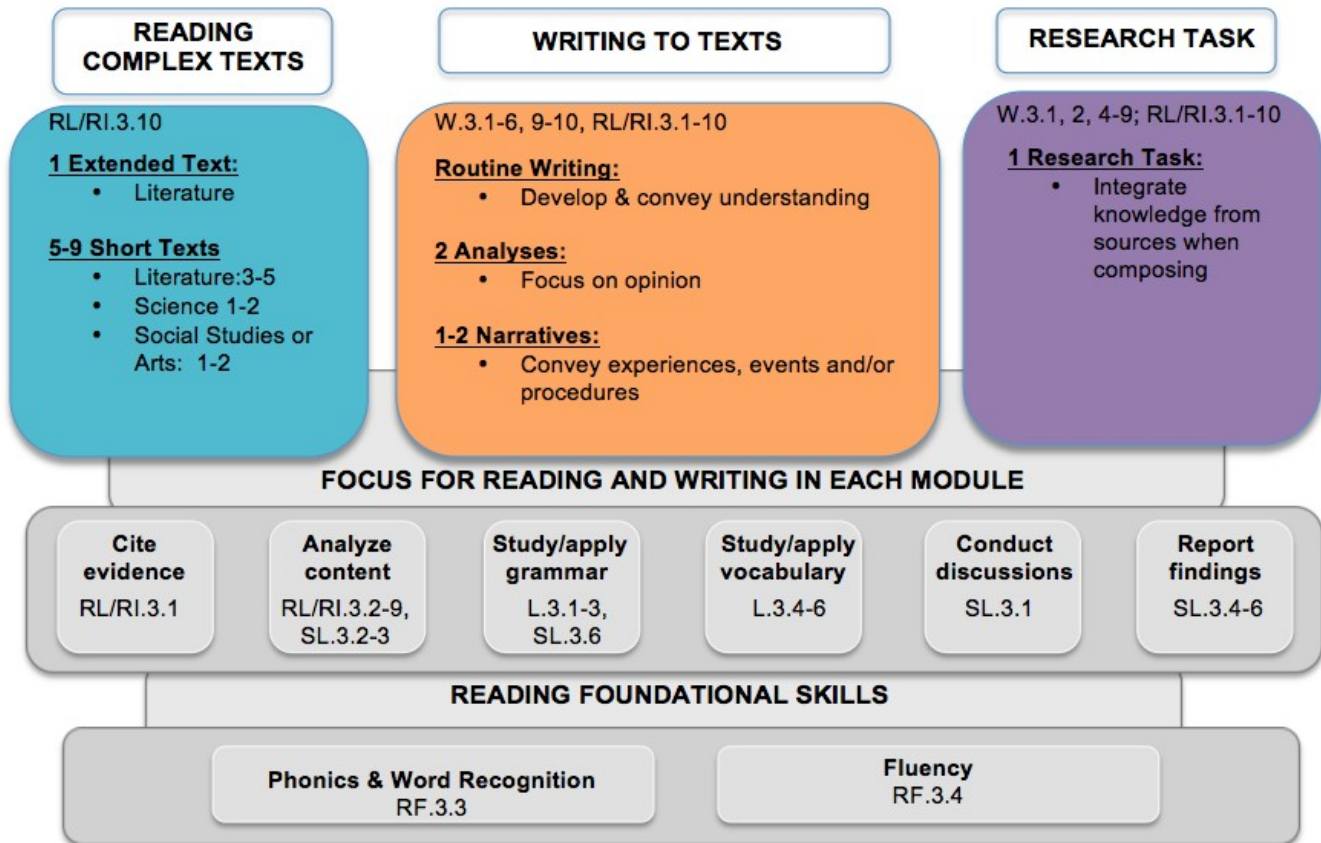


Campbell County Schools

3rd Grade

2nd Nine Weeks at-a-Glance



Suggested Grade-Appropriate Complex Texts		
Extended Text (Literature)	Short Texts	
	Literature Texts	Informational Texts
<p>Treasure Island by Robert Louis Stevenson</p> <p><i>*Magic Tree House: A Ghost Tale for Christmas Time</i></p>	The Harvest Birds The Treasure	
	Kamishibai Man	The True Story of Kamishibai
		Young Thomas Edison Moving Pictures
		Technology Wins the Game Science for Sports Fans
	Tops and Bottoms	Goodness Grows in Gardens
	Yonder Mountain: A Cherokee Legend	The Trail of Tears
		Aero and Officer Mike Kids and Critters
	The Extra-good Sunday	Imagine a Recipe
Text-embedded Grammar Skills	Writing to Texts (<i>Examples of Common Core Text-Dependent Writing</i>)	
<p>Commas, abstract nouns, pronouns and antecedents, quotations, subject/verb agreement, pronoun/verb agreement, verb tenses, prefixes and suffixes.</p>	<p>Narrative 1: Imagine you are a pirate on the North Carolina coast. Describe your adventure.</p> <p>Narrative 2: Imagine you find a mystery box in the woods. Tell what was in it and what did you do with it once you opened it.</p> <p>Analysis 1: (opinion-use with Technology Wins the Game) How do you think technology has helped athletes/sports?</p> <p>Analysis 2: (opinion – Use with Tops and Bottoms) Do you think the rabbit was cheating the bear and give two reasons from the story to support your opinion.</p>	
<p>Research Task</p> <p>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.</p>		

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 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.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- [RI.3.6](#) Distinguish their own point of view from that of the author of a text.
- [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 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.3.4](#) Determine the meaning 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, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- [RL.3.6](#) Distinguish their own point of view from that of the narrator or those of the characters.
- [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.3.9](#) 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)
- [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 Foundational Skills

- [RF.3.3c](#) **Decode multisyllable words.**
- [RF.3.3d](#) Read grade-appropriate irregularly spelled 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.3.2b](#) Develop the topic with facts, definitions, and details.
- [W.3.2c](#) Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- [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.3.6](#) 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.3.7](#) **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 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.3.6](#) 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.3.1f](#) **Ensure subject-verb and pronoun-antecedent agreement.***
- [L.3.1i](#) Produce simple, compound, and complex sentences.
- [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.3.2g](#) **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*).