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking	<ul style="list-style-type: none"> ● Student will use nouns, verbs, and adjectives correctly ● Student will use subjects and verbs that agree ● Student will use irregular plural nouns ● Student will use 	<ul style="list-style-type: none"> ● nouns, pronouns, verbs, adverbs, adjectives their functions ● regular plural nouns ● irregular plural nouns ● abstract nouns ● possessive 	<ul style="list-style-type: none"> ● Daily conversations with students ● Observations ● Appropriate grade-level practice with Reading Street resources and materials ● Paragraph writing going through the writing process 	<ul style="list-style-type: none"> ● Evaluate the FCAs (Focus Correction Areas) in student’s writings using rubrics and scoring guides ● Students do self editing for FCA’s assigned ● Test the different

	<p>past, present, and future tenses</p> <ul style="list-style-type: none"> • Student will use conjunctions (joining words) such as for, and, nor, but, or, yet, so 	<p>nouns</p> <ul style="list-style-type: none"> • regular verbs • irregular verbs • simple verb tenses • subject verb & pronouns • antecedent agreement • comparative superlative adjectives and adverbs • coordinating and subordinating conjunctions • simple, compound, and complex sentences • revise • run-on sentence • edit • publish 	<p>(prewrite, 1st draft, revise, edit, publish) with peers and teacher</p> <ul style="list-style-type: none"> • Use the Reading Street interactive videos for each grammar concept • Daily Fix-It 	<p>concepts at different intervals: (after topic introduced, end of unit, and benchmark reviews)</p>
<p>L.2</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing</p>	<ul style="list-style-type: none"> • Student will use correct spelling of words with common suffixes, such as -ion, -ment, and -ly • Student will follow spelling rules (consonant doubling, dropping e, and changing y to i). • Student will use and punctuation marks correctly 	<ul style="list-style-type: none"> • capitalize words in titles • commas in addresses • quotation marks • possessives • conventions of spelling • suffixes • base words • spelling patterns • reference materials • dictionaries • consult 	<ul style="list-style-type: none"> • Appropriate grade-level practice with Reading Street resources and materials • Spelling conventions are practiced, reinforced with activities, and assigned for homework • Charting parts of words (prefix, base, suffix) • Each student 	<ul style="list-style-type: none"> • ** See Above • Formal testing and daily observations same as above

	<ul style="list-style-type: none"> • Student will use resources to check spelling (dictionary, spell check) • Student will use quotation marks around dialogue, commas in a list, and apostrophes in contractions and possessives • Students will use correct capitalization 	<ul style="list-style-type: none"> • index • glossary • thesaurus • atlas • guide words alphabetical order • root words 	<p>receives his/her own dictionary to keep and to use as a resource</p> <ul style="list-style-type: none"> • Use of graphic sources (atlas, thesaurus, glossary, dictionary, computer) • Daily Fix-It 	
<p>L.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> • Student shows an understanding of the rules of the English language • Use the proper language for the audience and purpose of presentation • Can speak clearly, at the correct volume, and speed to be understood 	<ul style="list-style-type: none"> • conventions of language • words • phrases • spoken standard English • written standard English • writing • reading • listening • choose • recognize • observe • effect • proper language • audience • presentation • volume • speed 	<ul style="list-style-type: none"> • Use appropriate grade-level materials and resources from Reading Street series • Oral presentations to class across the curriculum • Perform in plays and reader's theater • Daily conversations • Model appropriate volume and speed by teacher, videos, story tapes 	<ul style="list-style-type: none"> • Formal testing of the conventions of language after being introduced and practiced • Practice fluency with Reading Street materials • Oral Presentations

