

## Pine Hill Public Schools Curriculum

Content Area:		<b>Language Arts Literacy</b>	
Course Title/ Grade Level:		Grade 3	
Unit 1:	<b>School Days</b>	Duration:	<b>6 Weeks</b>
Unit 2:	<b>Together We Can</b>	Duration:	<b>7 Weeks</b>
Unit 3:	<b>As We Grow</b>	Duration:	<b>6 Weeks</b>
Unit 4:	<b>Tales to Tell</b>	Duration:	<b>6 Weeks</b>
Unit 5:	<b>A Place for All</b>	Duration:	<b>5 Weeks</b>
Unit 6:	<b>Discoveries</b>	Duration:	<b>6 Weeks</b>
Other	<b>***Standards Checklist</b>		
Date Created or Revised:		July, 2012	
BOE Approval Date:		8/28/2012	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title: School Days (Theme 1)</b>			<b>Unit #: 1</b>	
<b>Course or Grade Level: LAL – Grade 3</b>		<b>Length of Time: 6 weeks</b>		
<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	9-10	Benchmark testing/ Running Records		<a href="#">How Are You Peeling?</a> <a href="#">Intro to mood RL.3.7</a>
	9/17 - Lesson 1	Characters and Setting	Realistic Fiction	RL.3.1, RL.3.3, <a href="#">RL.3.6, RL.3.9</a> <a href="#">Point of View</a>
	9/24 - Lesson 2	Characters and Setting	Realistic Fiction	RL.3.1, RL.3.3, <a href="#">RL.3.6, RL.3.7, RL.3.9</a>
	10/1 - Lesson 3	Locate information	Expository nonfiction	RI.3.1, RI.3.5, RI.3.7, RI.3.10, L.3.2.(e, g)
	10/9 - Lesson 4	Characters and Setting	Biography	RI.3.1, RI.3.5, RI.3.6, RI.3.10, L.3.2.(e, g)
	10/15- Lesson 5 Theme test	Characters and Setting	Readers' Theater	RL.3.1, RL.3.5, <a href="#">R.L. 3.9</a>
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does the reader identify main characters and setting of a story?</li> <li>• How do good readers use context to generate meanings of unfamiliar words?</li> <li>• Why do good readers respond to text in written form or other creative ways?</li> <li>• How do good readers identify character traits?</li> <li>• How do good readers use setting, characters, and conflict to understand the plot of a story?</li> <li>• How do authors use point of view to tell a story?</li> <li>• How do we write and punctuate a variety of sentences including simple, compound, and complex?</li> <li>• How do we punctuate dialogue?</li> <li>• How do good writers express themselves? How does process shape the writer's product?</li> <li>• How do writers develop a well written product?</li> <li>• How do the rules of language affect communication?</li> <li>• Why does a writer choose a particular form of writing?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• <b>Characters &amp; Setting</b> RL.3.3</li> <li>• <b>Locate Information</b> RI.3.5</li> <li>• <b>Point of View</b> RL.3.6</li> <li>• <b>Illustrations to show mood and feeling</b> RL.3.7</li> <li>• <b>Author Study</b> RL.3.9 (See resources below) <ul style="list-style-type: none"> <li>• <a href="#">Compare and contrast setting, plot, theme</a></li> </ul> </li> </ul> <p><b><u>Phonics/Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Short Vowels/ a/e/i/o/u/ with CVC pattern; VCCV pattern in longer words</li> <li>• Root Word &amp; Ending <i>-ed, -ing</i> (L.2e)</li> <li>• Plurals <i>-s, es</i>. (L3.1b)</li> </ul>			

	<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Sentences: Statements and Questions ( L.3.1.i)</li> <li>• Commands and Exclamations (L.3.2, L.3.1.i)</li> <li>• Complete and Simple Subjects and Predicates (sentences) ( L.3.1.i)</li> <li>• Compound Subjects and Predicates (sentences) L.3.1.i</li> <li>• Capital letters in titles L.3.2.a</li> <li>• Commas in addresses L.3.2.b</li> <li>• Commas and quotation marks in dialogue L.3.2.c</li> <li>• Context Clues (L.3.4.a)</li> <li>• Dictionary Skills L.3.2.g</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Speak in complete sentences SL.3.8</li> <li>• Oral Reading Fluency (RF.3.4.(a, b, c))</li> </ul> <p><b><u>Fluency</u> See RF.3.4</b></p> <ul style="list-style-type: none"> <li>• Tape Recorded Fluency (SL.3.5 – See Standards Checklist)</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Author Study (RL.3.9) (See resources)</li> </ul>
<p><b>Reading Skills</b></p>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Self-monitor understanding and ask questions when meaning is lost.</li> <li>• Identify important ideas in a text and report them in an organized way either orally or written.</li> <li>• Justify predictions using evidence</li> <li>• Reflect both prior knowledge and evidence from the text in responses to texts.</li> <li>• Demonstrate understandings of characters, using evidence from the text to support statements.</li> <li>• Infer characters’ feelings and motivations from description, what they say or do, and what others say about them</li> <li>• Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)</li> <li>• Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics</li> <li>• Predict logically, supported by evidence, what will happen next in a text or what a character will do</li> <li>• Hypothesize how characters could have behaved differently</li> <li>• Hypothesize the significance of the setting in influencing characters’ decisions and attitudes</li> <li>• Understand and explain the relationship between the setting and the plot of a story</li> <li>• Understand and explain who is telling the story</li> <li>• State opinions about a text and show evidence to support them</li> <li>• Write opinions about a text and back them up with specific information or reasons</li> <li>• Describe (or interpret through drawing) the characteristics of a writer’s (or illustrator’s) work</li> <li>• Interpret the mood of illustrations</li> </ul> <p><b><u>Phonics/Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Recognize and use a large number of phonograms</li> <li>• Recognize and form various tenses by adding endings (-es, -ed, -ing, -d) to verbs</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the concept of plural and plural forms: adding –s; adding –es; changing –y to –i and adding –es; changing spelling.</li> <li>• Correctly spell a large core of high-frequency words (300+), words with regular letter-sound relationships (including consonant blends and digraph and some vowel patterns,) and commonly used endings</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Produce simple, compound, and complex sentences</li> <li>• Use capitals to start the first, last, and most other words in a title</li> <li>• Understand and use commas in addresses</li> <li>• Understand and use commas and quotation marks to indicate simple dialogue</li> <li>• Use the context of a sentence, paragraph, or whole text to determine the meaning of a word</li> <li>• Use beginning reference tools (e.g., dictionaries or personal word lists, to assist in word choice or check spelling.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Report information in an interesting way</li> <li>• Speak clearly enough to be understood by others in conversation</li> <li>• Correctly pronounce all words except for a few sophisticated new Content words</li> </ul> <p><b><u>Fluency</u></b></p> <ul style="list-style-type: none"> <li>• Read with accuracy, fluency, and phrasing in unison with others and in solo parts</li> <li>• Reflect meaning with the voice through pause, stress, and phrasing</li> <li>• Recognize and use simple punctuation (reflecting it in the voice while reading)</li> <li>• Use voice quality and volume to reflect inferences as to characters’ attributes, feelings, and underlying motivations</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Notice aspects of a writer’s style after reading several texts by him or her.</li> <li>• Compare different works by a writer</li> <li>• Discuss the characteristics of the work of some authors and illustrators</li> <li>• Relate important ideas in the text to each other and to ideas in other texts</li> <li>• Recognize the genre of the text and use it to form expectations of the text</li> <li>• Examine the writer’s word choice</li> <li>• Notice the way the writer makes characters seem real</li> <li>• Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)</li> </ul>
<b>Writing Content</b>	<input type="checkbox"/> <b>Launching the Writing Workshop</b> <input type="checkbox"/> <b>Personal Narrative</b> (introducing the writing process: gathering entries, choosing the idea, developing the idea, drafting, revising, getting ready to publish)
<b>Writing Skills</b>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• understand and follow writing workshop routines and norms;( what are the student’s roles during mini lesson, writing time and conferences)</li> <li>• understand the role of the Writer’s Notebook &amp; use it effectively</li> <li>• study mentor texts in partnerships and identify the qualities of strong narrative writing that these stories demonstrate</li> <li>• generate ideas for writing based on events in students’ lives (for example: thinking of first times,</li> </ul>

