

GRADE 3

Unit 1: Becoming a Third Grade Reader and Writer

First Trimester, Unit 1 : 15 days

Unit overview: In this unit, students learn about the third grade expectations for reading literary and informational texts. The teacher and students establish third grade classroom routines for whole group, collaborative group, and independent reading and writing experiences. Using mentor texts and leveled texts, the teacher works with small groups to explicitly teach good reader and writer strategies. Students develop their speaking, listening and written vocabulary through direct teacher instruction, collaborative groups experiences, and independent practice. The habits and behaviors of proficient readers and writers are integral to the teaching practice. Students learn that reading with fluency and intonation and reading with a purpose increases comprehension of a text.

Students know that the classroom rules define their responsibilities and establish ways of speaking, listening and behavioral actions that benefit learning for all. Students respond to texts in both oral and written form to begin to think independently about a book. Students make connections to texts distinguishing between literacy and nonfiction as they develop understanding of the elements of each genre (text features, story structure, etc.)

Learning Targets:

I can follow agreed upon rules for discussions

I can come to discussions prepared having read required materials

I can summarize a text.

I can ask and answer questions about the text.

I can figure out the meaning of a word and phrases in a text using context clues.

I can identify the differences between fiction and nonfiction texts

I can participate collaboratively in a variety of discussions.

Vocabulary for unit

Academic Vocabulary: text, story structure, summarize, plot, solution, independent, collaborate

Content Vocabulary: worried, principal, strolled, soared, announced, certainly, fine, proud

Reading Literature	
First Trimester, unit 1: 15 Days	

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly	Journeys Weekly Assessment Lesson 1: story Structure	Journeys Main Selection Text Lesson 1

	to the text as the basis for the answers.		
	<p><u>CCSS.ELA-Literacy.RL.3.2</u> 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>Journeys Main Selection Text Lesson 1: Story Structure/Summarize</p>
	<p><u>CCSS.ELA-Literacy.RL.3.3</u> 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>Journeys Main Selection Text Lesson 1</p>
	<p>Craft and Structure: <u>CCSS.ELA-Literacy.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Journeys Vocabulary Assessment Lesson 1</p>	<p>Vocabulary in Context Lesson 1</p> <p>Semantic Word Map</p> <p>Vocabulary Word Cards</p>
	<p>Integration of Knowledge and Ideas: <u>CCSS.ELA-Literacy.RL.3.7</u> 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</p>		<p>Journeys Main Selection Text Lesson 1</p>

	setting)		
	Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Journeys Weekly Assessment Lesson 1	Journeys Main Selection Text Lesson 1

Reading: Informational Text			
First Trimester, unit 1: 15 Days			

	Key Ideas and Details: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Journeys Companion Text: <i>One Room Schoolhouses</i> Journeys Vocabulary Reader: <i>Schools Then and Now</i>
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	<p>Craft and Structure: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>		<p>Journeys Companion Text: <i>One Room Schoolhouses</i></p> <p>Journeys Vocabulary Reader: <i>Schools Then and Now</i></p>
	<p>Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>		<p>Journeys Companion Text: <i>One Room Schoolhouses</i></p> <p>Journeys Vocabulary Reader: <i>Schools Then and Now</i></p>

Writing

First Trimester, unit 1: 15 Days

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.W.3.1.a	Unit One Benchmark Assessment	Journeys Writing Lesson 1:

	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Descriptive Paragraph
	<u>CCSS.ELA-Literacy.W.3.1.d</u> Provide a concluding statement or section.		Journeys Writing Lesson 1: Descriptive Paragraph
	<u>CCSS.ELA-Literacy.W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		Journeys Writing Lesson 1: Descriptive Paragraph
	<u>CCSS.ELA-Literacy.W.3.3.d</u> Provide a sense of closure.		Journeys Writing Lesson 1: Descriptive Paragraph
	Range of Writing: <u>CCSS.ELA-Literacy.W.3.10</u> 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.		Journeys Journal Writing Prompts Journeys Writing Unit Lessons Journeys lesson 2: Write a friendly letter Mentor Text: <u>The Jolly Postman</u> Activity: Write a letter to a character from lesson 2 reading

			books
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Speaking & Listening			
First Trimester: 15 Days			

	Common Core State Standard	Assessment	Resources
	Comprehension and Collaboration: CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.		Journeys "Turn and Talk" activities
	CCSS.ELA-Literacy.SL.3.1.a 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.		Journeys Small Groups
	CCSS.ELA-Literacy.SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one		Cougar Expectations for the Classroom Develop Class Collaborative and

	at a time about the topics and texts under discussion).		Independent Work Expectations Cooperative Group Roles Activity
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Unit 2: Reading and Comprehending Fiction Texts

First Trimester, unit 2: 40 days

Unit overview: In this unit, students learn that authors use story clues and specific words to develop meaning for their readers. As students analyze story structure, they dig deeper into the stories by learning to check for comprehension, predicting, retelling, and inferring. They explain how the motivations and feelings of a character contribute to the sequence of a story. By encouraging readers to think deeply about characters and teaching readers to ask questions, students gain greater understanding. Students make connections to texts through written summaries and analyze author's' craft (point of view, story structure) through student discussion.

