

# 3<sup>rd</sup> Grade Journeys

## Instructional Focus:

In Grade 3, instructional time should focus on four critical areas:

- Read and comprehend literature and informational texts through asking, answering and identifying key components while building foundational skills in reading through phonics, word recognition and fluency;
  - Develop and produce opinion, informative and narrative writing pieces;
  - Use speaking and listening skills to comprehend, collaborate and present ideas;
  - Develop language conventions and vocabulary use.
1. Understand key ideas and details in a literary text and explain how they are conveyed. Describe how each part of a text builds on what went before it. Summarize stories or main ideas by utilizing information from the text to justify answers. Describe characters and explain how their actions create or solve a problem. Determine the meaning of words as they are used in a text, noting the differences between literal and figurative uses. Use known root words to help figure out unknown words. Use terms such as chapter, scene, and stanza. Read a range of literature from a variety of cultures.
  2. Understand key ideas and details in an informational text and explain how they are conveyed. Describe the relationship among a series of historical events, scientific ideas, or technical procedures in a text. Explain how illustrations contribute to a text. Use text features such as indexes, tables of content, or hyperlinks to locate information on a topic. Read a variety of informational texts.
  3. Apply phonics and word analysis to pronounce words. Know the most common prefixes and suffixes. Pronounce multisyllabic words. Read irregularly spelled words. Read fluently with understanding. Read prose and poetry orally with expression
  4. Write opinion pieces and informative texts with an introduction, supporting details, and a conclusion. Use linking words such as *therefore* and *because*. Write descriptive narratives with dialogue and appropriate sequencing using concrete and sensory details. Plan, edit, and revise writing. Use technology to produce and publish writing. Gather information, take notes, and sort evidence into categories to conduct short research projects that build knowledge on a topic.
  5. Engage in one-on-one, group, and teacher-led discussions, expressing and building on others' ideas clearly. Ask and answer questions about information from a speaker. Report on a topic or tell a story. Create audio recordings and add visual displays.
  6. Use standard grammar, usage, capitalization, punctuation, and spelling to produce simple, compound, and complex sentences. Use nouns, pronouns, verbs, adjectives, and adverbs. Use regular and irregular plural verbs. Use comparative and superlative adjectives and adverbs, such as good, better, and best.

## Reading Standards for Literature

### Key Ideas and Details

| Standard  | Objective  | Examples  |
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| RL.3.1 Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers. | Students will: <ol style="list-style-type: none"> <li>1. Generate questions during reading to facilitate understanding of a text.</li> <li>2. Demonstrate understanding by using explicit details from a text to answer questions</li> </ol> | <ol style="list-style-type: none"> <li>1. Model questioning in small and large groups using read-aloud, picture books, and chapter books that encourage students to question, and make inferences or predictions.               <ul style="list-style-type: none"> <li>• For example, read aloud <i>The Stranger</i> by Chris Van Allsburg, pausing to make explicit your thinking: <i>I am wondering why this character acted in that manner? I wonder what will happen next?</i> Have students record questions as you read aloud. Discuss: <i>How does your question keep you engaged? How did your questions help you to better understand the text?</i></li> </ul> </li> <li>2. Give students opportunities to independently read on-level texts and answer questions using explicit details from the passage or text to support their answers.               <ul style="list-style-type: none"> <li>• Teachers can use writing or speaking frames to scaffold student responses as a</li> </ul> </li> </ol> |

