

**Course Description:** Grade 3 - Literacy (Implementation 2021)

Adopted Course Primary Resource	Supplementary Resources
<ul style="list-style-type: none"> <li>• Into Reading (HMH)</li> </ul>	<ul style="list-style-type: none"> <li>• Into Reading Leveled Library (HMH)</li> <li>• Cursive Handwriting (Zaner-Bloser)</li> </ul>

Standards Addressed In The Course (Note Essential Standards)			
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Category	Sub Category	ID	State Standard
Language	Conventions of Standard English	3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language	Conventions of Standard English	3.L.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Language	Conventions of Standard English	3.L.1.b	Form and use regular and irregular plural nouns.
Language	Conventions of Standard English	3.L.1.c	Use abstract nouns (e.g., childhood).
Language	Conventions of Standard English	3.L.1.d	Form and use regular and irregular verbs.
Language	Conventions of Standard English	3.L.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
Language	Conventions of Standard English	3.L.1.f	Ensure subject-verb and pronoun-antecedent agreement.*
Language	Conventions of Standard English	3.L.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
Language	Conventions of Standard English	3.L.1.h	Use coordinating and subordinating conjunctions.
Language	Conventions of Standard English	3.L.1.i	Produce simple, compound, and complex sentences.
Language	Conventions of Standard English	3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language	Conventions of Standard English	3.L.2.a	Capitalize appropriate words in titles.
Language	Conventions of Standard English	3.L.2.b	Use commas in addresses.
Language	Conventions of Standard English	3.L.2.c	Use commas and quotation marks in dialogue.

Language	Conventions of Standard English	3.L.2.d	Form and use possessives.
Language	Conventions of Standard English	3.L.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
Language	Conventions of Standard English	3.L.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Language	Conventions of Standard English	3.L.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Language	Knowledge of Language	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Language	Knowledge of Language	3.L.3.a	Choose words and phrases for effect.*
Language	Knowledge of Language	3.L.3.b	Recognize and observe differences between the conventions of spoken and written standard English.
Language	Vocabulary Acquisition and Use	3.L.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.
Language	Vocabulary Acquisition and Use	3.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
Language	Vocabulary Acquisition and Use	3.L.4.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).
Language	Vocabulary Acquisition and Use	3.L.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
Language	Vocabulary Acquisition and Use	3.L.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Language	Vocabulary Acquisition and Use	3.L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
Language	Vocabulary Acquisition and Use	3.L.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Language	Vocabulary Acquisition and Use	3.L.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Language	Vocabulary Acquisition and Use	3.L.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Language	Vocabulary Acquisition and Use	3.L.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).
Reading Foundational Skills	Phonics and Word recognition	3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Reading Foundational Skills	Phonics and Word recognition	3.RF.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
Reading	Phonics and Word	3.RF.3.b	Decode words with common Latin suffixes.

