

English Language Arts Curriculum: Grade 3

MAYWOOD PUBLIC SCHOOLS

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The following maps outline the Common Core Standards for grade three English Language Arts determined by the State Standards Initiative. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)
End of Unit/Theme Assessments
End of Book Activities
Running Records
Book reports
Written activities i.e. graphic organizers
Sequencing activities
Read alouds
Researching sources
Comprehension: illustrations, sentences

Writing and Language

Journal Entries
Writing Process Pieces
End of Book Activities
Persuasive: Writing a letter
Narrative: Story Writing
Expository: "How-to"
Book reports
Proofreading Editing
Written activities i.e. graphic organizers
Writing samples

Foundational Skills

Running records
Spelling Tests/Dictations
Sorting activities
Building words

Resources:

Graphic Organizers	Sequencing cards	Writers checklist
Chart Paper	Leveled readers	NJDOE writing rubric
Student Journals	Sentence strips	Audio books
Center Activities	Word rings	Classroom library
Proofreading chart	Retelling props	Readers Theater

References:

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Common Core Exemplars:

Websites:

www.brainpop.com	www.spellingcity.com
www.brainpopjr.com	www.tumblebooks.com
www.starfall.com	http://www.storylineonline.net
www.studyisland.com	www.scholastic.com
www.readwritethink.org	www.puzzlemaker.com
www.manybooks.net	

Language Arts Curriculum: Grade 3
Reading Standards for Literature

Essential Question(s): How do readers use the text to support an interpretation?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RL.3.1			
Vocabulary: inference, drawing conclusions, annotate			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> • Make predictions • Annotate text • Support answer using text • Develop questions about the text 	<ul style="list-style-type: none"> • Complete preview of text (picture walk, questioning) • Ask questions during and after reading - “How do you know?” (cite from text) • Teach students to annotate text • Have students read in a variety on context: reading pairs, small or whole group 	Students ask and answer questions regarding the plot of Patricia MacLachlan’s <i>Sarah Plain and Tall</i> , explicitly referring to the book to form the basis for their answers

Essential Question(s): How do readers determine the message the author is trying to convey?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RL.3.2			
Vocabulary: theme, genre (fable, folktale, myth, etc.) moral, supporting details, annotate			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> • Identify genres and their elements • Determine central message, lesson or moral • Support central message, lesson or moral with details from text • Annotate text 	<ul style="list-style-type: none"> • Introduce literary genres (i.e. Fable, myth, folk tale) • Teach genre through personal connections (music and movies) • Use graphic organizer (i.e. web, Venn-Diagram) 	

Essential Question(s): How do readers determine how characters, events, and ideas develop and interact?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RL.3.3			
Vocabulary: character, plot, motivation, trait, sequence			
Grade Specific Standard	Skills	Procedures and Examples	
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> • Activate and use prior knowledge to understand character traits and motivation • Identify how characters' choices impact the sequence of events 	<ul style="list-style-type: none"> • Have students complete journal entries (i.e. <i>Charlotte's Web</i>: Describe a time when you helped someone else and explain why) • Use story maps, sequence strips • Complete a character study 	

Essential Question(s): How do readers interpret the author's use of language?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RL.3.4			
Vocabulary: context clues, figurative language (i.e. simile, metaphor), tone, word choice			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<ul style="list-style-type: none"> • Use context clues to determine meaning • Distinguish literal from non-literal language (i.e. figurative language, idioms, sarcasm, etc) 	<ul style="list-style-type: none"> • Provide cloze exercises • Discuss connotation for words and phrases • Use graphic organizers (i.e. word webs) • Teach and provide examples of multiple interpretations for words i.e. mad (angry vs. crazy) • Illustrate figurative language: metaphors, similes, hyperbole, etc. (i.e. it's raining cats and dogs) - <i>Amelia Bedelia</i> 	Students read Paul Fleishman's poem "Fireflies," determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of non-literal language (e.g., "light is the ink we use") and talking about how it suggests meaning.