<p>L.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> • Student will word acquisition to make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts • Student will use grammar in basic ways to build upon their skills • Student will understand author's purpose • Student will write in different purposes 	<ul style="list-style-type: none"> • meaning • multiple • -meaning word • phrases • 3rd grade reading • content strategies • determine • clarify • context clues • glossary • dictionary 	<ul style="list-style-type: none"> • Use different content strategies to clarify an unknown or multi-meaning word (ex. peer, dictionary, context clues, etc) • Work individually, with a partner, or small groups to determine the word's meaning • Literary groups where students support each other's understanding • Teacher modeling and clarifying • Dictionary Hunt Game *2 	<ul style="list-style-type: none"> • Student appropriately uses the unknown or multiple-meaning word when speaking and writing • Reading Street practice and testing materials and resources
<p>L.5</p> <p>Demonstrate understanding of word relationships and nuances in word meanings</p>	<ul style="list-style-type: none"> • Student will be able to use and apply meanings of literal and nonliteral meanings for words and phrases • Student will use reference materials for unknown words • Student will know word parts to determine meaning 	<ul style="list-style-type: none"> • word relationship • word meaning • nuances • literal meaning • non-literal meaning • context • real-life connections • states of mind • degrees of certainty • distinguish • identify • describe • check for understanding • story elements • subject 	<ul style="list-style-type: none"> • Guided comprehension by teacher with Reading Street materials and text • Peer reading for comprehension • Student retells the story to check for understanding • Teacher clarifying and guiding understanding 	<ul style="list-style-type: none"> • Teacher observations • Check for understanding both orally and written • Use Reading Street practice and testing materials

<p>L.6</p> <p>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>	<ul style="list-style-type: none"> • Student will use 3rd grade talking, writing, and writing vocabulary for subjects • Student will understand spatial and timely understanding of events 	<ul style="list-style-type: none"> • grade -appropriate • conversational • spatial relationships • temporal relationship • acquire • persuasion • chronological order 	<ul style="list-style-type: none"> • Use flow chart • Practice conversation dialog • Class discussions • Model appropriate spatial and temporal relationships 	<ul style="list-style-type: none"> • Teacher Observations • Evaluate level of appropriate conversational dialogue student uses
Reading Literature				
<p>RL.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> • Ask and answer questions to show understanding of the story elements in the text • Refer to the Text to support their answers 	<ul style="list-style-type: none"> • main idea • characters • setting • plot • supporting details • problem • solution • questions • inferring • refer 	<ul style="list-style-type: none"> • Check for understanding of main ideas, supporting details, inference, comprehension • Identify the characters, main events in story ex. "Charlotte's Web" • Do activities in Reader's notebook • Use leveled-readers to identify story elements • Make story quilt 	<ul style="list-style-type: none"> • Sequence picture cards • Fill in graphic organizer showing story elements • Mapping the story • Reading Street Selection practice materials and tests • Make diorama of favorite scene
<p>RL.2</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<ul style="list-style-type: none"> • Learn a lesson by reading fables, folktales, myths and how it will help in life • Retell and explain the lesson or theme 	<ul style="list-style-type: none"> • fables • folktales • myths • culture • lesson • moral • sequence • retell • drama • diverse • key details 	<ul style="list-style-type: none"> • Tell the lesson learned from the story and how it applies to them • Read different myths, fables ("The Hare and the Tortoise", "What About Me?", Aesop, folk tales (Paul Bunyan and the Great Lakes", "Fly, 	<ul style="list-style-type: none"> • Explain lesson and how it relates to them, other text, the world • Apply lessons to real life situations • Reading Street Selection tests • Acting out the stories

