

2021 - 2022, Third Grade, ELA, Quarter 1

Module 0: Introduction to Wit & Wisdom

Number of lessons in Module: 6

Number of Days: 42 (Does not include the first 1/2 day)

Essential Question:

- How does reading help us build knowledge?
- People have different talents and learn in different ways.

Student Understandings:

- Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort.

Module Learning Goals:

- Read, enjoy, and analyze literary texts and visual art.
- Experience Wit & Wisdom's lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community

Module Knowledge Goals:

- Explain the role reading plays in building knowledge.
- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve

Learning Goals:

- Make an observation and ask questions about *Thank You, Mr. Falker*.
- Summarize the setting, characters, and events in *Thank You, Mr. Falker*.
- Explain how Trisha's feelings toward reading changed throughout *Thank You, Mr. Falker*.
- Explain an essential meaning of *Thank You, Mr. Falker*.
- Analyze how *Thank You, Mr. Falker* builds knowledge.
- Improve writing by offering and using peer feedback.
- Express an idea based on the painting *Reading at a Table*.

Module 1/ Quarter 1: The Sea

Number of lessons in Module: 32

Number of Days in Quarter: 42 (Does not include the first 1/2 day)

Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

Foundational Literacy Standards:

3.FL.PWR.3a Identify and define the meaning of the most common prefixes and derivational suffixes.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Identify and know the meaning of common prefixes and suffixes.

Continuing standard.

3.FL.PWR.3b Decode words with common Latin suffixes, such as *-ly*, *-less*, and *-ful*.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Identify and know the meaning of common Latin suffixes.

Continuing standard.

3.FL.PWR.3c Decode multi-syllable words.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Decode multisyllabic words.

Continuing standard.

3.FL.PWR.3d Read grade-appropriate irregularly spelled words.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Reading grade-appropriate irregularly spelled words.

Continuing standard.

3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

(Use Words Their Way)

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using demonstrating basic knowledge of word families, position-based spelling (e.g., i before e except after c and in words that sound like weigh or neigh), ending rules (e.g., plurals, ed, ing), and meaningful word parts.

Continuing standard.

3.FL.WC.4b Use conventional spelling for high-frequency words, including irregular words.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using conventional spelling for high frequency words.

Continuing standard.

3.FL.WC.4c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using dictionaries to correct spellings.

Continuing standard.

3.FL.WC.4d Write legibly in manuscript; write all lower and uppercase cursive letters. *(Use Zaner Bloser Handwriting)*

- Students write legibly all letters, lowercase and uppercase, in both manuscript and cursive.

Continuing standard.

3.FL.F.5a Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

Continuing standard.

3.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

Continuing standard.

3.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

Continuing standard.

3.FL.SC.6a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use nouns, pronouns, verbs, adjectives, and adverbs.

This standard is also taught in quarter 2.

3.FL.SC.6e Form and use simple verb tenses.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use nouns, pronouns, verbs, adjectives, and adverbs and explain how they function when using simple verb tenses (e.g., I walked, I walk, I will walk).

This standard is also taught in quarter 3.

3.FL.SC.6i Produce simple, compound, and complex sentences.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use nouns, pronouns, verbs, adjectives, and adverbs and produce simple, compound, or complex sentences.

This standard is also taught in quarter 2.

3.FL.SC.6j Capitalize appropriate words in titles.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by capitalizing appropriate words in titles.

This standard is not explicitly taught again this year.

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 3 content. Specially, use the general meaning of the sentence to develop a sense of what the word or phrase means.

This standard is also taught in quarter 2.

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with specific words and phrases that signal spatial or temporal relationships (e.g., After dinner that night we went looking for them). *Continuing standard.*

Reading Standards for Literature:

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- Students say what happens in the story or what the poem is about based on evidence from the text. They ask and answer questions of the text to build literal understanding before, during, and after reading.

This standard is not explicitly taught again this year.

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed

- After establishing the text’s explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell through key details in the text. stories, fables, folktales, and myths.