Although this unit focuses on fictional text, students read informational text to provide background and deepen their understanding of the historical fiction texts within the unit. Through mini internet research and note-taking tasks, students have the opportunity to build additional background, important lifelong skills that will continue throughout the year.

To build fluency, students engage with reader's theater with their peers and have opportunities to read with increased automaticity, improving comprehension. The skills in this unit provide the foundation for reading more complex text as they year progresses.

Learning Targets:



Reading Literature

I can ask and answer questions, using the text for support , to show my understanding.

I can summarize a story.

I can tell the central message of a story.

I can describe the characters in a story and explain how their actions contribute to the story's events.

I can explain how the illustrations of a text contribute to the mood or story being told.

I can read and comprehend literature appropriate for third grade.

I can compare and contrast two texts with the same theme.

Reading Foundational Skills

I can read third grade level text accurately and fluently.

I can use strategies to figure out unknown words.

Writing

I can write narratives which develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence.

Speaking and Listening

I can ask and/or answer questions of a speaker in order to gain more information about a presentation.

I can prepare for a presentation and answer questions from the audience.

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary for unit

Academic Vocabulary: summarize, infer, character traits, plot, conflict, resolution

Content Vocabulary: trial, jury, convinced, guilty, pointed, honest, murmur, stand, crew, tide, cling, balancing, foggy, disappears, stretch, excitement, collect, scrambled, sorted, orders, ragged, rapidly, continued, darted, harvest, separate, ashamed, borders, advice, borrow, patch, serious

Reading Literature	
First Trimester, Unit 2: 40 Days	

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Journeys Weekly Assessment Lesson 2 Lesson 4 Lesson 6 Lesson 8</p>	<p>Journeys Main Selection Text Lesson 2 Lesson 4 Lesson 6 Lesson 8</p>

		Bridge Pack DRA	Road to the Common Core: Lesson 1 “The Bobbsey Twins” QAR
	<u>CCSS.ELA-Literacy.RL.3.2</u> 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.	Journeys Weekly Assessment Lesson 2 Lesson 6 Lesson 8	Journeys Main Selection Text Lesson 2: draw conclusions Lesson 6: story sequence Lesson 8: Draw conclusions 5 Sentence Summary Framework
	<u>CCSS.ELA-Literacy.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	Journeys Weekly Assessment Lesson 2 Lesson 8	Journeys Main Selection Text Lesson 2: draw conclusions Lesson 8: draw conclusions Road to the Common Core: Lesson 1 “The Bobbsey Twins”
	Craft and Structure: <u>CCSS.ELA-Literacy.RL.3.4</u> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Journeys Weekly Assessment Lesson 4: simile Lesson 8: figurative language	Journeys Main Selection Text Lesson 4: simile Lesson 8: figurative language
	<u>CCSS.ELA-Literacy.RL.3.5</u>		Unit One Extending the Common Core:

	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.		C12-C13
	CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.		Unit One Extending the Common Core: C14-15
	Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)		Journeys Main Selection Text Lesson 6 Journeys Companion Text Lesson 7 "Jack Draws a Beanstalk"
	CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)		Journeys Lesson 4: compare/contrast Compare <i>Pop's Bridge</i> with leveled texts read in small groups. Complete graphic organizer and essay
	Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RL.3.10	Journeys Weekly Assessment Lesson 2 Lesson 4 Lesson 6	Journeys Weekly Lessons Lesson 2 Lesson 4 Lesson 6

	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.	Lesson 8 Fall DRA District Common Assessment	Lesson 8
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Writing	
First Trimester, unit 2: 40 Days	

	Common Core State Standard	Assessment	Resources
	<u>CCSS.ELA-Literacy.W.3.1.a</u> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Journeys Lesson 4 Pop's Bridge response to "Would you like to be a bridge builder?"
	<u>CCSS.ELA-Literacy.W.3.1.b</u> Provide reasons that support the opinion.		Journeys Lesson 4 Pop's Bridge response to "Would you like to be a bridge builder?"
	<u>CCSS.ELA-Literacy.W.3.1.c</u>		Journeys Lesson 4 Pop's Bridge response to "Would

	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.		you like to be a bridge builder?"
	CCSS.ELA-Literacy.W.3.1.d Provide a concluding statement or section.		Journeys Lesson 4 Pop's Bridge response to "Would you like to be a bridge builder?"
	CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		Journeys Writing Lessons Lesson 4: Writing a Personal Narrative Countdown to Common core Assessments: Lesson 1, The Bobbsey Twins
	CCSS.ELA-Literacy.W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		Journeys Writing Lessons Lesson 4: Writing a Personal Narrative Countdown to Common core Assessments: Lesson 1, The Bobbsey Twins
	CCSS.ELA-Literacy.W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		Journeys Writing Lessons Lesson 4: Writing a Personal Narrative Countdown to Common core Assessments: Lesson 1, The Bobbsey Twins

			Empowering Writers Art to Writing Activity: “Ouch”
	<u>CCSS.ELA-Literacy.W.3.3.c</u> Use temporal words and phrases to signal event order.		Journeys Writing Lessons Lesson 4: Writing a Personal Narrative Countdown to Common core Assessments: Lesson 1, The Bobbsey Twins
	<u>CCSS.ELA-Literacy.W.3.3.d</u> Provide a sense of closure.		Journeys Writing Lessons Lesson 4: Writing a Personal Narrative Countdown to Common core Assessments: Lesson 1, The Bobbsey Twins
	Range of Writing: <u>CCSS.ELA-Literacy.W.3.10</u> 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.		Journeys Journal Writing Prompts Journeys Unit 2 “Express Yourself” at home project

