

Third Grade Year at a Glance

UNIT 1 Connecting With Characters Social Studies: Civics and Government Science: Weather and Climate	UNIT 2 People and Places Social Studies: Geography Science: Forces and Interactions	UNIT 3 Stories Around the World Social Studies: History Science: Inheritance and Variation of Traits	UNIT 4 What's Your Point of View? Social Studies: Economics Science: Ecosystems
FOCUS STANDARDS			
<p>RL.3.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7 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)</p> <p>L.3.5 Demonstrate understanding of figurative language and word relationships and nuances in word meanings, as appropriate for the grade level</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps).</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RI.3.2 Determine the main idea of a text, recount the key details and explain how they support the main idea.</p> <p>RI.3.3 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.</p> <p>RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 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).</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).</p> <p>SL.3.3 Ask and answer questions from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 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.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>RL.3.2 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.</p> <p>RL.3.5 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.</p> <p>RL.3.9 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).</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.9 compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.3 Ask and answer questions from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>

UNIT 1	UNIT 2	UNIT 3	UNIT 4
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LANGUAGE PROGRESSION

Language standards should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.

<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, verbs, and adjectives, in general and their functions in particular sentences.</p> <p>k. Form all uppercase and lowercase letters to write words legibly in cursive.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>c. Use commas according to the conventions of standard English.</p> <p>-Use a comma before a coordinating conjunction in a compound sentence.</p> <p>-Use commas in addresses.</p> <p>-Use commas and quotation marks in dialogue.</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>-Use abstract nouns (eg., childhood)</p> <p>c. Form and use the simple (e.g., I walked, I will walk) verb tenses.</p> <p>-Form and use the past tense of frequently occurring irregular verbs.</p> <p>d. Ensure subject-verb agreement and pronoun-antecedent agreement.</p> <p>e. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>k. Form all uppercase and lowercase letters to write words legibly in cursive.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b.. Form and use possessives with and without apostrophes as appropriate (e.g, girl's, boy's her, his, their, its, students')</p> <p>d.Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</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>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of prepositions and adverbs in general and their functions in particular sentences.</p> <p>f. Use coordinating conjunctions appropriately.</p> <p>h. Demonstrate command of simple sentences and produce compound sentences.</p> <p>k. Form all uppercase and lowercase letters to write words legibly in cursive.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>k. Form all uppercase and lowercase letters to write words legibly in cursive.</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.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful 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).

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Reading Foundations

Reading Foundations should be integrated into the curriculum as appropriate the entire year. This progression shows a sequence in which certain of the Language standards should be a focus of explicit instruction.

<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>c. Decode multisyllable words</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p>	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words</p>
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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.