This standard is also taught in quarter 2.

3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 2 – 3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2 – 3 complexity band.

Continuing standard.

Reading Standards for Informational Text:

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

- Students say what happens in the text or what it’s about based on evidence from the text. Ask and answer questions of the text to build literal understanding before, during, and after.

This standard is not explicitly taught again this year.

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

- After establishing the text’s explicit meaning, students identify the main idea. They examine how the main idea is supported through key details. Students recount the key details.

This standard is not explicitly taught again this year.

3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

- Students determine what words and phrases mean in texts relevant to third-grade topics or subject areas.

This standard is not explicitly taught again this year.

3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.

- Students locate information on a specific topic by using text features and search tools – key words, sidebars, hyperlinks – in an efficient manner.

This standard is not explicitly taught again this year.

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.

- Students combine visual information such as illustrations, maps, and photographs with the words in a text to demonstrate understanding. Students identify where, when, why, and how key events occur.

This standard is not explicitly taught again this year.

3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

- Students read a range of nonfiction appropriate for grades 2 – 3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2 – 3 complexity band.

Continuing standard.

Speaking and Listening Standards:

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 3 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions to clarify or follow up on information already presented. Finally, students explain their ideas and understanding of the topic after having discussed it and reviewing key ideas.

This standard is also taught in quarters 3 and 4.

Writing Standards:

3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

- Students explain or provide information about a topic or idea(s), choosing only the details and information related to the topic, which are then introduced and organized. Students further build on these ideas by including facts, definitions, and details. Students help all these details flow and reveal the links between ideas within categories of information by using linking words and phrases (e.g., also, another, and, more, but). Finally, students bring their paper to an end providing a concluding statement or section.

This standard is also taught in quarters 2 and 4.

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade specific expectations for writing types are defined in standards 1-3.)

- Students write with support and guidance from adults, developing and organizing ideas that are appropriate for the task and the purpose when composing those types outlined in writing standards 1 – 3.

This standard is also taught in quarters 2, 3, and 4.

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort

- Students search for and gather information from print and digital sources or recall personal experiences. Using these resources, they take brief notes and categorize the information. *This standard is also taught in quarters 2 and 4.*

Explanations citation: *Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades 3-5: What they mean and how to teach them. Thousand Oaks, CA: Corwin.*

2021 - 2022, Third Grade, ELA, Quarter 2

Module 2: *Outer Space*

Number of lessons in Module: 36

Number of Days in Quarter: 41 (*Does not include the 1/2 day before winter break.*)

Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

Foundational Literacy Standards:

3.FL.PWR.3a Identify and define the meaning of the most common prefixes and derivational suffixes.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Identify and know the meaning of common prefixes and suffixes.

Continuing standard.

3.FL.PWR.3b Decode words with common Latin suffixes, such as *-ly*, *-less*, and *-ful*.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Identify and know the meaning of common Latin suffixes.

Continuing standard.

3.FL.PWR.3c Decode multi-syllable words.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Decode multisyllabic words.

Continuing standard.

3.FL.PWR.3d Read grade-appropriate irregularly spelled words.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Reading grade-appropriate irregularly spelled words.

Continuing standard.

3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

(Use *Words Their Way*)

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using demonstrating basic knowledge of word families, position-based spelling (e.g., I before e except after c and in words that sound like weigh or neigh), ending rules (e.g., plurals, ed, ing), and meaningful word parts.

Continuing standard.

3.FL.WC.4b Use conventional spelling for high-frequency words, including irregular words.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using conventional spelling for high frequency words.

Continuing standard.

3.FL.WC.4c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using dictionaries to correct spellings.

Continuing standard.

3.FL.WC.4d Write legibly in manuscript; write all lower and uppercase cursive letters. (Use *Zaner Bloser Handwriting*)

- Students write legibly all letters, lowercase and uppercase, in both manuscript and cursive.

Continuing standard.

3.FL.F.5a Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

Continuing standard.

3.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

Continuing Standard

3.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding bot to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

Continuing standard.

