

Scope and Sequence for Grade 3 ELA

Trimester 1			
Unit		Instructional Days	Essential questions
		65 Days	
Trimester 1			
Trimester 1, Unit 1	<p>Reading (Wonders)</p> <p>Week One (Days 1-5. Refer to Unit 1 Teacher guide pages T16-T17) Standards addressed–RI.3.3, RI.3.4,RI.3.7,RI.3.8, RI.3.10, RL.3.1, RL.3.6 Content addressed–Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect, Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area, 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), Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence), 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, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Week Two (Days 6-10. Refer to Unit 1 Teacher Guide T18-T19) Standards addressed–RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RL.3.1, RL.3.4 Content addressed–Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect, Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently, 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), Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence), Compare and contrast the most important points and key details presented in two texts on the same topic, Ask and answer questions to demonstrate</p>	28 days	<p>Reading-</p> <p>Week One</p> <p>RI.3.3 -How does language in informational texts signal particular kinds of relationships?</p> <p>RI.3.4 -How can I learn and use academic vocabulary appropriately?</p> <p>RI.3.7 -How can illustrations help me understand information?</p> <p>RI.3.8 -How does the organization support the author’s purpose for the text?</p> <p>RL.3.1 -How can using questions while I read help me better understand the text?</p> <p>-How can using the text to justify my answers help me better understand what the author is saying?</p> <p>RL.3.6 -How is my point of view the same as or different from any characters in the text?</p> <p>Week Two</p> <p>RI.3.3 -How does language in informational texts signal particular kinds of relationships?</p> <p>RI.3.5 -What are the text features and how do they help me understand the text?</p>

<p>understanding of a text, referring explicitly to the text as the basis for the answers, Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p> <p>Week Three (Days 1-5. Refer to Unit 1 Teacher Guide T116-T117) Standards addressed-RI.3.1, RI.3.3, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, 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, Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, 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), 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> <p>Week Four (Days 6-10. Refer to Unit 1 Teacher Guide T118-119) Standards addressed-RI.3.7,RI.3.9, RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.7 Content addressed-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),Compare and contrast the most important points and key details presented in two texts on the same topic, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, Distinguish their own point of view from that of the narrator or those of the character, 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>-How can search tools help me locate relevant information? RI.3.7 -How can illustrations help me understand information? RI.3.8 --How does the organization support the author’s purpose for the text? RI.3.9 --Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.4 -How does the author’s choice and use of words affect the meaning of the text? -How does the author’s use of words help me know their meanings?</p> <p>Week Three RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.3 -How does language in informational texts signal particular kinds of relationships? RL.3.1 --How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p>
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<p>Week Five (Days 1-5. Refer to Unit 1 Teacher Guide T216-217) Standards addressed-RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.9, RI.3.10, RL.3.1 Content Addressed-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, Determine the main idea of a text; recount the key details and explain how they support the main idea, Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect, Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area, 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), Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence), Compare and contrast the most important points and key details presented in two texts on the same topic, 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, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>Week Six (Days 1-5. Refer to Unit 1 Teacher Guide T299) Unit Assessments</p> <p><u>Language(Wonders) (grammar and vocabulary)-</u> Week One(Days 1-5. Sentences and fragments-Unit 1 Teacher Guide T60-T61 & Vocabulary - T30-T31,T68-T69-implement as outlined on T16-T17) Standards Addressed-L.3.1, L.3.1i, L.3.2, (Unit 1, Sentences and Fragments), L.3.2e, L.3.4a, L.3.5, L.3.5a, L.3.6 (Unit 1, Vocabulary) Content addressed- Sentences/Fragments- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking,Produce simple, compound, and complex sentences, Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Vocabulary-Use sentence-level context as a clue to the meaning of a word or phrase, 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), Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)</p>	<p>RL.3.2 --How can I learn life lesson from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.3 -How does the character affect the text? RL.3.4 -How does the author’s choice and use of words affect the meaning of the text? -How does the author’s use of words help me know their meanings? RL.3.7 -What can illustrations tell me about the story?</p> <p>Week Four RI.3.7 -How can illustrations help me understand information? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.3 -How does the character affect the text? RL.3.4 -How does the author’s choice and use of words affect the meaning of the text? -How does the author’s use of words help me know their meanings? RL.3.6 -How is my point of view the same as or different from any characters in the text?</p>
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<p>Week Two (Days 6-10. Commands and exclamations-Unit 1 Teacher Guide-T62-T63 & Expand Vocabulary T68-T69 implement as outlined on T18-T19) Standards Addressed-L.3.1i (Unit 1, Commands and Exclamations) L.3.4a, L.3.5, L.3.5a,L.3.6(Unit 1, Expand Vocabulary) Content addressed- Commands/Exclamations-Produce simple, compound, and complex sentences Vocabulary- Use sentence-level context as a clue to the meaning of a word or phrase, 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, Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)</p> <p>Week Three (Days 1-5. Subjects in sentences-Unit 1 Teacher Guide-T160-T161 & Vocabulary (T130-T131, T168-T169- implement as outlined on pages T116-T117) Standards addressed-L.3.1, L.3.1i (Unit 1, Subjects in Sentences) L.3.4, L.3.4a, L.3.4d, L.3.5b,T.3.6 (Unit 1, Vocabulary) Content addressed-Subjects in Sentences-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, Produce simple, compound, and complex sentences Vocabulary- 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, Use sentence-level context as a clue to the meaning of a word or phrase, Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases, Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful), Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Week Four (Days 6-10. Predicates in Sentences-Unit 1 Teacher Guide-T162-T163 & Expand Vocabulary T168-T169 implement as outlined on T118-T119) Standards addressed-L.3.1, L.3.1i (Unit 1, Predicates in Sentences) L.3.4, L.3.4a, L.3.4d, L.3.5, L.3.5c, L.3.6 (Unit 1, Expand Vocabulary) Contents addressed-Predicates in Sentences-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, Produce simple, compound, and complex sentences, Vocabulary- 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, Use sentence-level context as a clue to the meaning of a wor</p>	<p>RL.3.7 -What can illustrations tell me about the story?</p> <p>Week Five RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.3 -How does language in informational texts signal particular kinds of relationships? RI.3.4 -How can I learn and use academic vocabulary appropriately? -How can I learn and use domain-specific vocabulary appropriately? RI.3.7 -How can illustrations help me understand information? RI.3.8 -How does the organization support the author's purpose for the text?</p> <p>RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying</p> <p>Language Week One, Two, Three, Four, Five</p>
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<p>phrase, Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases, Demonstrate understanding of word relationships and nuances in word meanings, Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered, Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)</p> <p>Week Five (Days 1-5. Simple and Compound Sentences-Unit 1 Teacher Guide-T254-T255 & vocabulary-T226-T227 &T258-T259-implement as outlined on T216-T217)</p> <p>Standards addressed- L.3.1, L.3.1h, L.3.1i (Unit 1, Simple and Compound Sentences) L.3.4, L.3.4a, L.3.4d, L.3.6 (Unit 1, Vocabulary)</p> <p>Content addressed- Simple and Compound Sentences-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, Use coordinating and subordinating conjunctions, Produce simple, compound, and complex sentences Vocabulary-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, Use sentence-level context as a clue to the meaning of a word or phrase, Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases, Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)</p> <p>Week Six (Days 1-5. Refer to Unit 1 Teacher Guide T299) Unit Assessments</p> <p>Phonics/Spelling (Wonders)</p> <p>Week One (Days 1-5. Unit 1 Teacher Guide T64-T65. (T42-T43 if review is needed of short vowel sounds a and i))</p> <p>Standards addressed-L.3.2e, L.3.2f ,L.3.2g, RF.3.3, RF.3.3c, RF.3.4b</p> <p>Content addressed-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 spellings, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>L.3.1 -Why is it important for me to know and follow the rules of standard English grammar when I write or speak?</p> <p>L.3.2 -Why is it important for me to know and follow the rules of standard English mechanics for writing?</p> <p>L.3.4 -How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?</p> <p>L.3.5 -How do I show I know how to use words accurately and effectively?</p> <p>L.3.6 -What strategies will I use to learn and use words that are specific to the things I study?</p> <p>Phonics/Spelling</p> <p>Week One, Two, Three, Four, Five</p> <p>L.3.2e-g -Why is it important for me to know and follow the rules of standard English mechanics for writing?</p> <p>RF.3.3 & RF.3.3c -How can I use my understanding of word parts to spell words correctly?</p> <p>RF.3.4b -How does my fluency and accuracy affect my understanding of any text I read? -How does my reading need to change when I read different kinds of texts?</p> <p>Writing</p> <p>Week One</p> <p>W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively?</p> <p>W.3.10</p>
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<p>Week Two (Days 6-10. Unit 1 Teacher Guide-T66-T67. T50-T51 if review is needed of short vowel sounds e, o, and u)). Standards addressed-L.3.2f, L.3.2g, RF.3.3c, RF.3.4b Content addressed-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 spellings, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>Week Three (Days 1-5. Unit 1 Teacher Guide-T164-T165 (T142-T143 if review is needed of final e)) Standards addressed- L.3.2e, L.3.2f, RF.3.3, RF.3.3c, RF.3.4a-b Content addressed-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, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read on-level text with purpose and understanding, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>Week Four (Days 6-10. Unit 1 Teacher Guide-T166-T167 (T150-T151 if review is needed of long a)) Standards addressed- L.3.2f, RF.3.3, RF.3.3c, RF.3.3d, RF.3.4b Content addressed-Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read grade-appropriate irregularly spelled words, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>Week Five (Days 1-5. Unit 1 Teacher Guide-T256-T257 (T238-T239 if review is needed for long o: o, ow, o_e, oa, oe)) Standards addressed-L.3.2e, L.3.2f, RF.3.3, RF.3.3c, RF.3.4, RF.3.4a-b Content addressed-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, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read with sufficient accuracy and fluency to support comprehension, Read on-level text with purpose and</p>	<p>-Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p>Week Two W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.4 -Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Three W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.5 -How does the writing process make me a better writer? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately?</p>
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<p>understanding</p> <p>Week Six (Days 1-5. Refer to Unit 1 Teacher Guide T299) Unit Assessments</p> <p>Writing:</p> <p>Genre Writing Personal Narrative p.52-p.59</p> <p>Week One (Days 1-5. Refer to Unit 1 Teacher Guide pages T16-T17) Standards addressed-W.3.3,W3.10 Content addressed- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Two (Days 6-10 Refer to Unit 1 Teacher Guide pages T18-T19) Standards addressed-W.3.3, W3.3b,W.3.4,W.3.5,W.3.8,W.3.10 Content addressed- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories,Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Three (Days 11-15 Refer to Unit 1 Teacher Guide pgs T116-T117) Standards addressed- W.3.3, W.3.5,W.3.7,W.3.8,W.3.10 Content addressed- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, 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</p>	<p>W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p>Week Four W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Five W.3.1 -How can I use reasons to support my opinion? W.3.2 -How can I use information to express an idea? W.3.4 -Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.8 -How can I recall and organize information accurately?</p>
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<p>discipline-specific tasks, purposes, and audiences.</p> <p>Week Four (Days 16-20 Refer to Unit 1 Teacher Guide pgs T118-T119) Standards addressed- W.3.3b, W.3.5,W.3.6,W.3.10 Content addressed- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, 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, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Five(Days 21-25 Refer to Unit 1 Teacher Guide pgs T216-T 217) Standards addressed- W.3.1, W.3.1b, W.3.2, W.3.2b, W.3.4, W.3.5, W.3.8, W.3.10 Content addressed- Write opinion pieces on topics or texts, supporting a point of view with reasons, Provide reasons that support the opinion, Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Develop the topic with facts, definitions, and details, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Six (Days 1-5. Refer to Unit 1 Teacher Guide T299) Unit Assessments</p> <p><u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed-SL.3.1a, SL.3.1c, SL.3.2 Content addressed-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, Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others, 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>	<p>W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p><u>Speaking and Listening</u> Week One SL.3.1a and SL.3.1c -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p> <p>Week Two SL.3.1a -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.4 -How can I give a good presentation?</p> <p>Week Three SL.3.1c -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p> <p>Week Four SL.3.1 and SL.3.1d</p>
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	<p>Week Two (Days 6-10) Standards addressed- SL.3.1a, SL.3.4 Content addressed-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, 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> <p>Week Three (Days 1-5) Standards addressed- SL.3.1c, SL.3.2 Content addressed-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others, 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> <p>Week Four (Day 6-10) Standards Addressed- SL.3.1, SL.3.1d, SL.3.2 Content addressed-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, Explain their own ideas and understanding in light of the discussion, 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> <p>Week Five (Days 1-5) Standards Addressed- SL.3.1b, SL.3.2 Content Addressed- 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), 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> <p>Grade 3 Unit Assessments</p>		<p>-How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? Week Five SL.3.1b -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p>
<p>Trimester 1, Unit 2</p>	<p>Reading (Wonders) Week One Days 1-5. Refer to Unit 2 Teacher guide pages T16-T17) Standards addressed-RI.3.2, RI.3.5, RI.3.6, RI.3.7, RL.3.1 Content addressed- Determine the main idea of a text; recount the key details and explain how they support the main idea, Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently,</p>	<p>29 Days</p>	<p>Reading Week One RI.3.2 -Why is identifying key ideas and supporting details from the text important?</p>