	<p>last times, or times they realized something important)</p> <ul style="list-style-type: none"> <li>• write with purpose and audience in mind</li> <li>• participate in a teacher/student writing conference</li> <li>• offer compliments to fellow authors</li> <li>• sharing their writing with the world: read with fluency &amp; expression</li> <li>• study authors as mentors by reading like a writer: student will study how other authors write their leads and then craft their own leads in similar styles.</li> <li>• show, not tell, characters’ feelings</li> <li>• narrow the focus of your piece</li> <li>• focus thought processes in order to write a meaningful entry</li> <li>• story-tell and plan through use of a timeline, a blank book, and sticky notes, and the “story mountain”</li> <li>• tell a story bit-by-bit through visualization</li> <li>• write effective leads</li> <li>• write an entire draft with stamina &amp; endurance</li> <li>• craft effective story endings</li> <li>• angle their narrative</li> <li>• develop the “heart” of your story</li> <li>• add the “internal story” that reveal characters’ thoughts and feelings</li> <li>• edit with a checklist that now includes spelling as a criteria</li> <li>• edit with a peer</li> <li>• offer compliments to fellow authors</li> <li>• share their wiring with the world; Read with fluency &amp; expression</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples, Student Writing portfolios</li> <li>• Writing Analysis: December/Narrative prompt; March (before NJ ASK)/speculative prompt</li> <li>• Teacher conference notes, anecdotal records, checklists, rubrics</li> <li>• , Writer’s Notebook Evaluation Rubric, Rubric for Launching: Teacher Assessment of Student Performance</li> <li>• Developmental Spelling Inventory (To identify area of weakness for students who have not mastered 2<sup>nd</sup> grade phonics and word recognition skills to inform instruction) (RF.2.3.a-f)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading and Writing in Content Areas</li> <li>• Research/Presentation/Cooperative Learning</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <u>How Are You Peeling?</u>, by Joost Elffers, Saxton Freymann</li> <li>• Author Study – Peggy Rathmann; <u>Goodnight Gorilla</u>, <u>Officer Buckle and Gloria</u></li> <li>• Tape recorder and tapes/Storytown Fluency Cards/Storytown Listening-Speaking Center Cards.</li> <li>• Readers’ Theater – Assign parts to cooperative groups, groups practice, record through video each presentation, assessing on standards for fluency, speaking, and listening (SL.3.5,</li> <li>• Daily Language Review</li> <li>• Reading: Storytown: grammar, spelling, phonics, anthology, leveled readers</li> </ul>

- guided reading books,
- trade books/mentor texts
- Units of Study for Primary Writing Lucy Calkins
- Unit of Study Beth Asbury
- 6+1 Traits
- Zaner-Bloser Handwriting Program/Student workbooks
- Shared resources between schools (File on network?)
- Accelerated Reader Book Finder <http://www.arbookfind.com/UserType.aspx>
- Renaissance Learning Login  
<https://hosted300.renlearn.com/16134/Public/RPM/Login/Login.aspx>
- Renaissance Learning-Accelerated Reader <http://www.renlearn.com/ar/>
- Education City Website <http://us.educationcity.com/>
- Reading A to Z <http://www.readinga-z.com/members/index.php>
- Science A to Z <http://www.sciencea-z.com/>
- Enchanted Learning <http://www.enchantedlearning.com/Home.html>
- Thinkcentral <https://www-k6.thinkcentral.com/ePC/start.do>
- Storytown Resources - Phenix City Schools  
<http://www.pcboe.net/les/elderweb/harcourresources.htm>.
- Spelling City <http://www.spellingcity.com/>
- Scholastic News & website <http://teacher.scholastic.com/activities/scholasticnews/index.html>
- Thinkfinity <http://www.thinkfinity.org/welcome>
- Time for Kids <http://www.timeforkids.com/>
- United Streaming <http://streaming.discoveryeducation.com/>
- Beth Newingham <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>
- Kathy Schrock's Guide to Everything <http://www.schrockguide.net/>
- Scholastic (teacher resources, Book Wizard, The Stacks for Kids, book clubs)  
<http://www.scholastic.com/teachers/?esp=CORPHP/ib////NAV/Teachers/Tab/TeachersHP////>
- Comprehension Toolkit
- Continuum of Literacy Learning, by Fountas and Pinnell

### Common Core State Standards

**Grade: 3**

**Strand: Reading: Literature**

**Category:**

**#. Standard:**

**Key Ideas and Details**

**RI.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**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.

**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.

**Craft and Structure**

**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.

	<b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters
<b>Integration of Knowledge and Ideas</b>	<b>RL.3.7.</b> 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).
	<b>RL.3.9.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RL.3.10.</b> 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.
<b>Strand: Reading: Informational</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Key Ideas and Details</b>	<b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Craft and Structure</b>	<b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	<b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.
<b>Integration of Knowledge and Ideas</b>	<b>RI.3.7.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RI.3.10.</b> 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.
<b>Strand: Reading: Foundational Skills</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Phonics and Word Recognition</b>	<b>RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
	<b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.
	<b>b.</b> Decode words with common Latin suffixes.
	<b>c.</b> Decode multi-syllable words.
<b>Fluency</b>	<b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.
	<b>a.</b> Read grade-level text with purpose and understanding.
	<b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	<b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Strand: Writing</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Text Types and Purposes</b>	<b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	<p><b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>c.</b> Use temporal words and phrases to signal event order.</p> <p><b>d.</b> Provide a sense of closure.</p>
<b>Production and Distribution of Writing</b>	<b>W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	<b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	<b>W.3.6.</b> 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.
<b>Range of Writing</b>	<b>W.3.10.</b> 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.
<b>Strand: Language</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Conventions of Standard English</b>	<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	<b>b.</b> Form and use regular and irregular plural nouns.
	<b>c.</b> Use abstract nouns (e.g., <i>childhood</i> ).
	<b>d.</b> Form and use regular and irregular verbs.
	<b>e.</b> Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.
	<b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.*
	<b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	<b>h.</b> Use coordinating and subordinating conjunctions.
	<b>i.</b> Produce simple, compound, and complex sentences
	<b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<b>a.</b> Capitalize appropriate words in titles.
	<b>b.</b> Use commas in addresses.
	<b>c.</b> Use commas and quotation marks in dialogue.
	<b>d.</b> Form and use possessives.
	<b>e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ).
	<b>f.</b> Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i> ) in writing words.

	<p><b>g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>Knowledge of Language</b>	<p><b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
	<p><b>a.</b> Choose words and phrases for effect.*</p>
	<p><b>b.</b> Recognize and observe differences between the conventions of spoken and written standard English.</p>
<b>Vocabulary Acquisition and Use</b>	<p><b>L.3.4.</b> 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>
	<p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
	<p><b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>
	<p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>
	<p><b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	<p><b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>
	<p><b>a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>
	<p><b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>
	<p><b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
	<p><b>L.3.6.</b> 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., <i>After dinner that night we went looking for them</i>).</p>
<b>Integration of Knowledge and Ideas</b>	<p>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).</p>
	<p>RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
<b>Range of Reading and Complexity of Text</b>	<p>RL.3.10. 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.</p>
<b>Career and College Readiness Anchor Standards:</b>	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title: Together We Can (Theme 2)**

**Unit #: 2**

**Course or Grade Level: LAL – Grade 3**

**Length of Time: 7 weeks**

<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	10-22/ Lesson 6	Fact and Opinion Sequence Compare /Contrast Point of View	Historical Fiction Author’s Study- Historical Fiction- Mystery	RL.3.3, RL.3.6, RI.3.3 -Timeline Author’s Study RL.3.9 (Cam Jansen, David Adler Series-small group/read aloud) Poem Paired Selection/ <b>Complex sentences</b>
	10-29 / Lesson 7	Fact and Opinion	Expository nonfiction	<b>RI.3.5, RI.3.6, RI.3.7, RI.3.10</b> <b>Abstract nouns</b>
	11-5 / Lesson 7 (continued)	Fact and Opinion	Expository nonfiction	<b>RI.3.5, RI.3.6, RI.3.7, RI.3.10</b> <b>Abstract nouns</b>
	11-12 / Lesson 8	Main Idea & Details Summarize	Expository nonfiction	RI.3.2, RI.3.7, RI.3.10, L3.2
	11-19 / Lesson 8 (continued)	Main Idea & Details Summarize	Expository nonfiction	RI.3.2, RI.3.7, RI.3.10, L3.2
	11/26 / Lesson 9	Main Idea & Details Summarize	Folktale	RL.3.2, RL.3.3, RI.3.2, L3.1, L3.2
	12/3 / Lesson 10	Review-Theme Test	Mystery	RL.3.3 <b>Add more figurative language (See resources)</b>
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do good readers identify the main idea of a paragraph or selection?</li> <li>• How does the reader identify details of the story and differentiate between fact and opinion?</li> <li>• How is the main idea used to help readers summarize?</li> <li>• How and why do good readers identify specific genres of fiction?</li> <li>• Why do good readers respond to text in written form or other creative ways?</li> <li>• How can we become skilled at responding to different genres in powerful and efficient ways?</li> <li>• How can we identify and explain the function of different types of nouns, and use them correctly in a sentence?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Sequence</li> <li>• Main Idea &amp; Details</li> <li>• Summarize</li> <li>• <b>Sequence RI.3.3</b></li> <li>• <b>Point of View RL.3.6</b></li> </ul>			