		<ul style="list-style-type: none"> recount determine explain conveyed main idea theme story elements comprehension 	<ul style="list-style-type: none"> Eagle, Fly") Tell main idea, themes, story elements, comprehension Response Journal 	
<p>RL.3</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<ul style="list-style-type: none"> Tell reasons why the character acted in a certain way using evidence from the text Tell how the character is affected by what happens in the beginning and at the end of the story Be specific in telling about the characters, understanding their traits, motivations or feelings Explain how the character influences the plot development 	<ul style="list-style-type: none"> characters story traits motivation feelings action cause/effect sequence of events describe supporting details explain 	<ul style="list-style-type: none"> Identify cause/effect in Pearson's stories and chapter book, "Because of Winn-Dixie" Use character webs identifying different traits and supporting traits with examples from text Discuss and describe feelings and motivations and how and why the characters acted a certain way Make connections to character's traits with themselves, other text, and/or the world 	<ul style="list-style-type: none"> Identify cause/effect in text with evidence from the text Reading Street Selection tests Class discussions relating traits and feelings to real life
<p>RL.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<ul style="list-style-type: none"> Students will be required to tell the meaning of words and phrases in a text, noting the differences between literal and nonliteral language 	<ul style="list-style-type: none"> meaning words phrases text literal nonliteral language context clues chapter 	<ul style="list-style-type: none"> Complete Vocabulary Squares *1 for each new word Read (ex. "Two Bad Ants"; "Amelia Bedelia") aloud and have students distinguish literal and 	<ul style="list-style-type: none"> Explain the literal and nonliteral meaning in text Make illustrations to show literal and nonliteral meanings Peer conference for understanding

	<ul style="list-style-type: none"> Students will use context clues to determine the meaning of unknown words and phrases 	<p>headings</p> <ul style="list-style-type: none"> metaphor multiple meaning words dictionary glossary distinguishing 	<p>nonliteral terms</p>	<p>of literal and nonliteral meanings</p> <ul style="list-style-type: none"> Reading Street selection tests
<p>RL.5</p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<ul style="list-style-type: none"> Students will identify parts of a story when writing or speaking about a text Students will describe how each successive part of the story which builds on earlier sections 	<ul style="list-style-type: none"> parts stories dramas poems text terms chapter scene stanza section refer writing speaking describe builds chapter heading paragraph theme scene sequence of events chronological order 	<ul style="list-style-type: none"> Sequence story using sentence strips and the retell the story picture cards (unscramble) Create illustrations of successive parts to the story 	<ul style="list-style-type: none"> Act out or retell the story orally in sequential order Write a story summary
<p>RL.6</p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> In dramas and poems students are required not only to establish the point of view and tell how their own point of view is different from the narrator's or the characters Students will 	<ul style="list-style-type: none"> point of view narrator characters distinguish fact opinion persuasion author's purpose drawing conclusions 	<ul style="list-style-type: none"> Divide students into "Fact" team and "Opinion team Taking turns calling out facts and the opposite team changes it to an opinion - vise versa Identify the narrator's and characters opinions in text State their own 	<ul style="list-style-type: none"> State their own opinion and distinguish how it is similar or different from the narrator or the characters Give reasons for their opinion Identify fact and opinion

	express their own point of view		opinion	statements in different tests
<p>RL.7</p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<ul style="list-style-type: none"> Students must combine pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters 	<ul style="list-style-type: none"> aspect text illustrations mood character setting explain contribute conveyed create emphasize inference conclusions story elements compare/contrast 	<ul style="list-style-type: none"> Students interact with pictures and written text to explain the mood, setting, and characters of a story Whiteboard activity to use smiley faces to indicate mood 	<ul style="list-style-type: none"> Read and discuss pictures and illustrations in text and tell what they convey Identify the words in the text that explain the pictures Reading Street practice activities and tests
<p>RL.8</p> <p>N/A</p>				
<p>RL.9</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<ul style="list-style-type: none"> Students are required to find similarities and differences in the themes, settings, and plots stories by the same author and characters 	<ul style="list-style-type: none"> themes settings plots stories author characters books series compare contrast 	<ul style="list-style-type: none"> Use Venn diagram or T Chart with students working in groups to compare and contrast two texts Read and discuss story elements in series books (ex, "Magic TreeHouse") 	<ul style="list-style-type: none"> Chart an author's different stories and record the likes and differences in them Reading Street practice activities and tests
<p>RL.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the</p>	<ul style="list-style-type: none"> Students will be able to read and understand a variety of literature on grade level by the 	<ul style="list-style-type: none"> literature drama poetry comprehend informational texts 	<ul style="list-style-type: none"> Read and discuss different literary genres Use computer (internet) to research historical events 	<ul style="list-style-type: none"> Fluency Benchmark tests Comprehension testing Running records of students'

