Grade Three ELA / Reading: Foundational Skills

Anchor Standard *None*	

Strand   *Reading: Foundational Skills*

Topic *Phonics and Word Recognition*	**Pacing**

Standard Statement	**Content Elaborations**

1. **Know and apply grade-level phonics and word analysis skills in decoding words.**
  a. Identify and know the meaning of the most common prefixes and derivational suffixes.
  b. Decode words with common Latin suffixes.
  c. Decode multisyllable words.
  d. Read grade-appropriate irregularly spelled words.
 	
Learning Targets:
• I can define and identify common prefixes and suffixes (e.g., un-, re-, pre-, -er, -est, -ful).
• I can explain the meaning of common prefixes and suffixes and understand how they change the meaning of the root word.
• I can determine the meaning of words with common Latin suffixes (e.g., -able, -ment, -tion).
• I can break apart words into syllable segments to help me decode words I do not know.
• I can recognize and spell irregularly spelled words (rule breakers).
	The focus of the Phonics and Word Recognition topic is decoding text and understanding word parts to determine word meaning as a means to more fluid reading and increased comprehension. Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English derive from Latin and Greek origins, teachers' frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability but vocabulary development as well. Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.

Content Vocabulary • suffix • prefix • root word • syllable	**Academic Vocabulary** • decode • irregular • determine • define • identify • explain • segment • recognize

Formative Assessments - DRA - MAP - Sitton cloze activities - Exit slips - Sitton take-home tasks - Fall OAA	**Summative Assessments** - Spring OAA
Resources - **Strategic Balanced Literacy Framework** - **Reading A to Z** - www.teachingchannel.org - www.fcrr.org/ - www.learnzillion.com - www.nwea.org (spark) - www.internet4classrooms.com - http://beyondpenguins.ehe.osu.edu/archive - www.edutopia.org	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Reading: Foundational Skills

Anchor Standard	*None*

Strand	*Reading: Foundational Skills*

Topic	*Fluency*	**Pacing**

Standard Statement	**Content Elaborations**

2. ***Read with sufficient accuracy and fluency to support comprehension.***
   a. Read grade-level text with purpose and understanding.
   b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 	
Learning Targets:
• I can read grade level text fluently and show comprehension through voice, timing, and expression.
• I can recognize when a word I have read does not make sense within the text.
• I can self-correct misread or misunderstood words using context clues.
	The focus of the Fluency topic is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). In addition, readers benefit from multiple opportunities to read independent grade-level text.
	
	In the next grade band, students are expected to increase fluency as the complexity of text (in topic and structure) also increases.

Content Vocabulary	**Academic Vocabulary**
• fluency • comprehension • context clues • voice • timing • expression • reread • rate	• self-correct • misread • misunderstood • reread • recognize • expression

Formative Assessments	**Summative Assessments**
• DRA • MAP • Reader's Theater • RAZ kids	• DRA • ORF – Oral Reading Fluency passages • Reading A to Z passages • Reading A to Z benchmark books

Resources	Enrichment Strategies
• **Strategic Balanced Literacy Framework** • www.teachingchannel.org • www.fcrr.org • www.learnzillion.com • www. nwea.org (spark) • www.internet4classrooms.com • http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org	
Integrations	**Intervention Strategies**

Grade Three ELA / Reading: Literature

Anchor Standard
1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.* 2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.* 3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Strand	*Reading: Literature*	
Topic	*Key Ideas and Details*	**Pacing**

Standard Statement	Content Elaborations
1. *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.* **Learning Targets:** • I can check for understanding by asking and answering questions before, during, and after reading a text. • I can support my questions and answers with specific evidence from the text. 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.* **Learning Targets:** • I can recount and retell a story providing key words and evidence from the text. • I can explain the central message using key details and evidence from the text. 3. *Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.* **Learning Targets:** • I can identify and describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Readers use Key Ideas and Details to provide textual evidence, make inferences, identify theme and literary elements, and summarize text. Determining central ideas and key details gives the reader a more complete picture of a text. Retelling a story demonstrates comprehension of a text, knowledge of characterization, and an initial understanding of how a story connects to the larger world. In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.