	<ul style="list-style-type: none"> <li>• <b>Compare/Contrast – Author Study (RL.3.9)</b></li> </ul> <p><b><u>Phonics/Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Consonant Digraphs: /ch/ ch,tch; sh/sh,ch;/(h) w/wh</li> <li>• Diphthongs /ou/ou, ow; oi/oi,oy</li> <li>• Consonant Blends <i>str, scr, spr</i></li> <li>• VCCCV syllable pattern</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Simple and compound sentences, and <b>complex sentences (L3.1.i)</b> (See Lesson Resources)</li> <li>• Common and Proper Noun</li> <li>• Abbreviations</li> <li>• Singular and plural nouns</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• <b>Idioms /Figurative Language (RL3.4) (Lesson 10)</b></li> <li>• <b>Use abstract nouns (e.g., childhood) (L 3.1.c) (Lesson 7,8)</b></li> <li>• Produce simple, compound, <b>complex sentences (L3.1.i)</b> (Lesson 6)</li> </ul> <p><b><u>Fluency</u> See RF.3.4</b></p>
<p><b>Reading Skills</b></p>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Identify and differentiate between facts and opinions</li> <li>• Identify the main idea of a text, and how they know</li> <li>• Identify the important ideas in the text and report them in an organized way, either orally or in writing</li> <li>• Explain how the important ideas are connected to the main idea</li> <li>• Sequence the order of steps or events in a text</li> <li>• Understand how one event builds on another throughout the text</li> <li>• Create questions about an important idea that they read</li> <li>• Represent the important information about a fiction text (characters, events)</li> <li>• List significant events (in sequential order) in a story or ideas in an informational text</li> <li>• Write summaries that reflect literal understanding of a text</li> <li>• Report episodes in a text in the order they happened</li> <li>• Summarize ideas from a text and tell how they are related</li> <li>• State opinions about a text and show evidence to support them</li> <li>• Write opinions about a text and back them up with specific information or reasons</li> <li>• Notice aspects of a writer’s style after reading several texts by him or her.</li> <li>• Compare different works by a writer</li> <li>• Discuss the characteristics of the work of some authors and illustrators</li> <li>• Relate important ideas in the text to each other and to ideas in other texts</li> <li>• Recognize the genre of the text and use it to form expectations of the text</li> <li>• Examine the writer’s word choice</li> <li>• Notice the way the writer makes characters seem real</li> <li>• Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)</li> </ul>

	<p><b><u>Phonics/Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words</li> <li>• Understand the concept of plurals and plural forms</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Write some sentences with embedded clauses (complex) and dialogue</li> <li>• Use conventional structure of both simple and compound sentences</li> <li>• Write common abbreviations correctly</li> <li>• Spell simple and some complex plurals</li> <li>• Recognize and use words that represent a person, place or thing</li> </ul> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Recognize and use words to make comparisons</li> <li>• Recognize and use words that represent sounds (onomatopoeic)</li> <li>• Recognize and use action words</li> <li>• Distinguish between literal and non-literal meanings of words and phrases</li> <li>• Use figurative language to make comparisons</li> <li>• Use abstract nouns correctly in writing and speaking</li> <li>• Use variety in sentence structure when writing</li> </ul>
<p><b>Writing Content</b></p>	<p><b>Opinion</b>  <b>Essay (Beth Asbury Units)</b>  <b>Literary Essay (Lucy Calkins Units of Study) – Writing About Reading</b></p>
<p><b>Writing Skills</b></p>	<p><b>Writing about Reading</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use their reading to inspire their writing</li> <li>• Write responses in an organized, sequential, and thoughtful way</li> <li>• Students will compare and contrast texts in writing, including evidence from the texts</li> <li>• Students will write in response to many genres, using genre characteristics to inform their responses.</li> </ul> <p><b>Essay skills: (B.A. Units)</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>• collect ideas as essayists in notebooks</li> <li>• contrast narrative and non-narrative structures</li> <li>• find and Craft thesis statements</li> <li>• frame their essay before they draft, boxes and bullets</li> <li>• free-write and ask questions in an effort to outgrow early drafts of a thesis statement.</li> <li>• compose and sort mini-stories that support the ideas they want to advance.</li> <li>• generate essay writing from narrative writing</li> <li>• seek outside sources to support our ideas in essay writing.</li> <li>• structure information to support a claim</li> <li>• gather a variety of information to support their claims</li> <li>• organize for drafting</li> <li>• write introductions and conclusions</li> </ul>

	<p><b>Literary Essay skills (L. Calkins Units)</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• read–aloud literary essays (immersion)</li> <li>• study published literary essays in order to find structures for their own literary essays</li> <li>• envision themselves living through the characters, first write on paper in preparation for trying it mentally.</li> <li>• read with an attentiveness to detail that can spark larger ideas</li> <li>• study characters to grow significant topics.</li> <li>• elaborate on their ideas—in this case, ideas about character</li> <li>• ask, "What's this story really about?" and then analyze the ways the author deliberately crafts the story to convey this meaning.</li> <li>• draw on their life experience to understand and develop ideas about texts.</li> <li>• select seed ideas to craft into thesis statements</li> <li>• plan their essays, making sure he/she can deliver the evidence from the text</li> <li>• use stories as evidence to support their claims.</li> <li>• use summaries as evidence</li> <li>• use lists as evidence</li> <li>• create drafts out of collections of evidence</li> <li>• make final revisions and edits to their essays</li> <li>• celebrate, share their writing.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> <li>• Teacher observations, Writer’s Notebook Evaluation Rubric, Rubric for Launching: Teacher Assessment of Student Performance</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading and Writing in Content Areas</li> <li>• Research/Presentation/Cooperative Learning</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Author Study – David Adler; Cam Jansen series, <u>Don’t Talk to Me About the War</u> (5<sup>th</sup> grade and up), <u>Mystery of the Yellow Bones</u>,</li> <li>• David Adler Website <a href="http://www.davidaadler.com/">http://www.davidaadler.com/</a></li> <li>• 12 Study Guides for Cam Jansen books <a href="http://www.camjansen.com/events.htm">http://www.camjansen.com/events.htm</a></li> <li>• Figurative Language –<u>Amelia Bedelia</u></li> <li>• <u>The Complete Year in Reading and Writing, Grade 3</u>, by Abi Gottself and Pam Allyn, <i>Building Response Skills: Writing About Reading</i> , Pg. 76</li> <li>• Tape recorder and tapes/Storytown Fluency Cards/Storytown Listening-Speaking Center Cards.</li> <li>• Daily Language Review</li> <li>• Reading: Storytown: grammar, spelling, phonics, anthology, leveled readers</li> <li>• guided reading books,</li> <li>• trade books/mentor texts</li> <li>• Units of Study for Primary Writing Lucy Calkins</li> <li>• Unit of Study Beth Asbury</li> <li>• 6+1 Traits</li> </ul>