<p>high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>end of the year</p>	<ul style="list-style-type: none"> ● realistic fiction ● historical fiction 	<p>and/or people</p> <ul style="list-style-type: none"> ● Perform in plays ● Read a variety of poems and write their own poems 	<p>progression by the end of the year</p>
<p>Reading Informational Text</p>				
<p>RI.1</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> ● Student will use the table of contents, index, captions, and illustrations to find information ● Student will be able to use the table of contents, chapter headings, glossary, index, captions, and illustrations to find information ● Answer the questions why, who, where, what when, and how about important elements in an informational text ● Draw conclusions from information in maps, charts, graphs, and tables 	<ul style="list-style-type: none"> ● questions ● text ● answers ● ask ● demonstrate ● understanding ● referring ● check for understanding ● fact ● chapter ● headings ● glossary ● inferring 	<ul style="list-style-type: none"> ● Graphic organizers (KWL, Venn, mapping) ● Self-reflecting journaling ● Classroom discussions ● Literacy first 2-3 grade comprehension testing ● student conferencing ● Illustrations for terms ● Informational concepts rubrics ● Reading Street online materials 	<ul style="list-style-type: none"> ● Reading Street selection, unit, and benchmark tests\ ● Scholastic News ● Class discussions ● Teacher conferencing ● Trivia fact game ● Oral presentation ● RACE *4 writing assignment
<p>RI.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea</p>	<ul style="list-style-type: none"> ● Student will name and list the important main ideas and supporting details of informational text ● Using the text 	<ul style="list-style-type: none"> ● main idea ● text ● key details ● determine ● recount ● explain ● support 	<ul style="list-style-type: none"> ● Graphic organizers webbing, word web ● Informational rubrics ● White boards ● Charting information ● Reflecting on closed ended questions ● Peer and teacher 	<ul style="list-style-type: none"> ● Reading Street selection, unit, and benchmark tests ● Teacher observations ● Oral presentations ● Trivia game

	student will be able to support answers		<ul style="list-style-type: none"> interviews • Four squares • Citing evidence from text to support the main idea • Use appropriate 3rd grade cross the curriculum reading materials • Identify the 5 W's and how for informational texts 	<ul style="list-style-type: none"> • Reading Street Sleuth readers • Tested orally and written using evidence from text to support main idea • Scholastic News activity pages and comprehension page • Charting the 5 W's and how for informational texts across the curriculum
<p>RI.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<ul style="list-style-type: none"> • Answer the questions why, who, where, what, when, and how about important elements in an informational text • Use and decide if a set of directions is clear, complete, and in order 	<ul style="list-style-type: none"> • relationship • historical events • scientific ideas • scientific concepts • technical procedures • text time • sequence • cause/effect • describe • using • pertains • chronological order • compare /contrast • historical fiction 	<ul style="list-style-type: none"> • Graphic organizers • Flow Chart • Sequencing strips • Reading Street retell picture cards • Venn diagram • Sequence steps for events, recipes, text or project • Four square writing • Grade 3 across the curriculum texts and trade books • Biography texts 	<ul style="list-style-type: none"> • Using a flow chart to write the steps in order for text events, projects (ex.an original cartoon), recipes, hobby, and/or historical events (ex. Civil Rights Movement), and scientific and mathematical concepts • Outline events in chronological order on a number line • Reading Street selection, unit, and benchmark tests • Literary Gathering *3
RI.4	<ul style="list-style-type: none"> • Student will find the meanings of 	<ul style="list-style-type: none"> • meaning • general 	<ul style="list-style-type: none"> • Graphic organizers • Guess the cover 	<ul style="list-style-type: none"> • Reading Street selection, unit,