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|   |   | guide to build text-based answers.   |
| RL.3.2 Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures. | Students will:<br>1. Determine author’s purpose, message, lesson or moral<br>2. Explain using key details from the text to support their explanation<br>3. Summarize stories in correct sequence in a variety of text | 1. Questions to guide a discussion about author’s purpose, message, lesson or moral might be...<br><ul style="list-style-type: none"> <li>Is the author trying to persuade, inform or entertain the reader?</li> <li>Is there a lesson to be learned, and if so, what is the lesson/moral?</li> <li>What does the author want the reader to know?</li> </ul> 2. Strategies to help students support their answers could be...<br><ul style="list-style-type: none"> <li>Asking questions, <i>what do the characters say or do that supports your answer?</i></li> <li>Highlighting the key details in the text that support their answer</li> </ul> 3. Strategies to help students summarize stories in correct sequence could be...<br><ul style="list-style-type: none"> <li>Use a story timeline to visualize a story’s sequence</li> <li>Use a summarizing sentence frame such as “Somebody Wanted. But So” (e.g. for the fable “The Tortoise and the Hare”, <i>The hare wanted to win the race but he became over-confident, took a nap so he lost the race to the slow tortoise.</i>)</li> </ul> |
| 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 (e.g., creating or solving a problem).                                | Students will:<br>1. Describe characters in a story by referring to their traits, motivations, or feelings.<br>2. Explain how characters’ actions contribute to the sequence of events in a story.                    | 1. For example, to get students to describe characters, have them use a character shaped inside/outside graph organizer (where the students describe outside traits and write them down on the outside of the character shape, then have the students describe how a character feels by writing them into the inside of the character shape).<br>2. Use a linear sequential graphic organizer, like a story board, comic strip, or film strip.   |
| <b>Craft and Structure</b>  |   |  |
| <b>Standard</b>   | <b>Objective</b>  | <b>Examples</b>  |
| RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).   | Students will:<br>1. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal meanings and the use of figurative language.   | 1. Teach students the different context clues:<br><ul style="list-style-type: none"> <li>Read around the word</li> <li>Look for examples</li> <li>Synonyms/antonyms</li> <li>Background knowledge</li> <li>Parts of speech</li> <li>Prefixes/suffixes</li> </ul> 2. Do an idiom study and read tall tales for examples of exaggerations.   |
| 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.                      | Students will:<br>1. Use appropriate terms (chapter, scene, stanza) when writing or speaking about a variety of texts.<br>2. Describe how each successive part of a text builds on earlier sections                   | 1. For example, have students do a scavenger hunt/find it activity, using the parts of a text.<br>2. For example, when reading the story <i>What About Me?</i> by Ed Young, in which each part of the story builds on the previous part, use a sequential graphic organizer like a story map, film strip, or cause and effect.   |

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| RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. | Students will:<br>1. Distinguish their own point of view from that of the narrator or those of the characters | 1. To help students build understanding of the reader's point of view in relationship to the narrator or character's point of view, teachers can use a T-chart, in which one side includes the character/narrator's point of view of the story events and on the other side, the reader's point of view of the same story events. Facilitate a discussion on how the points of views are the same or different as well as why. |
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### Integration of Knowledge and Ideas

| Standard   | Objective  | Examples   |
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| RL.3.7 Use information gained from illustrations (e.g. maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). | Students will:<br>1. Explain how a text's illustrations contribute to what is conveyed by the words in a story.                                      | 1. Preview a story by doing a "picture walk" in order to activate thinking about what the story could be about based only on the illustrations. After reading, discuss how the illustrations contribute to their understanding of the story, mood, 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).                         | Students will:<br>1. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters | 1. Teachers can model compare and contrast with picture books by the same author, and encourage students to make text-to-text connections when reading books in the series. Some examples of books are ... <ul style="list-style-type: none"> <li>• <i>Skippy Jon Jones</i> series by Judy Schachner</li> <li>• <i>Splat the Cat</i> series by Rob Scotton</li> <li>• Various series by Mo Willems</li> <li>• <i>Scaredy Squirrel</i> series by Melanie Watt</li> <li>• <i>Clementine</i> series by Sara Pennypacker</li> <li>• <i>Magic Tree House</i> series by Mary Pope Osborne</li> </ul> |

### Range of Reading and Level of Complexity

| Standard  | Objective  | Examples  |
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| RL.3.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range. | Students will:<br>1. Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to third grade | 1. Teachers can provide a range of literature within a third grade complexity band. For example, read folktales from many cultures (e.g. <i>Cinderella</i> stories from around the world). When reading a book from another culture, a teacher can explicitly draw attention to the cultural similarities and differences. Using a visual representation (e.g. map, globe) is another way teachers can support the understanding of the story. This can visually attach the culture with its geographic location as a way to build readers' background knowledge. |