<p>Distinguish their own point of view from that of the author of a text, 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), Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week Two (Days 6-10. Refer to Unit 2 Teacher Guide page T18-T19) Standards addressed- RI.3.2, RI.3.3, RI.3.6, RI.3.7, RI.3.9, RL.3.1 Content addressed- Determine the main idea of a text; recount the key details and explain how they support the main idea, Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect, Distinguish their own point of view from that of the author of a text, 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), Compare and contrast the most important points and key details presented in two texts on the same topic, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week Three (Days 1-5. Refer to Unit 2 Teacher Guide pages T116-117) Standards addressed-RI.3.1, RI.3.2, RI.3.4, RI.3.8, RL.3.1, RL.3.2, RL.3.4, RL.3.7, RL.3.10 Content addressed-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, Determine the main idea of a text; recount the key details and explain how they support the main idea, Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area, Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence), Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, 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, Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, 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), 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> <p>Week Four (Days 6-10. Refer to Unit 2 Teacher Guide pages T118-119) Standards addressed-RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.9, RL.3.1, RL.3.2,</p>	<p>RI.3.5 -What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information? RI.3.6 -How is my point of view the same as or different from the text? RI.3.7 -How can illustrations help me understand information? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Two RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.3 -Why is identifying key ideas and supporting details from the text important? RI.3.6 -How is my point of view the same as or different from the text? RI.3.7 -How can illustrations help me understand information? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p>
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<p>RL.3.4, RI.3.7</p> <p>Content addressed-Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect, Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area, 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), Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence), Compare and contrast the most important points and key details presented in two texts on the same topic, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, 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, Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, 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>Week Five (Days 1-5. Refer to Unit 2 Teacher Guide pages T216-217)</p> <p>Standards Addressed-RI.3.4, RI.3.6, RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.10</p> <p>Content addressed-Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area, Distinguish their own point of view from that of the author of a text, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers, Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, 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, Distinguish their own point of view from that of the narrator or those of the characters, 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> <p>Week Six (Days 1-5. Refer to Unit 2 Teacher Guide T299) Unit Assessments</p> <p>Language (Wonders) (grammar and vocabulary)</p>	<p>Week Three</p> <p>RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>RI.3.2 -Why is identifying key ideas and supporting details from the text important?</p> <p>RI.3.4 -How can I learn and use academic vocabulary appropriately? -How can I learn and use domain-specific vocabulary appropriately?</p> <p>RI.3.8 -How does the organization support the author’s purpose for the text?</p> <p>RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?</p> <p>RL.3.4 -How does the author’s choice and use of words affect the meaning of the text? -How does the author’s use of words help me know their meanings?</p> <p>RL.3.7 -What can illustrations tell me about the story?</p> <p>Week Four</p> <p>RI.3.3</p>
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<p>Week One(Days 1-5. Kinds of Nouns-Unit 2 Teacher Guide T60-T61 & vocabulary - T-30-T31 and T68-T69-implement as outlined on T16-T17) Standards addressed- L.3.1a, L.3.1b, L.3.1c, L.3.1i (Unit 2, Kinds of Nouns)-L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d, L.3.5, L.3.5b, L.3.6, RF.3.3a (Unit 2, Vocabulary) Content addressed- Kinds of Nouns- Explain the function of nouns in general and their functions in particular sentences, Form and use regular and irregular plural nouns, Use abstract nouns (e.g., childhood), Produce simple, compound, and complex sentences. Vocabulary- 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, Use sentence-level context as a clue to the meaning of a word or phrase, Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat), 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, Demonstrate understanding of word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful), Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them), Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>Week Two (Days 6-10-Singular and Plural Nouns-Unit 2 Teacher Guide-T62-T63 & expand vocabulary T68-T69) Standards addressed-L.3.1a, L.3.1b, L.3.1i (Unit 2, Singular and Plural Nouns) L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.4d,L.3.6, RF.3.3a (Unit 2, Vocabulary) Content addressed- Singular and Plural Nouns-Explain the function of nouns in general and their functions in particular sentences, Form and use regular and irregular plural nouns. Vocabulary-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, Use sentence-level context as a clue to the meaning of a word or phrase, Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat), 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, Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific</p>		<p>-How does language in informational texts signal particular kinds of relationships? RI.3.4 -How can I learn and use academic vocabulary appropriately? -How can I learn and use domain-specific vocabulary appropriately? RI.3.7 -How can illustrations help me understand information? RI.3.8 -How does the organization support the author's purpose for the text? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.4 -How does the author's choice and use of words affect the meaning of the text? -How does the author's use of words help me know their meanings? RL.3.7 -What can illustrations tell me about the story? Week Five RI.3.4 -How can I learn and use academic vocabulary</p>
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<p>words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them), Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>Week Three (Days 1-5-Special Nouns-Unit 2 Teacher Guide T160-161 & vocabulary T130-131 & T168-169 implement as outlined on T116-T117)</p> <p>Standards addressed- L.3.1a, L.3.1b, L.3.1i, L.3.2d (Unit 2, Special Nouns) L.3.4a, L.3.5, L.3.5a, L.3.5c, L.3.6 (Unit 2, Vocabulary)</p> <p>Content addressed- Special Nouns-Explain the function of nouns in general and their functions in particular sentences, Form and use regular and irregular plural nouns, Produce simple, compound, and complex sentences.</p> <p>Vocabulary-Use sentence-level context as a clue to the meaning of a word or phrase, 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), Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered), Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)</p> <p>Week Four (Days 6-10-Combining Sentences-Unit 2 Teacher Guide T162- 163 & Expand Vocabulary T168-T169)</p> <p>Standards addressed- L.3.1a, L.3.1b, L.3.1h, L.3.1i, L.3.2, L.3.2a, L.3.2b, (Unit 2, Combining Sentences) L.3.4a, L.3.5a, L.3.5c, L.3.6 (Unit 2, Expand Vocabulary)</p> <p>Content addressed- Combining Sentences-Explain the function of nouns in general and their functions in particular sentences, Form and use regular and irregular plural nouns, Use coordinating and subordinating conjunctions, Produce simple, compound, and complex sentences, Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, Capitalize appropriate words in titles, Use commas in addresses</p> <p>Expand Vocabulary Use sentence-level context as a clue to the meaning of a word or phrase, Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps), Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered), Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Week Five (Days 1-5-Possessive Nouns-Unit 2 Teacher Guide T254-255 & Vocabulary- Unit 2 Teacher Guide T 226-227 & T258-T259 as outlined on pages T216-217)</p>	<p>appropriately?</p> <p>-How can I learn and use domain-specific vocabulary appropriately? RI.3.6</p> <p>-How is my point of view the same as or different from the text? RL.3.1</p> <p>-How can using questions while I read help me better understand the text?</p> <p>-How can using the text to justify my answers help me better understand what the author is saying? RL.3.3</p> <p>-How does the character affect the text? RL.3.4</p> <p>-How does the author's choice and use of words affect the meaning of the text?</p> <p>-How does the author's use of words help me know their meanings? RL.3.5</p> <p>-How does the text structure help me understand the text?</p> <p>-Why does the structure of the text matter?</p> <p>-What are the text structures and how do they help me understand the text? RL.3.6</p> <p>-How is my point of view the same as or different from any characters in the text?</p> <p>Language</p> <p>Week One, Two, Three, Four, Five</p> <p>L.3.1</p> <p>-Why is it important for me to know and follow the rules of standard English grammar when I write or speak? L.3.4a-d</p> <p>-How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? L.3.5</p> <p>-How do I show I know how to use words accurately and effectively?</p>
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<p>Standards addressed-L.3.1, L.3.1i, L.3.2, L.3.2d (Unit 2, Possessive Nouns) L.3.4b, L.3.5, L.3.5a (Unit 2, Vocabulary)</p> <p>Content addressed-Possessive Nouns-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, Produce simple, compound, and complex sentences, Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, Form and use possessives. Vocabulary- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat), 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).</p> <p>Week Six (Days 1-5. Refer to Unit 2 Teacher Guide T299) Unit Assessments</p> <p><u>Phonics/Spelling (Wonders)</u></p> <p>Week One (Days 1-5. Unit 2 Teacher Guide T64-65. (T42-T43 if review is needed of long vowel sounds i and u))</p> <p>Standards addressed-L.3.2e, L.3.2f, L.3.2g, RF.3.3c, RF.3.4a</p> <p>Content addressed-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 spellings, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read on-level text with purpose and understanding.</p> <p>Week Two (Days 6-10. Unit 2 Teacher Guide T66-67. (T50-T51 if review is needed of long e vowel sound))</p> <p>Standards addressed-L.3.2f, L.3.2g, RF.3.3, RF.3.3c, RF.3.4a,b</p> <p>Content addressed-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 spellings, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read on-level text with purpose and understanding, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Three (Days 1-5. Unit 2 Teacher Guide T164-165. (T142-T143 if review is needed of words with silent letters))</p> <p>Standards addressed-L.3.2e, L.3.2.f, L.3.2g, RF.3.3, RF.3.3d, RF.3.4a,</p>	<p>L.3.6 -What strategies will I use to learn and use words that are specific to the things I study?</p> <p><u>Phonics/Spelling</u> Week One, Two, Three, Four, Five L.3.2e-g -Why is it important for me to know and follow the rules of standard English mechanics for writing? RF.3.3 -How can I use my understanding of word parts to spell words correctly? RF.3.4 -How does my fluency and accuracy affect my understanding of any text I read? -How does my reading need to change when I read different kinds of texts?</p> <p><u>Writing</u> Week One W.3.2 -How can I use information to express an idea? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences Week Two W.3.2 -How can I use information to express an idea? W.3.4 -Why do I write? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p>
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	<p>RF.3.4b Content addressed- 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 spellings, Know and apply grade-level phonics and word analysis skills in decoding words, Read grade-appropriate irregularly spelled words, Read on-level text with purpose and understanding, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Four (Days 6-10. Unit 2 Teacher Guide T166-167. (T150-T151 if review is needed of words with three letter blends)) Standards addressed-L.3.2f, L.3.2g, RF.3.3, RF.3.3c, RF.3.4a, RF.3.4b Content addressed- 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 spellings, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read on-level text with purpose and understanding, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Five (Days 1-5. Unit 2 Teacher Guide T256-257. (T238-T239 if review is needed of digraphs)) Standards addressed-L.3.2e, L.3.2f, L.3.2g, RF.3.3, RF.3.3c, RF.3.4a, RF.3.4b Content addressed- 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 spellings, Know and apply grade-level phonics and word analysis skills in decoding words, Decode multisyllable words, Read on-level text with purpose and understanding, Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Six (Days 1-5. Refer to Unit 2 Teacher Guide T299) Unit Assessments</p>		<p>Week Three W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.5 -How does the writing process make me a better writer? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p>Week Four W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p>
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<p><u>Writing:</u> <u>Genre Writing: Expository Model</u></p> <p>Week One (Days 1-5. Refer to Unit 2 Teacher Guide pgs T16-T17) Standards addressed- W.3.2, W.3.10 Content addressed- Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Two (Days 10-15. Refer to Unit 2 Teacher Guide pgs T17-T18) Standards addressed-W.3.2, W.3.2a, w.3.2b, W.3.4, W.3.10 Content addressed- Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Introduce a topic and group related information together; include illustrations when useful to aiding comprehension, Develop the topic with facts, definitions, and details, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Three (Days 11-15. Refer to Unit 2 Teacher Guide pgs T116-T117) Standards addressed-W.3.3, W.3.5, W.3.7, W.3.8, W.3.10 Content addressed- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Four (Days 16-20. Refer to Unit 2 Teacher Guide pgs T118-T119) Standards addressed-W.3.3, W.3.3a, W.3.5, W.3.6, W.3.10 Content addressed- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally, With guidance and support</p>	<p>Week Five W.3.4 -Why do I write? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p><u>Speaking and Listening</u> Week One SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? SL.3.3 -What kinds of questions should I ask during a presentation to increase my understanding? SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p> <p>Week Two N/A</p> <p>Week Three SL.3.1b -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p>
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<p>from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, 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, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Five(Days 21-25. Refer to Unit 2 Teacher Guide pgs T216-T217) Standards addressed-W.3.4, W.3.7, W.3.8, W.3.10 Content addressed-With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Six (Days 1-5. Refer to Unit 2 Teacher Guide T299) Unit Assessments</p> <p><u>Speaking and Listening</u></p> <p>Week One (Days 1-5) Standards addressed- SL.3.2, SL.3.3, SL.3.6 Content addressed-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, Ask and answer questions about information from a speaker, offering appropriate elaboration and detail, Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Two (Days 6-10) Standards addressed- N/A Content addressed- N/A</p> <p>Week Three (Days 1-5) Standards addressed- SL.3.1b, SL.3.2 Content addressed- 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), 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> <p>Week Four (Days 6-10)</p>	<p>Week Four SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged?</p> <p>Week Five SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? SL.3.5 -How can I create an audio recording?</p>
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	<p>Standards addressed- SL.3.1, SL.3.1b</p> <p>Contents addressed-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, 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).</p> <p>Week Five (Days 1-5)</p> <p>Standards addressed- SL.3.1b, SL.3.2, SL.3.5</p> <p>Contents addressed-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), 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, Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, adding visuals when appropriate.</p> <p>Grade 3 Unit Assessments</p> <p>R.A.C.E.S. Posters</p> <p>R.A.C.E.S. Resources</p>		
		Total:65	