Content Vocabulary
  • character
  • character traits
  • physical traits
  • emotional traits
  • central message
  • fable
  • folktale
  • myth
  • moral
  • lesson
  • sequence of events
  • retell
  • recount
	Academic Vocabulary
	  • recount
	  • sequence
	  • actions
	  • describe
	  • evidence
	  • detail
	  • contribute

Formative Assessments
  • DRA
  • MAP
  • Exit slips
  • Fall OAA
  • RAZ kids
  • Literature circles
  • Guided reading groups
	Summative Assessments
	  • Spring OAA
	  • RAZ kids
	  • DRA
	  • MAP
	  • Exit slips

Resources
  • **Strategic Balanced Literacy Framework**
  • **Reading A to Z**
  • **Classroom literature**
  • **ODE website**
  • **Descartes**
  • **Daily 5**
  • **Café**
  • **Appendix B (CCSS)**
	Enrichment Strategies

Integrations	**Intervention Strategies**

Grade Three ELA / Reading: Literature

Anchor Standard	
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*	
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*	
6. *Assess how point of view or purpose shapes the content and style of a text.*	

Strand	*Reading: Literature*	
Topic	*Craft and Structure*	**Pacing**

Standard Statement	Content Elaborations
4. *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.* **Learning Targets:** • I can use strategies (e.g., context clues, root words, affixes) to determine the meaning of words and phrases as they are used in a text. • I can use context clues to identify the meaning of literal and nonliteral language within the text. 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.* **Learning Targets:** • I can use chapter, scene, and stanza to describe parts of stories, dramas, and poems when I am writing or speaking about a text. 6. *Distinguish their own point of view from that of the narrator or those of the characters.* **Learning Targets:** • I can identify and distinguish points of view in a text including the narrator, the character(s), and my own.	Readers with an understanding of the Craft and Structure of literature are aware of the use of figurative language and the structure of literary genre and are able to determine point of view. The ability to identify the basic structure of poetry, drama, and stories gives the reader a tool to follow the progression of theme and ideas as they are built in the story. Understanding point of view gives the reader the opportunity to separate self from author and to see the differences in what they believe and what is written. Readers build understanding through meaningful and intentional opportunities to read, study, and discuss literature with a focus on author's craft. In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness, and to represent nonliteral referents.

Content Vocabulary	Academic Vocabulary
• characters • point of view	• determine • analyze

- narrator - literal language - nonliteral language - context clues - chapter - scene - stanza - story - drama - poem - root word - affix - phrases	- strategies - distinguish - explain - terms - describe - successive
Formative Assessments - DRA - MAP - Reader's Theater - RAZ kids - Guided reading groups - Literature groups - Writing samples - Journal entries	**Summative Assessments** - DRA - Reading A to Z passages - Reading A to Z benchmark books
Resources - **Strategic Balanced Literacy Framework**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Reading: Literature

Anchor Standard
7. *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.* 8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.* 9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Strand	*Reading: Literature*

Topic	*Integration of Knowledge and Ideas*	Pacing

Standard Statement	Content Elaborations
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).* **Learning Targets:** • I can explain how illustrations support the meaning in literary text. 8. *(Not applicable to literature)* 6. *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).* **Learning Targets:** • I can 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 such as Judy Moody, Geronimo Stilton).	Readers that are able to Integrate their Knowledge and Ideas are making connections and comparisons across texts and developing an understanding of themes and topics as they appear across genres. The elements of a text, which include illustrations and modes of presentation, enhance the meaning of the text. As readers refine their ability to compare and contrast texts with similar themes, topics, and patterns that cross time and culture, they develop a broader understanding of themselves and the world around them. In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentation of the subject.

Content Vocabulary	Academic Vocabulary
• characters • context clues • drama • poem • stanza • illustration • chapter	• determine • analyze • strategies • distinguish • explain • terms • describe

- scene - story - theme - setting - plot - author - series - genre	- compare - contrast - similarities - differences - support - meaning
Formative Assessments - DRA - MAP - Reader's Theater - RAZ kids - Guided reading groups - Literature groups - Writing samples - Journal entries - Performance based assessments (Venn Diagrams, Story Elements Map)	**Summative Assessments** - DRA - Reading A to Z passages - Reading A to Z benchmark books
Resources **Strategic Balanced Literacy Framework**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Reading: Literature

Anchor Standard
10. **Read and comprehend complex literary and informational texts independently and proficiently.**

Strand	*Reading: Literature*

Topic	*Range of Reading and Level of Text Complexity*	**Pacing**

Standard Statement	Content Elaborations
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.** **Learning Targets:** • I can closely read and comprehend complex text (grades 2-3 text complexity) including stories, dramas, and poetry. • I can employ strategies such as asking questions, making connections, making inferences, rereading, visualizing, and explaining my understanding of complex texts.	The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together: 1. Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software) 3. Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.
Content Vocabulary • text • inferences • questions • reading strategies	**Academic Vocabulary** • difficult • complex • recognize • determine

- visualization - connections - rereading - close reading - comprehend - literature	- strategies - range - comprehend - complexity - proficiently - proficient - independently
Formative Assessments - DRA - MAP - Reader's Theater - RAZ kids - Guided reading groups - Literature groups	**Summative Assessments** - DRA - Reading A to Z passages - Reading A to Z benchmark books - MAP
Resources **Strategic Balanced Literacy Framework** **A to Z passages**	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Reading: Informational Text