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Speaking & Listening

First Trimester, unit 2: 40 Days

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Discovery Education video quiz	Discovery Education Video related to reading topic or social studies topic
	CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Performance Listening and Speaking Scales for "Express Yourself" Project	Unit 2 at Home Project "Express Yourself"
	Presentation of Knowledge and Ideas: CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable		Lesson 8 Text-to-Self activity

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UNIT 3

Unit 3: Reading and Writing for Information
Second Trimester, unit 3: 45 days


Unit overview:

Unit Overview: In this unit, students develop skills to effectively and efficiently navigate informational text. Students observe text structure and understand how text and graphic features help to inform the reader. They determine the author's purpose for writing by examining details and gain a deeper understanding of the text by asking questions. Students draw conclusions about the main idea of a text and locate supporting details. They practice applying grade-level phonics and word analysis skills to decode mentor texts.

In this unit, students conduct research in order to write their own informational book. They apply their knowledge of informational text structure to organize the information in a way that is clear to the reader, including text features to aide in comprehension. They demonstrate their ability to differentiate between topics, main ideas, and supporting details.

Students increase their listening and speaking skills by preparing questions for an interview.

Through a performance task, students learn to read multiple texts critically, comparing and contrasting authors' most important points and key details, and synthesizing information. They determine the authors' point of view and



formulate their own viewpoint based on text evidence. Students write an opinion piece using research from the articles to support their opinion. The performance task gives students the opportunity to demonstrate their command of language conventions and use of grade-level vocabulary.

Learning Targets:

Reading Informational text

I can ask and answer questions, using the text for support , to show my understanding.

I can determine the main idea of a text using details from the text.

I can use language that pertains to sequence or cause/effect to describe the connection between historical events and steps in a procedure.

I can tell the difference between my point of view and the author's point of view.

I can explain how graphic features are helpful in clarifying text

I can read and informational text appropriate for third grade.

I can compare and contrast important importatn points, on a specific topic, from different texts.

Reading Foundational Skills

I can read third grade level text accurately and fluently.

I can use strategies to figure out unknown words.



Writing

I can write a well-organized informational piece.

I can write a well-organized opinion piece which clearly states an opinion and uses reasons to support the opinion.

I can produce pieces of writing that are appropriate for third grade tasks and purposes.

I can conduct a short research project to build knowledge about a topic.

Speaking and Listening

I can ask and/or answer questions of a speaker in order to gain more information about a presentation.

I can prepare for a presentation and answer questions from the audience.

I can determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary for unit

Academic Vocabulary: text, graphic, conclude, opinion, support, source, revise, edit, state,

Content Vocabulary: imagine, tools, illustrate, scribbles, sketches, tracing, research, textures, lying, loyal, partners, shift, quiver, patrol, ability, snap, fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, location, pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve

Reading: Informational Text

Second Trimester, unit 3: 45 days

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Journeys Lesson Assessments Lesson 7 Lesson 14 Lesson 17 Lesson 18 Journeys End of Unit Summative Assessment (Unit 3 benchmark informational selections only)	Journeys Weekly Lessons Lesson 7 Lesson 14 Lesson 17 Lesson 18
	CCSS.ELA-Literacy.RI.3.2	Journeys Lesson Assessments Lesson 7	Journeys Weekly Lessons Lesson 7

	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Lesson 14 Lesson 17 Lesson 18 Journeys End of Unit Summative Assessment (Unit 3 benchmark informational selections only)	Lesson 14 Lesson 17 Lesson 18
	CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Journeys Lesson Assessments Lesson 7: steps in a process Lesson 14: Summarize/sequence Lesson 17: Conclusions/sequence Journeys End of Unit Summative Assessment (Unit 3 benchmark informational selections only)	Journeys Weekly Lessons Lesson 7 Lesson 14 Lesson 17
	Craft and Structure: CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	Journeys Lesson Assessments Lesson 7 Lesson 14 Lesson 17 Journeys End of Unit Summative Assessment (Unit 3 benchmark informational selections only)	Journeys Weekly Vocabulary Lessons Lesson 7 Lesson 14 Lesson 17 Lesson 18 <u>My World Social Studies</u>
	CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Journeys Lesson Assessments Lesson 7: Text and Graphic Features Lesson 18: text and graphic features Journeys End of Unit Summative Assessment (Unit 3 benchmark informational selections only)	Journeys Weekly Lessons Lesson 7 Lesson 18 <u>My World Social Studies</u>

	<p>CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.</p>		Countdown to the Common Core opinion lesson 1
	<p>Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	Unit 3 My World Assessment Journeys End of Unit Summative Assessment (Unit 3 benchmark informational selections only)	<p>Journeys Weekly Lessons Lesson 7 Lesson 14 Lesson 17 Lesson 18 <u>My World</u> Social Studies</p>
	<p>CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>		<p>Journeys Weekly Lessons Lesson 7 Lesson 14 Lesson 17 Lesson 18 <u>My World</u> Social Studies</p>
	<p>CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>		Countdown to the Common Core Opinion Lesson One
	<p>Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the</p>	Journeys End of Unit Summative Assessment (Unit 3 benchmark informational selections only)	<p>Journeys Weekly Lessons Lesson 7 Lesson 14 Lesson 17 Lesson 18 <u>My World</u> Social Studies Journeys Leveled Readers</p>

	grades 2-3 text complexity band independently and proficiently.		
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Writing			
Second Trimester, unit 3: 45 days			