Essential Question(s): How do readers use text structure to understand meaning?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RL.3.5			
Vocabulary: Chapter, scene, stanza			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> • Use correct terminology to identify parts of: <ul style="list-style-type: none"> - Stories (Chapter Books) - Dramas - Poems • Discuss how sections of texts build upon prior parts 	<ul style="list-style-type: none"> • Locate and label portions of a text in stories, plays, poetry and chapter books • Check for understanding of previous reading (summarize, comprehension questions) • Use graphic organizers (story structure, story maps) <p>* Refer to W.3.4</p>	

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RL.3.6			
Vocabulary: point of view, compare, contrast, narrator			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> • Identify the point of view of narrator and characters • Develop a personal point of view (opinion) • Compare and contrast personal to narrator/character's point of view 	<ul style="list-style-type: none"> • Ask questions during and after reading: <ul style="list-style-type: none"> - "What is the narrator's point of view?" - "What is each character's point of view?" - "What is your point of view?" • Use graphic organizer (i.e. Venn-diagram) 	When discussing E.B. White's book <i>Charlotte's Web</i> , students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator.

Essential Question(s): How do readers use illustrations to understand the text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RL.3.7			
Vocabulary: illustrations, mood, setting, character			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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).	<ul style="list-style-type: none"> Make connections between text and illustrations 	<ul style="list-style-type: none"> Complete a picture walk "How does the illustration depict the _____?" (character, mood, setting) "How does the illustrator use color, size, caricature, and exaggeration to emphasize the aspects of a character, mood, or setting?" 	Students help to explain how Mark Teague's illustrations contribute to what is conveyed in Cynthia Rylant's <i>Poppleton in Winter</i> to create the mood and emphasize aspects of characters and setting in the story.

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RL.3.8			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
(Not applicable to literature)			

Essential Question(s): How do readers make connections between texts?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RL.3.9			
Vocabulary: compare, contrast, theme, setting, plot, series, similarities/differences			
Grade Specific Standard	Skills	Procedures and Examples	
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).	<ul style="list-style-type: none"> Identify similarities of theme, setting and plot Identify differences of theme, setting and plot 	<ul style="list-style-type: none"> Use graphic organizers (T-charts, Venn-diagrams) Complete author study (i.e. Patricia Polacco) Examples: My Weird School (series): Dan Gutman The Magic Tree House (series): Mary Hope Osbourne Encyclopedia Brown (series): Donald Sobol 	

Essential Question(s): How do readers use comprehension strategies to improve understanding of text?			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Literature			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RL.3.10			
Vocabulary: drama, poetry, literature			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> Read a variety of genres Read literature varying in complexity 	<ul style="list-style-type: none"> Expose students to a variety of genres Expose students to literature varying in complexity Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 3
Reading Standards for Informational Text

Essential Question(s): How do readers use text to support answers to questions?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RI. 3.1			
Vocabulary: headings, subheadings, titles, bold, italicized, diagrams			
Grade Specific Standard	Skills	Procedures and Examples	
1. Ask and answer questions to demonstrate understanding of a text; referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> Review and scan headings, titles, diagrams and key vocabulary to locate facts Use evidence from the text to support questions and answers 	<ul style="list-style-type: none"> Teach how to annotate important facts and textual evidence (highlight, underline, etc) Use graphic organizer (i.e. KWL Chart) 	

Essential Question(s): How do readers use key details from the text to support the main idea?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RI. 3.2			
Vocabulary: main/central idea, supporting details, summarize			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> Recognize the main/central idea Recall key facts and details that support the main/central idea. 	<ul style="list-style-type: none"> Use graphic organizer: main ideas/details <ul style="list-style-type: none"> - Main Idea: Ecosystems have different climates - Supporting Details: desert- hot/ tundra- cold 	Students explain how the main idea that Lincoln has “many faces” in Russell Freedman’s <i>Lincoln: A Photobiography</i> is supported by key details in the text.

Essential Question(s): How do readers make connections between concepts in a text?			
21st Century Skill: Critical Thinking and Problem Solving, Informational Literacy			
Reading Informational Text			
CCR Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RI. 3.3			
Vocabulary: analyze, interact, cause and effect, sequence, time line			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> • Understand how historical events are related • Use time order words to determine sequence • Relate scientific concepts to one another 	<ul style="list-style-type: none"> • Teach cause/effect • Use a timeline to retell events • Use sentence strips for sequencing 	Students read Robert Cole’s retelling of a series of historical events in <i>The Story of Ruby Bridges</i> . Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school.