Anchor Standard
1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*   2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*   3. *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

Strand	*Reading: Informational Text*	
Topic	*Key Ideas and Details*	**Pacing**

Standard Statement	Content Elaborations
1. ***Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*** **Learning Targets:** • I can check for understanding by asking and answering questions before, during, and after reading a text. • I can support my questions and answers with specific evidence from the text. 2. ***Determine the main idea of a text; recount the key details and explain how they support the main idea.*** **Learning Targets:** • I can explain and support the main idea of a text based on the evidence and details I gather while reading. 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.*** **Learning Targets:** • I can define, identify, and explain how events, procedures, ideas, and concepts connect to one another. • I can describe a text using language that shows time (before, now, later), sequence (first, next, last), and cause/effect (because, then, if).	The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together: 1. Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software) 3. Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

Content Vocabulary	Academic Vocabulary
- text - informational - details - events - main idea - historical events - scientific ideas	- concept of time - sequence - identify - define - explain - procedure - language - describe - cause/effect - evidence
Formative Assessments - DRA - MAP - Student created Reader's Theater - RAZ kids - Guided reading groups - Retelling Rubrics on A to Z (nonfiction) - Time for Kids - Scholastic News - Time lines	**Summative Assessments** - DRA - Reading A to Z passages - Reading A to Z benchmark books - MAP - Student created Reader's Theater - Retelling Rubrics on A to Z (nonfiction) - Time for Kids - Scholastic News - Time lines
Resources **Strategic Balanced Literacy Framework** **A to Z passages** **Time for Kids** **Scholastic News** **Retelling Rubrics** **Wordless books** **Macmillan/McGraw-Hill Glencoe social studies leveled reader library** - www.teachingchannel.org - www.fcrr.org - www.learnzillion.com - www. nwea.org (spark) - www.internet4classrooms.com	**Enrichment Strategies**

• http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org • http://nonfictionfdetectives.blogspot.org • www.readworks.org • www.thinkfinity.org • www.foridahoteachers.org	
Integrations	**Intervention Strategies**

Grade Three ELA / Reading: Informational Text

Anchor Standard
4. *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
5. *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*
6. *Assess how point of view or purpose shapes the content and style of a text.*

Strand	*Reading: Informational Text*	
Topic	*Craft and Structure*	**Pacing**

Standard Statement	Content Elaborations
4. *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.* **Learning Targets:** • I can use strategies (e.g., context clues, root words, affixes) to analyze the meaning of general academic and domain specific words and phrases as they are used in an informational text. 5. *Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.* **Learning Targets:** • I can use text features (key words, glossaries, maps, pictures, label diagrams, etc.) to make meaning of complex informational text. • I can locate information efficiently using search tools and text features. 6. *Distinguish their own point of view from that of the author of a text.* **Learning Targets:** • I can identify and distinguish points of view in a text including the author and my own.	When readers focus on the Craft and Structure of informational text, they are developing an understanding of word meaning in relationship to the context in which it is placed, how to use text features to help comprehend text, and how to determine an author's point of view and purpose in writing a text. The unique features and organization of informational text support readers in managing information (e.g., text features and search tools), learning content, interpreting vocabulary, deepening comprehension, and understanding author's purposes. Comprehension continues to increase as readers understand and distinguish their point of view from that of the author's. In the next grade band, students are expected to address the way authors use language to send multiple messages, to organize text, and to reflect their point of view and purpose.
Content Vocabulary • text • informational • glossaries • search tools	**Academic Vocabulary** • concept of time • sequence • identify • define

- diagrams - maps - text features - point of view - details - events - main idea - historical events - scientific ideas - root words - affixes - sidebars - hyperlinks	- explain - procedure - language - describe - cause/effect - evidence - integrate - evaluate - complex - distinguish - strategies - domain specific
Formative Assessments - DRA - MAP - Student created Reader's Theater - RAZ kids - Guided reading groups - Retelling Rubrics on A to Z (nonfiction) - Time for Kids - Scholastic News - Time lines	**Summative Assessments** - DRA - Reading A to Z passages - Reading A to Z benchmark books - MAP - Student created Reader's Theater - Retelling Rubrics on A to Z (nonfiction) - Time for Kids - Scholastic News - Time lines
Resources - **Strategic Balanced Literacy Framework** - **A to Z passages** - **Time for Kids** - **Scholastic News** - **Retelling Rubrics** - **Wordless books** - www.teachingchannel.org - www.fcrr.org - www.learnzillion.com - www. nwea.org (spark) - www.internet4classrooms.com	**Enrichment Strategies**

• http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org • http://nonfictiondetectives.blogspot.org • www.readworks.org • www.thinkfinity.org • www.foridahoteachers.org	
Integrations	**Intervention Strategies**