<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>general vocabulary words used in 3rd grade and will be able to use the words correctly in a sentence</p>	<p>academic</p> <ul style="list-style-type: none"> ● domain-specific ● words ● phrases ● text ● topic ● subject areas ● determine ● relevant ● context clues ● multi-meaning words 	<p>word</p> <ul style="list-style-type: none"> ● Reading Street vocabulary activities online ● Vocabulary Squares *1 ● Vocabulary Review games (ex. I have, who has.....) ● Reading Street vocabulary word and picture cards ● Dictionary ● Glossary ● Peer-coaching ● Homework study sheets 	<p>and benchmark tests</p> <ul style="list-style-type: none"> ● Using the word correctly orally and in written language ● Successfully using the glossary in grade 3 texts for understanding
<p>RI.5</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<ul style="list-style-type: none"> ● Student will continue to use the text features and organization of informational text (text features and search tools) to find and manage information specific to the topic 	<ul style="list-style-type: none"> ● text features ● search tools ● information ● given topic ● locate ● glossary ● encyclopedia ● chapter heading ● index ● computer 	<ul style="list-style-type: none"> ● Glossary ● Encyclopedia ● Thesaurus ● Chapter Headings ● Index 	<ul style="list-style-type: none"> ● Label diagrams ● Play Trivia game of text features ● Locating important words ● Check for understanding ● Exit ticket for usage and understanding ● Vocabulary squares
<p>RI.6</p> <p>Distinguish their own point of view from that of the author of a text.</p>	<ul style="list-style-type: none"> ● Students will develop their own ipinions and facts from the author's point of view 	<ul style="list-style-type: none"> ● point of view ● author ● text ● distinguish ● persuasion ● opinion 	<ul style="list-style-type: none"> ● Persuasion ● Opinion ● Class Discussion 	<ul style="list-style-type: none"> ● Venn diagram for varying points of views ● Newspaper article -ex. Scholastic News Discussions ● Agree/Disagree student discussions
<p>RI.7</p>	<ul style="list-style-type: none"> ● Student must use 	<ul style="list-style-type: none"> ● information 	<ul style="list-style-type: none"> ● Identify main idea, 	<ul style="list-style-type: none"> ● Check for

<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>various media (maps, diagrams, photos, audios) to understand specific information in the text</p>	<ul style="list-style-type: none"> ● illustrations ● maps ● photographs ● words ● text ● use ● gain ● demonstrate ● understanding 	<p>key concepts, and setting</p> <ul style="list-style-type: none"> ● Explain illustrations and other graphic sources used in text ● Present information to audience 	<p>understanding</p> <ul style="list-style-type: none"> ● Illustrate different scenes from text ● Discussion from illustrations and key concepts
<p>RI.8</p> <p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<ul style="list-style-type: none"> ● Third graders are required to make a clear link between sentence and paragraphs when reading informational text 	<ul style="list-style-type: none"> ● connection ● sentences ● paragraphs ● text ● describe ● comparison ● contrast 	<ul style="list-style-type: none"> ● Identify chronological order ● Identify cause/effect ● Class discussions 	<ul style="list-style-type: none"> ● Sequencing strips ● Flow charts ● Venn Diagrams ● Four-Square: first, next, then, finally ● Peer checking
<p>RI.9</p> <p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> ● Student is asked to find similarities and differences about important details when reading about two texts that share the same topic 	<ul style="list-style-type: none"> ● important points ● key details ● text ● topic ● compare ● contrast ● presented ● persuade ● opinion ● supporting details 	<ul style="list-style-type: none"> ● Compare/Contrast graphic organizers ● Identify main ideas and supporting details 	<ul style="list-style-type: none"> ● Use Venn diagram to compare and contrast different topics (2 myths, Pilgrims vs, Puritans etc.)
<p>RI.10</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> ● Student is asked to find similarities and differences about important details when reading different texts across the curriculum 	<ul style="list-style-type: none"> ● important points ● key details ● text ● compare ● contrast ● presented ● historical fiction ● check for understanding ● biography ● glossary ● index 	<ul style="list-style-type: none"> ● Compare/Contrast graphic organizers ● Historical fiction and trade books on different subjects ● Encyclopedia ● Internet ● main ideas and supporting ● Biography ● Glossary 	<ul style="list-style-type: none"> ● Use Venn diagram or T-chart to compare and contrast similar topics from different sources ● Write a report in a paragraph format to compare and contrast similar topics