Trimester 2			
Unit		Instructional Days	Essential questions
		56 Days	
Trimester 2			
Trimester 2, Unit 3	<p>Reading (Wonders) Week One Days 1-5. Refer to Unit 3 Teacher guide pages T16-T17) Standards addressed-RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.7, RL.3.1 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Determine the main idea of a text; recount the key details and explain how they support the main idea; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; 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); Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week Two (Days 6-10. Refer to Unit 3 Teacher Guide page T18-T19) Standards addressed- RI.3.2, RI.3.3, RI.3.5, RI.3.6, RI.3.7, RI.3.9, RL.3.1, RL.3.2, RL.3.3, RL.3.6 Content addressed- Determine the main idea of a text; recount the key details and explain how they support the main idea; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; Distinguish their own point of view from that of the author of a text; 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); Compare and contrast the most important points and key details presented in two texts on the same topic; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain</p>	28 Days	<p>Reading Week One RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.3 -How does language in informational texts signal particular kinds of relationships? RI.3.5 -What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information? RI.3.7 -How can illustrations help me understand information? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Two RI.3.2 -Why is identifying key ideas and supporting details from the text important?</p>

<p>how it is conveyed through key details in the text; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Week Three (Days 1-5. Refer to Unit 3 Teacher Guide pages T114-115) Standards addressed-RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10 Content addressed-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language; 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; 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); 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> <p>Week Four (Days 6-10. Refer to Unit 3 Teacher Guide pages T116-117) Standards addressed- RI.3.9, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7 Content addressed-Compare and contrast the most important points and key details presented in two texts on the same topic; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; 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; 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>Week Five (Days 1-5. Refer to Unit 3 Teacher Guide pages T212-213) Standards Addressed-RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, RL.3.1 Content addressed- Ask and answer questions to demonstrate understanding</p>	<p>RI.3.3 -Why is identifying key ideas and supporting details from the text important?</p> <p>RI.3.5 --What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information?</p> <p>RI.3.6 -How is my point of view the same as or different from the text?</p> <p>RI.3.7 -How can illustrations help me understand information?</p> <p>RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic?</p> <p>RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>RL.3.2 --How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?</p> <p>RL.3.3 --How does the character affect the text?</p> <p>RL.3.6 --How is my point of view the same as or different from any characters in the text?</p> <p>Week Three RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers</p>
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of a text, referring explicitly to the text as the basis for the answers; Determine the main idea of a text; recount the key details and explain how they support the main idea; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; Distinguish their own point of view from that of the author of a text; 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); Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); Compare and contrast the most important points and key details presented in two texts on the same topic; 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; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Week Six (Days 1-5. Refer to Unit 3 Teacher Guide T299) Unit Assessments

Language (Wonders) (grammar and vocabulary)

Week One(Days 1-5. Action Verbs-Unit 3 Teacher Guide pages T60-T61 & Vocabulary-T-30-T31 and T68-T69-implement as outlined on T16-T17)

Standards addressed-

L.3.1a, L.3.1d, L.3.2c, L.3.2e, L.3.2f, L.3.2g (**Unit 3, Action Verbs**)

L.3.4b L.3.5a, L.3.6 (**Unit 3, Vocabulary**)

Content addressed- Action Verbs-Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use regular and irregular verbs; Use commas and quotation marks in dialogue; 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 spellings; **Vocabulary-** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).

help me better understand what the author is saying?

RL.3.2

-How can I learn life lessons from stories?

-Why is using key details from the story important in retelling the story?

-In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?

RL.3.3

-How does the character affect the text?

RL.3.4

-How does the author's choice and use of words

affect the meaning of the text?

-How does the author's use of words help me know their meanings?

RL.3.5

-How does the text structure help me understand the text?

-Why does the structure of the text matter?

-What are the text structures and how do they help me understand the text?

RL.3.7

-What can illustrations tell me about the story?

RL.3.10

-What strategies am I using to become an independent and proficient reader of literary texts?

Week Four

RI.3.9

-Why do you read different texts on the same topic?

-How does the author use important points and key details to help me learn about the topic?

RL.3.1

-How can using questions while I read help me better understand the text?

-How can using the text to justify my answers help me better understand what the author is saying?