## Reading Standards for Informational Text

### Key Ideas and Details

| Standard   | Objective   | Examples  |
|--|---|---|
| RI.3.1 Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.  | Students will: <ol style="list-style-type: none"> <li>1. Generate their own questions during reading of informational text to facilitate their understanding of the text.</li> <li>2. Demonstrate understanding by using explicit details from an informational text to answer questions</li> </ol> | <ol style="list-style-type: none"> <li>1. Students can practice generating questions before, during and after reading. After reading, the students check to see if any of their questions have been answered, if they have any new questions, correct any misconceptions, and determine why some questions were unanswered.</li> <li>2. Students can highlight, jot down page numbers, and quotes, etc. to help them show their thinking and support their answers.</li> </ol>  |
| RI.3.2 Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea. | Students will: <ol style="list-style-type: none"> <li>1. Determine the main idea of a text.</li> <li>2. Locate details that support the main idea.</li> <li>3. Using correct sequence and details, paraphrase or summarize main ideas or events in a multi-paragraph text.</li> </ol>               | <ol style="list-style-type: none"> <li>1. With a grade level appropriate paragraph, separate the individual sentences, write them on strips, and have students determine which sentence is the main idea, and which are details. Students could also highlight the main idea and key details in a given text.</li> <li>2. Strategies to help students summarize informational text in correct sequence could be used in a timeline to visualize an event's sequence fill out a cycle graphic organizer to indicate the parts of a life cycle after reading a corresponding text.</li> </ol> |
| RI.3.3 Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.    | Students will: <ol style="list-style-type: none"> <li>1. Use language that pertains to time, sequence, or cause/effect when describing the relationship or connection among events, steps, or concepts in an informational text</li> </ol>  | <ol style="list-style-type: none"> <li>1. Explore cause/effect relationships within a text as well as sequencing the events or steps.</li> </ol>  |

### Craft and Structure

| Standard  | Objective   | Examples  |
|---|---|---|
| RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | Students will: <ol style="list-style-type: none"> <li>1. Determine the meaning of academic and content specific vocabulary in a text relevant to a third grade topic</li> </ol> | <ol style="list-style-type: none"> <li>1. Teach students the different context clues and how to recognize their usage in different types of instructional text.               <ul style="list-style-type: none"> <li>• Read around the word</li> <li>• Look for examples</li> <li>• Synonyms/antonyms (examples/non- examples)</li> <li>• Background knowledge</li> <li>• Parts of speech</li> <li>• Prefixes/suffixes</li> </ul> </li> </ol> |

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| RI.3.5 Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Students will:<br>1. Use text features and search tools to efficiently locate information relevant to a given topic. | 1. Through a scavenger hunt activity, students can use text features to locate information in a book or website such as index, table of contents, glossary, diagrams, captions, headings, sidebars, and hyperlinks.  |
| RI.3.6 Determine author's purpose; distinguish own point of view from that of the author of a text.  | Students will:<br>1. Determine author's purpose.<br>2. Distinguish own point of view from that of the author.        | 1. Questions to guide a discussion about author's purpose might be...<br><ul style="list-style-type: none"> <li>• Is the author trying to persuade, inform or entertain the reader?</li> <li>• What does the author want the reader to know?</li> </ul> 2. To help students build their own point of view, teachers can use a T-chart, in which one side includes the author's point of view about a particular point of view and on the other side, the student indicates with a + or – whether they agree with the author or not, and why.<br>3. Facilitate a discussion on how the points of views are the same or different. |

### Integration of Knowledge and Ideas

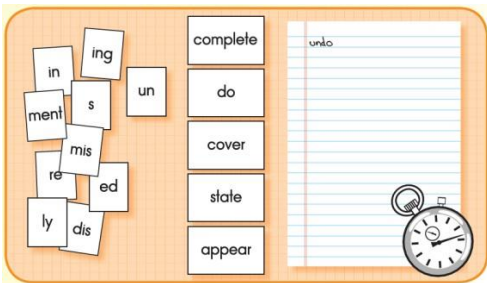
| Standard   | Objective   | Examples   |
|--|---|--|
| RI.3.7 Use information gained from illustrations (e.g. maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). | Students will:<br>1. Demonstrate understanding by using information gained from illustrations and the words in a text.  | 1. Teachers can use an informational text that has an abundance of maps, photographs with captions, diagrams, and other illustrations to ask and answer questions like where, when, why and how key events occurred.   |
| RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).                               | Students will:<br>1. Describe the logical connection between particular sentences and paragraphs in a text.<br><ul style="list-style-type: none"> <li>• Comparison</li> <li>• Cause/Effect</li> <li>• Sequence</li> </ul> | 1. Using informational passages that utilize a nonfiction paragraph structure, teach students the different features that distinguish this type of paragraph. For instance, in a sequence paragraph, an author typically uses words like first, second, then, etc. Making these structures more explicit will allow greater comprehension of nonfiction texts. |
| RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.  | Students will:<br>1. Compare and contrast the most important points and key details presented in two texts on the same topic or related topics  | 1. Teachers can use graphic organizers to assist developing readers in comparing and contrasting main points and key details in texts. Some ideas for discussion could be: <i>Why do two authors writing on the same topic sometimes use different details or make different points?</i> or <i>What important points or details are similar in both texts?</i> |