		<ul style="list-style-type: none"> • informational text • encyclopedia • context clues • fact • main idea • supporting details • search tools 		
Speaking and Listening				
<p>SL.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly</p>	<ul style="list-style-type: none"> • Tell my ideas and/or information from a text clearly to other students • Listen to other students' ideas and add to them 	<ul style="list-style-type: none"> • discussions • groups • partners • ideas • material • information • topic • engage • expressing • read • studied • explore • listening • explain • determine • summary • points of view • course of actions 	<ul style="list-style-type: none"> • plot • summary • Actively Listening • Points of view • Ideas 	<ul style="list-style-type: none"> • Peer discussion with whole group sharing for stories read in class • Listening to CD of weekly stories in our reading text
<p>SL.2</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> • Identify main ideas and supporting details of any type of text read aloud, different forms of media and formats 	<ul style="list-style-type: none"> • main ideas • details • text • information • media • formats • determine • read aloud 	<ul style="list-style-type: none"> • Teacher Read alouds from different sources • Listening to recording of different topics with tape and book (ex. Powwow, Kwanzaa, Dr. Martin L. King, Jr etc,,) 	<ul style="list-style-type: none"> • Read alouds from Reading Street series and other sources • Reading Street Video library to use with Apple TV • Reading and discussing weekly Scholastic Newsletter for

				<ul style="list-style-type: none"> third graders Reading Street Sleuth readers
<p>SL.3</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<ul style="list-style-type: none"> Actively listening and understanding details from a speaker's message 	<ul style="list-style-type: none"> questions information speaker elaboration details ask answer offering actively listening speaker's message 	<ul style="list-style-type: none"> Audio tape and books Reading Street video resource material Biography chapter books 	<ul style="list-style-type: none"> Students make oral presentations and are asked questions about the subject from classmates Literary Gathering presentations
<p>SL.4</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<ul style="list-style-type: none"> Report and tell about a topic, a story, or use prior knowledge Being able to speak fluently, where others can understand 	<ul style="list-style-type: none"> topic text story experience with facts descriptive details understandable pace report tell recount speaking 	<ul style="list-style-type: none"> Biography chapter books Non-fiction books Collective group presentations about a topic 	<ul style="list-style-type: none"> Literary Gathering Presentations Research reports Oral presentations Reading Street Sleuth readers
<p>SL.5</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<ul style="list-style-type: none"> Create audio recordings to strengthen fluency skills Add visual displays portraying certain facts and details 	<ul style="list-style-type: none"> audio recordings stories poems visual displays facts details create demonstrate add fluency construct 	<ul style="list-style-type: none"> Choral readings of texts and poems Plays Power points Charts, Flow charts Readers' Theatre 	<ul style="list-style-type: none"> Use iPad to record readings to view and evaluate Make tri-fold posters and charts for display Read aloud authentic writings

<p>SL.6</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> • Student will express ideas and opinions appropriately and in complete sentences • Student will compile details in a clear and concise manner to certain tasks and situations 	<ul style="list-style-type: none"> • complete sentences • task and situation • requested detail • clarification • speak • provide • opinion • appropriately • compile 	<ul style="list-style-type: none"> • Oral Presentations to an audience • Literary Gathering 	<ul style="list-style-type: none"> • Perform in Readers' Theatre • Report on topics researched in small groups
Reading: Foundational Skills				
<p>RF.3.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words</p>	<ul style="list-style-type: none"> • Student will find and know the meaning of the most common prefixes and suffixes • Student will read words with more than one syllable • Student will decode new words using standard phonetic sounds • Student will read third grade irregularly spelled words 	<ul style="list-style-type: none"> • Grade-level Phonics skills • Word analysis • Decoding words 	<ul style="list-style-type: none"> • Prefixes • Suffixes • Base words • Syllables • Irregular Spellings • Root words 	<ul style="list-style-type: none"> • Weekly Phonetic Skills practiced with Reading Street Decodable Readers and a weekly selection story resource materials • Reading Street video materials • Phonetic charts and cards • Weekly and unit spelling practice, review, and tests • Reader's Writer's Notebook
<p>RF.3.4</p> <p>Read with sufficient accuracy and fluency to support comprehension</p>	<ul style="list-style-type: none"> • Student will read third grade stories and reading materials with understanding and purpose • Student will read third grade stories and poems orally 	<ul style="list-style-type: none"> • Grade-level fiction and nonfiction readings • Grade-level chapter books • Grade-level trade books 	<ul style="list-style-type: none"> • Fluent • Using Context clues • Decoding • Applying phonics skills • Expression • Read with comprehension 	<ul style="list-style-type: none"> • Teacher observations • Students retelling stories and facts • Weekly Selection tests and unit benchmark tests for vocabulary and comprehension