RL.3.2

<p>Week Two (Days 6-10-Subject-Verb Agreement-Unit 3 Teacher Guide pages T62-T63 & Expand Vocabulary T68-T69)</p> <p>Standards addressed- L.3.1a, L.3.1d, L.3.1f, L.3.2f; L.3.2g, (Unit 3, Subject-Verb Agreement) L.3.4b, L.3.5a, L.3.6 (Unit 3, Vocabulary)</p> <p>Content addressed- Subject-Verb Agreement- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use regular and irregular verbs; Ensure subject-verb and pronoun-antecedent agreement; 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 spellings;Vocabulary- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Week Three (Days 1-5-Past Tense Verbs-Unit 3 Teacher Guide pages T160-161 & Vocabulary T130-131 & T168-169 implement as outlined on T116-T117)</p> <p>Standards addressed- L..3.1d,L.3.2, L.3.2e, L.3.2f, (Unit 3, Past-Tense Verbs) L.3.3, L.3.4, L.3.4a, L.3.5, L.3.5a, L.3.5b, L.3.5c, L.3.6 (Unit 3, Vocabulary)</p> <p>Content addressed- Past-Tense Verbs Form and use regular and irregular verbs; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; 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; Use knowledge of language and its conventions when writing, speaking, reading, or listening; 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; Use sentence-level context as a clue to the meaning of a word or phrase; 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 that describe states of mind or degrees of</p>	<p>-How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? -RL.3.3 -How does the character affect the text? RL.3.5 --How does the text structure help me understand the text? -Why does the structure of the text matter? -What are the text structures and how do they help me understand the text? RL.3.7 -What can illustrations tell me about the story?</p> <p>Week Five RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.3 -Why is identifying key ideas and supporting details from the text important? RI.3.5 --What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information? RI.3.6 -How is my point of view the same as or different from the text? RI.3.7 -How can illustrations help me understand Information? RI.3.8 --How does the organization support the</p>
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	<p>certainty (e.g., knew, believed, suspected, heard, wondered); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Week Four (Days 6-10-Future-Tense Verbs-Unit 3 Teacher Guide pages T162-163 & Expand Vocabulary T168-T169) Standards addressed- L.3.1, L.3.1e, L.3.1f, L.3.2a, L.3.2f, L.3.3, L.3.3a (Unit 3, Future-Tense Verbs) L.3.4, L.3.4a, L.3.4b, L.3.5a, L.3.5b, L.3.5c, L.3.6 (Unit 3, Vocabulary) Content addressed- Future-Tense Verbs- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses; Ensure subject-verb and pronoun-antecedent agreement; Capitalize appropriate words in titles; Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; Use knowledge of language and its conventions when writing, speaking, reading, or listening; Choose words and phrases for effect; Vocabulary-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; Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat), 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 that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for</p> <p>Week Five (Days 1-5-Combining Sentence with Verbs-Unit 3-Teacher Guide pages T254-255 & Vocabulary-T226-T227 & T258-T259 as outlined on pages T216-217) Standards addressed-L.3.1a, L.3.1b, L.3.1f, L.3.1h, L.3.1i, L.3.2b, L.3.2e, L.3.2f, L.3.2g (Unit 3, Combining Sentence with Verbs) L.3.4a, L.3.4b, L.3.4c, L.3.5, L.3.5b, L.3.6 (Unit 3, Vocabulary) Content addressed-Combining Sentence with Verbs- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use regular and irregular plural nouns; Ensure subject-verb and pronoun-antecedent agreement; Use coordinating and</p>		<p>author's purpose for the text? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RI.3.10 -What strategies am I using to become an independent and proficient reader of literary texts? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Six RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.4 --How can I learn and use academic vocabulary appropriately? -How can I learn and use domain-specific vocabulary appropriately? RI.3.7 -How can illustrations help me understand Information? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RI.3.10 -What strategies am I using to become an</p>
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subordinating conjunctions; Produce simple, compound, and complex sentences; Use commas in addresses; 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 spellings; **Vocabulary**-Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); Demonstrate understanding of word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).

Week Six (Days 1-5. Refer to Unit 3 Teacher Guide T299) Unit Assessments

Phonics/Spelling (Wonders)

Week One (Days 1-5. r-Controlled vowels-Unit 3- Teacher Guide pages T64-65. (T42-T43 if review is needed of r-Controlled vowels)

Standards addressed-RF.3.3, RF.3.3a, RF.3.3c, RF.3.4b

Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Week Two (Days 6-10. r-Controlled vowels- Unit 3 Teacher Guide pages T66-67. (T50-T51 if review is needed of r-Controlled vowels)

Standards addressed- RF.3.3, RF.3.3a, RF.3.3c, RF.3.4a, RF.3.4b

Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Week Three (Days 1-5 r-Controlled vowels- Unit 3 Teacher Guide pages T164-165. (T142-T143 if review is needed of r-Controlled vowels)

Standards addressed- RF.3.3, RF.3.3a, RF.3.3b, RF.3.3c, RF.3.3d, RF.3.4a,

independent and proficient reader of literary texts?

RL.3.2

--How can I learn life lessons from stories?

-Why is using key details from the story important in retelling the story?

-In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?

RL.3.4

--How does the author's choice and use of words

affect the meaning of the text?

-How does the author's use of words help me know their meanings?

RL.3.10

-What strategies am I using to become an independent and proficient reader of literary texts?

Language

Week One, Two, Three, Four, Five, Six

L.3.1

-Why is it important for me to know and follow the rules of standard English grammar when I write or speak?

L.3.2

-Why is it important for me to know and follow the rules of standard English mechanics for writing?

L.3.4

-How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?

L.3.5

-How do I show I know how to use words accurately and effectively?

L.3.6

-What strategies will I use to learn and use words that are specific to the things I study?

Phonics/Spelling

Week One, Two, Three, Four, Five, Six

<p>RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode words with common Latin suffixes; Decode multisyllable words; Read grade-appropriate irregularly spelled words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Four (Days 6-10. Prefixes-Unit 3 Teacher Guide pages T166-167. (T150-T151 if review is needed of Prefixes) Standards addressed-RF.3.3a, RF.3.3c, RF.3.4a, RF.3.4b Content addressed- Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Five (Days 1-5. Diphthongs-Unit 3 Teacher Guide pages T256-257. (T238-T239 if review is needed of Diphthongs) Standards addressed-RF.3.3, RF.3.3a, RF.3.3b, RF.3.3c, RF.3.4, RF.3.4a, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode words with common Latin suffixes; Decode multisyllable words; Read with sufficient accuracy and fluency to support comprehension; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Six (Days 1-5. Refer to Unit 3 Teacher Guide T299) Unit Assessments</p> <p>Writing: Week One (Days 1-5. Refer to Unit 3 Teacher Guide pgs T16-T17) Standards addressed-W.3.2, W.3.5, W.3.6, W.3.7, W.3.8 Content addressed- Write informative/explanatory texts to examine a topic and convey ideas and information clearly, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, 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, Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RF.3.3 -How can I use my understanding of word parts to spell words correctly? RF.3.4 -How does my fluency and accuracy affect my understanding of any text I read? -How does my reading need to change when I read different kinds of texts?</p> <p>Writing Week One W.3.2 -How can I use information to express an idea? W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately?</p> <p>Week Two W.3.2 -How can I use information to express an idea? W.3.4 -Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision?</p>
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<p>Week Two (Days 11-15. Refer to Unit 3 Teacher Guide pgs T18-T19) Standards addressed-W.3.2, W.3.2b, W.3.4, W.3.5, W.3.8, W.3.10 Content addressed- Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Develop the topic with facts, definitions, and details, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Three (Days 16-21 Refer to Unit 3 Teacher Guide pgs T116-T117) Standards addressed- W.3.2, W.3.2d, W.3.5, W.3.8, W.3.10 Content addressed-Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Provide a concluding statement or section, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Four (Days 22-25. Refer to Unit 3 Teacher Guide pgs T118-T119) Standards addressed-W.3.2, W.3.5, W.3.6, W.3.10 Content addressed-Write informative/explanatory texts to examine a topic and convey ideas and information clearly, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, 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, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Five(Days 26-30 Refer to Unit 3 Teacher Guide pgs T216-T217) Standards addressed-W.3.2, W.3.2b, W.3.4, W.3.5, W.3.8, W.3.10 Content addressed-Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Develop the topic with facts, definitions, and details, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, With</p>	<p>-Why is it important to write for different reasons and different audiences</p> <p>Week Three W.3.2 -How can I use information to express an idea? W.3.5 -How does the writing process make me a better writer? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Four W.3.2 -How can I use information to express an idea? W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p>Week Five W.3.2 -How can I use information to express an idea? W.3.4 -Why do I write?</p>
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	<p>guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Six (Days 1-5. Refer to Unit 3 Teacher Guide T299) Unit Assessments</p> <p><u>Speaking and Listening</u></p> <p>Week One (Days 1-5) Standards addressed- SL.3.1c, SL.3.2, SL.3.6 Content addressed- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of other; 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Two (Days 6-10) Standards addressed- SL.3.1a, SL.3.1d, SL.3.6 Content addressed- 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; Explain their own ideas and understanding in light of the discussion; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Three (Days 1-5) Standards addressed- SL.3.1, SL.3.1c, SL.3.2 Content addressed- 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; Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; 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> <p>Week Four (Days 6-10) Standards addressed- SL.3.1b, SL.3.4 Contents addressed- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time</p>		<p>W.3.5 -How does the writing process make me a better writer?</p> <p>W.3.8 -How can I recall and organize information accurately?</p> <p>W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Six</p> <p>W.3.2 -How can I use information to express an idea?</p> <p>W.3.5 -How does the writing process make me a better writer? -How can technology be used as a tool to write, publish, and/or collaborate?</p> <p>W.3.7 -How can I learn more about a topic by completing a research project?</p> <p>W.3.8 -How can I recall and organize information accurately?</p> <p><u>Speaking and Listening</u></p> <p>Week One</p> <p>SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged?</p> <p>SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p> <p>SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience</p>
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about the topics and texts under discussion); 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.

Week Five (Days 1-5)

Standards addressed- SL.3.1, SL.3.1a-c, SL.3.2

Contents addressed-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; 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; 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.

Week 6 (Days 1-5)

Standards addressed- SL.3.1, SL.3.1a-d, SL.3.2, SL.3.4, SL.3.6

Contents addressed-Standards addressed-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. 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. 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. 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

[Grade 3 Unit Assessments](#)

and purpose each time I speak?

Week Two

SL.3.1

-How are my conversation skills dependent on the makeup of the group?

-What contributions can I make to the conversation when I'm prepared and engaged?

SL.3.6

-Why do I need to speak well?