Essential Question(s): How do readers determine the meaning and use of content specific vocabulary?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Standard: RI. 3.4			
Vocabulary: glossary, dictionary, context clues			
Grade Specific Standard	Skills	Procedures and Examples	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<ul style="list-style-type: none"> • Locate and define domain (subject) specific vocabulary using context clues and/or glossary/dictionary/or other technological resources 	<ul style="list-style-type: none"> • Have students match words or phrases to definitions using manipulatives (i.e. puzzle pieces, pictures, memory game, crossword puzzles) • Use study games to recall information (i.e. Jeopardy) 	

Essential Question(s): How do readers use text features to locate information?			
21st Century Skill: Information and Communication Technology Literacy, Media Literacy, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Standard: RI. 3.5			
Vocabulary: key word, hyperlink, text features, search tools, glossary, table of contents, index, headers, sidebars, tabs			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> • Identify various print text features to locate relevant information <ul style="list-style-type: none"> - Table of contents - Index - Glossary - Bolded words - Headers - Sidebars • Identify various technological search tools to locate relevant information <ul style="list-style-type: none"> - Hyperlinks - Vocabulary features - Tabs 	<ul style="list-style-type: none"> • Model how to use various print text features • Model how to use various technological search tools • Teach students how to analyze texts using print text features or technological search tools 	Students use text features, such as table of contents and headers, found in Alikì's text <i>Ah, Music!</i> to identify relevant sections and locate information relevant to a given topic (e.g., rhythm, instruments, harmony) quickly and efficiently.

Essential Question(s): How do readers analyze point of view and/or purpose?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RI. 3.6			
Vocabulary: compare, contrast, point of view, opposing viewpoints			
Grade Specific Standard	Skills	Procedures and Examples	
6. Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> • Identify author's point of view • Develop personal point of view • Compare and contrast author's or personal point of view 	<ul style="list-style-type: none"> • "What is your point of view of this text?" • Use graphic organizer (i.e. Venn Diagram) • Have students examine opposing viewpoints in informational text 	

Essential Question(s): How do readers use information from illustrations and text to demonstrate understanding?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RI. 3.7			
Vocabulary: diagram, key, legend, captions, symbols			
Grade Specific Standard	Skills	Procedures and Examples	
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).	<ul style="list-style-type: none"> Discuss information found by viewing maps, photographs, diagrams, etc. Use visual information to demonstrate understanding of text 	<ul style="list-style-type: none"> Model how to use visuals to gain information Teach how to respond to questions based on information from illustrations (i.e. Describe the life of a butterfly, Locate the seven continents on a map) 	

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Standard: RI. 3.8			
Vocabulary: cause and effect, sequence, connections			
Grade Specific Standard	Skills	Procedures and Examples	
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> Determine connections in a text through cause and effect, comparison, and sequencing activities 	<ul style="list-style-type: none"> Use graphic organizers (i.e. concept map, sequencing charts, cause and effect charts, timeline) 	

Essential Question(s): How do readers make connections or determine differences and/or similarities among texts of the same topic?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Standard: RI. 3.9			
Vocabulary: compare, contrast, key detail, outline			
Grade Specific Standard	Skills	Procedures and Examples	
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> Determine key details in texts Compare and contrast important details between texts of the same topic 	<ul style="list-style-type: none"> Model how to list key details Have students use key details to complete graphic organizers (i.e. outline, T-Chart, Venn Diagram) 	

Essential Question(s): How do readers understand information texts in all subject areas?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Reading Informational Text			
CCR Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.			
Standard: RI. 3.10			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> Comprehend informational text at grade level proficiency 	<ul style="list-style-type: none"> Expose students to grade level informational text Scaffold reading and comprehension as needed 	

Language Arts Curriculum: Grade 3
Foundational Skills

Essential Question(s): How do readers apply phonics to decode words?			
21st Century Skill: Life and Career Skills			
Foundational Skills			
Area: Phonics and Word Recognition			
Standard: RF. 3.3			
Vocabulary: prefix, suffix, multi-syllable, root			
Grade Specific Standard	Skills	Procedures and Examples	
3. Know and apply grade-level phonics and word analysis skills in decoding words.			
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	<ul style="list-style-type: none"> • List prefixes and suffixes and their meanings • Determine parts of a word (root, prefix, suffix) 	<ul style="list-style-type: none"> • Make prefix and Suffix charts (i.e. re-, pre-, -ly, -ing, etc.) 	
b. Decode words with common Latin suffixes.	<ul style="list-style-type: none"> • List and state meaning of common Latin suffixes 	<ul style="list-style-type: none"> • Create Latin Suffix Chart (i.e. -ject) 	
c. Decode multi-syllable words.	<ul style="list-style-type: none"> • Identify multi-syllable words • Divide words into syllables 	<ul style="list-style-type: none"> • Clapping • Dictionary search 	
d. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> • Identify commonly misspelled words 	<ul style="list-style-type: none"> • Make word wall, word rings, personal list of words 	