Foundational Skills	recognition		
Reading Foundational Skills	Phonics and Word recognition	3.RF.3.c	Decode multisyllable words.
Reading Foundational Skills	Phonics and Word recognition	3.RF.3.d	Read grade-appropriate irregularly spelled words.
Reading Foundational Skills	Fluency	3.RF.4	Read with sufficient accuracy and fluency to support comprehension.
Reading Foundational Skills	Fluency	3.RF.4.a	Read on-level text with purpose and understanding.
Reading Foundational Skills	Fluency	3.RF.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Reading Foundational Skills	Fluency	3.RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading Informational	Key Ideas and Details	3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Reading Informational	Key Ideas and Details	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Reading Informational	Key Ideas and Details	3.RI.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.
Reading Informational	Craft and Structure	3.RI.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.
Reading Informational	Craft and Structure	3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Reading Informational	Craft and Structure	3.RI.6	Distinguish their own point of view from that of the author of a text.
Reading Informational	Integration of Knowledge and Ideas	3.RI.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).
Reading Informational	Integration of Knowledge and Ideas	3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Reading Informational	Integration of Knowledge and Ideas	3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Reading Informational	Range of Reading and Level of Text Complexity	3.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Literature	Key Ideas and Details	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Reading Literature	Key Ideas and Details	3.RL.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.
Reading Literature	Key Ideas and Details	3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Reading Literature	Craft and Structure	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Reading Literature	Craft and Structure	3.RL.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.
Reading Literature	Craft and Structure	3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
Reading Literature	Integration of Knowledge and Ideas	3.RL.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).
Reading Literature	Integration of Knowledge and Ideas	3.RL.8	(Not applicable to literature)
Reading Literature	Integration of Knowledge and Ideas	3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Reading Literature	Range of Reading and Complexity of Text	3.RL.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.
Speaking & Listening	Comprehension and Collaboration	3.SL.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.
Speaking & Listening	Comprehension and Collaboration	3.SL.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Speaking & Listening	Comprehension and Collaboration	3.SL.1.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).
Speaking & Listening	Comprehension and Collaboration	3.SL.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
Speaking & Listening	Comprehension and Collaboration	3.SL.1.d	Explain their own ideas and understanding in light of the discussion.
Speaking & Listening	Comprehension and Collaboration	3.SL.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.
Speaking & Listening	Comprehension and Collaboration	3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Speaking & Listening	Presentation of Knowledge and Ideas	3.SL.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.
Speaking &	Presentation of	3.SL.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an

Listening	Knowledge and Ideas		understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Speaking & Listening	Presentation of Knowledge and Ideas	3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Writing	Text Types and Purposes	3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
Writing	Text Types and Purposes	3.W.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Writing	Text Types and Purposes	3.W.1.b	Provide reasons that support the opinion.
Writing	Text Types and Purposes	3.W.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Writing	Text Types and Purposes	3.W.1.d	Provide a concluding statement or section.
Writing	Text Types and Purposes	3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Writing	Text Types and Purposes	3.W.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Writing	Text Types and Purposes	3.W.2.b	Develop the topic with facts, definitions, and details.
Writing	Text Types and Purposes	3.W.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
Writing	Text Types and Purposes	3.W.2.d	Provide a concluding statement or section.
Writing	Text Types and Purposes	3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Writing	Text Types and Purposes	3.W.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Writing	Text Types and Purposes	3.W.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Writing	Text Types and Purposes	3.W.3.c	Use temporal words and phrases to signal event order.
Writing	Text Types and Purposes	3.W.3.d	Provide a sense of closure.
Writing	Production and Distribution of Writing	3.W.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.)
Writing	Production and Distribution of Writing	3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Writing	Production and Distribution of Writing	3.W.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.

Writing	Research to Build and Present Knowledge	3.W.7	Conduct short research projects that build knowledge about a topic.
Writing	Research to Build and Present Knowledge	3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Writing	Research to Build and Present Knowledge	3.W.9	(Begins in grade 4)
Writing	Range of Writing	3.W.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.

Units of Study (Sequenced)	Essential Standards Associated	Key Learning Targets	Essential Question(s)	Common Assessment	Pacing
Orientation to School & Literacy					3 Days
Module 1 What a Character!	3.RF.3c 3.RF.4 (a,b,c) 3.RI.10 3.RL.1 <b>3.RL.3</b> 3.RL.4 <b>3.RL.6</b> 3.RL.10 3.W.2a (not assessed)	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can explain how the characters' actions affect the events of the story. I can describe the characters' motivations (why they did what they did) with the story. (3.RL.3)</li> <li>-I can compare and contrast the author's point of view and my point of view with evidence. I can explain the author's point of view about the story using evidence. I can explain my point of view about the story with evidence. (3.RL.6)</li> <li>• Foundational Skills: -I can orally read grade level text and poetry with expression. I can orally read grade level text and poetry at the appropriate rate. I can orally read grade level text and poetry accurately. (3.RF.4)</li> <li>• Writing Workshop: -I can introduce a topic and group related information together; include illustrations when useful to aiding comprehension (3.W.2a)</li> </ul>	What makes a character interesting?	<u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project (Create a Preparedness Campaign)	3 Weeks
Module 2	3.RF.3 (a,c)	Key Learning Targets:	How do people use	<u>Formative</u>	3