-Why do I need to think about the audience and purpose each time I speak?

Week Three

SL.3.1

-How are my conversation skills dependent on the makeup of the group?

-What contributions can I make to the conversation when I'm prepared and engaged?

SL.3.2

-How do I determine what is important when listening to and/or watching a presentation?

Week Four

SL.3.1

-How are my conversation skills dependent on the makeup of the group?

-What contributions can I make to the conversation when I'm prepared and engaged?

SL.3.4

--How can I give a good presentation?

Week Five

SL.3.1

-How are my conversation skills dependent on the makeup of the group?

-What contributions can I make to the conversation when I'm prepared and

			<p>engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p> <p>Week Six SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? SL.3.4 --How can I give a good presentation? SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p>
<p>Trimester 2, Unit 4</p>	<p>Reading (Wonders) Week One Days 1-5. Refer to Unit 4 Teacher Guide pages T16-T17) Standards addressed-RI.3.1,RI.3.6, RI.3.7, RL.3.1, RL.3.2, RL.3.3, RL.3.6, RL.3.7, RL.3.9 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Distinguish their own point of view from that of the author of a text; 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); Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer; 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; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events;</p>	<p>30 Days</p>	<p>Reading Week One RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.6 -How is my point of view the same as or different from the text? RI.3.7 -How can illustrations help me understand information? RL.3.1</p>

	<p>Distinguish their own point of view from that of the narrator or those of the characters; 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); 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> <p>Week Two (Days 6-10. Refer to Unit 4 Teacher Guide pages T18-T19) Standards addressed- RI.3.1, RI.3.6, RI.3.7, RL.3.1, RL.3.2, RL.3.6, RL.3.9 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Distinguish their own point of view from that of the author of a text; 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); Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Distinguish their own point of view from that of the narrator or those of the characters; 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> <p>Week Three (Days 1-5. Refer to Unit 4 Teacher Guide pages T114-115) Standards addressed-RI.3.1, RI.3.2, RI.3.3, RI.3.7, RI.3.8, RI.3.10, RL.3.1, Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Determine the main idea of a text; recount the key details and explain how they support the main idea; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; 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); Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); 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; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>-How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.3 -How does the character affect the text? RL.3.6 -How is my point of view the same as or different from any characters in the text? RL.3.7 -What can illustrations tell me about the story? RL.3.9 --Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic?</p> <p>Week Two RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.6 -How is my point of view the same as or different from the text? RI.3.7 -How can illustrations help me understand information? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is</p>
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<p>Week Four (Days 6-10. Refer to Unit 4 Teacher Guide pages T116-T117) Standards addressed- RI.3.1, RI.3.2, RI.3.7, RI.3.8, RL.3.1, RL.3.2 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Determine the main idea of a text; recount the key details and explain how they support the main idea; 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); Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Week Five (Days 1-5. Refer to Unit 4 Teacher Guide pages T212-213) Standards Addressed-RI.3.1, RI.3.9, RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Compare and contrast the most important points and key details presented in two texts on the same topic; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language; 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; 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> <p>Week Six (Days 1-5. Refer to Unit 4 Teacher Guide T299) Unit Assessments</p> <p><u>Language (Wonders) (grammar and vocabulary)</u> Week One(Days 1-5. Linking Verbs-Unit 4 Teacher Guide pages T58-T59 & Vocabulary-T-28-T29 and T66-T67-implement as outlined on T16-T17) Standards addressed- L.3.1a, L.3.1d, L.3.2f, L.3.2g, (Unit 4, Linking Verbs) L.3.4b, L.3.4c, L.3.4d, L.3.5, L.3.5a, L.3.5b, L.3.5c,L.3.6 (Unit 4, Vocabulary) Content addressed- (Unit 4, Linking Verbs) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use regular and</p>	<p>saying? RL.3.2 --How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.6 --How is my point of view the same as or different from any characters in the text? RL.3.9 --Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic?</p> <p>Week Three RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.3 --Why is identifying key ideas and supporting details from the text important? RI.3.7 -How can illustrations help me understand Information? RI.3.8 -How does the organization support the author's purpose for the text? RI.3.10 --What strategies am I using to become an independent and proficient reader of literary texts? RL.3.1 -How can using questions while I read help me</p>
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<p>irregular verbs; 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 spellings;Vocabulary- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); 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; Demonstrate understanding of word relationship 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 that describe states of mind or degrees of certainty(e.g., knew, believed, suspected, heard, wondered); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Week Two (Days 6-10-Contractions with “not”-Unit 4 Teacher Guide pages T60-T61 & Expand Vocabulary T66-T67 implement as outlined on T18-T19) Standards addressed-L.3.1b, L.3.2f,L.3.2g,(Unit 4,Contractions with “not”) L.3.4b, L.3.5, L.3.5a, L.3.5c, L.3.6 (Unit 4, Vocabulary) Content addressed- Contractions with “not”- Form and use regular and irregular plural nouns; 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 spellings; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); 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); Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p> <p>Week Three (Days 1-5-Main/Helping Verbs-Unit 4 Teacher Guide pages T156-157 & Vocabulary T126-127 & T164-165 implement as outlined on T114-T115)</p>	<p>better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Four RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.7 -How can illustrations help me understand Information? RI.3.8 --How does the organization support the author’s purpose for the text? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?</p> <p>Week Five RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p>
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<p>Standards addressed- L.3.1, L.3.1a, L.3.1d, L.3.1e, L.3.1i, L.3.2c, L.3.2e, L.3.2f, L.3.2g, (Unit 4, Main/Helping Verbs) L.3.4, L.3.4a, L.3.4c, L.3.5, L.3.5b(Unit 4, Vocabulary)</p> <p>Content addressed-Main/Helping Verbs: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use regular and irregular verbs; Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses; Produce simple, compound, and complex sentences; Use commas and quotation marks in dialogue; 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 spellings; Vocabulary 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; Use sentence-level context as a clue to the meaning of a word or phrase; Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); Demonstrate understanding of word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>Week Four (Days 6-10-Complex Sentences-Unit 4 Teacher Guide pages T158-159 & Expand Vocabulary T164-T165)</p> <p>Standards addressed- L.3.1, L.3.1a, L.3.1h, L.3.1i,L.3.2c, (Unit 4, Complex Sentences) L.3.4, L.3.4a, L.3.4c,(Unit 4, Vocabulary)</p> <p>Content addressed- Complex Sentences-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Use coordinating and subordinating conjunctions; Produce simple, compound, and complex sentences; Use commas and quotation marks in dialogue; 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; Use sentence-level context as a clue to the meaning of a word or phrase; Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>-How can illustrations help me understand Information? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.4 --How does the author’s choice and use of words affect the meaning of the text? -How does the author’s use of words help me know their meanings? RL.3.5 --How does the text structure help me understand the text? -Why does the structure of the text matter? -What are the text structures and how do they help me understand the text? RL.3.10 -What strategies am I using to become an independent and proficient reader of literary texts?</p> <p>Week Six RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.5 --Use search tools/text features</p>
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<p>Week Five (Days 1-5-Irregular Verbs-Unit 4 Teacher Guide pagesT250-251 & Vocabulary- T222-T223) Standards addressed-L.3.1a, L.3.1d,L.3.1i, L.3.2e, L.3.2f, L.3.2g (Unit 4, Irregular Verbs) L.3.4. L.3.4a, L.3.4b, L.3.4d, L.3.5, L.3.5a, L.3.6 (Unit 4, Vocabulary) Content addressed- Irregular Verbs- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs; Produce simple, compound, and complex sentences; 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 spellings; Vocabulary 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; Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases; 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); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p> <p>Week Six (Days 1-5. Refer to Unit 4 Teacher Guide T299) Unit Assessments</p> <p>Phonics/Spelling (Wonders) Week One (Days 1-5 Variant Vowels- Unit 4 Teacher Guide pagesT62-T63. (T40-T41 if review is needed of Variant Vowels) Standards addressed-RF.3.3, RF3.3a, RF.3.3c, RF.3.4a, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>RI.3.8 – Describe relations between evidence and point RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? -RI.3.10 -What strategies am I using to become an independent and proficient reader of literary texts? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 --How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.3 --How does the character affect the text? RL.3.6 -How is my point of view the same as or different from any characters in the text?</p> <p>Language Week One, Two, Three, Four, Five, Six L.3.1 -Why is it important for me to know and follow the rules of standard English grammar when I write or speak? L.3.2 -Why is it important for me to know and follow the rules of standard English mechanics for writing? L.3.4 -How do I know which strategy to use to make</p>
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<p>Week Two (Days 6-10.Plurals Words-Unit 4 Teacher Guide pages T64-65. (T48-T49 if review is needed of Plurals words) Standards addressed-RF.3.3, RF.3.3c, RF.3.4a, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Decode multisyllable words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Three (Days 1-5. Variant Vowels-Unit 4 Teacher Guide pagesT160-161. (T138-T139 if review is needed of words with silent letters) Standards addressed- RF.3.3, RF.3.3c, RF.3.4, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Decode multisyllable words; Read with sufficient accuracy and fluency to support comprehension ; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Four (Days 6-10. Homophones-Unit 4 Teacher Guide pages T162-163. (T146-T147 if review is needed of Homophones) Standards addressed-RF.3.3, RF.3.3c, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words;Decode multisyllable words; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Five (Days 1-5. Soft c and g-Unit 4 Teacher Guide pages T256-257. (T234-T235 if review is needed of Soft c and g) Standards addressed-RF.3.3, RF.3.3c, RF.3.3d, RF.3.4a, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Decode multisyllable words; Read grade-appropriate irregularly spelled words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Six (Days 1-5. Refer to Unit 4 Teacher Guide T299) Unit Assessments</p> <p>Writing: <u>Genre Writing Realistic Fiction Story Teacher Guide pgs T506-T577</u></p> <p>Week One (Days 1-5. Refer to Unit 4 Teacher Guide pgs T16-T17) Standards addressed-W.3.3, W.3.8, W.3.10 Content addressed-Write narratives to develop real or imagined experiences</p>	<p>meaning of words or phrases I don't recognize or know? L.3.5 -How do I show I know how to use words accurately and effectively? L.3.6 -What strategies will I use to learn and use words that are specific to the things I study?</p> <p>Phonics/Spelling Week One, Two, Three, Four, Five, Six RF.3.3 -How can I use my understanding of word parts to spell words correctly? RF.3.4 -How does my fluency and accuracy affect my understanding of any text I read? -How does my reading need to change when I read different kinds of texts?</p> <p>Writing Week One W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Two W.3.3 -How can I use appropriate details and organization to express a real or imagined</p>
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<p>or events using effective technique, descriptive details, and clear event sequences, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Two (Days 6-10 Refer to Unit 4 Teacher Guide pgs T18-T19) Standards addressed-W.3.3, W.3.3a, W.3.3b, W.3.4, W.3.5, W.3.8, W.3.10 Content addressed- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally, Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Three (Days 11-15. Refer to Unit 4 Teacher Guide pgs T114-T115) Standards addressed-W.3.3c, W.3.5, W.3.7, W.3.8, W.3.10 Content addressed-Use temporal words and phrases to signal event order, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Four (Days 16-20 Refer to Unit 4 Teacher Guide pgs T116-T117) Standards addressed-W.3.3, W.3.5, W.3.6, W.3.8, W.3.10 Content addressed-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, With guidance and support from adults, use technology to produce and publish writing (using</p>	<p>event? -How can I use appropriate techniques to express the event more effectively? W.3.4 -Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Three W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.5 -How does the writing process make me a better writer? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Four</p>
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<p>keyboarding skills) as well as to interact and collaborate with others, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Five(Days 21-25 Refer to Unit 4 Teacher Guide pgs T212-T213) Standards addressed-W.3.3, W.3.3a, W.3.3b, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10 Content addressed- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally, Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Six (Days 1-5. Refer to Unit 4 Teacher Guide T299) Unit Assessments</p> <p><u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed- SL.3.1c, SL.3.2 Content addressed- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; 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> <p>Week Two (Days 6-10) Standards addressed- SL.3.1, SL.3.1b, SL.3.4 Content addressed- 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; Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful</p>	<p>W.3.3 -How can I use appropriate details and organization to express a real or imagined event? W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences Week Five W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.4 -Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p>
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	<p>ways, listening to others with care, speaking one at a time about the topics and texts under discussion); 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> <p>Week Three (Days 1-5) Standards addressed- SL.3.1a, SL.3.1c, SL.3.2, SL.3.5, SL.3.6 Content addressed- 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; Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; 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; 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Four (Days 6-10) Standards addressed- SL.3.1a, SL.3.6 Contents addressed- 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Five (Days 1-5) Standards addressed- SL.3.1, SL.3.1b, SL.3.2, SL.3.5 Contents addressed- 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; 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), 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, Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, adding visuals when appropriate.</p>	<p><u>Speaking and Listening</u> Week One SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p> <p>Week Two SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.4 ---How can I give a good presentation?</p> <p>Week Three SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? SL.3.5 --How can I create an audio recording? SL.3.6 --Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p> <p>Week Four SL.3.1 -How are my conversation skills dependent on</p>
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	<p>Week 6 (Days 1-5) Standards addressed- SL.3.1, SL.3.1a-d, SL.3.4, SL.3.6 Contents addressed-Standards addressed- 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; 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; 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Grade 3 Unit Assessments</p> <p>R.A.C.E.S. Posters R.A.C.E.S. Resources</p>		<p>the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p> <p>Week Five SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? SL.3.5 ---How can I create an audio recording?</p> <p>Week Six SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.4 --How can I give a good presentation? SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p>
		56 Days	