Essential Question(s): How do readers improve fluency to support comprehension?			
21st Century Skill: Life and Career Skills			
Foundational Skills			
Area: Fluency			
Standard: RF. 3.4			
Vocabulary: prose, poetry, accuracy, rate, expression, self-correct, fluency, decode			
Grade Specific Standard	Skills	Procedures and Examples	
4. Read with sufficient accuracy and fluency to support comprehension.			
a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> Employ reading strategies while reading independently and aloud <ul style="list-style-type: none"> - Pre-reading: prediction making, setting a purpose - During reading: ask questions, make connections - After reading: summarize 	<ul style="list-style-type: none"> Model strategies good readers use (i.e. questioning, re-reading, using context clues) Practice a variety of reading formats: <ul style="list-style-type: none"> - student guided reading - peer reading - teacher read-aloud 	
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<ul style="list-style-type: none"> Read prose and poetry orally with: <ul style="list-style-type: none"> - Accuracy - Appropriate Rate - Expression 	<ul style="list-style-type: none"> Model fluent reading with proper pacing, emphasis, and expression Running records and fluency tests 	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> Use context clues when decoding and determining word meaning 	<ul style="list-style-type: none"> Discuss strategies to confirm word recognition or self-correct miscues <ul style="list-style-type: none"> - Using context clues - Rereading Model rereading to correct errors "How can the other words in the sentence help us identify new words?" 	

Language Arts Curriculum: Grade 3

Writing

Essential Question(s): How do writers use valid evidence to support claims?			
21st Century Skill: Critical Thinking and Problem Solving, Creativity and Innovation			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Standard: W.3.1			
Vocabulary: linking words, claim, conclusion, supporting evidence, rubric, valid, peer editing			
Grade Specific Standard	Skills	Procedures and Examples	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons			
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<ul style="list-style-type: none"> Write an opening statement expressing personal opinion 	<ul style="list-style-type: none"> Use graphic organizers (i.e. KWL chart, Pro/Con list, Opinion/Supporting Evidence, web) Provide blank template for organizational structure (State opinion) Introduce writing rubric 	
b. Provide reasons that support the opinion.	<ul style="list-style-type: none"> Brainstorm reasons that support opinion (reference text when appropriate) Identify and write valid reasons 	<ul style="list-style-type: none"> Use graphic organizers (i.e. Opinion/Supporting Evidence, outline) Provide template for organizational structure (Include valid reasons) 	
c. Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinion and reasons.	<ul style="list-style-type: none"> Use linking words and phrases when drafting the body 	<ul style="list-style-type: none"> Create word wall/ word rings Provide cloze activity for linking words "I think....<u>because</u>....." and ".....<u>therefore</u>....." Use template to create draft 	
d. Provide a concluding statement or section.	<ul style="list-style-type: none"> Draft a conclusion to support opening statement Peer edit using rubric 	<ul style="list-style-type: none"> Graphic Organizer (i.e. Opinion/Support/Conclusion) Edit using rubric and create final draft 	

Essential Question(s): How do writers explore topics and convey ideas?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Standard: W.3.2			
Vocabulary: linking words, conclusions, supporting details, fact vs. opinion, outline, rubric, peer editing			
Grade Specific Standard	Skills	Procedures and Examples	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<ul style="list-style-type: none"> Choose and refine topic and gather information from texts Sort relevant information Include illustrations to support topic 	<ul style="list-style-type: none"> Teach students to create a web Teach students how to take notes: post-its, note cards, etc. Model how to support text with illustrations (student created or found through research) Introduce writing rubric 	
b. Develop the topic with facts, definitions, and details.	<ul style="list-style-type: none"> Add supporting facts, definitions, and details 	<ul style="list-style-type: none"> Have students create outline including supporting details 	
c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i>) to connect ideas within categories of information.	<ul style="list-style-type: none"> Use linking words and phrases when drafting the body to connect ideas Use outline to draft writing sample 	<ul style="list-style-type: none"> Create word wall/word rings Provide cloze activity for linking words 	
d. Provide a concluding statement or section.	<ul style="list-style-type: none"> Draft a conclusion to support topic' Peer edit using rubric 	<ul style="list-style-type: none"> Teach how to edit using rubric and create final draft 	