	Common Core State Standard	Assessment	Resources
	Text Types and Purposes: CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Countdown to the Common Core Opinion Writing 1 Essay	Countdown to the Common Core Opinion Writing 1
	CCSS.ELA-Literacy.W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Countdown to the Common Core Opinion Writing 1 Essay	Countdown to the Common Core Opinion Writing 1

	<p><u>CCSS.ELA-Literacy.W.3.1.b</u></p> <p>Provide reasons that support the opinion.</p>	Countdown to the Common Core Opinion Writing 1 Essay	Countdown to the Common Core Opinion Writing 1
	<p><u>CCSS.ELA-Literacy.W.3.1.c</u></p> <p>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p>	Countdown to the Common Core Opinion Writing 1 Essay	Countdown to the Common Core Opinion Writing 1
	<p><u>CCSS.ELA-Literacy.W.3.1.d</u></p> <p>Provide a concluding statement or section.</p>	Countdown to the Common Core Opinion Writing 1 Essay	Countdown to the Common Core Opinion Writing 1
	<p><u>CCSS.ELA-Literacy.W.3.2</u></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		Writing to Inform Lucy Caulkins
	<p><u>CCSS.ELA-Literacy.W.3.2.a</u></p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>		Writing to Inform Lucy Caulkins
	<p><u>CCSS.ELA-Literacy.W.3.2.b</u></p> <p>Develop the topic with facts, definitions, and details.</p>		Writing to Inform Lucy Caulkins

	<p><u>CCSS.ELA-Literacy.W.3.2.c</u></p> <p>Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p>	Rough Draft and final copy of informational book on topic of choice.	Writing to Inform Lucy Caulkins
	<p><u>CCSS.ELA-Literacy.W.3.2.d</u></p> <p>Provide a concluding statement or section.</p>		Writing to Inform Lucy Caulkins Weekly Journal Writing
	<p><u>CCSS.ELA-Literacy.W.3.3</u></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		Weekly Journal Writing Write Source Student Handbook
	<p><u>CCSS.ELA-Literacy.W.3.3.c</u></p> <p>Use temporal words and phrases to signal event order.</p>		Weekly Journal Writing Write Source Student Handbook
	<p><u>CCSS.ELA-Literacy.W.3.3.d</u></p> <p>Provide a sense of closure.</p>		Weekly Journal Writing Write Source Student Handbook

	<p>Production and Distribution of Writing</p> <p><u>CCSS.ELA-Literacy.W.3.4</u></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Social Studies Native American Project</p> <p>“Leafcutter Ants” Narrative writing, use the CCSS Narrative writing rubric found on p. 135 of Countdown to the Common Core</p>	<p>Letter writing Weekly Journal Assignments Social Studies Native American Project</p> <p>Countdown to the Common Core Narrative Writing 2 activity: “Leafcutter Ants”</p>
	<p><u>CCSS.ELA-Literacy.W.3.5</u></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 <u>here.</u>)</p>	<p>Final Draft of Informational Book Use use the CCSS Informational writing rubric found on p. 137 of Countdown to the Common Core</p>	<p>Lucy Caulkins: Informational Writing.</p>
	<p><u>CCSS.ELA-Literacy.W.3.6</u></p> <p>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>Publish Poem for text to text activity lesson 18: Write a Poem</p>

	<p>Research to Build and Present Knowledge:</p> <p><u>CCSS.ELA-Literacy.W.3.7</u></p> <p>Conduct short research projects that build knowledge about a topic.</p>		<p>Lesson 17 Albertosaurus research (Writing Center)</p> <p>Lesson 14 Aero and Officer Mike: Vocabulary reader research a dog described in the text and write about it</p>
	<p><u>CCSS.ELA-Literacy.W.3.8</u></p> <p>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>Lesson 17 Albertosaurus research (Writing Center)</p> <p>Lesson 14 Aero and Officer Mike: Vocabulary reader research a dog described in the text and write about it</p> <p>Lesson 4 Pop's Bridge: Research types of bridges and then complete the text-to-text activity on student page 141</p>
	<p><u>CCSS.ELA-Literacy.W.3.9</u></p> <p>(W.3.9 begins in grade 4)</p>		
	<p>Range of Writing:</p> <p><u>CCSS.ELA-Literacy.W.3.10</u></p>		<p>Journeys Daily journal writing Lucy Caulkins informational text writing</p>

	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>Reading Response Entries for core texts, vocabulary readers and leveled readers</p> <p>Countdown to the Common Core Opinion 1 Essay</p>
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UNIT 4

Unit 4: Fun Fantasy Fiction Mini-Unit

Second and third Trimester, unit 4: 20 days

Unit Overview: In this unit, students read a variety of fantasy stories. They learn that authors write stories to teach a lesson or moral. These engaging selections allow the readers to use clues and personal knowledge to determine the deeper meaning of a story. Students apply the skills of predicting, retelling, and inferring in order to support comprehension and dig for deeper meaning. Students will compare and contrast stories and themes across several books.



