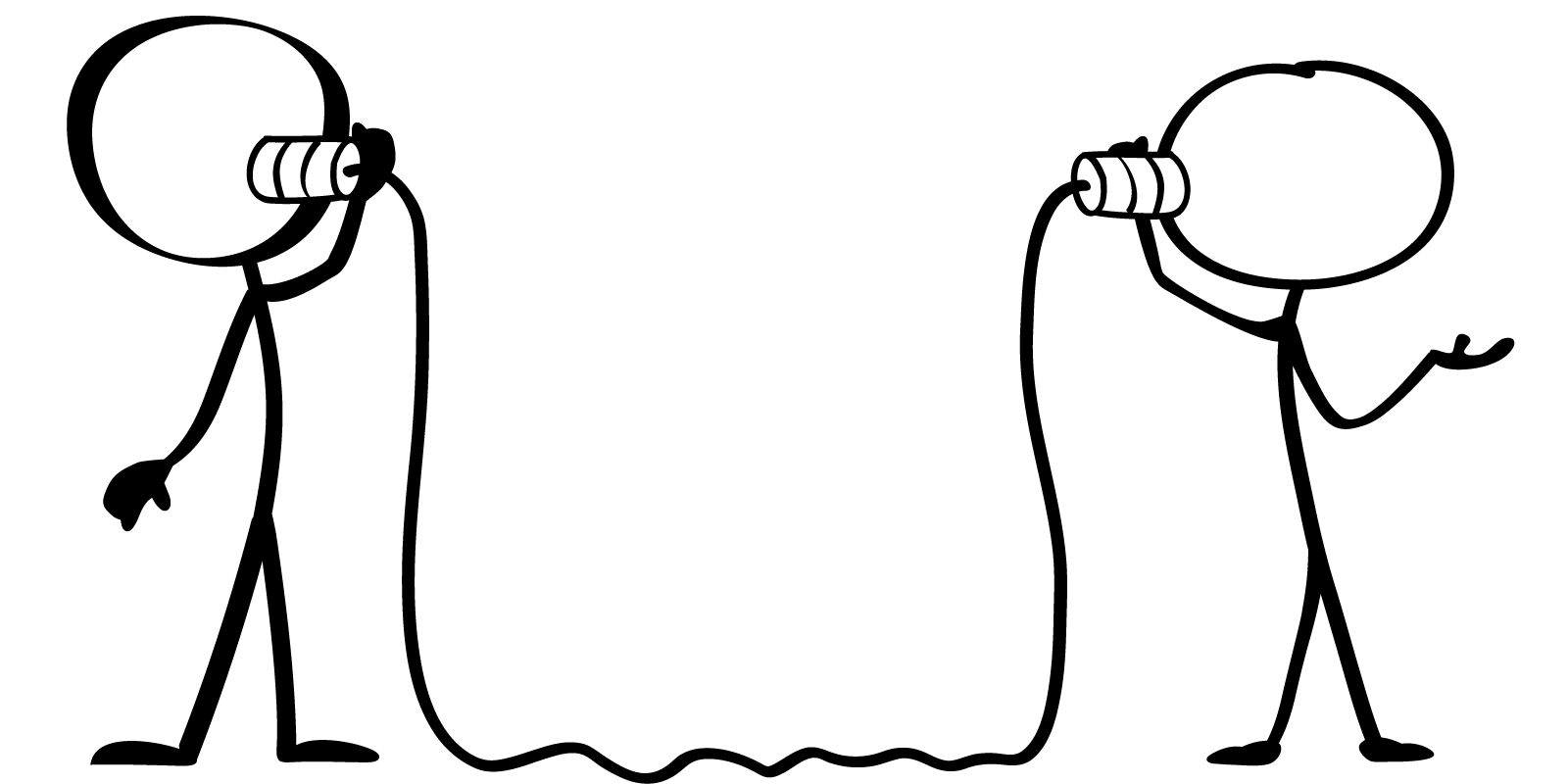
**Content**:

1. **Introduction**
2. **Integrated ELA**
3. **Five Dimensions of Teaching & Learning**
4. **Resources & Strategies**
5. **Grade 3 CCSS Check List**