	<ul style="list-style-type: none"> <li>• Zaner-Bloser Handwriting Program/Student workbooks</li> <li>• Shared resources between schools (File on network?)</li> <li>• Accelerated Reader Book Finder <a href="http://www.arbookfind.com/UserType.aspx">http://www.arbookfind.com/UserType.aspx</a></li> <li>• Renaissance Learning Login <a href="https://hosted300.renlearn.com/16134/Public/RPM/Login/Login.aspx">https://hosted300.renlearn.com/16134/Public/RPM/Login/Login.aspx</a></li> <li>• Renaissance Learning-Accelerated Reader <a href="http://www.renlearn.com/ar/">http://www.renlearn.com/ar/</a></li> <li>• Education City Website <a href="http://us.educationcity.com/">http://us.educationcity.com/</a></li> <li>• Reading A to Z <a href="http://www.readinga-z.com/members/index.php">http://www.readinga-z.com/members/index.php</a></li> <li>• Science A to Z <a href="http://www.sciencea-z.com/">http://www.sciencea-z.com/</a></li> <li>• Enchanted Learning <a href="http://www.enchantedlearning.com/Home.html">http://www.enchantedlearning.com/Home.html</a></li> <li>• Thinkcentral <a href="https://www-k6.thinkcentral.com/ePC/start.do">https://www-k6.thinkcentral.com/ePC/start.do</a></li> <li>• Storytown Resources - Phenix City Schools <a href="http://www.pcboe.net/les/elderweb/harcourtresources.htm">http://www.pcboe.net/les/elderweb/harcourtresources.htm</a>.</li> <li>• Spelling City <a href="http://www.spellingcity.com/">http://www.spellingcity.com/</a></li> <li>• Scholastic News &amp; website <a href="http://teacher.scholastic.com/activities/scholasticnews/index.html">http://teacher.scholastic.com/activities/scholasticnews/index.html</a></li> <li>• Thinkfinity <a href="http://www.thinkfinity.org/welcome">http://www.thinkfinity.org/welcome</a></li> <li>• Time for Kids <a href="http://www.timeforkids.com/">http://www.timeforkids.com/</a></li> <li>• United Streaming <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> <li>• Beth Newingham <a href="http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/">http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/</a></li> <li>• Kathy Schrock's Guide to Everything <a href="http://www.schrockguide.net/">http://www.schrockguide.net/</a></li> <li>• Scholastic (teacher resources, Book Wizard, The Stacks for Kids, book clubs) <a href="http://www.scholastic.com/teachers/?esp=CORPHP/ib////NAV/Teachers/Tab/TeachersHP////">http://www.scholastic.com/teachers/?esp=CORPHP/ib////NAV/Teachers/Tab/TeachersHP////</a></li> <li>• Comprehension Toolkit</li> <li>• <u>Continuum of Literacy Learning</u>, by Fountas and Pinnell</li> </ul>
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**Common Core State Standards**

**Grade: 3**

**Strand: Reading: Literature**

Category:	#. Standard:
<b>Key Ideas and Details</b>	<b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	<b>RL.3.2.</b> 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.
	<b>RL.3.3.</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Craft and Structure</b>	<b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters.
<b>Integration of Knowledge and Ideas</b>	<b>RL.3.7.</b> 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).
	<b>RL.3.9.</b> 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).
<b>Range of Reading and</b>	<b>RL.3.10.</b> 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

<b>Complexity of Text</b>	and proficiently.
<b>Strand: Reading: Informational</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Key Ideas and Details</b>	<b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>Craft and Structure</b>	<b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	<b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.
<b>Integration of Knowledge and Ideas</b>	<b>RI.3.7.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RI.3.10.</b> 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.
<b>Strand: Reading: Foundational Skills</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Phonics and Word Recognition</b>	<b>RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
	<b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.
	<b>b.</b> Decode words with common Latin suffixes.
	<b>c.</b> Decode multi-syllable words.
	<b>d.</b> Read grade-appropriate irregularly spelled words.
<b>Fluency</b>	<b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.
	<b>a.</b> Read grade-level text with purpose and understanding.
	<b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	<b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Strand: Writing</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Text Types and Purposes</b>	<b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	<b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	<b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	<b>c.</b> Use temporal words and phrases to signal event order.
	<b>d.</b> Provide a sense of closure.

<b>Production and Distribution of Writing</b>	<b>W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	<b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
	<b>W.3.6.</b> 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.	
<b>Range of Writing</b>	<b>W.3.10.</b> 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.	
<b>Strand: Language</b>		
<b>Category:</b>	<b>#. Standard:</b>	
<b>Conventions of Standard English</b>	<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	<b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
	<b>b.</b> Form and use regular and irregular plural nouns.	
	<b>c.</b> Use abstract nouns (e.g., <i>childhood</i> ).	
	<b>d.</b> Form and use regular and irregular verbs.	
	<b>e.</b> Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.	
	<b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.*	
	<b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
	<b>h.</b> Use coordinating and subordinating conjunctions.	
	<b>i.</b> Produce simple, compound, and complex sentences	
	<b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	<b>a.</b> Capitalize appropriate words in titles.	
	<b>b.</b> Use commas in addresses.	
	<b>c.</b> Use commas and quotation marks in dialogue.	
	<b>d.</b> Form and use possessives.	
	<b>e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ).	
	<b>f.</b> Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i> ) in writing words.	
	<b>g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
	<b>Knowledge of Language</b>	<b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		<b>a.</b> Choose words and phrases for effect.*

	<p><b>b.</b> Recognize and observe differences between the conventions of spoken and written standard English.</p>
<p><b>Vocabulary Acquisition and Use</b></p>	<p><b>L.3.4.</b> 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>
	<p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
	<p><b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>
	<p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>
	<p><b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	<p><b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>
	<p><b>a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>
	<p><b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>
	<p><b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
	<p><b>L.3.6.</b> 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., <i>After dinner that night we went looking for them</i>).</p>
<p><b>Career and College Readiness Anchor Standards:</b></p>	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title: As We Grow (Theme 3)</b>			<b>Unit #: 3</b>	
<b>Course or Grade Level: LAL – Grade 3</b>		<b>Length of Time: 6 Weeks</b>		
<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	12/10/Lesson 12 (flip-flop lessons 11 and 12)	Plot Point of View	Realistic Fiction	RL.3.1, RL.3.3 , RL.3.6, RL.3.7
	12/17/ Lesson 12	Plot Point of View	Realistic Fiction	RL.3.1, RL.3.3 , RL.3.6, RL.3.7
	1/2/ Lesson 11	Plot Point of View	Realistic Fiction	RL.3.1, RL.3.3 , RL.3.6, RL.3.7, L.3.2, L.3.4
	1/7 / Lesson 11	Plot Point of View	Realistic Fiction	RL.3.1, RL.3.3 , RL.3.6, RL.3.7, L.3.2, L.3.4
	1/14 / Lesson 13	Author’s Purpose Point of View	Expository Nonfiction	RI.3.1, RI.3.6, RI.3.7, RI.3.10
	1/22 – Lesson 14	Author’s Purpose	Expository Nonfiction	RI.3.1, RI.3.6, RI.3.7, RI.3.8,RI.3.10, L.3.1
	1/28/ Lesson 15- Review & Benchmark			No Theme Test – Give Benchmark and running records for at- risk students  <b>Poetry Week</b>
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does a reader identify the main ideas of a story?</li> <li>• Why and how do good readers to use information from the illustrations and text features to better understand informational texts?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Author’s Purpose</li> <li>• Ask Questions</li> </ul> <p><b><u>Phonics/Spelling RF.3.3</u></b></p> <ul style="list-style-type: none"> <li>• C-le Syllable</li> <li>• Consonant Digraphs /n/ kn, gn; /r/wr, /f/gh</li> <li>• Consonants /s/c; /j/g, dge</li> <li>• V/CV &amp; VC/V Syllable Patterns</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Possessive Nouns</li> <li>• Singular and Plural Pronouns</li> </ul>			

	<ul style="list-style-type: none"> <li>• Subject and Object Pronouns</li> <li>• Pronoun – Antecedent Agreement</li> <li>• Context Clues (L.3.4.a)</li> <li>• Worn out words (L.3.5.c)</li> </ul> <p><b><u>Fluency</u> See RF.3.4</b></p>
<b>Reading Skills</b>	<p><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>• Apply grade-level phonics and word analysis skills in decoding words.</li> </ul>
<b>Writing Content</b>	<b>Realistic Fiction</b>
<b>Writing Skills</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• generate ideas for topic from daily life and from past writing</li> <li>• generate ideas by imagine the books he/she wish existed in the world.</li> <li>• create a drafts by experience the world through the character's skin</li> <li>• edit and revise as they go.</li> <li>• learn that fiction writers need to choose a seed idea and begin to develop characters by creating their external and internal traits.</li> <li>• develop characters not only by telling about their motivations and struggles, but also by creating scenes that show these things.</li> <li>• sketch out possible plot lines for stories often on "story mountains" that represent traditional story structure.</li> <li>• write scenes, (same as writing Small Moment stories)</li> <li>• "stay in the scene," making sure the action and dialogue are grounded in the setting</li> <li>• craft the endings that their stories deserve</li> <li>• revise, reread with a lens</li> <li>• edit with various lenses , listen to their writing carefully, then choose words, structures and punctuation that help him/her to convey the content, mood, tone, and feelings of the piece</li> <li>• publish his/her work in book form, and to experience the thrill of receiving reviews on their contribution to the class anthology.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> <li>• Teacher observations, Writer’s Notebook Evaluation Rubric, Rubric for Launching: Teacher Assessment of Student Performance</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading and Writing in Content Areas</li> <li>• Research/Presentation/Cooperative Learning</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Poetry Resources (TBD)</li> <li>• Reading: Storytown: grammar, spelling, phonics, anthology, leveled readers</li> <li>• Daily Language Review</li> <li>• guided reading books</li> <li>• trade books/mentor texts</li> <li>• Units of Study for Primary Writing Lucy Calkins</li> </ul>