Learning Targets:

Reading Literature Skills

I can read third grade level text accurately and fluently.

I can tell the central message or theme of a story

I can describe the characters in a story and explain how their actions contribute to the stories events.

I can ask and answer questions about a story

I can retell a story

Writing

I can produce a piece of writing that is appropriate for third grade tasks and purposes

I can write a narrative piece using temporal words to help others understand the order in my stories.

I can write organized stories that have lots of details.

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary for unit

Academic Vocabulary: fantasy, sequence, theme, moral, point of view,

Content Vocabulary: (Journeys vocabulary words for related lessons): fiery, within, horrifying, ancient, mysterious, emergency, panicking, scientific, prehistoric, immediately, scout, narrow, surrounded, underground, puzzling, glassy, violently, liquid, soggy, unaware, sincere, managed, loaded, loveliest, conversations, inspired, reunion, currently, pleasure, terror

Reading: Fiction Text

Second and Third Trimester, unit 4: 20 days

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Journeys Weekly Assessment Lesson 19 Lesson 21 Lesson 23</p> <p>Summative Assessment: "The Cat and the Mice" End of year assessment</p>	<p>Journeys Main Selection Text Lesson 19 Lesson 21 Lesson 23</p> <p>Countdown to the Common Core Literary Analysis 1</p>

		pg 103-112 in Countdown to the Common Core	QAR
	<u>CCSS.ELA-Literacy.RL.3.2</u> 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.	Journeys Weekly Assessment Lesson 19 Lesson 21 Lesson 23 Summative Assessment: "The Cat and the Mice" End of year assessment pg 103-112 in Countdown to the Common Core	Journeys Main Selection Text Lesson 19 Lesson 21 Lesson 23 Countdown to the Common Core Literary Analysis 1 Summary Framework
	<u>CCSS.ELA-Literacy.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	Journeys Weekly Assessment Lesson 19 Lesson 21 Lesson 23 Summative Assessment: "The Cat and the Mice" End of year assessment pg 103-112 in Countdown to the Common Core	Journeys Main Selection Text Lesson 19 Lesson 21 Lesson 23 Countdown to the Common Core Literary Analysis 1

	<p>Craft and Structure: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Journeys Weekly Assessment Lesson 19 Lesson 21 Lesson 23</p>	<p>Journeys Main Selection Text Lesson 19 Lesson 21 Lesson 23</p> <p>Countdown to the Common Core Literary Analysis 1</p>
	<p>CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>		<p>Countdown to the Common Core Literary Analysis 1</p>
	<p>CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>		
	<p>Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	<p>Journeys Weekly Assessment Lesson 19 Lesson 21 Lesson 23</p>	<p>Journeys Weekly Lesson Lesson 19 Lesson 21 Lesson 23</p>
	<p>CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the</p>	<p>Journeys Lesson 21 Identify the theme of leveled reader and support with details from the</p>	<p>Journeys Lesson 21 Compare theme of <u>Two Bad Ants</u> with theme of leveled texts read in</p>

	same author about the same or similar characters (e.g., in books from a series)	text	small groups. Countdown to the Common Core Literary Analysis 1
	Range of Reading and Level of Text Complexity: <u>CCSS.ELA-Literacy.RL.3.10</u> 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.	Journeys Weekly Assessment Lesson 19 Lesson 21 Lesson 23 Winter DRA District Common Assessment	Journeys Weekly Lessons Lesson 19 Lesson 21 Lesson 23 Countdown to the Common Core Literary Analysis 1

Writing

Second and Third Trimester, unit 4: 20 days

	<u>CCSS.ELA-Literacy.W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		Weekly Journal Writing Write Source Student Handbook
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	<p><u>CCSS.ELA-Literacy.W.3.3.c</u></p> <p>Use temporal words and phrases to signal event order.</p>		<p>Weekly Journal Writing Write Source Student Handbook</p>
	<p><u>CCSS.ELA-Literacy.W.3.3.d</u></p> <p>Provide a sense of closure.</p>		<p>Weekly Journal Writing Write Source Student Handbook Countdown to the Common Core Literary Analysis 1</p>
	<p>Production and Distribution of Writing:</p> <p><u>CCSS.ELA-Literacy.W.3.4</u></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>Countdown to the Common Core Literary Analysis 1 essay Score using the CCSS narrative writing rubric on p. 135 in Countdown to the Common Core</p>	<p>Letter writing Weekly Journal Assignments Social Studies Countdown to the Common Core Literary Analysis 1 essay</p>
	<p><u>CCSS.ELA-Literacy.W.3.5</u></p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language</p>	<p>Countdown to the Common Core Literary Analysis 1 essay Score using the CCSS narrative writing rubric on p. 135 in Countdown to the Common Core</p>	<p>Letter writing Weekly Journal Assignments Social Studies Countdown to the Common Core Literary Analysis 1 essay</p>

	standards 1-3 up to and including grade 3 here.)		
	<p>CCSS.ELA-Literacy.W.3.6</p> <p>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>		Technology class
	<p>Research to Build and Present Knowledge:</p> <p>CCSS.ELA-Literacy.W.3.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>		Lesson 19 Ant research (Writing Center)
	<p>CCSS.ELA-Literacy.W.3.8</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>		Lesson 19 Ant research (Writing Center)
	<p>Range of Writing:</p> <p>CCSS.ELA-Literacy.W.3.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision)</p>		Reading Response Entries for core texts, vocabulary readers and leveled readers

	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
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Unit 5

Unit 5: Reading and Writing for a Purpose

Third Trimester, unit 5: 45 days

Unit Overview: In this unit, students continue to explore and expand upon the many reading, writing, listening, and speaking skills acquired up to this point in third grade.