Trimester 3

Unit		Instructional Days	Essential questions
		59 Days	
Trimester 3			
Trimester 3, Unit 5	<p>Reading (Wonders) Week One Days 1-5. Refer to Unit 5 Teacher guide pages T16-T17) Standards addressed-RI.3.2, RI.3.3, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RL.3.1 Content addressed- Determine the main idea of a text; recount the key details and explain how they support the main idea; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; Distinguish their own point of view from that of the author of a text; 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); Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week Two (Days 6-10. Refer to Unit 5 Teacher Guide page T18-T19) Standards addressed- RI.3.2, RI.3.3, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RL.3.1 Content addressed- Determine the main idea of a text; recount the key details and explain how they support the main idea; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; Distinguish their own point of view from that of the author of a text; 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); Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); Compare and contrast the most important points and key details presented in two texts on the same topic; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; the sequence of events; Distinguish their own point of view from that of the narrator or those of the characters.</p>	28	<p>Reading Week One RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.3 -How does language in informational texts signal particular kinds of relationships? RI.3.5 -What are the text features and how do they help me understand the text? -How can search tools help me locate relevant Information? RI.3.6 --How is my point of view the same as or different from the text? RI.3.7 -How can illustrations help me understand Information? RI.3.8 -Describe relations between evidence and point RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Two RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.3 -Why is identifying key ideas and supporting details from the text important?</p>

	<p>Week Three (Days 1-5. Refer to Unit 5 Teacher Guide pages T114-115) Standards addressed-RI.3.1; RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.7, RL.3.10 Content addressed-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language; Distinguish their own point of view from that of the narrator or those of the characters; 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); 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> <p>Week Four (Days 6-10. Refer to Unit 5 Teacher Guide pages T116-117) Standards addressed- RI.3.1, RI.3.4, RI.3.9, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area; Compare and contrast the most important points and key details presented in two texts on the same topic; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language; Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Week Five (Days 1-5. Refer to Unit 5 Teacher Guide pages T212-213) Standards Addressed-RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RI.3.10, RL.3.1 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Determine the main idea of a text; recount the key details and explain how they support the main idea; Describe the relationship between a series of historical events,</p>		<p>RI.3.5 --What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information? RI.3.6 -How is my point of view the same as or different from the text? RI.3.7 -How can illustrations help me understand information? RI.3.8 — Describe relations between evidence and point RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Three RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.3 -How does the character affect the text? RL.3.4</p>
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	<p>scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; 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); Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); Compare and contrast the most important points and key details presented in two texts on the same topic; 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; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week Six (Days 1-5. Refer to Unit 5 Teacher Guide T299) Unit Assessments</p> <p><u>Language (Wonders) (grammar and vocabulary)</u></p> <p>Week One(Days 1-5. Action Verbs-Unit 5 Teacher Guide pages T60-T61 & Vocabulary-T-30-T31 and T68-T69-implement as outlined on T16-T17)</p> <p>Standards addressed- L.3.1, L.3.1a, L.3.1f, L.3.1i, L.3.2e, L.3.2f, L.3.2g (Unit 5, Action Verbs) L.3.4a, L.3.4b, L.3.4c, L.3.5, L.3.5b, L.3.6 (Unit 5, Vocabulary)</p> <p>Content addressed- Action Verbs- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Ensure subject-verb and pronoun-antecedent agreement; Produce simple, compound, and complex sentences; 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 spellings; Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); Vocabulary-Demonstrate understanding of word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful);</p>	<p>-How does the author’s choice and use of words affect the meaning of the text? -How does the author’s use of words help me know their meanings? RL.3.6 -Distinguish own point of view/ from character/narrator RL.3.7 -What can illustrations tell me about the story? RL.3.10 -What strategies am I using to become an independent and proficient reader of literary texts?</p> <p>Week Four RI.3.1 -Ask & answer w/text evidence RI.3.4 -Determine literal/nonliteral words & phrases RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? -RL.3.3 -How does the character affect the text? RL.3.4 - Determine literal/nonliteral words & phrases RL.3.6</p>
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	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Week Two (Days 6-10-Subject-Verb Agreement-Unit 5 Teacher Guide pages T62-T63 & Expand Vocabulary T68-T69) Standards addressed- L.3.1a, L.3.1i, L.3.2e; L.3.2f, L.3.4a; (Unit 5, Subject-Verb Agreement) L.3.4b,L.3.4c, L.3.5, L.3.5b, L.3.6 (Unit 5, Vocabulary) Content addressed- Subject-Verb Agreement- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Produce simple, compound, and complex sentences; 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; Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); Demonstrate understanding of word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p> <p>Week Three (Days 1-5-Past Tense Verbs-Unit 5 Teacher Guide pages T160-161 & Vocabulary T130-131 & T168-169 implement as outlined on T116-T117) Standards addressed- L..3.1a, L.3.1b, L.3.1e, L.3.1f, L.3.1i, (Unit 5, Past-Tense Verbs) L.3.2d, L.3.2e,L.3.2f, L.3.2g, L.3.4a, L.3.4b, L.3.4c, L.3.4d L.3.5, L.3.5b, L.3.6 (Unit 5, Vocabulary) Content addressed- Past-Tense Verbs- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use regular and irregular plural nouns; Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses Ensure subject-verb and pronoun-antecedent agreement; Produce simple, compound, and complex sentences; 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</p>	<p>-Distinguish own point of view/ from character/narrator</p> <p>Week Five RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.3 -Why is identifying key ideas and supporting details from the text important? RI.3.4 ---How can I learn and use academic vocabulary appropriately? RI.3.5 --What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information? RI.3.7 -How can illustrations help me understand Information? RI.3.8 --How does the organization support the author's purpose for the text? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RI.3.10 -What strategies am I using to become an independent and proficient reader of literary texts? RL.3.1 -How can using questions while I read help me better understand the text?</p>
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	<p>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 spellings; Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); 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; Demonstrate understanding of word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p> <p>Week Four (Days 6-10-Future-Tense Verbs-Unit 5 Teacher Guide pages T162-163 & Expand Vocabulary T168-T169)</p> <p>Standards addressed- L.3.1, L.3.1a, L.3.1b, L.3.1e, L.3.1i, L.3.2d, L.3.2e, L.3.2f, L.3.3, L.3.3a (Unit 5, Future-Tense Verbs) L.3.4a, L.3.4b, L.3.4c, L.3.5, L.3.5c,L.3.6 (Unit 5, Vocabulary)</p> <p>Content addressed- Future-Tense Verbs- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use regular and irregular plural nouns; Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses; Produce simple, compound, and complex sentences; 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; Use knowledge of language and its conventions when writing, speaking, reading, or listening; Choose words and phrases for effect; Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); Demonstrate understanding of word relationships and nuances in word meanings; Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered); Acquire and use accurately grade-appropriate conversational,</p>	<p>-How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Six</p> <p>RI.3.2 -Why is identifying key ideas and supporting details from the text important?</p> <p>RI.3.5 -Refer to features of stanzas, chapters, scenes</p> <p>--RI.3.7 -How can illustrations help me understand Information?</p> <p>RI.3.9 -Why do you read different texts on the same topic?</p> <p>-How does the author use important points and key details to help me learn about the topic?</p> <p>RI.3.10 -What strategies am I using to become an independent and proficient reader of literary texts?</p> <p>RL.3.1 -Ask & answer w/text evidence</p> <p>RL.3.2 --How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?</p> <p>RL.3.3 --Describe characters & actions</p> <p>Language</p> <p>Week One, Two, Three, Four, Five, Six</p> <p>L.3.1 -Why is it important for me to know and follow the rules of standard English grammar when I write or speak?</p> <p>L.3.2 -Why is it important for me to know and follow the rules of standard English mechanics for</p>
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<p>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>Week Five (Days 1-5-Combining Sentence with Verbs-Unit 5-Teacher Guide pages T254-255 & Vocabulary-T226-T227 & T258-T259 as outlined on pages T216-217)</p> <p>Standards addressed-L.3.1, L.3.1a, L.3.2, L.3.2d, L.3.2e, , L.3.2f, L.3.2g (Unit 5, Combining Sentence with Verbs) L.3.4, L.3.4a, L.3.4b, L.3.5, L.3.5b, L.3.6 (Unit 5,Vocabulary)</p> <p>Content addressed-Combining Sentence with Verbs- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; 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 spellings; 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; Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Demonstrate understanding of word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g, After dinner that night we went looking for them).</p> <p>Week Six (Days 1-5. Refer to Unit 5 Teacher Guide T299) Unit Assessments</p> <p>Phonics/Spelling (Wonders)</p> <p>Week One (Days 1-5. r-Controlled vowels-Unit 5- Teacher Guide pages T64-65. (T42-T43 if review is needed of r-Controlled vowels)</p> <p>Standards addressed-RF.3.3, RF.3.3a&c, RF.3.4a-b</p> <p>Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read on-level</p>	<p>writing?</p> <p>L.3.4 -How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?</p> <p>L.3.5 -How do I show I know how to use words accurately and effectively?</p> <p>L.3.6 -What strategies will I use to learn and use words that are specific to the things I study?</p> <p>Phonics/Spelling</p> <p>Week One, Two, Three, Four, Five, Six</p> <p>RF.3.3 -How can I use my understanding of word parts to spell words correctly?</p> <p>RF.3.4 -How does my fluency and accuracy affect my understanding of any text I read? -How does my reading need to change when I read different kinds of texts?</p> <p>Writing</p> <p>Week One</p> <p>W.3.7 -How can I learn more about a topic by completing a research project?</p> <p>W.3.8 -How can I recall and organize information accurately?</p> <p>W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p>Week Two</p> <p>W.2.2 -How can I use information to express an</p>
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<p>text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Two (Days 6-10. r-Controlled vowels- Unit 5 Teacher Guide pages T66-67. (T50-T51 if review is needed of r-Controlled vowels) Standards addressed-RF.3.3, RF.3.3a, RF.3.4a, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Three (Days 1-5 r-Controlled vowels- Unit 5 Teacher Guide pages T164-165. (T142-T143 if review is needed of r-Controlled vowels) Standards addressed- RF.3.3, RF.3.3c, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Decode multisyllable words; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Four (Days 6-10. Prefixes-Unit 5 Teacher Guide pagesT166-167. (T150-T151 if review is needed of Prefixes) Standards addressed-RF.3.3, RF.3.3a, RF.3.3c, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Five (Days 1-5. Diphthongs-Unit 5 Teacher Guide pages T256-257. (T238-T239 if review is needed of Diphthongs) Standards addressed-RF.3.3, RF.3.3a, RF.3.3b, RF.3.3c, RF.3.3d, RF.3.4, RF.3.4a, RF.3.4b; RF.3.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode words with common Latin suffixes; Decode multisyllable words; Read grade-appropriate irregularly spelled words; Read with sufficient accuracy and fluency to support comprehension; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Week Six (Days 1-5. Refer to Unit 5 Teacher Guide T299) Unit Assessments</p>	<p>idea? W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.4 -Why do I write? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p>Week Three W.3.5 -How does the writing process make me a better writer? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Four W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to</p>
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	<p><u>Writing</u> <u>Genre Writing Writing Your Own Biography Teachers Guide pgs T50-T57</u></p> <p>Week One (Days 1-5. Refer to Unit 5 Teacher Guide pgs T16-T17) Standards addressed- W.3.7, W.3.8, W.3.10 Content addressed-Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Two (Days 6-10 Refer to Unit 5 Teacher Guide pgs T18-T19) Standards addressed-W.3.2, W.3.2b,W.3.3,W.3.3c, W.3.4, W.3.8, W.3.10 Content addressed-Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Develop the topic with facts, definitions, and details, Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, Use temporal words and phrases to signal event order, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Three (Days 11-15 Refer to Unit 5 Teacher Guide pgs T114-T115) Standards addressed-W.3.5, W.3.7, W.3.8, W.3.10 Content addressed-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, 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. [4 lessons]</p> <p>Week Four (Days 16-20 Refer to Unit 5 Teacher Guide pgs T116-T117) Standards addressed- W.3.5, W.3.6,W.3.10 Content addressed- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, With</p>	<p>write, publish, and/or collaborate? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Five W.3.1 -How can I use reasons to support my opinion? W.3.2 -How can I use information to express an idea? W.3.5 -How does the writing process make me a better writer? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p><u>Speaking and Listening</u> Week One SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.5 -Create visuals/audio/ presentations SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p>
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guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, 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.

