

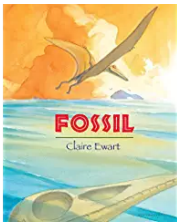
What's Your Perspective? 3rd Grade Unit 4

Through the topic of Perspective/Point of View, students will:

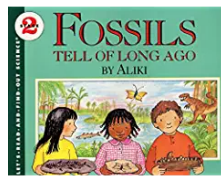
- Consider their own perspective/point of view as well as the perspective/point of view of narrators, characters, and authors.
- Write opinion essays.

Social Studies: Economics

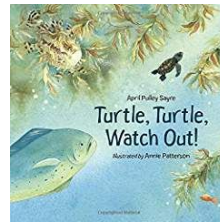
Science: Ecosystems and Change



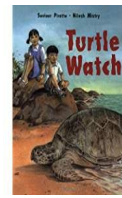
[Fossil](#) by Claire Ewar



[Fossils Tell of Long Ago](#) by Aliki



[Turtle, Turtle, Watch Out!](#) By April Pulley Sayre



[Turtle Watch](#) by Saviour Pirotta and Niles Mistry

Stage 1- Desired Results

These are the standards that should drive the lessons and assessments for Unit 4.
Text that is **RED** reflects a change from CCSS to Arkansas ELA State Standards.

Focus Standards:

RL.3.6 Distinguish their own **perspective** from that of the narrator or those of the characters, **distinguishing the difference between first-and-third-person point of view narrations.**

RI.3.6 Distinguish their own **perspective** from that of the author of a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

SL.3.3 Ask and answer questions from a speaker, offering appropriate elaboration and detail.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

W.3.1 Write opinion pieces on topics or texts, supporting **the opinion** with reasons.

ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 4. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

3rd Grade Discussion Cards

<p>Essential Question: <i>Students will keep considering....</i></p>	<p>Understandings: <i>Students will understand that....</i></p>
<ul style="list-style-type: none"> When should you consider another point of view? 	<ul style="list-style-type: none"> We learn lessons from our own experiences and from the experiences of others. Other points of view can deepen our understanding of a topic or idea.

<p style="text-align: center;"><u>Knowledge</u></p> <p><i>Students will know that . . .</i></p>	<p style="text-align: center;"><u>Skills</u></p> <p><i>During the unit, the students will practice and be able to . . .</i></p>	<p style="text-align: center;"><u>DOK LEVEL</u></p>
a text often has a point of view.	identify first and third person narrations	2
a narrator's, character's, and/or author's perspective influences the information that is shared with the reader.	determine a narrator's perspective. determine a character's perspective. determine an author's perspective.	2 2 2
a reader may have a different perspective than a narrator, character, or author.	distinguish their own perspective from that of a narrator. distinguish their own perspective from that of a character. distinguish their own perspective from that of an author.	3 3 3
information from two different texts about the same topic can be combined to deepen our understanding of the topic.	integrate information from two different texts on the same topic.	4
an effective opinion essay makes a claim that is supported by reasons, and acknowledges the opinion of others in regards to the topic of the essay.	write an opinion essay to a teacher provided prompt. -introduce the topic or text they are writing about. -state an opinion. -acknowledge an different opinion. -create an organizational structure that lists reasons. -provide an organizational structure that support the opinion. -link words and phrases to connect opinion and reasons. -provide a concluding statement or section.	4
the conventions of standard English grammar and usage as applied to speaking and writing.	form and use comparative and superlative adjectives form and use comparative and superlative adverbs choose between adjectives and adverbs depending on what is to be modified.	1 1 2

Supporting Standards: Supporting standards are those that are addressed throughout the unit in connection to daily practice and instruction.

Text that is RED reflects a change from CCSS to Arkansas ELA State Standards.

RL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the texts as the basis for the answers.

RL.3.4 Determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, describe how each successive part builds on earlier sections.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10 By the end of the year, read and comprehend literature, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 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.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting details of **information that is gained by means other than reading (e.g., text read aloud; oral presentations of charts, graphs, diagrams; speeches).**

SL.3.3 Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Stage 2
District Formative Assessment

Writing Assessment

W.3.1 Write opinion pieces on topics or texts, supporting the opinion 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.

*Identify a different opinion (ACT Aspire).

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.