Use Your Words	3.RF.4 (a,b) 3.RI.1 3.RI.7 3.RI.10 3.RL.1 3.RL.3 3.RL.4 3.RL.6 3.RL.10 3.W.1 (a,b,c,d) 3.W.2a	<ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can explain how the characters' actions affect the events of the story. I can describe the characters' motivations (why they did what they did) with the story. (3.RL.3)</li> <li>• Foundational Skills: - I can identify the meaning of common prefixes and suffixes. (3.RF.3.a)</li> <li>• Writing Workshop: -I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3.W.3)</li> </ul>	words to express themselves?	<u>Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Informative Writing -Inquiry and Research Project (Create a Book of Poetry)	Weeks
Module 3 Let Freedom Ring!	3.RF.3 (a,c) 3.RF.4 (a,b) 3.RI.1 3.RI.2 3.RI.7 3.RI.10 3.RL.10 3.W.1 (a) 3.W.2 (a,b,c,d)	Key Learning Targets: <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can ask a question about the text that relates to the text. I can answer a question by making an inference from a text. I can answer a question by making an inference on a designated page. (3.RI.1)</li> <li>-I can identify 2-3 details from the text to explain how they support the main idea within a text. I can identify the main idea of a text when given two to three details. (3.RI.2)</li> <li>• Foundational Skills: -I can read grade-level text orally with accuracy, appropriate rate, and expression on successive Readings. (3.RF.4b)</li> <li>• Writing Workshop: -I can use text and graphic features that help my readers understand my writing. I can write a topic sentence for each of my categories, write my detail sentences using linking words, and write a concluding statement. (3.W.2)</li> </ul>	How do historic places, documents, and symbols represent our nation?	<u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Informative Writing -Inquiry and Research Project (Create a National Symbols Pamphlet)	3 Weeks



<p>Module 4 Stories on Stage</p>	<p>3.RF.3c 3.RF.4 (a,b) 3.RI.6 3.RI.10 3.RL.1 3.RL.3 3.RL.4 3.RL.10 3.W.2a</p>	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can explain how the characters' actions affect the events of the story. I can describe the characters' motivations (why they did what they did) with the story. (3.RL.3)</li> <li>-I can read and comprehend third grade level texts of different genres. (3.RL.10)</li> <li>• Foundational Skills: -I can decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets) (3.RF.3c)</li> <li>• Writing Workshop: -I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3.W.3)</li> </ul>	<p>Why might some stories be better told as plays?</p>	<p><u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Informative Writing -Inquiry and Research Project (Write a Play)</p>	<p>3 Weeks</p>
<p>Module 5 Teamwork</p>	<p>3.RF.3 (a,b,c) 3.RF.4 (a,b,c) 3.RI.1 3.RI.6 3.RI.7 3.RL.1 3.RL.3 3.W.1 (a-d) 3.W.2 (a)</p>	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can ask a question about the text that relates to the text. I can answer a question by making an inference from a text. I can answer a question by making an inference on a designated page. (3.RL.1)</li> <li>-I can compare and contrast the author's point of view and my point of view with evidence. I can explain the author's point of view about the topic using evidence. I can explain my point of view about the topic with evidence. (3.RI.6)</li> </ul>	<p>What can sports teach us about working together?</p>	<p><u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Argumentative Writing -Inquiry and Research Project (Invent a Team Sport or Game)</p>	<p>3 Weeks</p>