Genre Writing Opinion Essay Teacher Guide pgs T242-249

Week Five(Days 21-25 Refer to Unit 5 Teacher Guide pgs T212-T213)

Standards addressed-W.3.1, W.3.1a, W.3.1b, W.3.2c, W.3.5, W.3.8, W.3.10

Content addressed-Write opinion pieces on topics or texts, supporting a point of view with reasons, Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons, Provide reasons that support the opinion, Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories 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.

Week Six (Days 1-5. Refer to Unit 5 Teacher Guide T299) Unit Assessments

Speaking and Listening

Week One (Days 1-5)

Standards addressed- SL.3.1b, SL.3.5, SL.3.6

Content addressed- 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); 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Week Two (Days 6-10)

Standards addressed- SL.3.1, SL.3.1b, SL.3.4

Content addressed- 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; 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

Week Two

SL.3.1

-How are my conversation skills dependent on the makeup of the group?

-What contributions can I make to the conversation when I'm prepared and engaged?

SL.3.4

-How can I give a good presentation?

Week Three

SL.3.1

-How are my conversation skills dependent on the makeup of the group?

-What contributions can I make to the conversation when I'm prepared and engaged?

SL.3.2

-How do I determine what is important when listening to and/or watching a presentation?

Week Four

SL.3.1

-How are my conversation skills dependent on the makeup of the group?

-What contributions can I make to the conversation when I'm prepared and engaged?

SL.3.4

-How can I give a good presentation?

SL.3.6

--Why do I need to speak well?

-Why do I need to think about the audience and purpose each time I speak?

Week Five

SL.3.1

-How are my conversation skills dependent on the makeup of the group?