W.3.4, W.3.5, W.3.6, W.3.7, W.3.10, RI.3.1, RI.3.4, RI.3.6, RI.3.7, RI.3.9, RI.3.10

- Students will read two opposing views about deforestation, taking notes as they read (it is up to the teacher how this should be done).
- Informational articles have been provided, but teachers may choose to use other materials to build background knowledge if they desire.
- **The teacher and students should work on reading the texts together as well as developing the notes organizer. This is a writing assessment so the only thing the students should have to do independently is the writing portion.**

Students will then use their notes to create an opinion piece that answers the prompt:

You are going to write an **essay** in which you express and support your opinion.

Think about how you feel about cutting down trees.

The Ozark Natural Science Center is thinking about cutting down a forest on their property. Is it harmful or helpful to cut the forest down?

Here are some questions to help you think about and plan your essay:

- What is your opinion about cutting down this forest?
- What is an opinion someone else might have?
- What reasons do you have for your opinion?
- What action would you like your reader to take?

Now, write an essay in which you give reasons for your opinion and explain why your opinion is better than other opinions. Be sure to include details and examples to support your reasons..

- [Student Writing Prompt](#)
- [teacher protocols](#)
- [opinion rubric](#)
- [targeted student response](#)
- [scored student responses](#)

- [Effects of Deforestation](#)
- [Deforestation Can Be Helpful](#)
- [Additional Deforestation Articles](#)
- [National Geographic Video on Deforestation](#) (5:13)
- [Effects of Deforestation Video](#) (5:04)

ELL Writing Templates

ELLs should NOT use templates independently. Students will require prompting and support when using the templates.

[teacher information](#) [ELL writing templates](#)

Technology Integration

The following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration. The Substitution Augmentation Modification and Redefinition model, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



[eMINTS Tools for Schools](#)
[Springdale Schools Technology Integration](#)

Stage 3
Learning Activities

- The following lesson plans and instructional moves are **suggested** reading and writing lessons for the 4th nine weeks.
- The modules do not have to be taught in the order presented; however the lessons within each module are meant to build on each other.
- The writing module should not be left to the end of the unit but taught concurrently with the reading modules in a reading/writing workshop model.
- Teachers are free to use these lessons as student need suggestions. Teachers may substitute different text and videos if they desire and modify lessons to meet the needs of their students as **long as the rigor of the task is the same or higher and addresses the focus standard(s)**.

- This unit is heavy on **point of view** and **perspective**. Our Arkansas ELA standards have made a point of clarifying the difference:
Point of View: The technique the author uses to tell the story. Two of the most common are first person, in which the story is told by narrator from his or her standpoint using pronouns such as I, me, and we; and third person in which the narrator is omniscient and uses pronouns such as he, she, they, and them.
Perspective: This is a particular way of viewing things that depends on one’s experience and personality. The perspective of a piece of writing is usually evident through an author’s voice, tone, and the facts that they choose to include in a piece of writing. The reader often infers the perspective.
- However**, we should make sure to discuss with 3rd graders that English Language Arts teachers are careful to use the correct terminology, but in common practice and other disciplines these terms are often used interchangeably. The term Point of View is used on the ACT Aspire to refer to perspective. We will use both terms interchangeably in this unit.

Reading Module 1

RL.3.6
Mastered
Expectations

- The student will:
- Independently **distinguish** his or her own perspective from that of the narrator or those of the characters in a grade-appropriate text.