		<ul style="list-style-type: none"> <li>• Foundational Skills: -I can use clues in the text to check my accuracy. (3.RF.4c)</li> <li>• Writing Workshop: -I can write a topic sentence, 3 or more reasons to support my opinion, give a detail for each of my reasons, using transition (linking) words, and a concluding statement. I can write a topic sentence, 3 or more reasons to support my opinion, and a concluding statement. (3.W.1)</li> </ul>			
Module 6 Animal Behaviors	3.RF.3 (a,b,c,d) 3.RF.4 (b,c) 3.RI.1 3.RI.2 3.RI.7 3.RI.10 3.RL.10 3.W.1 (a) 3.W.2 (a,b,c,d)	Key Learning Targets: <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can identify 2-3 details from the text to explain how they support the main idea within a text. I can identify the main idea of a text when given two to three details. I can identify 2-3 details from the text to support the main idea of a text when given the main idea. I can identify the main idea and 2-3 supporting details of a section of a text. (3.RI.2)</li> <li>-I can locate and explain how the specific graphic feature in the text adds to the understanding of the text by using evidence to support my thinking. I can explain how the specific graphic feature in the text adds to the understanding of the text by using evidence to support my thinking. (3.RI.7)</li> <li>• Foundational Skills: -I can decode multisyllable words. (3.RF.3c)</li> <li>• Writing Workshop: -I can use text and graphic features that help my readers understand my writing. I can write a topic sentence for each of my categories, write my detail sentences using linking words, and write a concluding statement. (3.W.2)</li> </ul>	What behaviors help animals survive?	<u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Informative Writing -Inquiry and Research Project (Create a Wildlife Blog)	3 Weeks

<p>Module 7 Make a Difference</p>	<p>3.RF.3 (c,d) 3.RF.4 (a,b,c) <u>3.RI.1</u> 3.RI.6 3.RI.7 3.RL.1 3.RL.3 <u>3.RL.4</u> 3.W.2 (a,b,c,d)</p>	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can ask a question about the text that relates to the text. I can answer a question by making an inference from a text. I can answer a question by making an inference on a designated page. (3.RI.1)</li> <li>-I can identify a phrase as literal or nonliteral language within a text using evidence that supports my answer. I can identify what a nonliteral phrase means. (3.RL.4)</li> <li>• Foundational Skills: - I can read grade-level text with purpose and understanding. (3.RF.4a)</li> <li>• Writing Workshop: -I can write a topic sentence for each of my categories, write my detail sentences using linking words, and write a concluding statement. (3.W.2)</li> </ul>	<p>How can one person make a meaningful difference in their local or global community?</p>	<p><u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Informative Writing -Inquiry and Research Project (Hold a “Person of the Year” Nomination Ceremony)</p>	<p>3 Weeks</p>
<p>Module 8 Imagine! Invent!</p>	<p>3.RF.3 (a,b,c) 3.RF.4 (b,c) 3.RI.1 3.RI.2 <u>3.RI.6</u> <u>3.RI.7</u> 3.RI.10 3.RL.1 3.RL.3 3.RL.4 3.RL.10 3.W.1(a,b,c,d) <u>3.W.2 (a)</u></p>	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can compare and contrast the author’s point of view and my point of view with evidence. I can explain the author’s point of view about the topic using evidence. I can explain my point of view about the topic with evidence. (3.RI.6)</li> <li>-I can locate and explain how the specific graphic feature in the text adds to the understanding of the text by using evidence to support my thinking. I can explain how the specific graphic feature in the text adds to the understanding of the text by using evidence to support my thinking. (3.RI.7)</li> <li>• Foundational Skills: -I can read irregular spelled grade appropriate words. I can decode words with prefixes and suffixes. I can read multisyllabic words with short and long sounds.</li> </ul>	<p>What does it take to make a successful Invention?</p>	<p><u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Argumentative Writing -Inquiry and Research Project (Create Your Own Invention)</p>	<p>3 Weeks</p>