-What contributions can I make to the

	<p>texts under discussion); 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> <p>Week Three (Days 1-5) Standards addressed- SL.3.1c, SL.3.2 Content addressed- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; 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> <p>Week Four (Days 6-10) Standards addressed- SL.3.1a, SL.3.4, SL.3.6 Contents addressed- 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; 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Five (Days 1-5) Standards addressed- SL.3.1b, SL.3.6 Contents addressed- 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); Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Six (Days 1-5) Standards addressed- SL.3.1; SL.3.1a-b, SL.3.4, SL.3.6 Contents addressed-Standards addressed- 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. Come to discussions prepared, having read or studied required material; 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); 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		<p>conversation when I'm prepared and engaged? SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p> <p>Week Six SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.4 --How can I give a good presentation? SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p>
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<p>Trimester 3, Unit 6</p>	<p>Grade 3 Unit Assessments</p> <p>R.A.C.E.S. Posters R.A.C.E.S. Resources</p> <p>Reading (Wonders) Week One (Days 1-5). Refer to Unit 6 Teacher Guide pages T16-T17) Standards addressed- RI. 3.1; RI.3.3; RI.3.4; RI.3.5; RI.3.7, RI.3.8; RI.3.10; RL.3.1 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; 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); Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week Two (Days 6-10). Refer to Unit 6 Teacher Guide pages T18-T19) Standards addressed- RI.3.1, RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RL.3.1 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect; Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently; 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); Describe the logical</p>		<p>Reading Week One RI.3.1 --How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.3 -How does language in informational texts signal particular kinds of relationships? RI.3.4 ---How can I learn and use academic vocabulary appropriately? RI.3.5 -What are the text features and how do they help me understand the text? -How can search tools help me locate relevant Information? RI.3.7 -How can illustrations help me understand Information? RI.3.8 RI.3.10 --What strategies am I using to become an independent and proficient reader of literary texts? -Describe relations between evidence and</p>
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	<p>connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); Compare and contrast the most important points and key details presented in two texts on the same topic; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Week Three (Days 1-5). Refer to Unit 6 Teacher Guide pages T116-T117) Standards addressed- RI.3.1, RL.3.1; RL.3.2, RL.3.3, RL.3.5, RL.3.7 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; 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; 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>Week Four (Days 6-10) Refer to Unit 6 Teacher Guide T118-T119) Standards addressed- RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; 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; 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>Week Five (Day 1-5) Refer to Unit 6 Teacher Guide T212-T213) Standards addressed- RI.3.1, RI.3.9, RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.10 Content addressed- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; Compare</p>	<p>point RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Two RI.3.1 --How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.3 -How does language in informational texts signal particular kinds of relationships? RI.3.5 --What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information? RI.3.7 -How can illustrations help me understand information? RI.3.8 -Describe relations between evidence and point RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>Week Three</p>
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<p>and contrast the most important points and key details presented in two texts on the same topic; Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; 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; Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events; Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language; 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; Distinguish their own point of view from that of the narrator or those of the characters; 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> <p>Week Six (Days 1-5. Refer to Unit 6 Teacher Guide T299) Unit Assessments</p> <p>Language(Wonders) (grammar and vocabulary)- Week One (Days 1-5.- & Vocabulary -implement as outlined on): Standards addressed- (Unit 6,(Unit 6, Vocabulary) L.3.1a, L.3.1i, L.3.2e, L.3.2f, L.3.2g, L.3.4, L.3.4b, L.3.4c, L.3.5, L.3.5a Content addressed- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Produce simple, compound, and complex sentences; 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 spellings; 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; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); 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).</p> <p>Week Two(Days 6-10. & Vocabulary -implement as outlined on) Standards addressed- (Unit 6,),(Unit 6, vocabulary) L.3.1, L.3.1g, L.3.1i, L.3.2f, L.3.2g, L.3.3, L.3.4c, L.3.5a, L.3.5b</p>	<p>RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.3 -How does the character affect the text? RL.3.5 --How does the text structure help me understand the text? -Why does the structure of the text matter? -What are the text structures and how do they help me understand the text? RL.3.7 -What can illustrations tell me about the story?</p> <p>Week Four RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 -How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre</p>
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<p>Content addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; Produce simple, compound, and complex sentences; 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 spellings; Use knowledge of language and its conventions when writing, speaking, reading, or listening; Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); 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).</p> <p>Week Three(Days 1-5. & Vocabulary implement as outlined on pages Standards addressed-(Unit 6, compound) (Unit 6, vocabulary) L.3.1a, L.3.1g, L.3.1i, L.3.2e, L.3.2f, L.3.3b, L.3.4b, L.3.4c, L.3.5, L.3.5b, L.3.6</p> <p>Content addressed- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; Produce simple, compound, and complex sentences; 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; Recognize and observe differences between the conventions of spoken and written standard English; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); Demonstrate understanding of word relationships and nuances in word meanings; Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).</p> <p>Week Four(Days 6-10. & Vocabulary implement as outlined on) Standards addressed-(Unit 6,) (Unit 6, vocabulary) L.3.1a, L.3.1g, L.3.1i, L.3.2f, L.3.2g, L.3.3, L.3.4b, L.3.4c, L.3.5b, L.3.6 Contents addressed- Vocabulary-</p>	<p>and its purpose? -RL.3.3 -How does the character affect the text? RL.3.5 -How does the text structure help me understand the text? -Why does the structure of the text matter? -What are the text structures and how do they help me understand the text? RL.3.7 -What can illustrations tell me about the story?</p> <p>Week Five RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.2 --How can I learn life lessons from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.3 --Describe characters & actions RL.3.4 -How does the author's choice and use of words affect the meaning of the text?</p>
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	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; Produce simple, compound, and complex sentences; 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 spellings; Use knowledge of language and its conventions when writing, speaking, reading, or listening; Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Week Five (Days 1-5. implement as outlined on Standards addressed-(Unit 6,) (Unit 6,) L.3.1, L.3.1i , L.3.2e, L.3.2g, L.3.4, L.3.5, L.3.5a, L.3.6 Contents addressed-Vocabulary-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Produce simple, compound, and complex sentences; Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness); Consult reference materials, including beginning dictionaries, as needed to check and correct spellings; 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; 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); Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g.; After dinner that night we went looking for them).</p> <p>Week Six (Days 1-5. Refer to Unit 6 Teacher Guide T299) Unit Assessments</p> <p>Phonics/Spelling (Wonders) Week One (Days 1-5) (if review is needed of short vowel sounds) Standards addressed-RF.3.3a, RF.3.3c, RF.3.4, RF.3.4a, RF.3.4b</p>	<p>-How does the author's use of words help me know their meanings? RL.3.5 --How does the text structure help me understand the text? -Why does the structure of the text matter? -What are the text structures and how do they help me understand the text? RL.3.6 -Distinguish own point of view/ from character/narrator RL.3.10 -What strategies am I using to become an independent and proficient reader of literary texts?</p> <p>Week Six RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.5 -Refer to features of stanzas, chapters, scenes RI.3.8 --Describe relations between evidence and point RI.3.10 -What strategies am I using to become an independent and proficient reader of literary texts? RL.3.1 -Ask & answer w/text evidence RL.3.3 --Describe characters & actions RL.3.5 --How does the text structure help me understand the text? -Why does the structure of the text matter? -What are the text structures and how do they help me understand the text?</p> <p>Language Week One, Two, Three, Four, Five, Six L.3.1</p>
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<p>Content addressed- Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read with sufficient accuracy and fluency to support comprehension; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Two (Days 6-10. , if review is needed of short vowel sounds) Standards addressed- RF.3.3, RF.3.3b, RF.3.3c, RF.3.4a, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Decode words with common Latin suffixes; Decode multisyllable words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Three (Days 1-5 if review is needed of) Standards addressed- RF.3.3, RF.3.3c, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Decode multisyllable words; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Four (Day 6-10 if review is needed of) Standards Addressed- RF.3.3, RF.3.3c, RF.3.4a, RF.3.4b Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words; Decode multisyllable words; Read on-level text with purpose and understanding; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Five (Days 1-5) (if review is needed of) Standards Addressed-RF.3.3, RF.3.3a, RF.3.3c, RF.3.3d, RF.3.4b Content Addressed-Know and apply grade-level phonics and word analysis skills in decoding words; Identify and know the meaning of the most common prefixes and derivational suffixes; Decode multisyllable words; Read grade-appropriate irregularly spelled words; Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Week Six (Days 1-5. Refer to Unit 6 Teacher Guide T299) Unit Assessments</p> <p>Writing: <u>Genre Writing Research Report Teachers Guide T50-T57</u></p>	<p>-Why is it important for me to know and follow the rules of standard English grammar when I write or speak? L.3.2 -Why is it important for me to know and follow the rules of standard English mechanics for writing? L.3.3 -Use of Language L.3.4 -How do I know which strategy to use to make meaning of words or phrases I don't recognize or know? L.3.5 -How do I show I know how to use words accurately and effectively? L.3.6 -What strategies will I use to learn and use words that are specific to the things I study?</p> <p><u>Phonics/Spelling</u> Week One, Two, Three, Four, Five, Six RF.3.3 -How can I use my understanding of word parts to spell words correctly? RF.3.4 -How does my fluency and accuracy affect my understanding of any text I read? -How does my reading need to change when I read different kinds of texts?</p> <p><u>Writing</u> Week One W.3.2 -How can I use information to express an idea? W.3.7 -How can I learn more about a topic by completing a research project? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision?</p>
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<p>Week One (Days 1-5. Refer to Unit 6 Teacher Guide pgs T16-T17) Standards addressed-W.3.2, W.3.2c, W.3.7, W.3.10 Content addressed-Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information, Conduct short research projects that build knowledge about a topic, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Two (Days 6-10 Refer to Unit 6 Teacher Guide pgs T17-T18) Standards addressed-W.3.2, W.3.2a, W.3.2b, W.3.4, W.3.7, W.3.8, W.3.10 Content addressed-Write informative/explanatory texts to examine a topic and convey ideas and information clearly, Introduce a topic and group related information together; include illustrations when useful to aiding comprehension, Develop the topic with facts, definitions, and details, With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, Conduct short research projects that build knowledge about a topic, Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Three (Days 11-15 Refer to Unit 6 Teacher Guide pgs T114-T115) Standards addressed-W.3.10 Content addressed- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Four (Days 16-20 Refer to Unit 6 Teacher Guide pgs T116-T117) Standards addressed-W.3.5, W.3.6 Content addressed-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, 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> <p><u>Genre Writing Narrative Poem Teachers Guide pgs T 242-T249</u></p> <p>Week Five(Days21-25 Refer to Unit 6 Teacher Guide pgs T212-T213)</p>	<p>-Why is it important to write for different reasons and different audiences?</p> <p>Week Two W.3.2 -How can I use information to express an idea? W.3.4 -Why do I write? -How can I learn more about a topic by completing a research project? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Three W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences?</p> <p>Week Four W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to write, publish, and/or collaborate?</p> <p>Week Five W.3.3 -How can I use appropriate details and organization to express a real or imagined</p>
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<p>Standards addressed-W.3.3, W.3.3a, W.3.5, W.3.10</p> <p>Content addressed-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally, With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Week Six (Days 1-5. Refer to Unit 6 Teacher Guide T299) Unit Assessments</p> <p><u>Speaking and Listening</u></p> <p>Week One (Days 1-5)</p> <p>Standards addressed-SL.3.1a, SL.3.1b, SL.3.2, SL.3.5</p> <p>Content Addressed- 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); 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; Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Week Two (Days 6-10)</p> <p>Standards addressed-SL.3.1a, SL.3.6</p> <p>Content addressed: 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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Three (Days 1-5)</p> <p>Standards addressed-SL.3.1, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3</p> <p>Content addressed-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; 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; Determine the main ideas and supporting details of a text read aloud or information presented in diverse</p>	<p>event?</p> <p>-How can I use appropriate techniques to express the event more effectively?</p> <p>W.3.5</p> <p>-How does the writing process make me a better writer?</p> <p>W.3.10</p> <p>-Why is it important to write regularly?</p> <p>-Why is it important to adopt the routine of research, reflection, and revision?</p> <p>-Why is it important to write for different reasons and different audiences?</p> <p>Week Six</p> <p>W.3.2</p> <p>-How can I use information to express an idea?</p> <p>W.3.4</p> <p>-Why do I write?</p> <p>W.3.5</p> <p>-How does the writing process make me a better writer?</p> <p>W.3.6</p> <p>-How can technology be used as a tool to write, publish, and/or collaborate?</p> <p>W.3.7</p> <p>-How can I learn more about a topic by completing a research project?</p> <p>W.3.8</p> <p>-How can I recall and organize information accurately?</p> <p>W.3.10</p> <p>-Why is it important to write regularly?</p> <p>-Why is it important to adopt the routine of research, reflection, and revision?</p> <p>-Why is it important to write for different reasons and different audiences?</p> <p><u>Speaking and Listening</u></p> <p>Week One</p> <p>SL.3.1</p> <p>-How are my conversation skills dependent on</p>
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	<p>media and formats, including visually, quantitatively, and orally; Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Week Four (Day 6-10) Standards Addressed-SL.3.5, SL.3.6 Content addressed-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; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Week Five (Days 1-5) Standards Addressed- L.3.1b Content Addressed-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).</p> <p>Week Two (Days 6-10) Standards addressed- SL.3.1 , SL.3.1b, SL.3.1d, SL.3.6 Content addressed: 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; 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); Explain their own ideas and understanding in light of the discussion; Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 --How do I determine what is important when listening to and/or watching a presentation? SL.3.5 -Create visuals/audio/ presentations</p> <p>Week Two SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p> <p>Week Three SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? SL.3.3 -Ask & answer questions to understand speakers information</p> <p>Week Four SL.3.5 --Create visuals/audio/ presentations SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience</p>
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		59 Days	