### Range of Reading and Level of Text Complexity

| Standard   | Objective   | Examples  |
|--|---|---|
| RI.3.10 By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range. | Students will:<br>1. Read and comprehend a range of informational texts within a complexity band appropriate to third grade | 1. The teacher can utilize a variety of nonfiction, informational texts that correspond to content areas and subject matter for third grade. For instance, use the <i>Magic School Bus</i> book about the body systems to teach both body systems and informational text. |

## Reading Standards: Foundational Skills K-5

### Phonics and Word Recognition

| Standard   | Objective  | Examples  |
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| RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words; a. Identify and know the meaning of the most common prefixes and derivational suffixes; b. Decode words with common Latin suffixes; c. Decode multi-syllable words; d. Read grade-appropriate irregularly spelled words. | <p>Students will:</p> <ol style="list-style-type: none"> <li>Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multisyllabic words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>Teachers can review previously-taught phonograms as well as instruct students about common prefixes, derivational suffixes, and common Latin suffixes to establish a strong basis for decoding new multisyllabic words. Instruction should also take place with grade appropriate, irregularly spelled words (e.g. homophones). <ul style="list-style-type: none"> <li>Students can do a prefix/suffix match up with base words to create as many words in a set amount of time.</li> </ul> </li> </ol>  |

### Fluency

| Standard  | Objective   | Examples  |
|---|---|---|
| RF.3.4 Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>Students will:</p> <ol style="list-style-type: none"> <li>Read, according to district grade level targets, for accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level prose or poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>To practice reading fluently, teachers could: <ul style="list-style-type: none"> <li>Have students read a favorite book picture book aloud to the class after practicing independently or in a small group.</li> <li>Have students participate in a readers' theater.</li> <li>Have students participate in a poetry recital.</li> <li>Have students read aloud their own writing or stories.</li> </ul> </li> </ol> |

## Writing Standards

### Text Types and Purposes

| Standard  | Objective   | Examples   |
|---|---|--|
| <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can); a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons; b. Provide reasons that support the opinion; c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example); d. Provide a concluding statement or section that reinforces or restates the opinion.</p> | <p>Students will:</p> <ol style="list-style-type: none"><li>1. Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons.<ul style="list-style-type: none"><li>• Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.</li><li>• Provide reasons that support the opinion.</li><li>• Link opinion and reasons using words and phrases.</li><li>• Provide a concluding statement or section that reinforces or restates the opinion</li></ul></li></ol>                    | <ol style="list-style-type: none"><li>1. Using the writing process, teach students the organizational structure of an expository text that includes topic sentence, body and conclusion. Demonstrate that facts/reasons/opinions are included in the body section of the piece of writing.</li></ol>   |
| <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly; a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension; b. Develop the topic with facts, definitions, details, and explanations that support the focus; c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; d. Provide a concluding statement or section that paraphrases the focus of the text.</p>   | <p>Students will:</p> <ol style="list-style-type: none"><li>1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none"><li>• Introduce a topic with group related information together, include illustrations when useful to aid comprehension.</li><li>• Develop the topic with facts, definitions, details, and explanations.</li><li>• Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li><li>• Provide a concluding statement or section.</li></ul></li></ol> | <ol style="list-style-type: none"><li>1. Examples of types of student writing:<ul style="list-style-type: none"><li>• A research report from 3<sup>rd</sup> grade content area topics.</li><li>• A poster about a 3<sup>rd</sup> grade science concept, including applicable illustrations, graphs, or captioned photos.</li><li>• Journal writing about any content area where they explain their thinking.</li></ul></li><li>2. Teachers could also create anchor charts about:<ul style="list-style-type: none"><li>• Different features to add to informative writing (e.g. pictures with captions, graphs, diagrams, tables).</li><li>• Different linking words and phrases students can utilize in their writing to help with paragraph organization.</li><li>• Paragraph organization and parts (e.g. main idea, details, and concluding sentence).</li></ul></li></ol> |