	<ul style="list-style-type: none"> Independently distinguish the difference between a first -person narrative and a third-person narrative in a grade-appropriate text. 	
Progressing	<p>The student will recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> <i>Character, first-person, narrator, omniscient, perspective, point-of-view,, third-person</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify the perspective of the narrator and/or character in a grade-appropriate text. Identify a first-person point-of-view in a grade-appropriate text. Identify a third-person point-of-view in a grade-appropriate text. 	
<p>RL.3.1, RL.3.4, RL.3.10, W.3.1, SL3.1, SL3.3</p>		
Pretest	<p>A pretest for focus standards RL.3.6 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Pretest RL.3.6</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	
<p>This brief flipchart introduces first and third person. Once the students have been introduced to this, teachers will reinforce by asking students to identify the point of view of each text that they read.</p> <p>If you don't have access to the ActivInspire program this is a PDF version of the flipchart. It will not be interactive but you could still use it as a whole group lesson.</p>		
R1-A	<ul style="list-style-type: none"> This sample lesson plan introduces perspective. This lesson does not meet the standard which requires students to <i>distinguish their own perspective</i> from the narrator or a character, but before we do that students need to understand perspective. Teacher may want to share several picture books, just focusing on identifying the narrator's perspective and the point of view from which the story is told (first or third person). 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> I Wanna Iguana by Karen Kaufman Orloff black and white construction paper <p>Additional Books for perspective:</p> <ul style="list-style-type: none"> Diary of a Wombat by Jackie French Hey, Little Ant by Phillip M. Hoose A Fine, Fine School by Sharon Creech Animals Nobody Loves by Seymour Simon I Didn't Do It by Patricia MacLachlan An Interview With Harry the Tarantula by Leigh Ann Taylor The Boss Baby by Marla Frazee A Day In the Life of Murphy Alice Provensen I, Doko: The Tale of a Basket by Ed Young Sweet Tooth by Margie Palatini Whales Passing by Eve Bunting Everyday's A Dog Day: A Year in Poems
<p>Extension Activity: Read aloud The Bedspread by Sylvia Fair. Discuss the two perspectives in the story.</p>		

Give each pair of students a large piece of white paper. Have the students sit across from each other and position the paper between the students so each student has access to a side of the the paper (simulating the sisters' bedspread). Put up books as a barrier so partners can't see each person's side of the paper. Partner A should begin drawing a house, giving Partner B directions to do the same as he/she draws. "Draw a green rectangle for a door", "Draw three red windows above the door." When done the partners should compare drawings. Each set of partners should share their drawings with the class. Switch roles and repeat the sequence.

This activity is not only a great hands-on simulation of perspective, it is a great language practice for your ELL levels 1 and 2 and also reinforces the idea that details matter.

<p>R1-B</p>	<p>This sample lesson plan has students identify the perspective and point of view of the text and then distinguish the author's perspective from their own.</p>	<ul style="list-style-type: none"> ● Point of View Instructional Video (5:33) ● When I Was Young In the Mountains, original text by Cynthia Rylant ● When I Was Young in the Mountains, w/questions and culminating activity ● Teacher copy discussion questions and culminating tasks
<p>Formative Assessment</p>	<p>A formative assessment for focus standard RL.3.6 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Formative RL.3.6</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	

<p>Additional Module 1 Resources:</p> <ul style="list-style-type: none"> ● Sample anchor charts for perspective and point of view ● Narrator and Point of View practice ● McGraw Hill eschool ● ReadWorks.org lesson on First/Third Person POV

Reading Module 2	
<p>RI.3.6 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Independently distinguish his or her own perspective from that of the author in a grade-appropriate text.
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary such as:</p> <ul style="list-style-type: none"> ● <i>Author, compare, contrast, distinguish, important point, key details, perspective, topic</i> <p>The student will perform basic processes such as:</p> <ul style="list-style-type: none"> ● Identify the perspective of the author in a grade-appropriate text.
<p>RI.3.9 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Independently compare and contrast the most important points presented in two grade-appropriate texts on the same topic.

	<ul style="list-style-type: none"> Independently compare and contrast the key details presented in two grade-appropriate texts on the same topic. 	
Progressing	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>Compare, contrast, different, important points, key details, similar, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Recognize and/or identify similar and different important points in two grade-appropriate texts on the same topic from a list of teacher provided choices. Recognize and/or identify similar and different key detail in two grade-appropriate texts on the same topic from a list of teacher provided choices. 	
<p>RI.3.1, RI.3.4, RI.3.10, W.3.1, SL.3.1, SL.3.3</p>		
Pretest	<p>A pretest for focus standards RI.3.6 and RI.3.9 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Pretest RI.3.6&9. Make sure to choose the one that has Linda Odle as the author and has the most recent date. If you are having trouble finding an assessment, turn all the filters to the right of the search box to “ALL.”</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	
<p>For teachers: Demonstration Lesson: Using Modeled Sentence (30:00) This video shows how modeled sentence frames can be used in a whole class lesson (R2-A) with students of all ELL levels, as well as non ELL students.</p>		
R2-A	<p>This Point of View intro video (4:05), may be a great way to start this topic. Make sure to point out to students that this video is really talking about perspective. Remind them that technically point of view and perspective are different, they are often used synonymously.</p> <p>This is the sample lesson plan for the demonstration video created to show how to use modeled sentences. The purpose of this lesson is for students to distinguish their point of view from the author’s.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> deer hunting text graphic organizer
R2-B	<p>This multi-day sample lesson plan requires students to compare and contrast information from two texts on the same topic as well as distinguishing their point of view from the author’s.</p>	<ul style="list-style-type: none"> Drinking Water: Bottled or from the Tap? What Are Some Advantages of Water Bottles? Water Bottle Articles: notes organizer Venn Diagram
<p>The work that students do in the above two lessons can be used to compose an opinion essay in writing lessons.</p>		