Learning Targets:

I can ask and answer questions, using the text for support , to show my understanding.

I can summarize a story.



I can tell the central message of a story.

I can describe the characters in a story and explain how their actions contribute to the story's events.

I can explain how the illustrations of a text contribute to the mood or story being told.

I can read and comprehend literature appropriate for third grade.

I can compare and contrast two texts with the same theme.

Reading Foundational Skills

I can read third grade level text accurately and fluently.

I can use strategies to figure out unknown words.

Writing

I can write narratives which develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequence.

I can write opinion pieces on topics or texts supporting a point of view

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly

Speaking and Listening

I can ask and/or answer questions of a speaker in order to gain more information about a presentation.

I can determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats

Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary for unit

Academic Vocabulary: summarize, infer, character traits, plot, conflict, resolution, conclude, excerpt, passage, author's purpose, compare/contrast, predict, visualize, analyze, evaluate, text structure

Content Vocabulary: (Journeys vocabulary words for related lessons): stand, fans, slammed, style, score, league, pronounced, polish, signal, gadget, laboratory, occasional, electric, genius, invention, experiment, report, presentation, educational, impressive, erupt, creative, certificate, charts, recycle, dripping, complicated, rubbish, shade, project, carton, global, hardly, pollution, shelter, constant, wilderness, unexpected, overheated, colony, layer, climate, region, gliding, survival, plenty, accidents, chilly, thunderous, migrate, frightening, solid, landscape, dramatic, guided, arrival, twisted, anchor, bay, rippled, voyage, aboard, spotted, lava, approached, avalanches, equipment, slopes, succeed, section, increases, tanks, altitude, halt

Reading

Third Trimester, unit 5: 45 days

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Journeys Main Selection Assessment Lesson 24 Lesson 16 Lesson 12	Journeys Main Selection Text Lesson 24 Lesson 16 Lesson 12
	CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Journeys Main Selection Assessment Lesson 24 Lesson 16 Lesson 12	Journeys Main Selection Text Lesson 24 Lesson 16 Lesson 12
	CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	Journeys Main Selection Assessment Lesson 24 Lesson 16 Lesson 12	Journeys Main Selection Text Lesson 24 Lesson 16 Lesson 12
	Craft and Structure: CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and		Journeys Main Selection Text Lesson 24: metaphor Lesson 16: onomatopoeia

	phrases as they are used in a text, distinguishing literal from nonliteral language.		
	<p><u>CCSS.ELA-Literacy.RL.3.5</u></p> <p>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>		<p>Journeys Main Selection Text Lesson 24 Lesson 16 Lesson 12</p>
	<p><u>CCSS.ELA-Literacy.RL.3.6</u></p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p>		
	<p>Integration of Knowledge and Ideas: <u>CCSS.ELA-Literacy.RL.3.7</u></p> <p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>		<p>Journeys Main Selection Text Lesson 24 Lesson 16 Lesson 12</p>
	<p><u>CCSS.ELA-Literacy.RL.3.9</u></p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>		<p>Narrative 1 Fables in Countdown to the Common Core</p>

	<p>Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p>Journeys Main Selection Assessment Lesson 24 Lesson 16 Lesson 12</p> <p>Journeys Unit 4 Benchmark assessment</p> <p>End-of-year assessment pages 91-102 and 1134-121 in countdown to the Common Core</p>	<p>Journeys Main Selection Text Lesson 24 Lesson 16 Lesson 12</p>
	<p>Key Ideas and Details: CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Journeys Main Selection Assessment Lesson 20 Lesson 25 Lesson 22 Lesson 5 Lesson10</p> <p>Journeys Unit 4 Benchmark assessment</p> <p>End-of-year assessment pages 91-102 and 1134-121 in countdown to the Common Core</p>	<p>Journeys Main Selection Text Lesson 20 Lesson 25 Lesson 22 Lesson 5 Lesson10</p>
	<p>CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Journeys Main Selection Assessment Lesson 20 Lesson10</p>	<p>Journeys Main Selection Text Lesson 20: Main ideas/details Lesson10: Main Ideas/details</p>