Grade Three ELA / Reading: Informational Text

Anchor Standard
7. *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.*
8. *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*
9. *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

Strand	*Reading: Informational Text*	
Topic	*Integration of Knowledge and Ideas*	**Pacing**

Standard Statement	Content Elaborations
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).*** **Learning Targets:** • I can use and explain how features of informational text (e.g., maps, photographs, tables, charts, sidebars, headings, subheadings, graphs, labeled diagrams, glossary, table of contents, index) support the meaning of the text. 8. ***Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).*** **Learning Targets:** • I can use signal words to make logical connections and/or transitions between sentences and paragraphs (e.g., similar, different, because, if, first, last). 9. ***Compare and contrast the most important points and key details presented in two texts on the same topic.*** **Learning Targets:** • I can compare and contrast (identify similarities and differences) the most important points and key details in two texts on the same topic.	The focus of the Integration of Knowledge and Ideas topic is the reader's ability to make connections across texts, determining an author's purpose and the evidence used to support that purpose, and investigating similar themes and topics across texts. Critical thinkers use print as well as non-print media to interpret and explain an author's message. When readers integrate information from both visual and print sources, they have a greater understanding of the content. In the next grade band, students are expected to integrate information from multiple mediums to develop a comprehensive understanding, to evaluate the way an author uses text to persuade, and to analyze one author's treatment of a topic to another's.
Content Vocabulary • informational text	**Academic Vocabulary** • compare

- key detail
- main idea
- supporting details
- maps
- photographs
- tables
- charts
- sidebars
- headings
- subheadings
- graphs
- labeled diagrams
- glossary
- table of contents
- index
- signal words
- paragraphs
- sentences

- contrast
- similarities
- differences
- connection
- features
- logical sequence
- signal words
- illustrations
- topic
- text
- explain
- important points
- transitions

Formative Assessments
- DRA
- MAP
- RAZ kids
- Guided reading groups
- Retelling Rubrics on A to Z (nonfiction/informational text)
- Time for Kids
- Scholastic News
- Time lines
- Graphic Organizers
- Venn Diagram
- LLI

Summative Assessments
- DRA
- Reading A to Z passages
- Reading A to Z benchmark books
- MAP
- Retelling Rubrics on A to Z (nonfiction/informational text)
- Time for Kids
- Scholastic News
- Time lines

Resources
- **Strategic Balanced Literacy Framework**
- **A to Z passages**
- **Reading A to Z**
- **Time for Kids**
- **Scholastic News**

Enrichment Strategies
- Text complexity
- Extension menus
- Student contracts

- **Retelling Rubrics**
- **Wordless books**
- **LLI**
- **Science Focus Curriculum Leveled Texts** (Paper Booklet)
- www.teachingchannel.org
- www.fcrr.org
- www.learnzillion.com
- www. nwea.org (spark)
- www.internet4classrooms.com
- http://beyondpenguins.ehe.osu.edu/archive
- www.edutopia.org
- http://nonfictiondetectives.blogspot.org
- www.readworks.org

Integrations	Intervention Strategies

Grade Three ELA / Reading: Informational Text

Anchor Standard
10. **Read and comprehend complex literary and informational texts independently and proficiently.**

Strand	*Reading: Informational Text*	
Topic	*Range of Reading and Level of Text Complexity*	**Pacing**

Standard Statement	Content Elaborations
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.** **Learning Targets:** • I can closely read and comprehend complex text (grades 2-3 text complexity) including history, social studies, science, and technical text. • I can employ strategies such as asking questions, making connections, making inferences, rereading, and visualizing to explain my understanding of complex texts.	The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. 1. Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2. Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion – typically measured by computer software) 3. Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.
Content Vocabulary • informational text • reread • asking questions • making connections	**Academic Vocabulary** • infer • complex • explain • comprehend

- making inferences
- visualizing
- complex text
- reading strategies
- technical text
- complexity band

- proficiently

Formative Assessments
- DRA
- MAP
- RAZ kids
- Guided reading groups
- Retelling Rubrics on A to Z (nonfiction/informational text)
- Time for Kids
- Scholastic News
- Time lines
- Graphic Organizers
- Venn Diagram
- LLI

Summative Assessments
- DRA
- Reading A to Z passages
- Reading A to Z benchmark books
- MAP
- Retelling Rubrics on A to Z (nonfiction/informational text)
- Time for Kids
- Scholastic News
- Time lines

Resources
- **Strategic Balanced Literacy Framework**
- **Reading A to Z passages**
- **Reading A to Z**
- **Time for Kids**
- **Scholastic News**
- **Retelling Rubrics**
- **LLI**
- **Science Focus Curriculum Leveled Texts** (Paper Booklet)
- **InfOhio** www.infohio.org – EBSCO, Free online access to all journals
- www.teachingchannel.org
- www.fcrr.org
- www.learnzillion.com
- www. nwea.org (spark)
- www.internet4classrooms.com
- http://beyondpenguins.ehe.osu.edu/archive