	<p>fluently and with expression</p> <ul style="list-style-type: none"> • Student will use context clues to understand and read words they do not know 			<ul style="list-style-type: none"> • Reader's Writer's Notebook
Writing				
<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<ul style="list-style-type: none"> • Value others point of view • Express my opinions • Defines them as individuals 	<ul style="list-style-type: none"> • Opinion pieces • Topics • Texts • Point of View • Reasons • Organizational Structure • Linking Words • Concluding Sections • Introduce • Supporting • Create • Connect • Provide • Express • Justify 	<ul style="list-style-type: none"> • Reading Text • Scholastic News • Current Events • Across the curriculum • Class Discussions 	<ul style="list-style-type: none"> • Class Discussions • RACE format paragraphs • Debates on a variety of issues • Political Debates • Taking Straw Polls and presenting the findings
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> • State their facts and opinions about specific topic • Research their opinion with facts and illustrations • Provide a convincing statement to persuade you audience 	<ul style="list-style-type: none"> • Informative/ Explanatory • Text Topics ideas and information • Groups • Illustrations • Facts • Definitions • Details • Linking Words • Categories of information 	<ul style="list-style-type: none"> • Reading Text • Scholastic News • Current Events • Across the Curriculum • Internet • Class Presentations • Research 	<ul style="list-style-type: none"> • Across the Curriculum Research Projects -Written and orally presented to class (eg. Science - Plants, planets) • Writing RACE format paragraphs to respond to the weekly story question

		<ul style="list-style-type: none"> • Concluding statements • Write • Examine • Develop • Relate • Research • Specific Topic 		<ul style="list-style-type: none"> • Working in groups and/or individually on projects • View Scholastic News and Brain Pop videos for additional information • Using nonfiction trade books for information • Using the writing process: prewrite, 1st draft, revision, editing, and publish for paragraph writings • Use of Graphic Organizer for prewrite
<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> • Writing ordinal sequence using their imaginations • Using prior knowledge to show response of characters through experience and events • Logical endings 	<ul style="list-style-type: none"> • Narrative • Real or imagined experience of events • Effective Techniques • Descriptive details • Event Sequences • Narrator's Character • Events Sequence • Dialogue • Descriptive thoughts, feelings, experiences, 	<ul style="list-style-type: none"> • Reading Text • Scholastic News • Plays • Steps in the Process • Personal Experiences • 	<ul style="list-style-type: none"> • Identify story Elements • Participate in Readers Theater • Write descriptive details of character and events of a story • Create stories from imagination and real life events