Essential Question(s): How do writers develop effective narratives?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Text Types and Purpose			
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Standard: W.3.3			
Vocabulary: dialogue, conflict, plot, setting, sequencing words, rubric, peer editing			
Grade Specific Standard	Skills	Procedures and Examples	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> Develop basic story elements organize in a logical sequence 	<ul style="list-style-type: none"> Review basic story elements (setting, characters, plot, conflict, and resolution) Use graphic organizers: Prewriting (i.e. planning chart, brainstorming web) Introduce writing rubric (NJDOE holistic scoring rubric) 	
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<ul style="list-style-type: none"> Integrate dialogue, descriptions, thoughts and feelings into draft Use plot/conflict to develop characters 	<ul style="list-style-type: none"> Introduce writing dialogue and using vivid language Conduct mini-lesson on quotation marks 	
c. Use temporal words and phrases to signal event order.	<ul style="list-style-type: none"> Introduce sequencing words Use sequencing words to order events 	<ul style="list-style-type: none"> Create word wall Integrate sequencing words into draft Complete sequencing activity 	
d. Provide a sense of closure.	<ul style="list-style-type: none"> Teach strategies for ending narrative Draft a conclusion to convey universal lesson Peer edit using rubric 	<ul style="list-style-type: none"> Model development of possible endings Create ending of narrative Teach how to edit using rubric and create final draft 	

Essential Question(s): How do writers create effective pieces of writing?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Standard: W.3.4			
Vocabulary: purpose, audience, rubric, prompt, draft, annotate			
Grade Specific Standard	Skills	Procedures and Examples	
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.)	<ul style="list-style-type: none"> • Interpret prompt (discuss purpose and audience) • Draft text • Follow writing process 	<ul style="list-style-type: none"> • Teach how to annotate prompt (i.e. highlight, underline) • Discuss interpretations of prompt • Have students complete pre-writing activities • Teach process for drafting text • Use NJDOE writing rubric 	

Essential Question(s): How do writers use the writing process to improve text?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Standard: W.3.5			
Vocabulary: writing process, revise, edit, draft, rubric,			
Grade Specific Standard	Skills	Procedures and Examples	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	<ul style="list-style-type: none"> • Complete all stages of the writing process 	<ul style="list-style-type: none"> • List and model all steps of the writing process • Conduct mini-lessons as needed • Use writing scoring rubric 	

Essential Question(s): How do writers use technology to facilitate writing and collaboration?			
21st Century Skill: Information Literacy, Communication and Collaboration, Information and Communication Technology Literacy			
Writing			
CCR Anchor Standard: Production and Distribution of Text			
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Standard: W.3.6			
Vocabulary: collaborate, publish, peer editing			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> • Create text using word processing program • Collaborate with others <ul style="list-style-type: none"> - Type and share text - Peer edit 	<ul style="list-style-type: none"> • Use computer lab • Demonstrate how to use word processing program 	

Essential Question(s): How do writers conduct research to demonstrate understanding of a subject?			
21st Century Skill: Critical Thinking and Problem Solving, Information and Communication Technology Literacy, Media Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Standard: W.3.7			
Vocabulary: research			
Grade Specific Standard	Skills	Procedures and Examples	
7. Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> • Research information on topic 	<ul style="list-style-type: none"> • Provide research instruction • Use various sources to explore subject 	

Essential Question(s): How do writers evaluate and use sources?			
21st Century Skill: Critical Thinking and Problem Solving, Information Literacy			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Standard: W.3.8			
Vocabulary: source, research, credibility			
Grade Specific Standard	Skills	Procedures and Examples	
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<ul style="list-style-type: none"> Evaluate sources (annotate text) Instruct note taking strategies Sort information into provided categories 	<ul style="list-style-type: none"> Teach strategies to determine if source is appropriate in relation to the topic Teach strategies to determine credibility of sources Provide categories for information sorting activities 	

Essential Question(s): How do writers apply evidence from text to support conclusions?			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
Standard: W.3.9			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
(Begins in Grade 4)			

Essential Question(s): How do writers successfully create text based upon the established time frame, task, purpose and audience?