Enrichment Strategies
- Text complexity
- Extension menus
- Student contracts

• www.edutopia.org • http://nonfictiondetectives.blogspot.org • www.readworks.org	
Integrations	**Intervention Strategies**

Grade Three ELA / Writing

Anchor Standard

1. *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
2. *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*
3. *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

Strand	*Writing*	
Topic	*Text Types and Purposes*	**Pacing**

Standard Statement	Content Elaborations
1. *Write opinion pieces on topics or texts, supporting a point of view with reasons.* a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. **Learning Targets:** • I can gather evidence to write an opinion piece with an introduction, supporting reasons, and a concluding statement/section. **2. *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*** a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. **Learning Targets:** • I can gather, organize, and connect information to write an informative/explanatory piece that includes a concluding statement or section.	Student writers use a variety of Text Types and Purposes when composing text. They learn that writing isn't just a way to demonstrate knowledge but also a way to provide greater content understanding. Student writers use writing as a tool for thinking through issues, solving problems, investigating questions, conveying and critiquing information, and expressing real or imagined experiences. The best writers understand the connection between reading and writing and flourish in print environments in which a variety of text types are evident. Learning and practicing a variety of organizational writing patterns encourages critical thinking and fosters the understanding that writing is a process as well as a product. In the next grade band, student writers are expected to produce writing in a more formal style that reflects a deep, conceptual understanding of the genre and its characteristics.

- I can add non-linguistic representations to aid in the audience's comprehension.

3. ***Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.***
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.

   Learning Targets:
   - I can define narrative text and describe the basic parts of plot (introduction, rising action, climax, falling action, and resolution).
   - I can introduce the narrator, characters, and the event/situation that starts the story and sequence the events in my story so that one event leads to the next which culminates in a conclusion statement/section.
   - I can use a character's thoughts, words, feelings, and actions to show how events happen and how characters respond to the events.
   - I can show changes in time by using temporal words and phrases (e.g., before, during, after).

Content Vocabulary	**Academic Vocabulary**
- narrative - opinion - point of view - informative - characters - narrator - plot - introduction - rising action - resolution - falling action - dialogue - draft	- revise - explain - organize - sequence - support - examine - conclude - describe - explanatory - informative - temporal - respond - draft - production

Formative Assessments • Writing pieces • Rubric • Writing conferences • Peer editing • Self-reflection/assessment • Editing checklists	**Summative Assessments** • Final writing piece
Resources • **Strategic Balanced Literacy Framework** • **Appendix A, B, C of Common Core** • **Write Source** • www.teachingchannel.org • www.fcrr.org • www.learnzillion.com • www. nwea.org (spark) • www.internet4classrooms.com • http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org • http://nonfictiondetectives.blogspot.org • www.readworks.org	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Writing

Anchor Standard
4. *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
5. *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*
6. *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*

Strand	*Writing*	
Topic	*Production and Distribution of Writing*	**Pacing**

Standard Statement	Content Elaborations
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.)** **Learning Targets:** • I can use graphic organizers to create a piece of writing that shows my understanding of a specific writing style that best fits my task and purpose (e.g., opinion, informative/explanatory, narrative). 5. **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 29.)** **Learning Targets:** • I can use prewriting strategies such as graphic organizers, brainstorming, lists, etc. to formulate ideas to be developed over multiple drafts. • I can strengthen my writing by editing and revising for errors in content, grammar, mechanics during the production process. 6. **With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.** **Learning Targets:** • I can identify and use technology to produce and publish my writing independently and in collaboration.	Writers use a multi-stage, reflective process to produce a clear and coherent message. As a part of the process, student writers learn that revision occurs over time and that not all writing will lead to a finished product. Student writers benefit from targeted instruction that focuses on their specific needs in the form of mini lessons and whole class instruction. They understand collaboration with peers and adults, through planning, revising, and editing, enhances the writing process and product. In the next grade band, students are expected to continue development of a cohesive writing style that reflects a full range of the writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.

