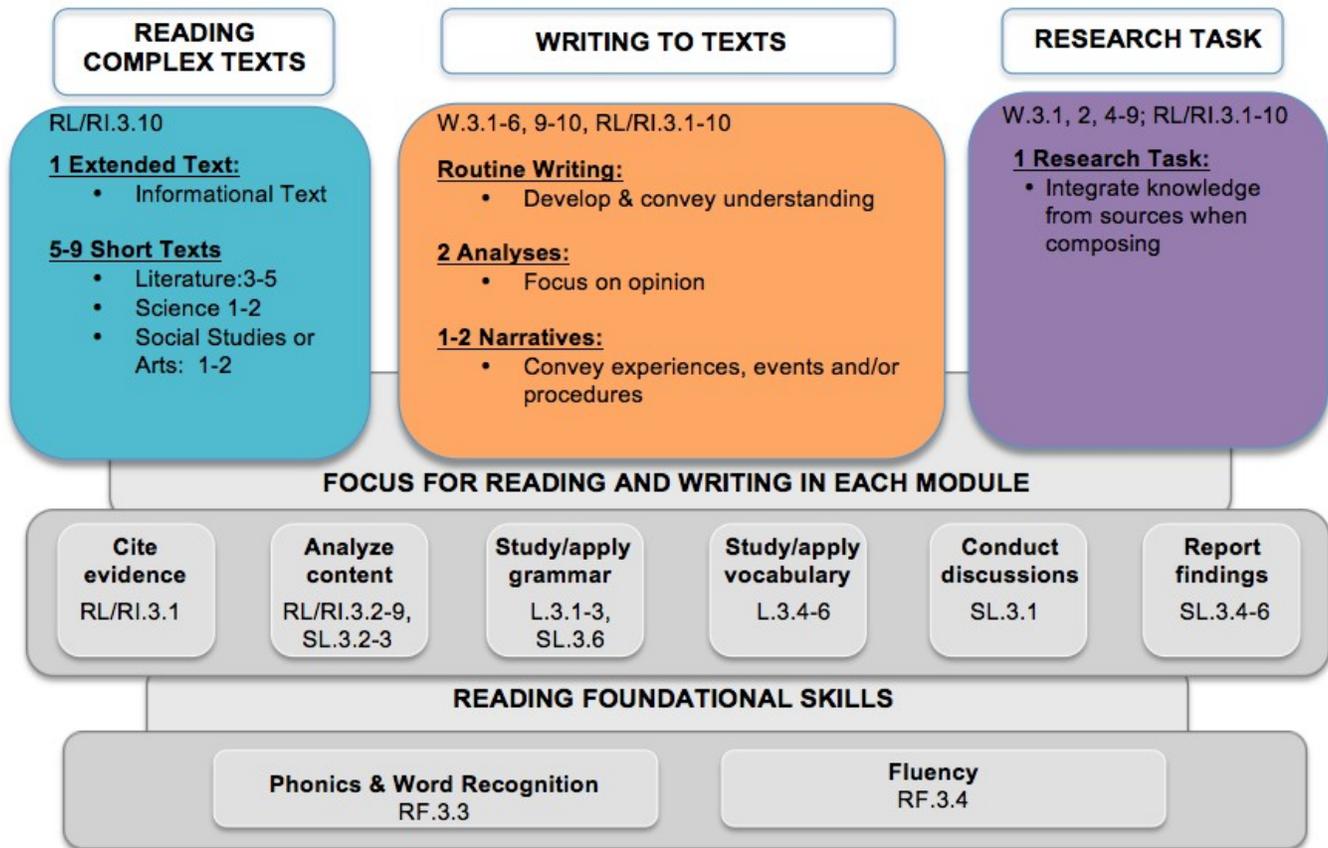


Campbell County Schools

3rd Grade

3rd Nine Weeks at-a-Glance



Suggested Grade-Appropriate Complex Texts		
Extended Text (Informational Text)	Short Texts	
	Literature Texts	Informational Texts
<p><u>Boy, Were We Wrong About Dinosaurs!</u></p> <p><i>*So You Want to Be President? By: Judith St. George</i></p>	<p>Judy Moody Saves the World "My Smelly Pet" from <i>Judy Moody</i></p>	
	<p>Stopping by the Woods on a Snowy Evening</p>	<p>The Albertosaurus Mystery: Philip Curries's Hunt in the Badlands Finding Fossils for Fun</p>
	<p>Two Bear Cubs(not listed)</p>	<p>A Tree Is Growing Whose Land Is It?</p>
	<p>The Raven: An Inuit Myth</p>	<p>Life on the Ice</p>
	<p>Sarah, Plain and Tall</p>	<p>Wagons of Old West</p>
	<p>The Grasshopper and the Ant</p>	<p>The Journey: Stories of Migration</p>
	<p>The Journey of Oliver K. Woodman</p>	<p>Moving the U.S. Mail</p>
	<p><u>Text-embedded Grammar Skills</u> *Adjectives/articles, comparative adjectives, helping verbs, irregular verbs, adverbs, comparative adverbs, possessive nouns/pronouns.</p>	<p><u>Writing to Text</u> (Examples of Common Core Text-Dependent Writing)</p> <ul style="list-style-type: none"> • Narrative 1: You take a trip to the future and it's the year 2115. What would you do and what is life like 100 years from now? • Narrative 2: You get to be the President of the United States for one day. What would you do and what changes would you make? • Analysis 1:(opinion-to be used with the story The Grasshopper and the Ant) Choose either the grasshopper or the ant and give your opinion of that character. • Analysis 2: (opinion – use with Sarah, Plain and Tall) In your opinion, what were the most difficult situations that Sarah had to deal with during her life.
<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 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 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.3.7** 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.3.3d** **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, 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.3.3a** 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.3.6** **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 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.3.1c** Use abstract nouns (e.g., *childhood*).
- **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.3.1g** **Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**
- **L.3.1i** Produce simple, compound, and complex sentences.
- **L.3.2a** Capitalize appropriate words in titles.
- **L.3.2e** 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/phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).