		<p>(3.RF.3)</p> <ul style="list-style-type: none"> <li>Writing Workshop: -I can use text and graphic features that help my readers understand my writing. I can write a topic sentence for each of my categories, write my detail sentences using linking words, and write a concluding statement. (3.W.2)</li> </ul>			
<p>Module 9 From Farm to Table</p>	<p>3.RF.3 (a,b,c) 3.RF.4 (b,c) 3.RI.1 <u>3.RI.2</u> 3.RI.6 3.RI.7 3.RL.1 3.RL.4 <u>3.W.1(a)</u> 3.W.2 (a,b,c,d)</p>	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>Reading Workshop &amp; Vocabulary: -I can identify 2-3 details from the text to explain how they support the main idea within a text. I can identify the main idea of a text when given two to three details. I can identify 2-3 details from the text to support the main idea of a text when given the main idea. I can identify the main idea and 2-3 supporting details of a section of a text. (3.RI.2)</li> <li>Foundational Skills: -I can use clues in the text to check my accuracy. (3.RF.4c)</li> <li>Writing Workshop: -I can write opinion pieces. (3.W.1)</li> </ul>	<p>How does food get to your table?</p>	<p><u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Informative Writing -Inquiry and Research Project (Research a Healthy Lunch)</p>	<p>3 Weeks</p>
<p>Module 10 Tell a Tale</p>	<p>3.RF.3 (a,c) 3.RF.4 (a,b) 3.RI.1 3.RI.2 3.RI.10 <u>3.RL.1</u> <u>3.RL.3</u> 3.RL.4 3.RL.10 3.W.1 (a) 3.W.2 (a)</p>	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>Reading Workshop &amp; Vocabulary: -I can ask a question about the text that relates to the text. I can answer a question by making an inference from a text. I can answer a question by making an inference on a designated page. (3.RL.1)</li> <li>-I can explain how the characters' actions affect the events of the story. I can describe the characters' motivations (why they did what they did) with the story. (3.RL.3)</li> </ul>	<p>Why is it important to pass stories down to the next generation?</p>	<p><u>Formative Assessments</u> -Selection Quizzes -Weekly Assessments -Module Assessments <u>Performance - Based Assessments</u> -Narrative Writing -Inquiry and Research Project</p>	<p>3 Weeks</p>

		<ul style="list-style-type: none"> <li>• Foundational Skills: -I can read 3rd grade level texts with fluency. (3.RF.4.b)</li> <li>• Writing Workshop: -I can write an opinion piece that includes a topic sentence, supported by at least 3 reasons that are explained, and has a concluding statement. (3.W.1)</li> </ul>		(Write an Anansi Story)	
Module 11 Genre Study: Nonfiction	3.RF.3c 3.RF.4 (a,b,c) 3.RI.10 3.W.1	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can read grade-level informational texts proficiently and independently. (3.RI.10)</li> <li>• Foundational Skills: -I can read 3rd grade level texts with purpose. (3.RF.4.a)</li> <li>• Writing Workshop: -I can write a topic sentence, 3 or more reasons to support my opinion, give a detail for each of my reasons, using transition (linking) words, and a concluding statement. I can write a topic sentence, 3 or more reasons to support my opinion, and a concluding statement. (3.W.1)</li> </ul>	What are the characteristics of informational text?	<u>Formative Assessments</u> -Weekly Assessments -Module Assessments	3 Weeks
Module 12 Genre Study: Literary Texts	3.RF.3 (a,b,c) 3.RF.4 (a,b,c) 3.RL.6 3.RL.10 3.W.2	<p>Key Learning Targets:</p> <ul style="list-style-type: none"> <li>• Reading Workshop &amp; Vocabulary: -I can compare and contrast the author's point of view and my point of view with evidence. I can explain the author's point of view about the story using evidence. I can explain my point of view about the story with evidence. (3.RL.6)</li> <li>-I can read grade-level literacy texts proficiently and independently. (3.RL.10)</li> <li>• Foundational Skills: -I can read 3rd grade level texts with fluency. (4.RF.4.b)</li> <li>• Writing Workshop: -I can use text and graphic features that help my readers</li> </ul>	What are the characteristics of realistic fiction?	<u>Formative Assessments</u> -Weekly Assessments -Module Assessments	3 Weeks

		understand my writing. I can write a topic sentence for each of my categories, write my detail sentences using linking words, and write a concluding statement. (3.W.2)			
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Essential Standards

- 3.RL.1
- 3.RL.3
- 3.RL.4
- 3.RL.6
- 3.RL.10
- 3.RI.1
- 3.RI.2
- 3.RI.6
- 3.RI.7
- 3.RI.10
- 3.W.1
- 3.W.2
- 3.RF.3
- 3.RF.4