		<p>events, characters and situations</p> <ul style="list-style-type: none"> • Temporal words and phrases - event order 		
<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<ul style="list-style-type: none"> • Provide organization of writing and deciding on important details • Stay on task, develop student's writing with an end goal 	<ul style="list-style-type: none"> • Peers • Adults • Task • Purpose • Organization • Guidance • Support • Develop • Planning • Revising • Writing • Editing 	<ul style="list-style-type: none"> • Writing an open response answer to the weekly story question in our reading text and the Benchmark unit tests using the RACE writing format (graphic organizer) 	<ul style="list-style-type: none"> • Write an actual composition using the steps of the writing process, this is ongoing for each story in the reading text and for the Benchmark unit tests • Guidance and support given from teacher and peers • Composition will be published and graded with a rubric scoring scale
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<ul style="list-style-type: none"> • By working together students will plan, develop, strengthen revise and edit their writing 	<ul style="list-style-type: none"> • Peers • Adults • Writings • Guidance • Strengthen • Writing • Planning • Revising • Editing 	<ul style="list-style-type: none"> • Writing an open response answer to the weekly story question in our reading text and the Benchmark unit tests using the RACE writing format with graphic organizer 	<ul style="list-style-type: none"> • Write an actual composition using the steps of the writing process, this is ongoing for each story in the reading text and for the Benchmark unit tests with teacher and peer conferences as part of the process • Compositions will be published and graded with a rubric scoring

				scale
<p>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.</p>	<ul style="list-style-type: none"> • Student will use technology to produce and publish their writings • Students will work together to strengthen their writing 	<ul style="list-style-type: none"> • Adults • Technology • Writings • Others • Guidance • Support • Produce • Publish • Interact • Collaborate • Keyboarding 	<ul style="list-style-type: none"> • Computer Class and personal experience • Use Internet to research a topic and then produce a written report 	<ul style="list-style-type: none"> • Use Internet to research a topic (Ex famous person from Massachusetts) • Write a report and/or a powerpoint presentation
<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<ul style="list-style-type: none"> • Research a topic and how to restate logical information attained 	<ul style="list-style-type: none"> • Research Projects • Knowledge of Topic • Build • Logical Information 	<ul style="list-style-type: none"> • Research using internet, trade books, nonfiction, and/or resource books • Class activities and experiences building research skills 	<ul style="list-style-type: none"> • Create a student newspaper composing real, historical and/or current events (ex. Newspaper of Colonial and Current QCA events)
<p>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.</p>	<ul style="list-style-type: none"> • Students will recall from experiences and sources to enhance their writings • Students will sort notes from sources into groups 	<ul style="list-style-type: none"> • Information from Experiences • Information from print and digital sources • Brief notes on sources • Evidence • Categories • Recall • Gather • Take • Sort • Audience 	<ul style="list-style-type: none"> • Recall personal experiences • Research using different sources • Take notes and outline information after viewing a video and/or reading from a source 	<ul style="list-style-type: none"> • Create a student newspaper and/or memory book of real, historical, or current events
<p>W.3.9 (W.3.9 begins in grade 4)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>W.3.10 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.</p>	<ul style="list-style-type: none"> • Students will write daily over a variety of topics paying close attention to all the skills of writing 	<ul style="list-style-type: none"> • Extended time frames • Single Sitting • Day • Discipline-Specific • Tasks • Purposes • Audiences • Write routinely • Reflection • Revision 	<ul style="list-style-type: none"> • Ongoing quick writes in student journal • Ongoing writing process for assignments across the curriculum • Practicing and developing the proofreading skills to self-edit writing • Ongoing teacher and peer conferences for revisions and editing 	<ul style="list-style-type: none"> • Ongoing Student Journal • Self-reflecting • Summative writing Projects with building on revision, editing and published projects
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Appendix: Assessments

- ***1. Vocabulary Square:** In a 4-square format list each vocabulary word from the selection, its definition, a sentence, and a picture. Original sentences are used to practice proofreading skills in capitalization, punctuation, spelling, word usage, and sentence structure each week.
- ***2. Dictionary Hunt Game** - Students are given a list of words which they have to find in their dictionary so that they can locate the answer in the dictionary's entry.
- ***3. Literary Gathering** - Students independently read a chapter book about a famous person and then in an oral presentation dressed as that character highlight the major accomplishments and events in that person's life in sequential order.
- ***4. RACE** is a writing strategy which helps students to successfully answer close and open-ended questions by restating the question and providing evidence from the text to support their positions.