	<p><u>CCSS.ELA-Literacy.RI.3.3</u> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>Journeys Main Selection Assessment Lesson 22 Lesson 5</p>	<p>Journeys Main Selection Text Lesson 22: Compare/Contrast Lesson 5: Cause/Effect</p>
	<p>Craft and Structure: <u>CCSS.ELA-Literacy.RI.3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>		<p>Journeys weekly Vocabulary lessons and content area vocabulary</p>
	<p><u>CCSS.ELA-Literacy.RI.3.5</u> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Journeys Main Selection Assessment Lesson 25 Lesson 22 Lesson 5 Lesson10</p>	<p>Journeys Main Selection Text Lesson 25: Text and Graphic Features Lesson 22 Lesson 5 Lesson10</p>
	<p><u>CCSS.ELA-Literacy.RI.3.6</u> Distinguish their own point of view from that of the author of a text.</p>		
	<p>Integration of Knowledge and Ideas: <u>CCSS.ELA-Literacy.RI.3.7</u> Use information gained from illustrations (e.g., maps, photographs) and the words in</p>	<p>Journeys Main Selection Assessment Lesson 25: Text and Graphic Features</p>	<p>Journeys Main Selection Text Lesson 25: Text and Graphic Features</p>

	a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
	CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		Journeys Main Selection Text Lesson 20 Lesson 25 Lesson 22 Lesson 5 Lesson10
	CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	CCSS Narrative Rubric in Countdown to the Common Core	Performance task Narrative 1: Fables in Countdown to the Common Core
	Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Reading Plus Lesson Assessments Level “C” and above	Journeys Main Selection Text Lesson 20 Lesson 25 Lesson 22 Lesson 5 Lesson10 Content Area Reading Reading Plus Level “C” and above

	Writing		
	Third Trimester, unit 5: 45 days		
	CCSS.ELA-Literacy.W.3.3.c Use temporal words and phrases to signal event order.	CCSS Narrative Writing Rubric in Countdown to the Common Core	Narrative Writing 1 Fables: In Countdown to the common Core
	CCSS.ELA-Literacy.W.3.3.d Provide a sense of closure.	CCSS Narrative Writing Rubric in Countdown to the Common Core	Narrative Writing 1 Fables: In Countdown to the common Core
	Production and Distribution of Writing: CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		Dream Room Descriptive Writing activity from Art Activities that Spark Super Writing Narrative Writing 1 Fables: In Countdown to the common Core
	CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and		Dream Room Descriptive Writing activity from Art Activities that Spark Super Writing

	adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here .)		
	<p>Research to Build and Present Knowledge:</p> <p>CCSS.ELA-Literacy.W.3.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>		<p>Performance Task Opinion Writing 2: Dog Parks in Countdown to the Common Core</p> <p>Social Studies Research Project: Our State</p>
	<p>CCSS.ELA-Literacy.W.3.8</p> <p>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>Performance Task Opinion Writing 2: Dog Parks in Countdown to the Common Core</p> <p>Social Studies Research Project: Our State</p>
	<p>Range of Writing:</p> <p>CCSS.ELA-Literacy.W.3.10</p> <p>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>Journeys Writing: Journal writing, and writing task related to leveled readers, vocabulary readers and write about it activities</p>



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Speaking & Listening			
YEAR LONG			

	Common Core State Standard	Assessment	Resources
	Comprehension and Collaboration: CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.		Journeys Turn and Talk activities Leveled reading groups Social Studies cooperative groups
	CCSS.ELA-Literacy.SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to		Leveled reading groups Social studies cooperative groups

	explore ideas under discussion.		
	<u>CCSS.ELA-Literacy.SL.3.1.b</u> 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).		Daily classroom discussions Leveled reading groups Social studies cooperative groups
	<u>CCSS.ELA-Literacy.SL.3.1.c</u> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Native American Project presentation rubric	Daily classroom discussions Leveled reading groups Social studies cooperative groups Native American Project Presentation
	<u>CCSS.ELA-Literacy.SL.3.1.d</u> Explain their own ideas and understanding in light of the discussion.		Daily classroom discussions Leveled reading groups Social studies cooperative groups
	<u>CCSS.ELA-Literacy.SL.3.2</u> 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.	Video quiz questions for discovery education videos (i.e.: Life in the Plymouth Colony)	Discovery education videos related to social studies topics and informational selections in Journeys Time For Kids Weekly Magazine Whiteboard edition
	<u>CCSS.ELA-Literacy.SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		Daily classroom discussions Leveled reading groups Social studies cooperative groups

	Presentation of Knowledge and Ideas: CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		Informational Book presentation Social Studies Project Presentation
	CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
	CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)		Daily language activities (Turn and Talk, Partner activities, Reading Groups)

Language
YEAR LONG

	Common Core State Standard	Assessment	Resources
	Conventions of Standard English: CCSS.ELA-Literacy.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Journeys Grammar lessons Write Source
	CCSS.ELA-Literacy.L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		Journeys Grammar lessons Write Source
	CCSS.ELA-Literacy.L.3.1.b Form and use regular and irregular plural nouns.		Journeys Grammar lessons Write Source
	CCSS.ELA-Literacy.L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).		Journeys Grammar lessons Write Source
	CCSS.ELA-Literacy.L.3.1.d Form and use regular and irregular verbs.		Journeys Grammar lessons Write Source
	CCSS.ELA-Literacy.L.3.1.e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.		Journeys Grammar lessons Write Source
	CCSS.ELA-Literacy.L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.*		Journeys Grammar lessons Write Source
	CCSS.ELA-Literacy.L.3.1.g		Journeys Grammar lessons

