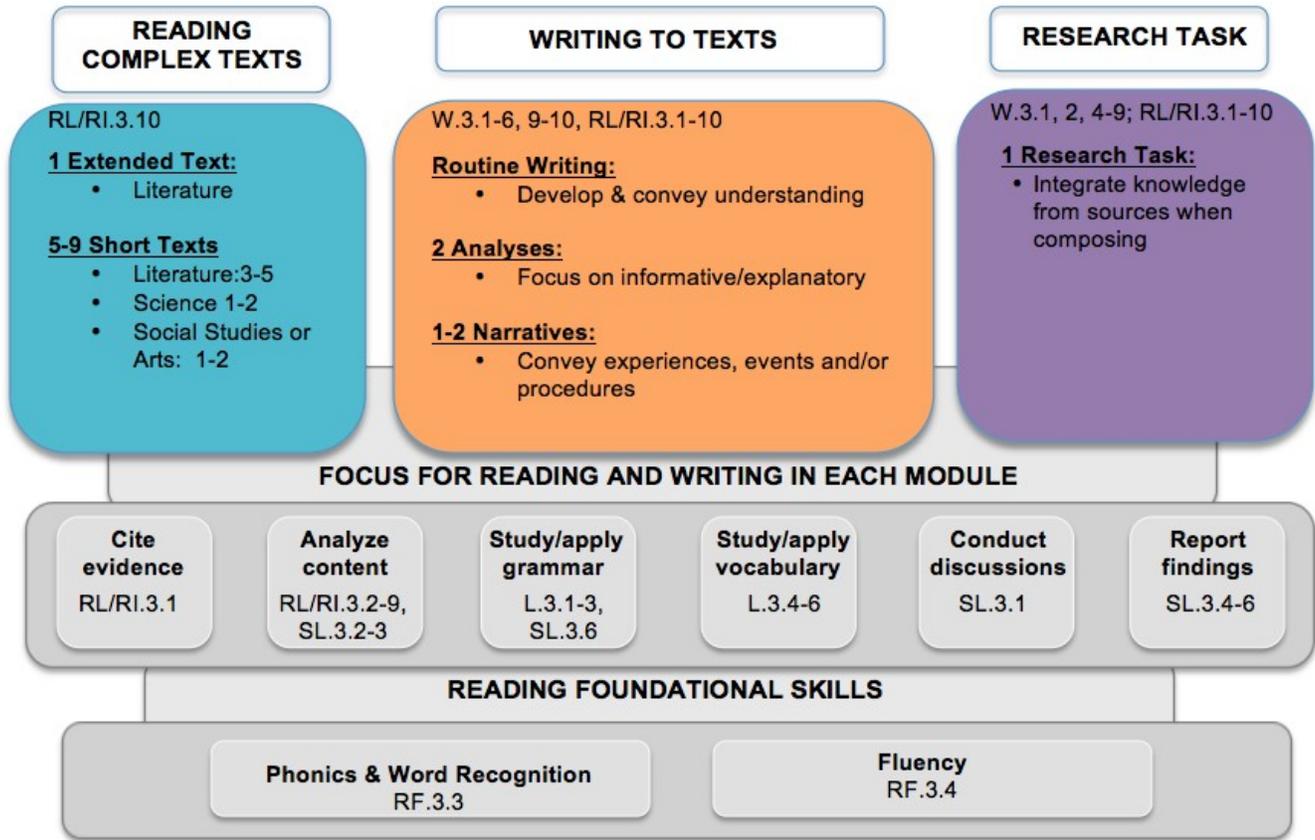


Campbell County Schools

3rd Grade

4th Nine Weeks at-a-Glance



| Suggested Grade-Appropriate Complex Texts | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Extended Text (Literature) | Short Texts | |
| | Literature Texts | Informational Texts |
| <p>Jake Drake: Know-It-All</p> <p><i>*The Tale of Despereaux</i></p> | Dog-of-the-Sea-Waves | The Land Volcanoes built |
| | The Big Cleanup (play) | Mountains: Surviving on Mt. Everest |
| | **"Paca and the Beetle: A Folktale from Brazil" | **"The Foot Race Across America" |
| | | **"The Power of Magnets" |
| | | **"Electromagnets and You" |
| | | **"Becoming Anything He wants to Be" |
| | | **"My Blue Belt Day" |
| | **"A New Team of Heroes" | **"C-H-A-M-P-I-O-N" |
| **"Saving Buster" | **"Acting Across Generations" | |
| **denotes articles | | |
| Text-Embedded Grammar Skills | Writing to Texts (<i>Examples of Common Core Text-Dependent Writing</i>) | |
| <p>Complex sentences, abbreviations, and contractions. Commas in sentences, prepositions, correct pronouns.</p> | <ul style="list-style-type: none"> Narrative 1: Traveling is exciting. Think of a trip you have taken or would like to take and tell what you did or would like to do. Narrative 2: What was your favorite thing about 3 grade? Analysis 1: Write a letter to a 2nd grader explaining a typical day looks like in 3rd grade. | |
| Research Tasks | | |
| <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.3.6](#) 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.3.9](#) 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.3.3a](#) Identify and know the meaning of the most common prefixes and derivational suffixes.
- [RF.3.3b](#) Decode words with common Latin suffixes.
- [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.3.3a](#) 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.3.6](#) 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.3.1d](#) Form and use regular and irregular verbs.
- [L.3.1g](#) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- [L.3.1h](#) **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.3.2d** Form and use possessives.
- **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 and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).