Content Vocabulary • publish • produce • graphic organizer • writing style • revision • edit • draft • technology • computer • brainstorming	**Academic Vocabulary** • revise • explain • organize • sequence • support • examine • conclude • describe • explanatory • informative • temporal • respond • draft • production
Formative Assessments • Writing pieces • Rubric • Writing conferences • Peer editing • Self-reflection/assessment • Editing checklists	**Summative Assessments** • Final writing piece
Resources • **Strategic Balanced Literacy Framework** • **Appendix A, B, C of Common Core** • **Write Source** • **Computers** • **Thesaurus** • **Dictionary** • **Graphic organizers** • www.teachingchannel.org • www.fcrr.org • www.learnzillion.com • www. nwea.org (spark)	**Enrichment Strategies**

- www.internet4classrooms.com - http://beyondpenguins.ehe.osu.edu/archive - www.edutopia.org - http://nonfictiondetectives.blogspot.org - www.readworks.org	
Integrations	**Intervention Strategies**

Grade Three ELA / Writing

Anchor Standard

7. *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.*
8. *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*
9. *Draw evidence from literary or informational texts to support analysis, reflection, and research. (Begins in grade 4)*

Strand	*Writing*	
Topic	*Research to Build and Present Knowledge*	**Pacing**

Standard Statement	**Content Elaborations**
7. *Conduct short research projects that build knowledge about a topic.* **Learning Targets:** • I can research a topic to answer questions and/or gain information. 8. *Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.* **Learning Targets:** • I can recall or gather information, take notes, and sort information from print and digital sources about a topic. • I can evaluate sources to determine if they are credible and integrate the information in my own words. 9. *(Begins in grade 4)*	Writers use Research to Build and Present Knowledge. They understand that the research process is about asking questions and searching for answers that may be presented in a variety of media. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection, and research. In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.

Content Vocabulary	**Academic Vocabulary**
• research • topic • print source • digital source • notes category • credibility • plagiarism • technology	• relevant • appropriate • categorize • collaborate • demonstrate • explain • recall • skills

• PowerPoint • word processing • publish • source	
Formative Assessments • Writing pieces • Rubric • Writing conferences • Peer editing • Self-reflection/assessment • Editing checklists • Type to Learn	**Summative Assessments** • Final writing piece
Resources • **Strategic Balanced Literacy Framework** • **Appendix A, B, C of Common Core** • **Write Source** • **Computers** • **Thesaurus** • **Dictionary** • **Graphic organizers** • **Internet access** • **Nonfiction text** • www.teachingchannel.org • www.fcrr.org • www.learnzillion.com • www. nwea.org (spark) • www.internet4classrooms.com • http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org • http://nonfictiondetectives.blogspot.org • www.readworks.org	**Enrichment Strategies**

Integrations	Intervention Strategies

Grade Three ELA / Writing

Anchor Standard

    10. *Read and comprehend complex literary and informational texts independently and proficiently.*

Strand *Writing*	

Topic *Range of Writing*	**Pacing**

Standard Statement	Content Elaborations
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.* **Learning Targets:** • I can choose a writing structure (e.g., long or short period of time) to fit my task, purpose, and/or audience. • I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain, to share an experience).	Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. In the next grade band, students are expected to 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 tasks, purposes, and audiences.
Content Vocabulary • task • purpose • audience • memo • research • narrative • note • letter	**Academic Vocabulary** • structure • persuade • variety • entertain • periods of time • inform • communicate • range • task • discipline • specific

Formative Assessments	Summative Assessments
• Writing pieces • Rubric • Writing conferences • Peer editing • Self-reflection/assessment • Editing checklists	• Final writing piece
Resources	**Enrichment Strategies**
• **Strategic Balanced Literacy Framework** • **Appendix A, B, C of Common Core** • **Write Source** • **Computers** • **Thesaurus** • **Dictionary** • **Graphic organizers** • www.teachingchannel.org • www.fcrr.org • www.learnzillion.com • www. nwea.org (spark) • www.internet4classrooms.com • http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org • http://nonfictiondetectives.blogspot.org • www.readworks.org	
Integrations	**Intervention Strategies**

Grade Three ELA / Speaking and Listening

Anchor Standard

1. *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*
2. *Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.*
3. *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.*

Strand	*Speaking and Listening*	
Topic	*Comprehension and Collaboration*	**Pacing**

Standard Statement	**Content Elaborations**

1. *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.*
  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.
  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  d. Explain their own ideas and understanding in light of the discussion.
 	
Learning Targets:
• I can read, list, and study important information about the topic to be discussed.
• I can identify and follow the agreed upon rules for discussion and ask questions when I do not understand.
• I can explain my own ideas and make connections that are relevant to the topic being discussed.
 	
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.*
 	
Learning Targets:
• I can identify information that is presented in different formats (e.g.,
	Effective writers build their skills by practicing a Range of Writing. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.
	
	In the next grade band, students are expected to 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 tasks, purposes, and audiences.

media, charts, graphs, websites, speeches, auditory text) and use the information gathered to determine main idea and support details of a presentation.

3. *Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.*

Learning Targets:
- I can ask and answer questions with appropriate elaboration and detail about a speaker's presentation when I do not understand or need more information.