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- Zaner-Bloser Handwriting Program/Student workbooks
- Shared resources between schools (File on network?)
- Accelerated Reader Book Finder <http://www.arbookfind.com/UserType.aspx>
- Renaissance Learning Login  
<https://hosted300.renlearn.com/16134/Public/RPM/Login/Login.aspx>
- Renaissance Learning-Accelerated Reader <http://www.renlearn.com/ar/>
- Education City Website <http://us.educationcity.com/>
- Reading A to Z <http://www.readinga-z.com/members/index.php>
- Science A to Z <http://www.sciencea-z.com/>
- Enchanted Learning <http://www.enchantedlearning.com/Home.html>
- Thinkcentral <https://www-k6.thinkcentral.com/ePC/start.do>
- Storytown Resources - Phenix City Schools  
<http://www.pcboe.net/les/elderweb/harcourresources.htm>.
- Spelling City <http://www.spellingcity.com/>
- Scholastic News & website <http://teacher.scholastic.com/activities/scholasticnews/index.html>
- Thinkfinity <http://www.thinkfinity.org/welcome>
- Time for Kids <http://www.timeforkids.com/>
- United Streaming <http://streaming.discoveryeducation.com/>
- Beth Newingham <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>
- Kathy Schrock's Guide to Everything <http://www.schrockguide.net/>
- Scholastic (teacher resources, Book Wizard, The Stacks for Kids, book clubs)  
<http://www.scholastic.com/teachers/?esp=CORPHP/ib////NAV/Teachers/Tab/TeachersHP////>
- Comprehension Toolkit
- Continuum of Literacy Learning, by Fountas and Pinnell

### Common Core State Standards

**Grade: 3**

**Strand: Reading: Literature**

**Category:**

**#. Standard:**

**Key Ideas and Details**

**RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**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.

**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.

**Craft and Structure**

**RL.3.6.** Distinguish their own point of view from that of the narrator or those of the characters.

**Integration of Knowledge and Ideas**

**RL.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

	<b>RL.3.9.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RL.3.10.</b> 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.
<b>Strand: Reading: Informational</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Key Ideas and Details</b>	<b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Craft and Structure</b>	<b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	<b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.
<b>Integration of Knowledge and Ideas</b>	<b>RI.3.7.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RI.3.10.</b> 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.
<b>Strand: Reading: Foundational Skills</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Phonics and Word Recognition</b>	<b>RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
	<b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.
	<b>b.</b> Decode words with common Latin suffixes.
	<b>c.</b> Decode multi-syllable words.
	<b>d.</b> Read grade-appropriate irregularly spelled words.
<b>Fluency</b>	<b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.
	<b>a.</b> Read grade-level text with purpose and understanding.
	<b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	<b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Strand: Writing</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Text Types and Purposes</b>	<b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	<b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	<b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

	<p><b>c.</b> Use temporal words and phrases to signal event order.</p> <p><b>d.</b> Provide a sense of closure.</p>
<b>Production and Distribution of Writing</b>	<b>W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	<b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	<b>W.3.6.</b> 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.
<b>Range of Writing</b>	<b>W.3.10.</b> 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.
<b>Strand: Language</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Conventions of Standard English</b>	<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	<b>b.</b> Form and use regular and irregular plural nouns.
	<b>c.</b> Use abstract nouns (e.g., <i>childhood</i> ).
	<b>d.</b> Form and use regular and irregular verbs.
	<b>e.</b> Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.
	<b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.*
	<b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	<b>h.</b> Use coordinating and subordinating conjunctions.
	<b>i.</b> Produce simple, compound, and complex sentences
	<b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	<b>a.</b> Capitalize appropriate words in titles.
	<b>b.</b> Use commas in addresses.
	<b>c.</b> Use commas and quotation marks in dialogue.
	<b>d.</b> Form and use possessives.
	<b>e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ).
	<b>f.</b> Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i> ) in writing words.
	<b>g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

<b>Knowledge of Language</b>	<b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	<b>a.</b> Choose words and phrases for effect.*
	<b>b.</b> Recognize and observe differences between the conventions of spoken and written standard English.
<b>Vocabulary Acquisition and Use</b>	<b>L.3.4.</b> 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.
	<b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.
	<b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).
	<b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).
	<b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	<b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	<b>a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).
	<b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).
	<b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).
	<b>L.3.6.</b> 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., <i>After dinner that night we went looking for them</i> ).
	<b>Career and College Readiness Anchor Standards:</b>

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title:</b> Tales to Tell (Theme 4)			<b>Unit #: 4</b>	
<b>Course or Grade Level:</b> LAL – Grade 3			<b>Length of Time:</b> 6 Weeks	
<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	2/4 - Lesson 16	Compare/Contrast Point of View	Fairy Tale	Add True Story of the Three Little Pigs for Point of View RL.3.2, RL.3.3, RL.3.6, R *Keep paired selection
	2/11 - Lesson 17	Compare/Contrast	Play	Good compare/contrast between main and paired selection *Keep paired selection
	2/19 - Lesson 17 (cont.)	Compare/Contrast	Play	Good compare/contrast between main and paired selection *Keep paired selection
	2/25/ - Lesson 18	Theme Story Structure	Historical Fiction	
	3/4 - Lesson 19	Theme Story Structure	Fable	RL.3.6 *Keep paired selection
	3/12/ Lesson 20 Review and Theme Test			Poetry Week
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does the reader identify details of the story and differentiate between fact and opinion?</li> <li>• How can we identify and explain the function of different types of adjectives, and use them correctly in a sentence?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Theme</li> <li>• Central Message/Lesson of Story</li> </ul> <p><b><u>Phonics/Spelling</u></b></p> <ul style="list-style-type: none"> <li>• R-controlled vowel patterns or, ore, our, oar, ar letter pattern</li> <li>• R-controlled vowel patterns er, ir, ur, or, ear letter patterns</li> <li>• Suffixes –er, -est, -ly, -ful</li> <li>• Prefixes un-, re-, dis-</li> <li>•</li> </ul>			

	<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Adjectives that compare</li> <li>• Articles</li> <li>• Action Verbs</li> <li>• Use known root words to figure out meanings (L.3.4.c)</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Give required material to read or study before group discussions (SLI.3.1)</li> </ul>
<b>Reading Skills</b>	
<b>Writing Content</b>	<b>Informational/ Explanatory</b> (How –to, All About books, Biography)
<b>Writing Skills</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read informational books noticing text features (immersion)</li> <li>• brainstorming areas of expertise: creating list of topic</li> <li>• choosing a topic and creating subtopic (chapters)</li> <li>• using different text structure to plan and organize chapters: how to... a problem solution, a little story.</li> <li>• drafting and revising: add visual support, elaborate, define vocabulary, revise the introduction and conclusion, and use transitioning words</li> <li>• editing: spelling, punctuation</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> <li>• Teacher observations, Writer’s Notebook Evaluation Rubric, Rubric for Launching: Teacher Assessment of Student Performance</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading and Writing in Content Areas</li> <li>• Research/Presentation/Cooperative Learning</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Reading: Storytown: grammar, spelling, phonics, anthology, leveled readers</li> <li>• Daily Language Review</li> <li>• guided reading books</li> <li>• trade books/mentor texts</li> <li>• Units of Study for Primary Writing Lucy Calkins</li> <li>• Unit of Study Beth Asbury</li> <li>• 6+1 Traits</li> <li>• Zaner-Bloser Handwriting Program/Student workbooks</li> <li>• Shared resources between schools (File on network?)</li> </ul>