3.FL.SC.6a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use nouns, pronouns, verbs, adjectives, and adverbs.

This standard is not explicitly taught again this year.

3.FL.SC.6h Use coordinating and subordinating conjunctions.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use nouns, pronouns, verbs, adjectives, and adverbs and explain how coordinating and subordinating conjunctions function in sentences.

This standard is not explicitly taught again this year.

3.FL.SC.6i Produce simple, compound, and complex sentences.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use nouns, pronouns, verbs, adjectives, and adverbs and produce simple, compound, or complex sentences.

This standard is not explicitly taught again this year.

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 3 content. Specially, use the general meaning of the sentence to develop a sense of what the word or phrase means.

This standard is not explicitly taught again this year.

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 3 content. Specially, use the general meaning of the sentence to develop a sense of what the word or phrase means.

This standard is not explicitly taught again this year.

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context.

- Students show they understand the following by applying their knowledge about word relationships and nuances in word meanings by determining from context the meanings of literal words and phrases and nonliteral or figurative words and phrases.

This standard is not explicitly taught again this year.

3.FL.VA.7b.iii Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

- Students show they understand the following by applying their knowledge about word relationships and nuances in word meanings by determining from context the meanings of literal words and phrases and nonliteral or figurative words and phrases.

This standard is not explicitly taught again this year.

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with specific words and phrases that signal spatial or temporal relationships (e.g., After dinner that night we went looking for them).

Continuing standard.

Reading Standards for Literature:

3.RL.KID.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.

- After establishing the text's explicit meaning, students identify the central message of the text and determine how key details convey the message, lesson, or moral. Students recount or retell through key details in the text. stories, fables, folktales, and myths

This standard is not explicitly taught again this year.

3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grade 2-3 text complexity band independently and proficiently.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 2 – 3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2 – 3 complexity band.

Continuing standard.

Reading Standards for Informational Text:

3.RI.KID.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.

- Students reading for information to describe the relationship between a series of events, ideas, concepts, or steps requires them to understand and use technical language. Having established this, students focus on time, sequences, and cause/effect to determine importance.

This standard is not explicitly taught again this year.

3.RI.CS.6 Distinguish reader point of view from that of an author of a text.

- Students establish the author’s point of view and distinguish that from their own point of view.

This standard is not explicitly taught again this year.

3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

- Students compare and contrast two texts on the same topic, focusing on the most important points and key details.

This standard is not explicitly taught again this year.

3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

- Students read a range of nonfiction appropriate for grades 2 – 3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2 – 3 complexity band.

Continuing standard.

Speaking and Listening Standards:

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.

- Students determine the main ideas and the key details in all information delivered in different media and formats (e.g., visual, oral, and quantitative) and in texts read aloud.

This standard is not explicitly taught again this year.

3.SL.PKI.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.

- Students report, tell a story, or recount an experience using appropriate facts and details with description.

This standard is also taught in quarter 4.

Writing Standards:

3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Students write opinion pieces supporting a point of view on topics or texts that, when introduced, state the opinion about the topic or text and provide a list of strong reasons to support the opinion. The organizational structure enhances the list of reasons, and students use linking words and phrases, such as because, therefore, since, and for example, to connect the reasons. Students end the piece with a concluding statement or section.

This standard is not explicitly taught again this year.

3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

- Students explain or provide information about a topic or idea(s), choosing only the details and information related to the topic, which are then introduced and organized. Students further build on these ideas by including facts, definitions, and details. Students help all these details flow and reveal the links between ideas within categories of information by using linking words and phrases (e.g., also, another, and, more, but). Finally, students bring their paper to an end providing a concluding statement or section.

This standard is also taught in quarter 4.

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade specific expectations for writing types are defined in standards 1-3 above.)

- Students write with support and guidance from adults, developing and organizing ideas that are appropriate for the task and the purpose when composing those types outlined in writing standards 1 – 3.

This standard is also taught in quarters 3 and 4.

3.W.PDW.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.)