21st Century Skill: Critical Thinking and Problem Solving

Writing

CCR Anchor Standard: Research and Build Present Knowledge

Anchor Standard 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 tasks, purposes, and audiences.

Standard: W.3.10

Vocabulary: N/A

Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none">• Complete writing tasks according to determined time frame, task, purpose, and audience	<ul style="list-style-type: none">• Use a variety of prompts(i.e. persuasive, narrative)• Vary length of writing tasks (i.e. writing process pieces vs. timed writing practice)• Venn diagram for extended time pieces vs. short time frame pieces<ul style="list-style-type: none">Extended time: all steps of the writing processShort time frame: modified writing process	

Language Arts Curriculum: Grade 3
Speaking and Listening

Essential Question(s): How do students express thoughts and ideas in an effective manner?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
Standard: SL.3.1			
Vocabulary: collaborate, discussion			
Grade Specific Standard	Skills	Procedures and Examples	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<ul style="list-style-type: none"> • Prepare for a discussion • Read pertinent material • Take notes (note cards) 	<ul style="list-style-type: none"> • Teach and model note taking skills 	
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).	<ul style="list-style-type: none"> • Practice large and small group discussions • Reflect on discussion 	<ul style="list-style-type: none"> • Establish classroom procedures for discussion including active listening, turn taking, respecting opinions, establishing roles, etc. <ul style="list-style-type: none"> - Classroom contract - Classroom rule chart 	
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<ul style="list-style-type: none"> • Develop effective questions 	<ul style="list-style-type: none"> • Model appropriate questioning techniques • Model appropriate questioning that links to remarks of others 	
d. Explain their own ideas and understanding in light of the discussion.	<ul style="list-style-type: none"> • Verbally demonstrate understanding of discussion • Formulate and express own ideas based on the discussion 	<ul style="list-style-type: none"> • Ask questions following the discussion to monitor understanding <ul style="list-style-type: none"> - "What did we learn from our discussion today on _____?" 	

Essential Question(s): How do readers use information presented in diverse formats to determine main ideas and supporting details?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
Standard: SL.3.2			
Vocabulary: main idea, supporting details			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> Identify main ideas and supporting details 	<ul style="list-style-type: none"> Review main ideas and supporting details Present information in diverse media and formats 	

Essential Question(s): How do listeners evaluate speakers?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
Standard: SL.3.3			
Vocabulary: elaborate			
Grade Specific Standard	Skills	Procedures and Examples	
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> Ask and answer questions about information presented by a speaker Elaborate on the points made by the speaker 	<ul style="list-style-type: none"> Teach effective questioning strategies to evaluate a speaker Teach students how to ask and answer higher level questions (Bloom's Taxonomy) 	

Essential Question(s): How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
Standard: SL.3.4			
Vocabulary: descriptive details, rubric, pace			
Grade Specific Standard	Skills	Procedures and Examples	
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	<ul style="list-style-type: none"> • Create a presentation that includes appropriate facts and details • Use proper pacing 	<ul style="list-style-type: none"> • Model presentation skills • Provide examples of effective speakers <ul style="list-style-type: none"> - Video/audio clip • Oral presentation rubric 	

Essential Question(s): How do students enhance a presentation?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration, Media Literacy			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Standard: SL.3.5			
Vocabulary: podcast, PowerPoint			
Grade Specific Standard	Skills	Procedures and Examples	
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.	<ul style="list-style-type: none"> • Read aloud for recording • Create visual displays <ul style="list-style-type: none"> - Posters displaying facts and details 	<ul style="list-style-type: none"> • Record students individually reading aloud <ul style="list-style-type: none"> - Podcast - PowerPoint - Recordable books 	

Essential Question(s): How do students demonstrate command of formal English?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Speaking and Listening			
CCR Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Standard: SL.3.6			
Vocabulary: N/A			
Grade Specific Standard	Skills	Procedures and Examples	
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	<ul style="list-style-type: none"> • Speak in complete sentences <ul style="list-style-type: none"> - Provide requested detail or clarification 	<ul style="list-style-type: none"> • Require students to speak in complete sentences • Model the use of standard English • Observe and document students' use of language 	