<p>R2-C</p>	<p>In this sample lesson sequence students CLOSE read two passages with different perspectives about wildfires and then compare and contrast those perspectives.</p>	<ul style="list-style-type: none"> ●CLOSE read teacher page, Wildfires Threaten People Living Near Wilderness ●CLOSE read student page, Wildfires Threaten People Living Near Wilderness ●CLOSE read teacher page, Wildfires ●CLOSE read student page, Wildfires ●Student answer packet ●answer suggestions ●Wildfire video (00:39)
<p>The articles in the resource column to the right, could be used in place of articles in the above lessons or for additional work with these standards.</p>		<ul style="list-style-type: none"> ●They’re Back! ●The Price of Ivory ●Waiting For Change ●Good Enough to Eat ●Passenger Pigeons
<p>Formative Assessment</p>	<p>A formative assessment for focus standards RI.3.6 and RI.3.9 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Formative RI.3.6&9. Make sure to choose the one that has Linda Odle as the author and has the most recent date. If you are having trouble finding an assessment, turn all the filters to the right of the search box to “ALL.”</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	

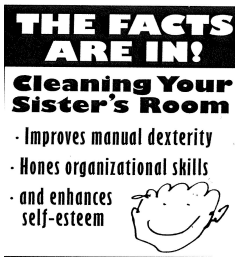
<p>Additional Module 2 Resources:</p> <ul style="list-style-type: none"> ● Point of View poster ● RI.3.6 McGraw Hill eschool ● RI.3.9 McGraw Hill eschool

Writing Module 1	
<p>W.3.1 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Independently write grade-appropriate opinion pieces on topics or texts, supporting the opinion with reasons. ● Independently introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons. ● Independently provide reasons that support the opinion. ● Independently identify a different opinion. *ACT Aspire ● Independently use linking words and phrases (e.g., because, therefore, since, for

	<p>example) to connect opinion and reasons.</p> <ul style="list-style-type: none"> Independently provide a concluding statement or section.
Progressing	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>Concluding statement, connect, different, introduce, linking, opinion, organizational structure, phrase, perspective, point-of-view, reason, support, text, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Write opinion pieces using a teacher-provided template or graphic organizer.
<p>RI.3.1, RI.3.4, RI.3.10, W.3.4, W.3.5, W.3.6, W.3.10</p>	

Before introducing students to opinion writing the teacher may want to review the difference between a fact and an opinion using this [fact and opinion flipchart](#)

If you don't have access to the ActivInspire program this is a [PDF version of the flipchart](#). It will not be interactive but you could still use it as a whole group lesson.



Engaging Activity: To introduce using convincing details, make a list of activities that most students would NOT like to do. Have each student choose an activity (or think of their own) and create a poster that gives reasons why other students should do that activity.

For example:

- Do Extra Homework
- Wear An Ugly Dress/Shirt
- Don't Eat Dessert
- Stay Home Alone
- Eat Spinach
- Babysit Your Little Brother/Sister

- Watch the News
- Change the Baby's Diapers
- Clean the Bathrooms
- Go With Grandma to Sewing
- Circle
- Go To Bed Early

We begin this module by having students write an opinion based on text. We feel this is best practice as it gives students support and practice to develop high quality reasons and details to support an opinion.