- Generate and gather ideas about the topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only drafting what to say but deciding how demonstrate command of Foundational Literacy standard 6 up to and including grade 3.) best to say or organize it by choosing different formats, mixing media, or blending genres. Students then improve the writing by revising, editing, rewriting, or starting all over with a new idea.

This standard is not explicitly taught again this year.

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.

- Students search for and gather information from print and digital sources or recall personal experiences. Using these resources, they take brief notes and categorize the information.

This standard is also taught in quarter 4.

Explanations citation: *Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades 3-5: What they mean and how to teach them. Thousand Oaks, CA: Corwin.*

2021 - 2022, Third Grade, ELA, Quarter 3

Module 3: A New Home

Number of lessons in Module: 35

Number of Days in Quarter: 45

Standards

How to read this document:

- Strand
- Standard
- Explanation
- When it is taught

Foundational Literacy Standards:

3.FL.PWR.3a Identify and define the meaning of the most common prefixes and derivational suffixes.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Identify and know the meaning of common prefixes and suffixes.

Continuing standard.

3.FL.PWR.3b Decode words with common Latin suffixes, such as *-ly*, *-less*, and *-ful*.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Identify and know the meaning of common Latin suffixes.

Continuing standard.

3.FL.PWR.3c Decode multi-syllable words.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Decode multisyllabic words.

Continuing standard.

3.FL.PWR.3d Read grade-appropriate irregularly spelled words.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Reading grade-appropriate irregularly spelled words.

Continuing standard.

3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.

(Use Words Their Way)

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using demonstrating basic knowledge of word families, position-based spelling (e.g., I before e except after c and in words that sound like weigh or neigh), ending rules (e.g., plurals, ed, ing), and meaningful word parts.

Continuing Standard.

3.FL.WC.4b Use conventional spelling for high-frequency words, including irregular words.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using conventional spelling for high frequency words.

Continuing standard.

3.FL.WC.4c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using dictionaries to correct spellings.

Continuing standard.

3.FL.WC.4d Write legibly in manuscript; write all lower and uppercase cursive letters. (Use *Zaner Bloser Handwriting*)

- Students write legibly all letters, lowercase and uppercase, in both manuscript and cursive.

Continuing standard.

3.FL.F.5a Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

Continuing standard.

3.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

Continuing Standard

3.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread, as necessary.

- Students read grade-level prose and poetry with purpose and for understanding bot to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

Continuing standard.

3.FL.SC.6b Form and use regular and irregular plural nouns.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students use regular and irregular plural nouns and explain how they function in sentences.

This standard is not explicitly taught again this year.

3.FL.SC.6c Use abstract nouns.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students use abstract nouns (e.g., childhood) and explain how they function in sentences.

This standard is not explicitly taught again this year.

3.FL.SC.6d Form and use regular and irregular verbs.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students use regular and irregular verbs and explain how they function in sentences.

This standard is not explicitly taught again this year.

3.FL.SC.6f Ensure subject-verb and pronoun-antecedent agreement.

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students use subject-verb and pronoun-antecedent agreement and explain how they function in sentences.

This standard is not explicitly taught again this year.

3.FL.SC.6k Use commas in addresses.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using commas in address (e.g., Susie, please turn in your paper.).

This standard is not explicitly taught again this year.

3.FL.SC.6l Use commas and quotation marks in dialogue.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by using commas and quotation marks (e.g., John said, “I love school.”).

This standard is not explicitly taught again this year.

3.FL.SC.6m Form and use possessives.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation, and spelling when writing by forming and using possessives.

This standard is not explicitly taught again this year.

3.FL.VA.7a Use a known root word as a clue to the meaning of an unknown word with the same root.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 3 content. Specifically, readers derive some meaning when they use a known root to help them with an unknown word that shares the same root.

This standard is not explicitly taught again this year.

3.FL.VA.7b Identify real-life connections between words and their use.

- Students show they understand the following by applying their knowledge about word relationships and nuances by determining relationships between words and how they apply to real life.