	<ul style="list-style-type: none"> <li>• Accelerated Reader Book Finder <a href="http://www.arbookfind.com/UserType.aspx">http://www.arbookfind.com/UserType.aspx</a></li> <li>• Renaissance Learning Login <a href="https://hosted300.renlearn.com/16134/Public/RPM/Login/Login.aspx">https://hosted300.renlearn.com/16134/Public/RPM/Login/Login.aspx</a></li> <li>• Renaissance Learning-Accelerated Reader <a href="http://www.renlearn.com/ar/">http://www.renlearn.com/ar/</a></li> <li>• Education City Website <a href="http://us.educationcity.com/">http://us.educationcity.com/</a></li> <li>• Reading A to Z <a href="http://www.readinga-z.com/members/index.php">http://www.readinga-z.com/members/index.php</a></li> <li>• Science A to Z <a href="http://www.sciencea-z.com/">http://www.sciencea-z.com/</a></li> <li>• Enchanted Learning <a href="http://www.enchantedlearning.com/Home.html">http://www.enchantedlearning.com/Home.html</a></li> <li>• Thinkcentral <a href="https://www-k6.thinkcentral.com/ePC/start.do">https://www-k6.thinkcentral.com/ePC/start.do</a></li> <li>• Storytown Resources - Phenix City Schools <a href="http://www.pcboe.net/les/elderweb/harcourresources.htm">http://www.pcboe.net/les/elderweb/harcourresources.htm</a>.</li> <li>• Spelling City <a href="http://www.spellingcity.com/">http://www.spellingcity.com/</a></li> <li>• Scholastic News &amp; website <a href="http://teacher.scholastic.com/activities/scholasticnews/index.html">http://teacher.scholastic.com/activities/scholasticnews/index.html</a></li> <li>• Thinkfinity <a href="http://www.thinkfinity.org/welcome">http://www.thinkfinity.org/welcome</a></li> <li>• Time for Kids <a href="http://www.timeforkids.com/">http://www.timeforkids.com/</a></li> <li>• United Streaming <a href="http://streaming.discoveryeducation.com/">http://streaming.discoveryeducation.com/</a></li> <li>• Beth Newingham <a href="http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/">http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/</a></li> <li>• Kathy Schrock's Guide to Everything <a href="http://www.schrockguide.net/">http://www.schrockguide.net/</a></li> <li>• Scholastic (teacher resources, Book Wizard, The Stacks for Kids, book clubs) <a href="http://www.scholastic.com/teachers/?esp=CORPHP/ib////NAV/Teachers/Tab/TeachersHP////">http://www.scholastic.com/teachers/?esp=CORPHP/ib////NAV/Teachers/Tab/TeachersHP////</a></li> <li>• Comprehension Toolkit</li> <li>• <u>Continuum of Literacy Learning</u>, by Fountas and Pinnell</li> </ul>
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**Common Core State Standards**

**Grade: 3**

**Strand: Reading: Literature**

Category:	#. Standard:
<b>Key Ideas and Details</b>	<b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	<b>RL.3.2.</b> 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.
	<b>RL.3.3.</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Craft and Structure</b>	<b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters.
<b>Integration of Knowledge and Ideas</b>	<b>RL.3.7.</b> 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).
	<b>RL.3.9.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RL.3.10.</b> 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.

<b>Strand: Reading: Informational</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Key Ideas and Details</b>	<b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Craft and Structure</b>	<b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	<b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.
<b>Integration of Knowledge and Ideas</b>	<b>RI.3.7.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RI.3.10.</b> 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.
<b>Strand: Reading: Foundational Skills</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Phonics and Word Recognition</b>	<b>RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
	<b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.
	<b>b.</b> Decode words with common Latin suffixes.
	<b>c.</b> Decode multi-syllable words.
	<b>d.</b> Read grade-appropriate irregularly spelled words.
<b>Fluency</b>	<b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.
	<b>a.</b> Read grade-level text with purpose and understanding.
	<b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	<b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Strand: Writing</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Text Types and Purposes</b>	<b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	<b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	<b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	<b>c.</b> Use temporal words and phrases to signal event order.
	<b>d.</b> Provide a sense of closure.
<b>Production and Distribution of Writing</b>	<b>W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

	<p><b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6.</b> 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>	
<b>Range of Writing</b>	<b>W.3.10.</b> 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.	
<b>Strand: Language</b>		
<b>Category:</b>	<b>#. Standard:</b>	
<b>Conventions of Standard English</b>	<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	<b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
	<b>b.</b> Form and use regular and irregular plural nouns.	
	<b>c.</b> Use abstract nouns (e.g., <i>childhood</i> ).	
	<b>d.</b> Form and use regular and irregular verbs.	
	<b>e.</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	
	<b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.*	
	<b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
	<b>h.</b> Use coordinating and subordinating conjunctions.	
	<b>i.</b> Produce simple, compound, and complex sentences	
	<b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	<b>a.</b> Capitalize appropriate words in titles.	
	<b>b.</b> Use commas in addresses.	
	<b>c.</b> Use commas and quotation marks in dialogue.	
	<b>d.</b> Form and use possessives.	
	<b>e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	
	<b>f.</b> Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.	
	<b>g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
	<b>Knowledge of Language</b>	<b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		<b>a.</b> Choose words and phrases for effect.*
<b>b.</b> Recognize and observe differences between the conventions of spoken and written standard English.		

<b>Vocabulary Acquisition and Use</b>	<b>L.3.4.</b> 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.
	<b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.
	<b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).
	<b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).
	<b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	<b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	<b>a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).
	<b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).
	<b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).
	<b>L.3.6.</b> 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., <i>After dinner that night we went looking for them</i> ).
<b>Career and College Readiness Anchor Standards:</b>	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title:</b> A Place for All (Theme 5)			<b>Unit #: 5</b>	
<b>Course or Grade Level:</b> LAL – Grade 3		<b>Length of Time:</b> 5 Weeks		
<b>Reading Pacing</b>	<u><b>Week of / Lesson #</b></u>	<u><b>Focus Skill</b></u>	<u><b>Genre</b></u>	<u><b>Comments/additional materials</b></u>
	3/18/Lesson 21	Sequence	Informational Narrative	
	3/25/Lesson 22	Sequence	Informational Narrative	
	4/8/Lesson 23	Cause and Effect	Fantasy	Add “Click Clack Moo Cows that Type”
	4/15/Lesson 24	Cause and effect	Realistic Fiction	Author Study: Beverly Cleary Ramona Series
	4/22/Lesson 25 Review and Theme Test			
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do we choose appropriate transitional words or phrases between paragraphs?</li> <li>• How do we read across genres, recognizing their unique features and responding to questions that are asked in reference to the ideas about which we read?</li> <li>• How can we become skilled to responding to different genres in powerful and efficient ways?</li> </ul>			
<b>Reading Content</b>	<p><u><b>Comprehension</b></u></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Cause and Effect</li> <li>• Reading Across Genres: Test Prep</li> </ul> <p><u><b>Phonics/Spelling</b></u></p> <ul style="list-style-type: none"> <li>• Vowel Variants oo, ew, ue, ui; oo au, aw, ough; letter patterns</li> <li>• Prefixes <i>pre-</i>, <i>mis-</i> <i>in-</i></li> <li>• Schwa /ə/</li> <li>• Accented and Unaccented syllables; schwa</li> </ul> <p><u><b>Grammar</b></u></p> <ul style="list-style-type: none"> <li>• The Verb <i>Be</i></li> <li>• Main and Helping Verbs</li> <li>• Present Tense verbs</li> <li>• Past and Future Tense Verbs</li> <li>• Transition words, phrases, for sequence (L.3.6) See Resources</li> </ul> <p><u><b>Fluency</b></u></p> <ul style="list-style-type: none"> <li>• Tape Recorded Fluency (SL.3.5 – See Standards Checklist)</li> </ul>			