Language Arts Curriculum: Grade 3
Language

Essential Question(s): How do students effectively use the conventions of standard English to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Standard: L.3.1			
Vocabulary: nouns and abstract nouns, pronouns, verbs and irregular verbs, adverbs (comparative and superlative), adjectives, regular and irregular plurals, verb tense, subject-verb, pronoun-antecedent, coordinating and subordinating conjunctions, simple, compound and complex sentences			
Grade Specific Standard	Skills	Procedures and Examples	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<ul style="list-style-type: none"> Define functions of various parts of speech. (nouns, pronouns,. Verbs, adjectives and adverbs) 	<ul style="list-style-type: none"> Written Practice <ul style="list-style-type: none"> - close exercises - identifying parts of speech in a sentence Oral Practice 	
b. Form and use regular and irregular plural nouns.	<ul style="list-style-type: none"> Use grammar rules for regular plural nouns and give examples of irregular plural nouns 	<ul style="list-style-type: none"> Written Practice: <ul style="list-style-type: none"> - proofread and edit a story- then read story aloud - match singular form to plural form - sort regular and irregular nouns - identify regular and irregular nouns in a sentence Oral Practice 	
c. Use abstract nouns (e.g., <i>childhood</i>).	<ul style="list-style-type: none"> Distinguish between concrete and abstract nouns <ul style="list-style-type: none"> - Concrete noun: book - Abstract noun: love 	<ul style="list-style-type: none"> Written Practice: <ul style="list-style-type: none"> - create sentence when provided a bank of abstract nouns Oral Practice 	
d. Form and use regular and irregular verbs.	<ul style="list-style-type: none"> Use grammar rules for regular verbs and give examples of irregular verbs 	<ul style="list-style-type: none"> Written Practice: <ul style="list-style-type: none"> - proofread and edit a story- then read aloud - sort irregular and regular verbs - identify regular and irregular verbs in a sentence Oral Practice 	
e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	<ul style="list-style-type: none"> Use verb tenses by orally creating sentences and having students imitate aloud 	<ul style="list-style-type: none"> Review tenses in terms of time Written Practice <ul style="list-style-type: none"> - write a story that take place in the past/future Oral Practice 	

<p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p>	<ul style="list-style-type: none"> • Use grammar rules for subject-verb and pronoun-antecedent agreement. 	<ul style="list-style-type: none"> • Written Practice <ul style="list-style-type: none"> - proofread and edit a story- then read aloud - select the correct verb when given the subject or select the correct pronoun with given the antecedent • Oral Practice 	
<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<ul style="list-style-type: none"> • Determine when to use the comparative or superlative forms of adjectives and adverbs 	<ul style="list-style-type: none"> • Written Practice <ul style="list-style-type: none"> - proofread and edit a story- then read aloud - select the correct form of the adjective or adverb • Oral Practice 	
<p>h. Use coordinating and subordinating conjunctions.</p>	<ul style="list-style-type: none"> • Use grammar rules for the use of coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> • Teach student to identify conjunctions in sentences and/or paragraphs 	
<p>i. Produce simple, compound, and complex sentences.</p>	<ul style="list-style-type: none"> • Use simple, compound, and complex sentences 	<ul style="list-style-type: none"> • Teach students the use of conjunctions to combine sentences 	

Essential Question(s): How do students effectively use the conventions of standard English mechanics to convey a message?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Conventions of Standard English			
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Standard: L.3.2			
Vocabulary: capitalize, comma, dialogue, quotation mark, possessive, suffix, base word, syllable, apostrophe			
Grade Specific Standard	Skills	Procedures and Examples	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Capitalize appropriate words in titles.	<ul style="list-style-type: none"> Edit titles with capitalization errors Employ proper capitalizing rules when titling personal writing pieces 	<ul style="list-style-type: none"> Review rules for capitalization Introduce the use of the capitalization proofreading mark 	
b. Use commas in addresses.	<ul style="list-style-type: none"> Write letters and address envelopes correctly 	<ul style="list-style-type: none"> Review conventions of using commas in an address 	
c. Use commas and quotation marks in dialogue.	<ul style="list-style-type: none"> Create comic strips, short plays, etc. focusing of the use of dialogue 	<ul style="list-style-type: none"> Provide examples of stories using dialogue Introduce the use of quotation marks 	
d. Form and use possessives.	<ul style="list-style-type: none"> Distinguish between singular and plural possessive forms 	<ul style="list-style-type: none"> Teach grammar rules for forming a possessive Written Practice <ul style="list-style-type: none"> - proofread and edit a story- then read aloud - select the correct form of possessives 	
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	<ul style="list-style-type: none"> Employ conventional spelling rules for adding suffixes 	<ul style="list-style-type: none"> Teach spelling rules for adding suffixes to base words and changing tenses Create word wall/word rings Written Practice <ul style="list-style-type: none"> - proofread and edit a story- then read aloud 	
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<ul style="list-style-type: none"> Identify and use spelling patterns 	<ul style="list-style-type: none"> Teach features of spelling focusing on patterns and rules Create word wall/word rings Written Practice <ul style="list-style-type: none"> - proofread and edit a story with spelling errors - crossword puzzles 	
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> Use a dictionary to edit writing 	<ul style="list-style-type: none"> Review use of reference materials 	