Content Vocabulary	Academic Vocabulary
• speaker • presentation • main idea • supporting details • listening • speaking	• elaboration • relevant • appropriate • connection

Formative Assessments	Summative Assessments
• Teacher observation • Retelling rubric	• Teacher observation • Retelling rubric

Resources	Enrichment Strategies
• **Reading A to Z** • **Raz Kids** • www.teachingchannel.org • www.fcrr.org • www.learnzillion.com • www. nwea.org (spark) • www.internet4classrooms.com • http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org • http://nonfictiondetectives.blogspot.org	

• www.readworks.org	
Integrations	**Intervention Strategies**

Grade Three ELA / Speaking and Listening

Anchor Standard
4. *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.* 5. *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.* 6. *Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.*

Strand	*Speaking and Listening*	
Topic	*Presentation of Knowledge and Ideas*	Pacing

Standard Statement	Content Elaborations
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.* **Learning Targets:** • I can present a topic, text, story, or experience with facts and relevant descriptive details by speaking clearly and at an understandable pace. 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.* **Learning Targets:** • I can create audio recordings of stories or poems fluently, clearly, and at an understandable pace and add visual displays to enhance my presentation. 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 on page 26 for specific expectations.)* **Learning Targets:** • I can recognize and use complete sentences when asked to provide details or clarification.	The focus of this topic, Presentation of Knowledge and Ideas, is the understanding that effective speakers report and respond in complete sentences when conveying information. They include audio and visual components to develop ideas and themes when appropriate. They also make choices regarding pacing and the use of formal and informal language. In the next grade band, students are expected to present claims and findings using appropriate eye contact, adequate volume, and clear pronunciation. They are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.
Content Vocabulary • speaker	**Academic Vocabulary** • elaboration

- presentation - listening - speaking - pace - complete sentence - topic	- relevant - appropriate - connection - display - detail - clarification
Formative Assessments - Teacher observation - Audio recording	**Summative Assessments** - Teacher observation - Audio recording
Resources **Reading A to Z** **Raz Kids** **Pixie** - www.teachingchannel.org - www.fcrr.org - www.learnzillion.com - www. nwea.org (spark) - www.internet4classrooms.com - http://beyondpenguins.ehe.osu.edu/archive - www.edutopia.org - http://nonfictiondetectives.blogspot.org - www.readworks.org	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Language

Anchor Standard
1. *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
2. *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

Strand	*Language*

Topic	*Conventions of Standard English*	Pacing

Standard Statement	Content Elaborations

1. ***Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.***
  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  b. Form and use regular and irregular plural nouns.
  c. Use abstract nouns (e.g., childhood).
  d. Form and use regular and irregular verbs.
  e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  f. Ensure subject-verb and pronoun-antecedent agreement.
  g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  h. Use coordinating and subordinating conjunctions.
  i. Produce simple, compound, and complex sentences.
 	
Learning Targets:
• I can identify, use, and explain the functions of nouns, pronouns, verbs, adjectives, and adverbs when writing or speaking.
• I can identify, use, and explain the functions of regular and irregular plural nouns, abstract nouns, regular and irregular verbs, verb tenses when writing or speaking.
• I can define subject and verb and explain that a singular subject needs a singular verb and a plural subject needs a plural verb.
• I can define antecedent (the word or group of words a pronoun replaces) and make sure a pronoun agrees with its antecedent.
• I can identify comparative adjectives/adverbs (formed by adding –er or more) and superlative adjectives/adverbs (formed by adding –est or most) and choose the correct form when writing or speaking.
• I can identify coordinating conjunctions (e.g., for, and, nor, but, or, yet,
	There are specific rules and Conventions of Standard English that language must follow. Writers and speakers apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening.
	
	In the next grade band, students are expected to develop a firmer command of language conventions as they are used in speaking and writing to convey messages that are more complex.

so) and subordinating conjunctions (e.g., after, because, if, since, while) and use them correctly.
- I can identify and create simple, compound, and complex sentences.

Content Vocabulary	Academic Vocabulary
- sentence - verb - noun - pronoun - adjective - adverb - plural - regular - singular - abstract - antecedent - tense - comparative - conjunction - subordinating - coordinating	- compound complex - irregular - identify - explain - define
Formative Assessments - Work samples - Sitton spelling take home tasks	**Summative Assessments**
Resources - www.teachingchannel.org - www.fcrr.org - www.learnzillion.com - www. nwea.org (spark) - www.internet4classrooms.com - http://eyondpenguins.ehe.osu.edu/archive - www.edutopia.org	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Language

Anchor Standard
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	*Language*	
Topic	*Conventions of Standard English*	**Pacing**

