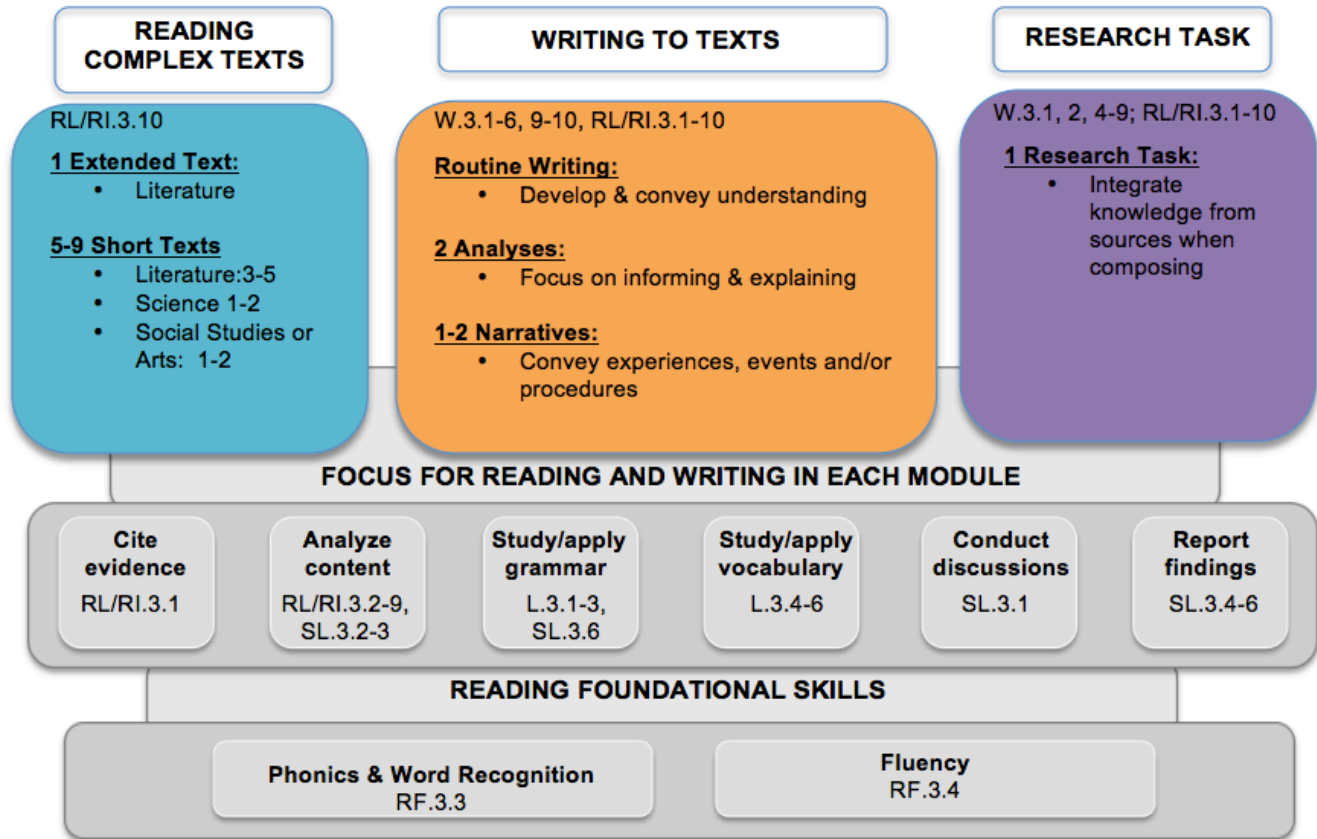


Campbell County Schools

3rd Grade

1st Nine Weeks at-a-Glance



Suggested Grade-Appropriate Complex Texts		
	Extended Text (Literature)	Short Texts
		Literature Texts
		Informational Texts
Amos and Boris		A Fine, Fine School
		One Room Schoolhouses
		The Trial of Cardigan Jones
		You Be the Jury
		Destiny's Gift
		Kids Making a Difference
		Pop's Bridge
	Bridges	
* <u>Magic Tree House: Dark Day in the Deep Sea</u>		Baseball Poems
		Roberto Clemente: Pride of the Pittsburgh Pirates
		Bat Loves the Night
	A Bat is Born	
	Jack Draws a Beanstalk	
	What Do Illustrators Do?	
Text-Embedded Grammar Skills	Writing to Texts <i>(Examples of Common Core Text-Dependent Writing)</i>	
*Simple/kinds of sentences, common/proper nouns, plural nouns, verb tenses, capitalization, context clues within sentences	Narrative 1: *Imagine you are the smallest fish in the sea. Write a story about your life in the ocean from your eyes. Narrative 2: Imagine that you never needed any sleep. How would you fill your day? Analysis 1: Explain how learning at school is different than learning at home. (Use after A Fine, Fine School) Analysis 2: Write a letter that Clemente might write to give advice to a young person about becoming a great athlete. (Use after Roberto Clemente story)	
Research Tasks		
Students will complete one research task each nine weeks. Research tasks are deeply connected to and grounded in the complex texts and writing that is taught this nine weeks.		

Technology Expectations – Course Duration

- [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.3.8](#) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- [L.3.4d](#) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- [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.

Reading Standards for Literature

- [RL.3.1](#) **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- [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.
- [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.**
- [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.
- [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).
- [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.**

Reading Standards for Informational Text

- [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.3.2](#) Determine **the main idea of a text; recount the key details and explain how they support the main idea.**
- [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.
- [RI.3.4](#) Determine the meaning of general academic and domain-specific words and phrases
- [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).
- [RI.3.8](#) Describe the logical connection between particular sentences and paragraphs
- [RI.3.9](#) **Compare and contrast the most important points and key details presented in two texts on the same topic.**
- [RI.3.10](#) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards Foundational Skills

- [RF.3.3c](#) Decode multisyllable words.
- [RF.3.4a](#) **Read grade-level text with purpose and understanding.**
- [RF.3.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- [RF.3.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