<b>Reading Skills</b>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Identify a genre by its title and features</li> <li>• Get ready to read a text by thinking about its features</li> <li>• Find evidence to support answers to specific questions about the text</li> <li>• Reread text for details, having a specific purpose or question in mind</li> <li>• Make connections, question, visualize, and infer to answer specific questions about a text</li> </ul> <p><b><u>Phonics/Spelling</u></b></p> <p><b><u>Grammar</u></b></p> <p><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Use transitional words for time flow in writing</li> </ul>
<b>Writing Content</b>	<p><b><u>Test-Taking Genre Unit (Writing on Demand)</u></b></p>
<b>Writing Skills</b>	<p><b>Speculative Writing (narrative):</b></p> <ul style="list-style-type: none"> <li>• reviewing the scoring rubric for writing</li> <li>• reading a prompt aloud and planning for writing</li> <li>• writing a draft</li> <li>• revision using craft lessons, (leads, word choice, voice, focus, structure, sentence structure details each week introduce a new prompt.</li> <li>• <u>At the end of this cycle, the students will respond to unfamiliar speculative prompts in 25 minutes.</u></li> </ul> <p><b>Explanatory writing using poem prompt and a verbal prompt:</b></p> <ul style="list-style-type: none"> <li>• reading a prompt aloud and planning for writing</li> <li>• writing a draft</li> <li>• revision: structure of a composition, elaboration and transitioning words.</li> <li>• each week introduce a new prompt</li> <li>• <u>At the end of this cycle, the students will respond to unfamiliar expository prompts in 25 minutes.</u></li> </ul> <p><b>Persuasive writing in a form of a letter:</b></p> <ul style="list-style-type: none"> <li>• reading a prompt aloud and planning for writing</li> <li>• writing a draft</li> <li>• revision: format of a letter, elaboration and transitioning words.</li> <li>• each week introduce a new prompt.</li> </ul> <p><u>At the end of this cycle, the students will respond to unfamiliar persuasive prompts in 25 minutes.</u></p>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> <li>• Teacher observations, Writer’s Notebook Evaluation Rubric, Rubric for Launching: Teacher Assessment of Student Performance</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading and Writing in Content Areas</li> <li>• Research/Presentation/Cooperative Learning</li> </ul>



**Lesson resources / Activities**

- The Complete Year in Reading and Writing, Grade 3, by Abi Gottself and Pam Allyn, *Building Multi-Genre Reading Skills*: Test Prep, pg. 72
- Writer's Express, p. 69 (L.3.6)
- Author Study – Beverly Cleary; Ramona series
- Tape recorder and tapes/Storytown Fluency Cards/Storytown Listening-Speaking Center Cards.
- Readers' Theater – Assign parts to cooperative groups, groups practice, record through video each presentation, assessing on standards for fluency, speaking, and listening (SL.3.5,
- Daily Language Review
- Reading: Storytown: grammar, spelling, phonics, anthology, leveled readers
- guided reading books,
- trade books/mentor texts
- Units of Study for Primary Writing Lucy Calkins
- Unit of Study Beth Asbury
- 6+1 Traits
- Zaner-Bloser Handwriting Program/Student workbooks
- Shared resources between schools (File on network?)
- Accelerated Reader Book Finder <http://www.arbookfind.com/UserType.aspx>
- Renaissance Learning Login <https://hosted300.renlearn.com/16134/Public/RPM/Login/Login.aspx>
- Renaissance Learning-Accelerated Reader <http://www.renlearn.com/ar/>
- Education City Website <http://us.educationcity.com/>
- Reading A to Z <http://www.readinga-z.com/members/index.php>
- Science A to Z <http://www.sciencea-z.com/>
- Enchanted Learning <http://www.enchantedlearning.com/Home.html>
- Thinkcentral <https://www-k6.thinkcentral.com/ePC/start.do>
- Storytown Resources - Phenix City Schools <http://www.pcboe.net/les/elderweb/harcourtresources.htm>.
- Spelling City <http://www.spellingcity.com/>
- Scholastic News & website <http://teacher.scholastic.com/activities/scholasticnews/index.html>
- Thinkfinity <http://www.thinkfinity.org/welcome>
- Time for Kids <http://www.timeforkids.com/>
- United Streaming <http://streaming.discoveryeducation.com/>
- Beth Newingham <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>
- Kathy Schrock's Guide to Everything <http://www.schrockguide.net/>
- Scholastic (teacher resources, Book Wizard, The Stacks for Kids, book clubs) <http://www.scholastic.com/teachers/?esp=CORPHP/ib////NAV/Teachers/Tab/TeachersHP////>
- Comprehension Toolkit
- Continuum of Literacy Learning, by Fountas and Pinnell

**Common Core State Standards**

**Grade: 3**

**Strand: Reading: Literature**

<b>Category:</b>	<b>#. Standard:</b>
<b>Key Ideas and Details</b>	<b>RL.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	<b>RL.3.2.</b> 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.
	<b>RL.3.3.</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Craft and Structure</b>	<b>RL.3.6.</b> Distinguish their own point of view from that of the narrator or those of the characters.
<b>Integration of Knowledge and Ideas</b>	<b>RL.3.7.</b> 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).
	<b>RL.3.9.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RL.3.10.</b> 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.
<b>Strand: Reading: Informational</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Key Ideas and Details</b>	<b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Craft and Structure</b>	<b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	<b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.
<b>Integration of Knowledge and Ideas</b>	<b>RI.3.7.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RI.3.10.</b> 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.
<b>Strand: Reading: Foundational Skills</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Phonics and Word Recognition</b>	<b>RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
	<b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.
	<b>b.</b> Decode words with common Latin suffixes.
	<b>c.</b> Decode multi-syllable words.
	<b>d.</b> Read grade-appropriate irregularly spelled words.
<b>Fluency</b>	<b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.
	<b>a.</b> Read grade-level text with purpose and understanding.

	<p><b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>Strand: Writing</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Text Types and Purposes</b>	<b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	<b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	<b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	<b>c.</b> Use temporal words and phrases to signal event order.
	<b>d.</b> Provide a sense of closure.
<b>Production and Distribution of Writing</b>	<b>W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	<b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	<b>W.3.6.</b> 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.
<b>Range of Writing</b>	<b>W.3.10.</b> 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.
<b>Strand: Language</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Conventions of Standard English</b>	<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	<b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	<b>b.</b> Form and use regular and irregular plural nouns.
	<b>c.</b> Use abstract nouns (e.g., <i>childhood</i> ).
	<b>d.</b> Form and use regular and irregular verbs.
	<b>e.</b> Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.
	<b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.*
	<b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	<b>h.</b> Use coordinating and subordinating conjunctions.
	<b>i.</b> Produce simple, compound, and complex sentences
	<b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<b>a.</b> Capitalize appropriate words in titles.
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	<p><b>b.</b> Use commas in addresses.</p>
	<p><b>c.</b> Use commas and quotation marks in dialogue.</p>
	<p><b>d.</b> Form and use possessives.</p>
	<p><b>e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>
	<p><b>f.</b> Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p>
	<p><b>g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>Knowledge of Language</b>	<p><b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
	<p><b>a.</b> Choose words and phrases for effect.*</p>
	<p><b>b.</b> Recognize and observe differences between the conventions of spoken and written standard English.</p>
<b>Vocabulary Acquisition and Use</b>	<p><b>L.3.4.</b> 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>
	<p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>
	<p><b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p>
	<p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>
	<p><b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	<p><b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>
	<p><b>a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>
	<p><b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>
	<p><b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>
	<p><b>L.3.6.</b> 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., <i>After dinner that night we went looking for them</i>).</p>
	<b>Career and College Readiness Anchor Standards:</b>

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title:</b> Discoveries (Theme 6)			<b>Unit #: 6</b>	
<b>Course or Grade Level:</b> LAL – Grade 3			<b>Length of Time:</b> 6 Weeks	
<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	4/29/Lesson 26	Make Inferences	Fantasy	Author Study E.B. White Main Selection is E.B. White's <u>Charlotte's Web</u> . Begin reading <u>Stuart Little</u> aloud throughout theme so you can compare and contrast two books by E.B. White by the end of the theme.
	5/6 Lesson 27 (NJ ASK)	Make Inferences	Expository Nonfiction	
	5/13 Lesson 27	Make Inferences	Expository Nonfiction	
	5/20 Lesson 28	Make Predictions	Realistic Fiction	
	5/28 Lesson 29	Make Predictions	Expository Nonfiction	*Use paired selection (good poem)
	6/3/Lesson 30 Omit main selection			Compare/Contrast Two E.B. White stories ( <u>Charlotte's Web</u> and <u>Stuart Little</u> )
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does the reader compare and contrast information found within the text?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Make Inferences</li> <li>• Make Predictions</li> </ul> <p><b><u>Phonics/Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Suffixes –tion, -sion</li> <li>• V/V Syllable Pattern</li> <li>• Suffixes –able, -ible, -less, -ous</li> <li>• Prefixes bi-, non-, over-</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Irregular Verbs</li> <li>• Adverbs</li> <li>• Contractions</li> </ul>			