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| <p>W 3.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem- solution, figurative language), and clear event sequences (chronology); Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems; Use transitional words and phrases to signal event sequences (e.g., later, soon after); Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Write a narrative to develop real or imagined characters, experiences, or events using effective narrative techniques and clear event sequences. <ul style="list-style-type: none"> <li>• Establish a context or situation and introduce a narrator and/or characters.</li> <li>• Organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events, or show the response of characters to situations.</li> <li>• Use transitional words or phrases to signal event sequences.</li> <li>• Provide a sense of closure.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. Teachers can use literature to model what narrative writing looks and sounds like. Using the writing process, students should understand that narrative writing has a particular structure (beginning, middle, end). The students should also understand that narrative writing includes characters, sequence of events with transitional words, actions, thoughts, and dialogue.</li> </ol> |
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**Production and Distribution of Writing**

| Standard   | Objective  | Examples   |
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| <p>W.3.4 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>                 | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults</li> </ol>        | <p>Teachers can use the RAFT writing strategy to learn how to respond to writing prompts that require them to think about various perspectives:</p> <p><b>Role of the Writer:</b> Who are you as the writer? A movie star? The President? A plant?</p> <p><b>Audience:</b> To whom are you writing? A senator? Yourself? A company?</p> <p><b>Format:</b> In what format are you writing? A diary entry? A newspaper? A love letter?</p> <p><b>Topic:</b> What are you writing about?</p>                      |
| <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing.</li> </ol> | <ol style="list-style-type: none"> <li>1. Teachers can provide numerous and varied experiences with students on: <ul style="list-style-type: none"> <li>• Planning their writing (e.g. brainstorming with lists, webs).</li> <li>• Revising their writing (e.g. showing versus telling, interesting word choice).</li> <li>• Adding details</li> <li>• Removing phrases or words that don't make sense).</li> <li>• Editing their writing with strategies (e.g. punctuation, capitals).</li> </ul> </li> </ol> |



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| W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics. | Students will:<br>1. Use technology to produce and publish writing | 1. Teachers can take the students to the computer lab to work independently or collaboratively to publish writing, practice keyboarding skills, and use search engines and programs such as PowerPoint. |
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### Research to Build and Present Knowledge

| Standard   | Objective  | Examples   |
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| W.3.7 Conduct short research projects that build knowledge about a topic.  | Students will:<br>1. Conduct short research projects that build knowledge about a topic.   | 1. Through researching a topic, teachers can give at least three questions for students to guide their research. The answers from these questions can be used to write a short report, a brochure, or a collective group book.   |
| W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  | Students will:<br>1. Recall information from experiences or gather information from print and digital sources.<br>2. Take brief notes on sources and sort evidence into provided categories. | 1. On a given topic, students write down everything they know or think they know about the topic. Then the teacher can provide resources such as articles, books, printouts from websites. From there, the students read and gather additional information/details about the topic that interest them.<br>2. To create a whole group common base of knowledge about a topic, students write 3 of their favorite details from a given reading on index cards. Students then bring their notecards to the whole group, and sort them into categories that have been predetermined by the teacher. This activity can scaffold students towards being able to do this independently. |
| W 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Students will<br>1. Write routinely over extended time frames and shorter time frames<br>2. Write routinely for a range of discipline-specific tasks, purposes, and audiences                | 1. Teachers may have their students do the following to meet these objectives: <ul style="list-style-type: none"> <li>• Write each day in journals.</li> <li>• Write to a prompt, completing in one setting.</li> <li>• Take a piece of writing all the way through the writing process over several sessions.</li> <li>• Do research, narrative, informational, persuasive, and other types of writing.</li> </ul>  |