- [W.3.1a](#) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- [W.3.1b](#) Provide reasons that support the opinion.
- [W.3.1c](#) Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- [W.3.1d](#) Provide a concluding statement or section
- [W.3.2a](#) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- [W.3.3a](#) **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.**
- [W.3.3b](#) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- [W.3.3c](#) Use temporal words and phrases to signal event order.
- [W.3.3d](#) Provide a sense of closure.
- [W.3.4](#) **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.)**
- [W.3.5](#) 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 [here](#).)
- [W.3.7](#) Conduct short research projects that build knowledge about a topic.
- [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.**
- [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.

Speaking and Listening Standards

- [SL.3.1a](#) 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.
- [SL.3.1b](#) 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).
- [SL.3.1c](#) **Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**
- [SL.3.1d](#) Explain their own ideas and understanding in light of the discussion.
- [SL.3.2](#) 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.
- [SL.3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- [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.**
- [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.
- [SL.3.6](#) **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 [here](#) for specific expectations.)**

Language Standards

- [L.3.1a](#) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- [L.3.1b](#) **Form and use regular and irregular plural nouns.**
- [L.3.1d](#) **Form and use regular and irregular verbs.**
- [L.3.1e](#) **Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.**
- [L.3.1h](#) Use coordinating and subordinating conjunctions.
- [L.3.1i](#) **Produce simple, compound, and complex sentences.**
- [L.3.2a](#) **Capitalize appropriate words in titles.**
- [L.3.2b](#) Use commas in addresses.
- [L.3.2c](#) Use commas and quotation marks in dialogue.
- [L.3.2.e](#) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- [L.3.2f](#) **Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.**
- [L.3.2g](#) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- [L.3.3a](#) Choose words and phrases for effect.*
- [L.3.3b](#) Recognize and observe differences between the conventions of spoken and written standard English.
- [L.3.4a](#) **Use sentence-level context as a clue to the meaning of a word or phrase.**

- [L.3.4b](#) 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*).
- [L.3.4c](#) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- [L.3.4d](#) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- [L.3.5a](#) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- [L.3.5b](#) Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- [L.3.5c](#) Distinguish shades of meaning among related words that describe states of mind 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*).