	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		Write Source
	<u>CCSS.ELA-Literacy.L.3.1.h</u> Use coordinating and subordinating conjunctions.		Journeys Grammar lessons Write Source
	<u>CCSS.ELA-Literacy.L.3.1.i</u> Produce simple, compound, and complex sentences.		Daily writing activities Journeys Grammar lesson 2 Write Source School House Rock “Mr. Morton- subject/predicate rap”
	<u>CCSS.ELA-Literacy.L.3.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Daily writing activities Journeys Grammar lessons Write Source Explore editing and revising practice book
	<u>CCSS.ELA-Literacy.L.3.2.a</u> Capitalize appropriate words in titles.		Daily writing activities Journeys Grammar lesson 22, 12 Write Source Explore editing and revising practice book
	<u>CCSS.ELA-Literacy.L.3.2.b</u> Use commas in addresses.		Daily writing activities Journeys Grammar lessons Write Source Explore editing and revising practice book

	<p><u>CCSS.ELA-Literacy.L.3.2.c</u> Use commas and quotation marks in dialogue.</p>		<p>Daily writing activities Journeys Grammar lessons 8, 27, and 28 Write Source Explore editing and revising practice book</p> <p>Bobbsey Twins Writing Assignment Unit 2</p>
	<p><u>CCSS.ELA-Literacy.L.3.2.d</u> Form and use possessives.</p>		<p>Journeys Grammar lesson 21 and 29 Daily writing activities Write Source Explore editing and revising practice book Super Teacher Worksheets</p>
	<p><u>CCSS.ELA-Literacy.L.3.2.e</u> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	Weekly spelling tests	Journey's Weekly Spelling activities
	<p><u>CCSS.ELA-Literacy.L.3.2.f</u> Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p>	Weekly spelling tests	Journey's Weekly Spelling activities
	<p><u>CCSS.ELA-Literacy.L.3.2.g</u> Consult reference materials, including beginning dictionaries, as needed to check</p>		<p>Write Source: How to use a dictionary Student dictionaries</p>

	and correct spellings.		
	Knowledge of Language: CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	CCSS.ELA-Literacy.L.3.3.a Choose words and phrases for effect.*		
	CCSS.ELA-Literacy.L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.		
	Vocabulary Acquisition and Use: CCSS.ELA-Literacy.L.3.4 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.		
	CCSS.ELA-Literacy.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.		Journeys Lessons vocabulary in context cards
	CCSS.ELA-Literacy.L.3.4.b		Kit: word building activities for prefixes and suffixes

	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).		
	<u>CCSS.ELA-Literacy.L.3.4.c</u> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		Journeys weekly vocabulary lessons
	<u>CCSS.ELA-Literacy.L.3.4.d</u> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
	<u>CCSS.ELA-Literacy.L.3.5</u> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
	<u>CCSS.ELA-Literacy.L.3.5.a</u> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).		
	<u>CCSS.ELA-Literacy.L.3.5.b</u> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).		
	<u>CCSS.ELA-Literacy.L.3.5.c</u> Distinguish shades of meaning among		

	related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).		
	<p><u>CCSS.ELA-Literacy.L.3.6</u></p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>		

Reading Foundations

YEAR LONG

	Common Core State Standard	Assessment	Resources
	<p>Phonics and Word Recognition:</p> <p><u>CCSS.ELA-Literacy.RF.3.3</u></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>		

	<p><u>CCSS.ELA-Literacy.RF.3.3.a</u></p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes.</p>		
	<p><u>CCSS.ELA-Literacy.RF.3.3.b</u></p> <p>Decode words with common Latin suffixes.</p>		
	<p><u>CCSS.ELA-Literacy.RF.3.3.c</u></p> <p>Decode multisyllable words.</p>		
	<p><u>CCSS.ELA-Literacy.RF.3.3.d</u></p> <p>Read grade-appropriate irregularly spelled words.</p>		
	<p>Fluency:</p> <p><u>CCSS.ELA-Literacy.RF.3.4</u></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>		Achieve the Core Fluency lessons
	<p><u>CCSS.ELA-Literacy.RF.3.4.a</u></p> <p>Read grade-level text with purpose and understanding.</p>		

	<u>CCSS.ELA-Literacy.RF.3.4.b</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
	<u>CCSS.ELA-Literacy.RF.3.4.c</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Writing			
Year Long			

	Common Core State Standard	Assessment	Resources
	<u>CCSS.ELA-Literacy.W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		

	<p><u>CCSS.ELA-Literacy.W.3.3.a</u></p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		
	<p><u>CCSS.ELA-Literacy.W.3.3.c</u></p> <p>Use temporal words and phrases to signal event order.</p>		
	<p><u>CCSS.ELA-Literacy.W.3.3.d</u></p> <p>Provide a sense of closure.</p>		
	<p>Production and Distribution of Writing:</p> <p><u>CCSS.ELA-Literacy.W.3.4</u></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		
	<p><u>CCSS.ELA-Literacy.W.3.5</u></p> <p>With guidance and support from peers and</p>		

	adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)		
	Research to Build and Present Knowledge: CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.		
	CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
	Range of Writing: CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		-Journeys Daily journal writing



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Speaking & Listening			
Year Long			

	Common Core State Standard	Assessment	Resources
	Comprehension and Collaboration: CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.		
	CCSS.ELA-Literacy.SL.3.1.a		

	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.		
	<u>CCSS.ELA-Literacy.SL.3.1.b</u> 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).		
	<u>CCSS.ELA-Literacy.SL.3.1.c</u> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
	<u>CCSS.ELA-Literacy.SL.3.1.d</u> Explain their own ideas and understanding in light of the discussion.		
	<u>CCSS.ELA-Literacy.SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)		