Essential Question(s): How do students use their knowledge of language to communicate effectively and increase understanding?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Knowledge of Language			
Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Standard: L.3.3			
Vocabulary: formality, standard English			
Grade Specific Standard	Skills	Procedures and Examples	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Choose words and phrases for effect.*	<ul style="list-style-type: none"> Use words to communicate effectively 	<ul style="list-style-type: none"> Teach effective word choice and provide examples 	
b. Recognize and observe differences between the conventions of spoken and written standard English.	<ul style="list-style-type: none"> Recognize the difference between the formality or written language vs. spoken language 	<ul style="list-style-type: none"> Provide examples of both types of language (written language and spoken language) 	

Essential Question(s): How do students use context clues and word parts to clarify the meaning of unknown words?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Standard: L.3.4			
Vocabulary: context clues, suffixes, prefixes, roots, glossaries, dictionaries			
Grade Specific Standard	Skills	Procedures and Examples	
4. Determine or clarify the meaning of unknown and multiple-meaning word 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.	<ul style="list-style-type: none"> Determine word meaning based on general content of the sentence Annotate the sentence 	<ul style="list-style-type: none"> Demonstrate how to determine word meaning based on general content of the sentence 	
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	<ul style="list-style-type: none"> Determine how the addition of an affix affects the meaning of a known word 	<ul style="list-style-type: none"> Teach common meaning a of prefixes and suffixes Demonstrate how the addition of an affix affects the meaning of a known word 	
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	<ul style="list-style-type: none"> Find known words within unknown word to define new word meaning 	<ul style="list-style-type: none"> Demonstrate how to use known root words to determine meaning of unknown word that contain that root 	
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"> Use glossaries and beginning dictionaries 	<ul style="list-style-type: none"> Model use of dictionary during read alouds when new vocabulary words are presented Teach dictionary skills 	

Essential Question(s): How do students demonstrate their understanding of word meaning when making connections between related words?

21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration

Language

CCR Anchor Standard: Vocabulary Acquisition and Use

Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.

Standard: L.3.5

Vocabulary: literal/ non-literal meaning , shades of meaning

Grade Specific Standard	Skills	Procedures and Examples	
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.			
a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	<ul style="list-style-type: none">Identify literal and non-literal meanings of words and phrases	<ul style="list-style-type: none">Teach non-literal language through examples in textUse <u>Amelia Bedelia</u> series to provide examples of literal and non-literal meanings for words and phrases	
b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	<ul style="list-style-type: none">Make vocabulary relevant through personal connections	<ul style="list-style-type: none">Demonstrate understanding of word meaning by applying knowledge of a definition to real life situations	
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).	<ul style="list-style-type: none">Choose words that demonstrate varying shades of meaning	<ul style="list-style-type: none">Teach how states of mind and degrees of certainty can varyProvide students with words and have them determine additional words with varying shades of meaning<ul style="list-style-type: none">- Ex: Give the word "worried"<ul style="list-style-type: none">Lower Degree: FearHigher Degree: Brave	

Essential Question(s): How do student apply their knowledge of the English language to communicate most effectively?			
21st Century Skill: Critical Thinking and Problem Solving, Communication and Collaboration			
Language			
CCR Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Standard: L.3.6			
Vocabulary: academic language, proficiency, standard English			
Grade Specific Standard	Skills	Procedures and Examples	
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).	<ul style="list-style-type: none"> • Use grade appropriate language and vocabulary at a level of proficiency • Use standard English to communicate effectively 	<ul style="list-style-type: none"> • Provide strategies and examples of using standard English • Provide speaking and writing opportunities during which students can strengthen command of standard English 	