### Handwriting

| Standard                           | Objective   | Examples  |
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| HW.3.1 Write routinely in cursive. | Students will:<br>1. Write in cursive with sufficient flow, ease and speed to support legibility, and enough stamina to produce written text, with appropriate scaffolding. | 1. Connect cursive letters to form words with proper proportion and alignment.<br>2. An appropriate scaffold would be to provide models of letters and words for students. <ul style="list-style-type: none"> <li>• Individual, desktop models</li> <li>• Class size posters and cursive alphabet strips</li> </ul> |

## Speaking and Listening Standards

### Comprehension and Collaboration

| Standard   | Objective  | Examples  |
|--|--|---|
| L.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly; After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; 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); Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; Explain their own ideas and understanding in light of the discussion. | <p>Students will:</p> <ol style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own ideas clearly. <ul style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material using information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions.</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain own ideas and understanding in light of the discussion.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>Teachers can provide discussions through various structures: <ul style="list-style-type: none"> <li>book talks</li> <li>non-fiction book clubs</li> <li>math discourse</li> <li>literature circles</li> </ul> </li> <li>To scaffold the discussion, teachers may choose to use a talking sentence frame or sentence starter, like "I agree with _____ because _____."</li> </ol> |
| SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   | <p>Students will:</p> <ol style="list-style-type: none"> <li>Determine the main ideas and supporting details from read -aloud or presentations</li> </ol>  | <ol style="list-style-type: none"> <li>Students should be able to listen carefully to what a speaker says, and then be able to state what the speaker's main idea was, and give details based upon the main idea.</li> <li>I think the main idea was _____, and it was supported by _____ (details from speaker).</li> </ol>  |
| SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.   | <p>Students will:</p> <ol style="list-style-type: none"> <li>Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail</li> </ol>   | <ol style="list-style-type: none"> <li>Before listening to a guest speaker about a topic, teachers can have students brainstorm focused questions about the topic to ask the presenter.</li> </ol>  |

### Presentation of Knowledge and Ideas

| Standard   | Objective   | Examples  |
|--|---|---|
| SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | <p>Students will:</p> <ol style="list-style-type: none"> <li>Speak clearly at an understandable pace with appropriate facts and relevant, descriptive details when: <ul style="list-style-type: none"> <li>Reporting on a topic or text</li> <li>Telling a story</li> <li>Recounting an experience</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>Students move from describing and storytelling to reporting on a topic or a grade-appropriate text.</li> <li>This should be done orally, and in coherent, spoken sentences at an appropriate and understandable pace.</li> </ol> |

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| <p>SL.3.5 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.</li> <li>2. Add visual displays when appropriate to emphasize or enhance certain facts or details.</li> </ol> | <ol style="list-style-type: none"> <li>1. Before recording, students can be given opportunities to practice reading and rereading a text orally with a partner. Partners listen and critique for errors, inflection and pacing.</li> <li>2. Teachers can have students brainstorm situations in which a visual display would enhance certain facts or details and encourage students to use visual displays during presentations.</li> </ol>                                  |
| <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>  | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ol>  | <ol style="list-style-type: none"> <li>1. Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing. Some examples to scaffold are: <ul style="list-style-type: none"> <li>• turn and talk</li> <li>• small group discussion</li> <li>• computer use</li> <li>• writing and speaking learning activities</li> </ul> </li> <li>2. Students must be able to articulate their ideas in complete sentences.</li> </ol> |

## Language Standards

### Conventions of Standard English

| Standard  | Objective   | Examples  |
|---|---|---|
| <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English; Form and use regular and irregular plural nouns; Use abstract nouns (e.g., childhood); Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses; Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; Use coordinating and subordinating conjunctions; Produce simple, compound, and complex sentences</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> <li>• Use nouns, pronouns, verbs, adjectives, and adverbs appropriately.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns (<i>types of nouns which refer to something a person can't physically interact with, e.g. childhood, courage, truth</i>).</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use the simple verb tenses.</li> <li>• Ensure the subject-verb and pronoun-antecedent agreement (<i>antecedent is the word for which a pronoun stands, e.g. dog is the antecedent for it</i>).</li> <li>• Form and use comparative (-er) and superlative (-est) adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Use coordinating (<i>and, but, or</i>) and subordinating (<i>e.g. if/when/because/although</i>) conjunctions.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>1. An understanding of language is essential for effective communication. Third grade students must have a command of the grammar and usage of spoken and written standard English. At this level, the writing and speaking emphasis expands to include: <ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• comparative and superlative adjectives and adverbs</li> <li>• more complex sentences.</li> </ul> </li> <li>2. With conventions, students are becoming more adept at using ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.</li> </ol> |