<p>W1-A</p>	<p>This multi-day sample lesson plan introduces opinion writing to students through explicit teacher modeling and collaborative group practice. The purpose of this lesson is for students to see an expert writer present their opinion.</p>	<ul style="list-style-type: none"> • opinion writing organizer • alternate opinion writing organizer I • alternate opinion writing organizer II • The Great Kapok Tree by Lynne Cherry • sample Great Kapok Tree opinion organizer • sample anchor chart • Telling a Different or Opposite Opinion Sentence Frames
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If your students are having trouble with acknowledging a different or opposite opinion, try this activity:

- Choose a simple topic that students will have an opinion about (pancakes vs. waffles, cake vs. pie, movies vs. books, football vs. basketball, etc.).
- Have each student choose their favorite of the two choices and write one reason it is favored.
- Have a large chart prepared for each choice. Students post their reason for the choice on the appropriate chart.
- Each student then considers the reasons for the choice *opposite of their choice* and completes a sentence frame from the chart, [Telling a Different or Opposite Opinion Sentence Frames](#)
- In small groups or partners students share their sentences.

<p>W1-B</p>	<p>Now that students and teacher have analyzed a mentor text and written an opinion essay together, students are going to write an opinion essay based on text by themselves. Use the work students did in lesson module 2 on hunting or water bottles to develop their essay. The teacher should support students as needed. Sample Lesson Plan</p>	<ul style="list-style-type: none"> ●opinion writing organizer ●deer hunting text ●Drinking Water: Bottled or from the Tap? ●What Are Some Advantages of Water Bottles? ●students’ graphic organizers from R2-A and/or R2-B ●Sample Revision Checklist ●Lucy Calkins Revision Checklist ●Hunting and Bottled Water Student Prompts
<p>W1-C</p>	<p>Sample lesson plan on introductions</p>	<ul style="list-style-type: none"> ●Freeing Whales Is Both Good and Bad ●Sea Tanks and Pens For Killer Whales ●Sea World Will End Orca Shows ●Sample Organizer for Freeing Whales Intro
<p>W1-D</p>	<p>Sample lesson plan transitions</p>	<ul style="list-style-type: none"> ●Sample Organizer for Freeing Whales Transitions ●transitions poster
<p>W1-E</p>	<p>Sample lesson plan conclusions</p>	<ul style="list-style-type: none"> ●Conclusion Tips For Success ●sample organizer for Freeing Whales conclusion ●Conclusions

Great resource from a 3rd grade teacher at Scholastic on [opinion writing](#). (scroll down a little bit to get to the good stuff!)

Once students have practiced writing opinions based on text, they may be ready to write some opinions “from their head.” Here are some possible ideas for prompts:

[3rd Grade Opinion Prompts](#)

Additional Writing Module 1 Resources:

- [Portland Public Schools Opinion Writing](#)
- [sentence mini lessons](#)

- [LearnZillion Lessons on Opinion Writing](#)
- [LearnZillion Argumentative Writing](#)
- [LearnZillion Writing a Persuasive Letter](#)
- [LearnZillion Responding to a Persuasive Prompt](#)
- [LearnZillion Crafting a Persuasive Speech](#)

LANGUAGE STANDARDS

<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ● McGrawHill eschool- adjectives that compare ● McGrawHill eschool- adverbs that compare</p>	<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Integrated in all lesson modules.</p>	<p>L.3.4 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.</p>	<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
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Supporting Language Standards

These Language standards should be integrated into the curriculum all year long.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
d. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
 -Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful parts) in writing words.

L.3.3 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.

L.3.4 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).

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
c. Distinguish shades of meaning among related words that describe states of minds or degrees of certainty (e.g. knew,

believed, suspected, heard, wondered).

L.3.6 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 FOUNDATIONS

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

b. Decode words with common Latin suffixes.

c. Decode multisyllable words.

[Grade Level Progression for Prefixes/Suffixes/Root Words](#)



• [McGraw Hill school](#)

• [student center activities for Reading Foundations at FCRR](#)

Supporting Reading Foundation Standards

These reading standards should be integrated into the curriculum all year long.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose with 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.

www.fcrr.org - Direct links to the documents from fcrr.org for Reading Center ideas and interventions based on student needs

[Balanced Literacy Diet](#)- Video and playlists that cover a wide variety of modeled lessons like Writing Conventions, CAP Skills, Oral Language and ELLs, Phonemic Awareness, Vocabulary and so on.

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We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your 3-5 Literacy TOSA, Linda Odle at lodle@sdale.org

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