Standard Statement	Content Elaborations
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful work parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **Learning Targets:** • I can identify words in titles and/or sentences that should or should not be capitalized. • I can use proper punctuation including commas, quotation marks (e.g., commas and quotation marks in dialogue). • I can explain and use possessives (nouns that own something) and form singular possessives (e.g., add apostrophe s – 's) and plural possessives (e.g., add an apostrophe after the existing s – s'). • I can apply the rules when I need to double consonants, drop e, or change y to i when adding suffixes to base words. • I can spell high frequency words, use common spelling patterns and generalization, and use resources to assist me.	There are specific rules and Conventions of Standard English that language must follow. Writers and speakers apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. In the next grade band, students are expected to develop a firmer command of language conventions as they are used in speaking and writing to convey messages that are more complex.
Content Vocabulary	**Academic Vocabulary**

• title • address • dialogue • possessives • base word/root word • suffix • sentences • ownership • apostrophe • consonant • quotation marks	• patterns • generalizations • common • resource • reference • dictionary
Formative Assessments • Work samples • Rubrics • Sitton Spelling Cloze and skill assessments • Sitton Spelling homework tasks	**Summative Assessments** • Writing samples • Rubrics • Sitton Spelling Cloze and skill assessments
Resources • **Write Source** • **Sitton Spelling** • www.teachingchannel.org • www.fcrr.org • www.learnzillion.com • www. nwea.org (spark) • www.internet4classrooms.com • http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Language

Anchor Standard
3. *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*

Strand	*Knowledge of Language*	

Topic	*Conventions of Standard English*	**Pacing**

Standard Statement	Content Elaborations

3. *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*
  a. Choose words and phrases for effect.
  b. Recognize and observe differences between the conventions of spoken and written standard English.
 	
Learning Targets:
• I can use words and phrases for effect and interest when writing or speaking.
• I can explain how spoken language differs from written language (e.g., cuz' for because, goin' for going).
• I can follow standard English rules in my writing.
	Knowledge of Language allows for informed choices in the context of the communication. Writers and speakers select language, word choice, and punctuation appropriate for purpose, audience, and effect.
	
	In the next grade band, students are expected to use language to reflect a personal style with consistency as a way to spark reader/listener interest.

Content Vocabulary	**Academic Vocabulary**
• language • speaking • listening • reading • effect • standard English • spoken language • phrases • conventions	• interest • recognize • observe • differences • explain • differs • follow • effective • affective • impact • audience

Formative Assessments	**Summative Assessments**
• Work samples	• Writing samples

• Rubrics • Presentations • Classroom discussions	• Rubrics • Presentations • Classroom discussions
Resources • **Write Source** • **Thesaurus** • **Dictionary** • **Computers** • **Literature** • www.teachingchannel.org • www.fcrr.org • www.learnzillion.com • www. nwea.org (spark) • www.internet4classrooms.com • http://beyondpenguins.ehe.osu.edu/archive • www.edutopia.org	**Enrichment Strategies**
Integrations	**Intervention Strategies**

Grade Three ELA / Language

Anchor Standard
4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** 5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** 6. **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

Strand	*Vocabulary Acquisition and Use*	
Topic	*Conventions of Standard English*	**Pacing**

Standard Statement	Content Elaborations

4. ***Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.***
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. 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).
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 	
Learning Targets:
• I can identify and explain common affixes (e.g., un-, dis-, -able, -less) and how they change the meaning of a word.
• I can break down unknown words into smaller parts (affix: prefix, suffix, root) to determine meaning.
• I can use the context of a sentence to make meaning of unfamiliar words.
• I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 	
5. ***Demonstrate understanding of word relationships and nuances in word***
	Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely.
	
	In the next grade band, students are expected to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings to enhance the quality of their written products.

meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Learning Targets:
- I can explain the difference between literal meaning (it means exactly what it says) and nonliteral meaning (sometimes what you say is not exactly what you mean) and recognize when an author uses each.
- I can make a text to self connection to words I hear and read.
- I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

6. *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).*

Learning Targets:
- I can stretch and build my vocabulary to include words and phrases that are more precise and specific (e.g., saunter instead of walk).

Content Vocabulary	Academic Vocabulary
- general academic - domain-specific (content words) - phrases - spatial - temporal - context clue - text to self - literal - non-literal - root word - mood - affix	- distinguish - acquire - signal - precise - specific - stretch - shades of meaning - nuance - connections - state of mind - clarify - reference materials

- prefix - suffix	
Formative Assessments - Work samples - Rubrics - Presentations - Classroom discussions	**Summative Assessments** - Writing samples - Rubrics - Presentations - Classroom discussions
Resources **Write Source** **Thesaurus** **Dictionary** **Computers** **Literature** - www.teachingchannel.org - www.fcrr.org - www.learnzillion.com - www. nwea.org (spark) - www.internet4classrooms.com - http://beyondpenguins.ehe.osu.edu/archive - www.edutopia.org	**Enrichment Strategies**
Integrations	**Intervention Strategies**