

**English Language Arts – 3rd Grade
2018-19**

Essential Standards				
3_R_1 The student will apply the structure of the workshop model.	3_R_2 The student will read with sufficient fluency and accuracy to support comprehension.	3_R_3 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.	3_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature.	3_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.
Learning Targets				
<p>3_R_1_A: Explain and demonstrate the work of a reader.</p> <p>3_R_1_B: Identify the purpose of the three components within the workshop model: crafting, composing, reflecting.</p> <p>3_R_1_C: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting.</p> <p>3_R_1_D: Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading.</p> <p>3_R_1_E: Understand and demonstrate the procedures and routines during Reader’s Workshop.</p> <p>3_R_1_F: Communicate about reading in a variety of ways. (3.R.1.D.b)</p> <p>3_R_1_G: Select appropriate personal goals as a reader to monitor progress.</p> <p>Independent Text 3_R_1_H: Read independently for multiple purposes over sustained periods of time. (3.R.1.D.a) (CCSS RL.3.10 RI.3.10)</p>	<p>Fluency 3_R_2_A: Read grade level text orally w/ accuracy, appropriate rate, & expression. (3.RF.4.A.a) (RF.3.4b)</p> <p>3_R_2_B: Use context to confirm or self correct word recognition and understanding within grade level text (3.RF.4.A.a) (CCSS RF.3.4c)</p>	<p>Vocabulary 3_R_3_A: Decode and identify the meaning of common prefixes and suffixes and knowing how they change the meaning of root words. (3.R.1.B.a) (CCSS L.3.4.b RF.3.3.a RF.3.3.b)</p> <p>3_R_3_B: Use sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words. (3.1.B.b) (CCSS L.3.4.a)</p> <p>3_R_3_C: Use homographs and homophones. (3.R.1.B.c) (CCSS L.5.5.c)</p> <p>3_R_3_D: Distinguish the literal and non-literal meanings of words and phrases in context. (3.R.1.B.d) (CCSS L.3.5 L.3.5.a)</p> <p>3_R_3_E: Determine the meaning of the new word formed when a known affix is added to a known base word. (3.R.1.B.e) (CCSS L.3.4.b)</p> <p>3_R_3_F: Use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words. (3.R.1.B.f) (CCSS L.3.4.d)</p> <p>3_R_3_G: Determine the meaning of the author’s use of similes and metaphors to produce imagery. (3.R.1.B.h) (CCSS RL.5.4)</p> <p>3_R_3_H: Use conversational, general academic, and domain specific words and phrases. (3.R.1.B.i) (CCSS L.3.6)</p>	<p>Comprehension 3_R_4_A: Explain how specific aspects of a text’s illustrations/pictures contribute to what is conveyed by the words in a story [LITERATURE]. (3.R.1.A.a) (CCSS RL.3.7)</p> <p>3_R_4_B: Draw conclusions and support with textual evidence [LITERATURE]. (3.R.1.A.b) (CCSS RL.3.1 RL.3.1)</p> <p>3_R_4_C: Summarize a story’s beginning, middle, and end and determining its central message, lesson, or moral. (3.R.1.A.c) (CCSS RL.3.2)</p> <p>3_R_4_D: Monitor comprehension and making corrections and adjustments when understanding breaks down [LITERATURE]. (3.R.1.A.d) (CCSS RF.3.4.c)</p> <p>3_R_4_E: Ask and respond to relevant questions to deepen understanding [LITERATURE].</p> <p>3_R_4_F: Seek clarification and support answers with evidence from text [LITERATURE].</p> <p>Making Connections Explain relevant connections between: 3_R_4_G: Make and explain text to text connections. [LITERATURE]. (3.R.1.C.a) (CCSS RL.3.9)</p> <p>3_R_4_H: Make and explain text to world connections [LITERATURE]. (3.R.1.C.b)</p> <p>Reading Fiction Read, infer, analyze, and draw conclusions to: 3_R_4_I: Summarize and sequence the events/plot and explain past events impact future events. (3.R.2.A.a) (CCSS RL.3.2 RL.4.2)</p> <p>3_R_4_J: Describe the personality traits of characters from their thoughts, words, and actions. (3.R.2.A.b) (CCSS RL.3.3)</p> <p>3_R_4_K: Describe the interaction of characters including relationships and how they change. (3.R.2.A.c) (CCSS RL.3.3)</p> <p>3_R_4_L: Paraphrase the big idea/themes and supporting details of texts. (3.R.2.A.d) (CCSS RL.3.2)</p> <p>3_R_4_M: Compare and contrast the key elements in various types of fiction. (3.R.2.A.e) (CCSS RL.3.9)</p> <p>3_R_4_N: Explain cause-and-effect