This standard is not explicitly taught again this year.

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with specific words and phrases that signal spatial or temporal relationships (e.g., After dinner that night we went looking for them).

Continuing standard.

Reading Standards for Literature:

3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

- Students reading for the characters describe traits, feelings, and motivations, noting how characters' actions add to the plot and move along the sequence of events toward the ending.

This standard is not explicitly taught again this year.

3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.

- Students identify the point of view of the narrator or characters in the text and distinguish this from their own point of view.

This standard is not explicitly taught again this year.

3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

- Students read various stories by the same author or books in a series, with the same or similar characters comparing and contrasting the themes, settings, and plots.

This standard is not explicitly taught again this year.

3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 2 – 3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2 – 3 complexity band.

Continuing standard.

Reading Standards for Informational Text:

3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

- Students read a range of nonfiction appropriate for grades 2 – 3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2 – 3 complexity band.

Continuing standard.

Speaking and Listening Standards:

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 3 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions to clarify or follow up on information already presented, Finally, students explain their ideas and understanding of the topic after having discussed it and

reviewing key ideas.

This standard is also taught in quarter 4.

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

- After listening to a speaker, students raise questions in order to generate recall of information presented by the speaker.

This standard is not explicitly taught again this year.

Writing Standards:

3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

- Students convey real or imagined experiences and events through narratives that employ appropriate methods and story structures that make clear what is happening and who is involved. Students arrange events that unfold naturally, adding dialogue, description, and thoughts and feelings of the characters to bring the story and its characters alive. Students also insert various transitional words (e.g., after, before, while, during) that orient readers to the event order. Finally, students give the story an ending that provides a conclusion for the narrative.

This standard is not explicitly taught again this year.

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade specific expectations for writing types are defined in standards 1-3 above.)

- Students write with support and guidance from adults, developing and organizing ideas that are appropriate for the task and the purpose when composing those types outlined in writing standards 1 – 3.

This standard is also taught in quarter 4.

Explanations citation: *Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades 3-5: What they mean and how to teach them. Thousand Oaks, CA: Corwin.*

2021 - 2022, Third Grade, ELA, Quarter 4

Module 4: Artists Make Art

Number of lessons in Module: 34

Number of Days in Quarter: 46 (*Does not include the last 1/2 day*)

Standards

How to read this document:

- Strand
- Standard
- Explanation

Foundational Literacy Standards:

3.FL.PWR.3a Identify and define the meaning of the most common prefixes and derivational suffixes.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Identify and know the meaning of common prefixes and suffixes.

3.FL.PWR.3b Decode words with common Latin suffixes, such as *-ly*, *-less*, and *-ful*.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Identify and know the meaning of common Latin suffixes.

3.FL.PWR.3c Decode multi-syllable words.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Decode multisyllabic words.

3.FL.PWR.3d Read grade-appropriate irregularly spelled words.

- Students recognize and identify grade-level written words by using phonics and word analysis skills in the following manner: Reading grade-appropriate irregularly spelled words.

3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. (*Use Words Their Way*)

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using demonstrating basic knowledge of word families, position-based spelling (e.g., I before e except after c and in words that sound like weigh or neigh), ending rules (e.g., plurals, ed, ing), and meaningful word parts.

3.FL.WC.4b Use conventional spelling for high-frequency words, including irregular words.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using conventional spelling for high frequency words.

3.FL.WC.4c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.

- Students show their knowledge of and ability to follow the conventions of capitalization, punctuation and spelling by using dictionaries to correct spellings.

3.FL.WC.4d Write legibly in manuscript; write all lower and uppercase cursive letters. - (*Use Zaner Bloser Handwriting*)

- Students write legibly all letters, lowercase and uppercase, in both manuscript and cursive.

3.FL.F.5a Read grade-level text with purpose and understanding.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally.

3.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. As they practice reading these texts, their accuracy, rate of reading, and expression increase.