	<ul style="list-style-type: none"> <li>• Punctuation</li> </ul>
<b>Reading Skills</b>	
<b>Writing Content</b>	<b>Poetry Unit of Study</b>
<b>Writing Skills</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• read and explore poetry (Immersion)</li> <li>• gathering entries and images and lists that might later be developed into</li> <li>• reaching for the precise words</li> <li>• creating images with words</li> <li>• introducing figurative language and metaphor</li> <li>• revision from the start</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples, Student Writing portfolios</li> <li>• Writing Analysis: December/Narrative prompt; March (before NJ ASK)/speculative prompt</li> <li>• Teacher conference notes, anecdotal records, checklists, rubrics</li> <li>• , Writer’s Notebook Evaluation Rubric, Rubric for Launching: Teacher Assessment of Student Performance</li> <li>• Developmental Spelling Inventory (To identify area of weakness for students who have not mastered 2<sup>nd</sup> grade phonics and word recognition skills to inform instruction) (RF.2.3.a-f)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Reading and Writing in Content Areas</li> <li>• Research/Presentation/Cooperative Learning</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Author Study – E.B. White; <u>Charlotte’s Web</u>, <u>Stuart Little</u></li> <li>• Tape recorder and tapes/Storytown Fluency Cards/Storytown Listening-Speaking Center Cards.</li> <li>• Readers’ Theater – Assign parts to cooperative groups, groups practice, record through video each presentation, assessing on standards for fluency, speaking, and listening (SL.3.5)</li> <li>• Reading: Storytown: grammar, spelling, phonics, anthology, leveled readers</li> <li>• Daily Language Review</li> <li>• guided reading books,</li> <li>• trade books/mentor texts</li> <li>• Units of Study for Primary Writing Lucy Calkins</li> <li>• Unit of Study Beth Asbury</li> <li>• 6+1 Traits</li> <li>• Zaner-Bloser Handwriting Program/Student workbooks</li> <li>• Shared resources between schools (File on network?)</li> <li>• Accelerated Reader Book Finder <a href="http://www.arbookfind.com/UserType.aspx">http://www.arbookfind.com/UserType.aspx</a></li> <li>• Renaissance Learning Login</li> </ul>

<https://hosted300.renlearn.com/16134/Public/RPM/Login/Login.aspx>

- Renaissance Learning-Accelerated Reader <http://www.renlearn.com/ar/>
- Education City Website <http://us.educationcity.com/>
- Reading A to Z <http://www.readinga-z.com/members/index.php>
- Science A to Z <http://www.sciencea-z.com/>
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<http://www.pcboe.net/les/elderweb/harcourtresources.htm>.
- Spelling City <http://www.spellingcity.com/>
- Scholastic News & website <http://teacher.scholastic.com/activities/scholasticnews/index.html>
- Thinkfinity <http://www.thinkfinity.org/welcome>
- Time for Kids <http://www.timeforkids.com/>
- United Streaming <http://streaming.discoveryeducation.com/>
- Beth Newingham <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/>
- Kathy Schrock's Guide to Everything <http://www.schrockguide.net/>
- Scholastic (teacher resources, Book Wizard, The Stacks for Kids, book clubs)  
<http://www.scholastic.com/teachers/?esp=CORPHP/ib////NAV/Teachers/Tab/TeachersHP////>
- Comprehension Toolkit
- Continuum of Literacy Learning, by Fountas and Pinnell

**Common Core State Standards**

**Grade: 3**

**Strand: Reading: Literature**

**Category:**

**#. Standard:**

**Key Ideas and Details**

**RL.3.1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**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.

**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.

**Craft and Structure**

**RL.3.6.** Distinguish their own point of view from that of the narrator or those of the characters.

**Integration of Knowledge and Ideas**

**RL.3.7.** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**RL.3.9.** 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).

**Range of Reading and Complexity of Text**

**RL.3.10.** 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.

**Strand: Reading: Informational**

<b>Category:</b>	<b>#. Standard:</b>
<b>Key Ideas and Details</b>	<b>RI.3.1.</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>Craft and Structure</b>	<b>RI.3.5.</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	<b>RI.3.6.</b> Distinguish their own point of view from that of the author of a text.
<b>Integration of Knowledge and Ideas</b>	<b>RI.3.7.</b> 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).
<b>Range of Reading and Complexity of Text</b>	<b>RI.3.10.</b> 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.
<b>Strand: Reading: Foundational Skills</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Phonics and Word Recognition</b>	<b>RF.3.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.
	<b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes.
	<b>b.</b> Decode words with common Latin suffixes.
	<b>c.</b> Decode multi-syllable words.
	<b>d.</b> Read grade-appropriate irregularly spelled words.
<b>Fluency</b>	<b>RF.3.4.</b> Read with sufficient accuracy and fluency to support comprehension.
	<b>a.</b> Read grade-level text with purpose and understanding.
	<b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	<b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Strand: Writing</b>	
<b>Category:</b>	<b>#. Standard:</b>
<b>Text Types and Purposes</b>	<b>W.3.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	<b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	<b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	<b>c.</b> Use temporal words and phrases to signal event order.
	<b>d.</b> Provide a sense of closure.
<b>Production and Distribution of Writing</b>	<b>W.3.4.</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

	<p><b>W.3.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W.3.6.</b> 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>	
<b>Range of Writing</b>	<b>W.3.10.</b> 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.	
<b>Strand: Language</b>		
<b>Category:</b>	<b>#. Standard:</b>	
<b>Conventions of Standard English</b>	<b>L.3.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	<b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
	<b>b.</b> Form and use regular and irregular plural nouns.	
	<b>c.</b> Use abstract nouns (e.g., <i>childhood</i> ).	
	<b>d.</b> Form and use regular and irregular verbs.	
	<b>e.</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	
	<b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.*	
	<b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
	<b>h.</b> Use coordinating and subordinating conjunctions.	
	<b>i.</b> Produce simple, compound, and complex sentences	
	<b>L.3.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	<b>a.</b> Capitalize appropriate words in titles.	
	<b>b.</b> Use commas in addresses.	
	<b>c.</b> Use commas and quotation marks in dialogue.	
	<b>d.</b> Form and use possessives.	
	<b>e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	
	<b>f.</b> Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.	
	<b>g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
	<b>Knowledge of Language</b>	<b>L.3.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		<b>a.</b> Choose words and phrases for effect.*
<b>b.</b> Recognize and observe differences between the conventions of spoken and written Standard English.		

<b>Vocabulary Acquisition and Use</b>	<b>L.3.4.</b> 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.
	<b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.
	<b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).
	<b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).
	<b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	<b>L.3.5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	<b>a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).
	<b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).
	<b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).
	<b>L.3.6.</b> 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., <i>After dinner that night we went looking for them</i> ).
<b>Career and College Readiness Anchor Standards:</b>	

Pine Hill Schools District  
Grade 3

Below please find the CCSS reference sheet to assist you with monitoring the implementation of **some** of the standards. Please place a check mark and date when a CCSS is implemented.

Common Core State Standards	Date (Week of...)					
<b>Reading: Literature</b>						
<b>RL.3.9.</b> 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).						

Common Core State Standards	Date (Week of...)					
<b>Cooperative Learning</b>						
<b>SL.3.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. Include (a, b, c, d)						
<b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).						

<b>b.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.						
<b>c.</b> Explain their own ideas and understanding in light of the discussion.						
<b>SL.3.2.</b> 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.						
<b>SL.3.3.</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.						
<b>W.3.6.</b> 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.						

<b>Common Core State Standards</b>	<b>Date (Week of...)</b>					
<b>Presentation</b>						
<b>SL.3.4.</b> 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.						
<b>SL.3.5.</b> 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.						
<b>SL.3.6.</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						

<b>Common Core State Standards</b>	<b>Date (Week of...)</b>					
<b>Independent Reading</b>						
<b>RL.3.10.</b> 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.						
<b>RI.3.10</b> 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.						

<b>Common Core State Standards</b>	<b>Date (Week of...)</b>					
<b>Research / Presentation / Cooperative Learning</b>						
<b>W.3.6.</b> 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.						

<b>W.3.7.</b> Conduct short research projects that build knowledge about a topic.						
<b>W.3.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.						