relationships. (3.R.2.A.f) (CCSS RI.3.3)</p> <p>3_R_4_O: Distinguish their own point of view from that of the narrator or those of the characters. (3.R.2.A.g) (CCSS RL.3.6)</p>	<p>Comprehension 3_R_5_A: Explain how specific aspects of a text’s illustrations/pictures contribute to what is conveyed by the words in a story [INFORMATIONAL TEXT]. (3.R.1.A.a) (CCSS RL.3.7)</p> <p>3_R_5_B: Draw conclusions and support with textual evidence [INFORMATIONAL TEXT]. (3.R.1.A.b) (CCSS RI.3.1 RI.3.1)</p> <p>3_R_5_C: Determine main idea of a text and explain details or facts that support the main idea. (3.R.3.A.b) (CCSS RI.3.2)</p> <p>3_R_5_D: Monitor comprehension and making corrections and adjustments when understanding breaks down [INFORMATIONAL TEXT]. (3.R.1.A.d) (CCSS RF.3.4.c)</p> <p>3_R_5_E: Ask and respond to relevant questions to deepen understanding [INFORMATIONAL TEXT].</p> <p>3_R_5_F: Seek clarification and support answers with evidence from text [INFORMATIONAL TEXT].</p> <p>Making Connections Explain relevant connections between: 3_R_5_G: Make and explain text to text connections [INFORMATIONAL TEXT]. (3.R.1.C.a) (CCSS RI.3.9)</p> <p>3_R_5_H: Make and explain text to world connections [INFORMATIONAL TEXT]. (3.R.1.C.b)</p> <p>Text Features Read, infer, and draw conclusions to: 3_R_5_I: Explain the author’s purpose. (3.R.3.A.a 3.R.3.C.d)</p> <p>3_R_5_J: Use text features and graphic features to locate information and to make and verify predictions. (3.R.3.A.c) (CCSS RI.3.5)</p> <p>3_R_5_K: Follow and explain a set of written multi-step directions. (3.R.3.A.d) (CCSS RI.3.3)</p> <p>Literary Techniques Read, infer, and draw conclusions to: 3_R_5_L: Distinguish fact from opinion. (3.R.3.B.b)</p> <p>3_R_5_M: Distinguish point of view to what the author is trying to persuade the reader to think or do. (3.R.3.B.c) (CCSS RI.3.6)</p> <p>3_R_5_N: Explain examples of sound devices, literal and nonliteral meanings, and figurative language. (3.R.3.B.d) (CCSS RL.3.4 L.3.5.a)</p> <p>Text Structures Read, infer, and draw conclusions to: 3_R_5_O: Describe relationships among events, ideas, concepts, and cause and effect in texts. (3.R.3.C.a, 3.R.3.A.e) (CCSS RI.3.3)</p>

			<p><i>Poetry</i> <i>Read, infer, and draw conclusions to:</i> 3_R_4_P: Use examples of alliteration. (3.R.2.B.a) (CCSS RL.2.4)</p> <p>3_R_4_Q: Identify basic forms of poetry. (3.R.2.B.b) (CCSS RL.3.5)</p> <p><i>Drama</i> <i>Read, infer, and draw conclusions to:</i> 3_R_4_R: Explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed. (3.R.2.C.a) (CCSS RL.3.5)</p> <p>3_R_4_S: Identify and describe language that creates a graphic visual experience and appeals to the senses. (3.R.2.C.b) (RL.3.4)</p>	<p>3_R_5_P: Describe and explain the relationship between problems and solutions. (3.R.3.C.b) (CCSS RI.3.3)</p> <p>3_R_5_Q: Use information gained from illustrations and words to demonstrate understanding of the text. (3.R.3.C.c) (CCSS RI.3.7)</p> <p>3_R_5_R: Compare and contrast the most important points and key details presented in texts on the same topic. (3.R.3.C.e) (CCSS RI.3.9)</p> <p>3_R_5_S: Distinguish difference between biography and autobiography. (3.R.3.B.a)</p> <p><i>Digital and Media Literacy</i> 3_R_5_T: Understand how communication changes when moving from one genre of media to another. (3.R.4.A.a)</p> <p>3_R_5_U: Explain how various design techniques used in media influence the message. (3.R.4.A.b)</p> <p>3_R_5_V: Compare various written conventions used for digital media. (3.R.4.A.c)</p> <p>3_R_5_W: Identify text structures and graphics features of a web page. (3.R.4.A.d)</p>
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**English Language Arts – 3rd Grade
2018-19**

Essential Standards				
3_W_1 The student will apply the structure of the workshop model.	3_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences.	3_W_3 The student will apply the conventions of Standard English grammar and usage in writing.	RM_3 The student will plan for research, gather and use relevant information from a variety of sources.	3_SL_1 The student will speak and listen effectively in multiple contexts.