3.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read grade-level prose and poetry with purpose and for understanding both to themselves and orally. If there are unknown words, students use context and reread to self-correct or identify these words.

3.FL.SC.6g Form and use comparative and superlative adjectives and adverbs correctly

- Students know the conventions of standard English grammar and usage, applying them whenever speaking or writing. Students form and use comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified.

3.FL.VA.7a. iv Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- Students apply strategies to understand or clarify the meaning of new or polysemous words (words with multiple meanings) they encounter when reading and listening to grade 3 content. Specifically, readers turn to beginning dictionaries – both print and digital – to learn how to pronounce a word and to understand what it means as it is used in this context.

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.

- Students learn and use the language of discourse appropriate to the subject, discipline, or content when reading, writing, or speaking about it, along with specific words and phrases that signal spatial or temporal relationships (e.g., After dinner that night we went looking for them).

Reading Standards for Literature:

3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue).

- Students determine what words and phrases mean in text. They discern if the language is literal or nonliteral.

3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.

- Students know the function of parts of a text (stories, dramas, and poems) and can use this knowledge to help them see how each progressive part builds on previous sections. In stories, they have a concept of beginning, middle, and end; they have a sense of chapters; and they are familiar with the function of stanzas in poetry and scenes in dramas.

3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words.

- Students examine how the illustrations in a text enhance the meaning conveyed by the words. Students explain how the illustrations contribute to the mood in the text or reveal aspects of characters, plot, and setting.

3.RL. RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.

- Students read a range of literary text – fiction, poetry, and drama – appropriate for grades 2 – 3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2 – 3 complexity band.

Reading Standards for Informational Text:

3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.

- Students examine how an author uses reasons and evidence to support key points in written text.

3.RI. RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.

- Students read a range of nonfiction appropriate for grades 2 – 3 text complexity band, including texts that make progressively greater demands in terms of cognitive, linguistic, and conceptual complexity. Students work toward becoming resilient and independent readers, receiving help only when needed as they reach the high end of the grade 2 – 3 complexity band.

Speaking and Listening Standards:

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

- Students participate in different discussions (pairs, groups, full class) with a range of peers about grade 3 topics and texts, adding to others' ideas while contributing their own. Arriving at these discussions prepared to discuss what they read or studied, students draw from what they learned, citing evidence in those texts or from their background knowledge during the discussion. As they participate and collaborate, students follow all guidelines for such academic discussions and their role in them. Also, when discussing or collaborating with others, students ask and answer questions to clarify or follow up on information already presented, Finally, students explain their ideas and understanding of the topic after having discussed it and reviewing key ideas.

3.SL.PKI.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.

- Students report, tell a story, or recount an experience using appropriate facts and details with description.

3.SL.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.

- Students design and deliver an audio recording of stories or poems, adding visual displays to enhance or emphasize facts or details if necessary, while reading at an understandable pace.

3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.

- Students decide what to say and how to say it to provide detail or clarification, using complete sentences.

Writing Standards:

3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.

- Students explain or provide information about a topic or idea(s), choosing only the details and information related to the topic, which are then introduced and organized. Students further build on these ideas by including facts, definitions, and details. Students help all these details flow and reveal the links between ideas within categories of information by using linking words and phrases (e.g., also, another, and, more, but). Finally, students bring their paper to an end providing a concluding statement or section.

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade specific expectations for writing types are defined in standards 1-3 above.)

- Students write with support and guidance from adults, developing and organizing ideas that are appropriate for the task and the purpose when composing those types outlined in writing standards 1 – 3.

3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

- Students compose texts using digital devices, software, websites, and other digital tools and collaborate with others (via Google Docs, chat, and other social media applications) with guidance and support from adults. Students use keyboarding skills to produce written text.

3.W. RBPK.7 Conduct short research projects that build general knowledge about a topic.

- Students gather, investigate, or observe information to conduct a short research project and build knowledge about a specific topic.

3.W. RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.

- Students search for and gather information from print and digital sources or recall personal experiences. Using these resources, they take brief notes and categorize the information.

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