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|   | <ul style="list-style-type: none"> <li>Produce simple, compound, and complex sentences.</li> </ul>   |  |
| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Capitalize appropriate words in titles; Use commas in addresses; Use commas and quotation marks in dialogue; Form and use possessives; Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness); Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. | <p>Students will:</p> <ol style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English capitalization and punctuation when writing. <ul style="list-style-type: none"> <li>Capitalize titles</li> <li>Commas in addresses</li> <li>Commas and quotations marks in dialogue.</li> <li>Correct form of possessives</li> </ul> </li> <li>Spell grade appropriate words correctly when writing. <ul style="list-style-type: none"> <li>High-frequency words and other studied words.</li> <li>Base words with suffixes</li> <li>Spelling patterns and generalizations.</li> <li>Word families</li> <li>Position-based spellings</li> <li>Syllable patterns</li> <li>Ending rules</li> <li>Meaningful word parts</li> </ul> </li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</li> </ol> | <ol style="list-style-type: none"> <li>Teachers can do the following to practice these objectives: <ul style="list-style-type: none"> <li>Daily editing sentences/paragraphs.</li> <li>Peer editing</li> </ul> </li> <li>Teachers can do the following to practice spelling <ul style="list-style-type: none"> <li>Spelling pattern scavenger hunt</li> <li>“Spelling Wall of Shame” where students find misspelled words out in public and bring them back to school.</li> </ul> </li> <li>Teach students how to efficiently use a dictionary or online resources.</li> </ol> |

### Vocabulary Acquisition and Use

| Standard  | Objective  | Examples  |
|---|--|---|
| L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. | <p>Students will:</p> <ol style="list-style-type: none"> <li>Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Recognize and observe differences between the conventions of spoken and written standard English</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>In writing, students need practice choosing words and phrases for effect. For example, students can rewrite a sentence with a different verb (e.g. The dog ran to its owner. Rewrite as <i>The dog pranced to its owner with a big bone in its mouth.</i>).</li> <li>Choosing words and phrases for effect can also be developed through reading. Teachers can look for ways authors write for effect (William Steig’s writing in <i>Sylvester and the Magic Pebble</i> is one example).</li> <li>To develop conventions for dialogue, teachers can take what students say and use them in a writing piece (e.g. A student says something and the class writes it out with conventions of dialogue [commas, quotation marks, and end marks]).</li> </ol> |

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| <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies; Use a sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on 3<sup>rd</sup> grade reading and content, choosing flexibly from a range of strategies.</li> <li>2. Use a sentence-level context as a clue to the meaning of a word or phrase.</li> <li>3. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>4. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>5. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol> | <ol style="list-style-type: none"> <li>1. Teaching activities which could meet these objectives are: <ul style="list-style-type: none"> <li>• Create word webs around a specific spelling affix or root word.</li> <li>• Word sorts based upon different prefixes, suffixes, root words, or word families.</li> <li>• Learn how to use a dictionary or online resources correctly.</li> </ul> </li> </ol>   |
| <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings; Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps); Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as knew, believed).</p>   | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>2. Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>3. Identify real-life connections between words and their use.</li> <li>4. Distinguish shades of meaning among related words.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Through vocabulary instruction and the reading of a variety of text, teachers can develop the relationship between words and their meanings.</li> </ol>   |
| <p>L.3.6 Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>  | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Acquire grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</li> <li>2. Accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</li> </ol>  | <ol style="list-style-type: none"> <li>1. Teachers can encourage students to: <ul style="list-style-type: none"> <li>• Converse with their peers in appropriate ways by using different conversation strategies, such as those featured by Kagan engagement structures.</li> <li>• Use academic vocabulary from informational, technical, and literary texts.</li> <li>• Use vocabulary words specific to a particular domain or content area.</li> </ul> </li> </ol> |