Learning Targets				
<p>3_W_1_A: Explain and demonstrate the work of a writer.</p> <p>3_W_1_B: Identify the purpose of the three components within the workshop model: crafting, composing, reflecting</p> <p>3_W_1_C: Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting</p> <p>3_W_1_D: Understand and demonstrate the procedures and routines during Writer’s Workshop</p> <p>3_W_1_E: Identify the ways that writers get their ideas</p> <p>3_W_1_F: Use a writer’s notebook (i.e. folder, binder, composition notebook)</p> <p>3_W_1_G: Write routinely over extended time frames and shorter time frames. (W.3.10)</p>	<p>3_W_2_A: Follow a writing process to plan writing by using pre-writing strategy, revise and edit a draft, use a variety of formats, including digital formats, to publish writing (3.W.1.A 3.W.1.B 3.W.1.C 3.W.1.D) (W.3.5 3.6)</p> <p>Opinion/Argumentative</p> <p>3_W_2_B: Write opinion texts that:</p> <p>3_W_2_B1: Introduce a topic or text being studied, using connected sentences. (3.W.2.A.a) (CCSS W.3.1.a)</p> <p>3_W_2_B2: State an opinion or establish a position and provide reasons for the opinion/position. (3.W.2.A.b) (CCSS W.3.1.a W.3.1.b)</p> <p>3_W_2_B3: Use specific and accurate words that are related to the topic, audience, and purpose. (3.W.2.A.c) (CCSS L.3.3.a)</p> <p>3_W_2_B4: Contain information using student’s original language except when using direct quotation from a source. (3.W.2.A.d) (CCSS W.5.8 SL.4.2)</p> <p>3_W_2_B5: Reference the name of the author(s) or name of the source used for details or facts included in the text. (3.W.2.A.e)</p> <p>3_W_2_B6: Use transitions to connect opinion and reason. (3.W.2.A.f) (CCSS W.3.1.c)</p> <p>3_W_2_B7: Provide clear evidence of a beginning, middle, and concluding statement or paragraph. (3.W.2.A.g) (CCSS W.3.1.d)</p> <p>Informative/Explanatory</p> <p>3_W_2_C: Write informative/explanatory texts that:</p> <p>3_W_2_C1: Introduce a topic or text being studied. (3.W.2.B.a) (CCSS W.3.2)</p> <p>3_W_2_C2: Develop the topic with simple facts, definitions, details, and explanations. (3.W.2.B.b) (CCSS W.3.2.b)</p> <p>3_W_2_C3: Use specific, relevant words that are related to the topic, audience, and purpose. (3.W.2.B.c) (CCSS L.3.3.a)</p> <p>3_W_2_C4: Use the student’s original language except when quoting from a source. (3.W.2.B.d) (CCSS W.5.8 SL.4.2)</p> <p>3_W_2_C5: Use transition words to connect ideas within categories of information. (3.W.2.B.e) (CCSS W.3.2.c)</p> <p>3_W_2_C6: Create a concluding statement or paragraph. (3.W.2.B.f) (CCSS W.3.2.d)</p> <p>Narrative/Literary</p> <p>3_W_2_D: Write fiction or non-fiction narratives and poems that:</p> <p>3_W_2_D1: Establish a setting and situation/topic and introduce a narrator and/or characters. (3.W.2.C.a) (CCSS W.3.3.a)</p> <p>3_W_2_D2: Use narrative techniques, such as dialogue and descriptions. (3.W.2.C.b) (CCSS W.3.3.b)</p> <p>3_W_2_D3: Establish and organize an event sequence to establish a beginning/middle/end. (3.W.2.C.c) (CCSS W.3.3.d)</p> <p>3_W_2_D4: Use transition words and phrases to signal event order. (3.W.2.C.d) (CCSS W.3.3.c)</p> <p>3_W_2_D5: Use specific and relevant words that are related to the topic, audience, and purpose. (3.W.2.C.e) (CCSS L.3.3.a)</p>	<p>Spelling & Usage</p> <p>3_W_3_A: Use spelling patterns and generalizations to spell compound words. (3.L.1.B.h)</p> <p>3_W_3_B: Spell plural words that change y to <i>ies</i>. (3.L.1.B.j)</p> <p>3_W_3_C: Use conventional spelling for high frequency words and other studied words and for adding suffixes to base words (setting, smiled, cries, happiness).</p> <p>3_W_3_D: Independently spell and use grade level words correctly, including commonly confused words.</p> <p>3_W_3_E: Consult reference materials to check and correct spellings. (3.L.1.B.k)</p> <p>Parts of Speech</p> <p>3_W_3_F: Use regular and irregular verbs and simple verb tenses. (3.L.1.A.a)</p> <p>Agreement</p> <p>3_W_3_G: Use subject/verb agreement in sentences.</p> <p>Sentences</p> <p>3_W_3_H: Produce simple and compound sentences. (3.L.1.A.f)</p> <p>3_W_3_I: Use subject and predicate in a sentence. (3.L.1.A.c)</p> <p>3_W_3_J: Correct run-on sentences in writing. (4.L.1.A.i)</p> <p>Capitalization</p> <p>3_W_3_K: Capitalize proper nouns. (3.L.1.B.f)</p> <p>3_W_3_L: Capitalize titles of books, stories, and songs. (3.L.1.B.g)</p> <p>Punctuation</p> <p>3_W_3_M: Use an apostrophe to form plural possessives. (3.L.1.B.b)</p> <p>3_W_3_N: Insert a comma before a coordinating conjunction in a compound sentence. (4.L.1.B.c)</p>	<p>Inquiry Process:</p> <p>RM_3_A: Follow a modeled inquiry process. (W.3.A)</p> <p>Using Schema:</p> <p>RM_3_B: <u>Predict answers to inquiry questions based on background knowledge and beginning observation or experience.</u></p> <p>Questioning and Topic Development:</p> <p>RM_3_C: <u>Formulate and assess questions to determine which can be answered by simple facts, which cannot be answered, and which will lead to an interesting inquiry.</u> (3.W.3.A.a 3.W.3.A.b)</p> <p>Keyword Searching:</p> <p>RM_3_D: <u>Generate a list of keywords (including synonyms) for research with teacher guidance.</u></p> <p>Using and Evaluating Sources:</p> <p>RM_3_E: Use approved sources to find appropriate information. (3.W.3.A.c 3.W.3.A.d 3.W.3.A.e)</p> <p>Note Taking:</p> <p>RM_3_F: Identify and utilize effective note taking strategies to summarize and <u>paraphrase</u> information. (3.W.A.f)</p> <p>Drawing Conclusions:</p> <p>RM_3_G: <u>Form opinions and use evidence from text to support a conclusion.</u></p> <p>Organizing Information:</p> <p>RM_3_H: Use a chronological organizational pattern to organize information.</p> <p>Citing Sources:</p> <p>RM_3_I: Understand what plagiarism is and how to avoid it. (3.W.3.A.g)</p> <p>RM_3_J: Cite title and author for all print sources and <u>article title, website and date accessed for electronic sources used.</u> (3.W.3.A.h)</p>	<p>Collaborative Discussions</p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>2_SL_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. (3.SL.3.A.a) (CCSS SL.3.1.a)</p> <p>2_SL_1_B: Respond appropriately to discussion in a variety of settings, according to classroom expectations. (3.SL.3.A.b) (CCSS SL.3.1.b)</p> <p>2_SL_1_C: Express opinion of read-alouds and independent reading topics. (3.SL.3.A.c) (CCSS SL.3.1.d SL.3.2)</p> <p>Presenting</p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <p>2_SL_1_D: Use presentation skills and/or appropriate technology. (3.SL.4.A.a) (CCSS SL.3.5)</p> <p>2_SL_1_E: Present information with clear ideas and details while speaking clearly at an understandable pace. (3.SL.4.A.b) (CCSS SL.3.4)</p> <p>2_SL_1_F: Give an informal presentation using a variety of media. (3.SL.4.A.c) (CCSS SL.3.5)</p>

		3_W_3_O: Use semicolons in compound sentences.	<i>Presentation:</i> RM_3_K: <u>Organize</u> and present facts and draw conclusions to answer questions in a variety of ways. (3.W.3.A.i) <i>Reflection During and After:</i> RM_3_L: <u>Identify and evaluate the important features for a good product, assessing and revising own work with guidance.</u> (3.W.3.A.i) RM_3_M: Identify own strengths and set goals for improvement. (3.W.3.A.i)	
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