**3**

**Pacing Guide by Quarters**

**Grade 3 Integrated CCSS English Language Arts**



**Speaking**



**Listening**

**Reading**

**Writing**



**Introduction and Overview**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| All **c**ommon **c**ore **s**tate **s**tandards represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning. | | | | | | | | | | | | | | | |
|
| The nature of the ELA common core standards (reading, writing, language and speaking/listening) obliges our instruction to be integrative. Anthologies will become ***secondary*** supportive resources while the CCSS will be the ***primary*** guide. | | | | | | | | | | | | | | | |
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|
| **Third grade** students will be exposed to a wide genre of literary and informational text. | | | | | | | | | | | | | | | |
| Text Types: (approximate lexile range for grades 2-3 is ‘450-790’). | | | | | | | | | | | | | | | |
|  | ***Literary Types*** is reading to explore others’ experiences; reading for enjoyment. | | | | | | | | | | | | | | |
|  |  | *Stories* | | | | | | | | | | | | | | |
|  |  | adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths | | | | | | | | | | | | | | |
|  |  | *Dramas* | | | | | | | | | | | | | | |
|  |  | Includes staged dialogue and brief familiar scenes | | | | | | | | | | | | | | |
|  |  | *Poetry* |  |  |  |  |  |  |  |  |  |  |  |  |  | |
|  |  | nursery rhymes and subgenres of the narrative poem, limerick, and free verse poem | | | | | | | | | | | | | | |
|  | ***Informational Text*** is reading to be informed. | | | | | | | | | | | | | | |
|  |  | *Literary Nonfiction and Historical, Scientific, and Technical Texts* | | | | | | | | | | | | | | |
|  |  | Includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. | | | | | | | | | | | | | | |
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**D**epth **O**f **K**nowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a “depth(s) of knowledge” that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels.[**www.smarterbalanced.org**](http://www.smarterbalanced.org)

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| **WEBB’s Depths Of Knowledge (DOKs)** | | | | | |
| 1. **Recall and Reproduction** | | 1. **Skills and Concepts** | 1. **Short-Term Strategic Thinking** | | 1. **Extended Thinking** | |
| **Bloom’s Taxonomy** | | | | | | |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Evaluation** | **Synthesis** | |

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| ***A Standard is a Depth of Knowledge #1 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #2 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #3 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #4 when students are being asked to…*** |
|  | | | |
| …students are being asked to remember previously learned material by recalling facts, terms, concepts or answers. | …solve problems for new situations by applying learned knowledge, facts or rules in a different way | …examine and break apart information into parts by looking at motives, causes and relationships.  …present and defend an opinion or make a judgment based on a set of criteria | …put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts). |

**D**epth **O**f **K**nowledge

A standard’s assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand. This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is *always* the instructional goal.. A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text.

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| **Grade 3: Literary Text (RL) and DOKs** | | | | | | | | | | | | **Informational Text (RI) and DOKs** | | | | | | | | | |
| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grade 3 | 1,2 | 2 | 2,3 | 1,2 | 2 | 3 | 2 | N/A | 4 | N/A |  | 1,2 | 2 | 2 | 1,2 | 2 | 3 | 2 | 3 | 4 | N/A |

*Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9.Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific assessment target*.

**Overarching standards (taught throughout the year)**

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| **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. 3.4** | * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| **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. |
| **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. 3.4** | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| **RI. 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. |
| **RF.3. 3** | Know and apply grade-level phonics and word analysis skills in decoding words. |
| **RF. 3.4** | Read with sufficient accuracy and fluency to support comprehension. |
| **W.3. 4** | * With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |
| **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. |
| **SL.3. 1** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. |
| **L.3.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **L.3.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **L.3.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| **L.3.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |

**Note:** \* Indicates that the CCSS is Increasing in complexity year to year.

**Introduction Quarter One**

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| ***Grade 3:* Quarter One**  ***Reading Literature*** | | | |
| During the first quarter of third grade, students refer to what the text says explicitly when asking and answering questions. (RI.3.1, RL.3.1) setting a foundation for the next three quarters. | | | |
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|
| Students apply grade 3 reading standards to literature by demonstrating understanding of text through asking and answering questions (RL.3.1), retelling stories, determining central message, lesson or moral (RL.3.2) and describing character motivations and how they contribute to the sequence of events in a story (RL.3.3).  ***Informational Text***  Students demonstrate an understanding of informational text when they describe relationships between a series of historical events using language pertaining to time, sequence and cause and effect (RI.3.3). | | | |
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|
| Third grade students link reading to writing when they write opinion pieces on topics or texts, supporting opinions with reasons and information, grouping ideas together during the writing planning stage to support their reasons. Students link opinions and reasons using words and phrases (e.g., also, another and more).Finally they provide a concluding statement or section related to the opinion presented. (W.3.1a-d). The same process is replicated as students write an explanatory piece based on real events (W.3.2).  ***ELP***: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard.  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “units of study.” The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. | | | |
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| **Grade Three ELA Standards Matrix**  Use the third grade ELA Standards Matrix to identify a CCSS for an ELA Standard and its corresponding ELP Standard. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level. | | | | | | | |
| **ELP Standards** | | | **Corresponding CCSS for ELA Standards** | | | | |
| **RL** | **RI** | **W** | **SL** | **L** |
| **1** | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | | 1, 2, 3, 7 | 1, 2, 3, 7 |  | 2 |  |
| **2** | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | |  |  | 6 | 1 |  |
| **3** | speak and write about grade-appropriate complex literary and  informational texts and topics | |  |  | 2,3 | 4,5 |  |
| **4** | construct grade-appropriate oral and written claims and support them with reasoning and evidence | |  |  | 1 | 4 | 6 |
| **5** | conduct research and evaluate and communicate findings to answer  questions or solve problems | |  |  | 7,8 | 4 |  |
| **6** | analyze and critique the arguments of others orally and in writing | |  | 8 | 1 | 3 |  |
| **7** | adapt language choices to purpose, task, and audience when speaking and writing | |  |  | 5 | 6 | 6 |
| **8** | determine the meaning of words and phrases in oral presentations and literary and informational text | | 4 | 4 |  |  | 4,5 |
| **9** | create clear and coherent grade-appropriate speech and text | |  |  | 2,3 | 4 |  |
| **10** | make accurate use of standard English to communicate in grade appropriate speech and writing | |  |  |  |  | 1 |
| Legends for Domains (*Claims – Reading – Writing – Speaking/Listening – Language*) | | | | | | | |
| RL Reading for Literature  RI Reading for Informational Text  W Writing | | SL Speaking and Listening  L Language | | | | | |

**Pacing Guide by Quarter**

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| **Gr. 3** | **Quarter 1** | | ***Literary Overview:*** Literary text in the first quarter targets key ideas & details for the purpose of understanding how the text connects explicitly to recounting, conveying, explaining and sequencing of events. These skills are integrated into students writing their own opinion piece integrating the language of sequence and cause/effect. Third grade students begin to support their opinions with more specific reasons using details and facts from the text when they write and speak. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1-Literary Text** | | | | **Unit of Study #2- Literary Text** | | **Unit of Study #3- Literary Text** | |
| **Overview**: Students ask and answer questions about how explicit details refer to and support the main idea(**ELP Target**). As they read they use words and phrases to link characters’ opinions with reasons as a written response (journaling). | | | | **Overview**: Third grade students retell (**ELP target**) past events with an emphasis on cause and effect (3.RL.2). Students plan to write their own opinion piece by first creating an organized structure of reasons supporting a topic or text. They revise their writing using linking words to connect opinion to reason. | | **Overview**: Third grade students describe character traits and how they contribute to a sequence of events (**ELP Target**). Sequencing events in literature also connects to editing their written opinion piece as they use sequence words and conjunctions in their reasons of support and concluding statement or section. | |
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|
| **Reading Skill:** | | Main Idea & Supporting Details | | **Reading Skill:** | Cause/Effect | **Reading Skill:** | Sequencing |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Predicting | **Reading Strategy:** | Summarize |
| **E.L.P. Target Function:** | | Informal and Clarifying Questions | | **E.L.P. Target Function:** | Retell/Relate Past Events  Cause/Effect | **E.L.P. Target Function:** | Sequencing |
| E.L.P. Target Forms: | | Questioning: How, can, what, do, when, will, do, you, where, is, why..? | | E.L.P. Target Forms: | Retell: past and present verb tenses, was/were, has/has been, is/are, will be, was going... | E.L.P. Target Forms: | Sequence: follow, first, beginning, middle, end, at last, then, prior to, next, after…. |
|
| **I Read** to **ask** and **answer** questions about what the text says explicitly. | | | | **I Read** to recall **key details** in order to determine the central message. | | **I Read** to explain how **actions** contribute to sequence. | |
| * **RL.3.1-ELP-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-ELP-1** 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. | | * **RL3.3-ELP-1** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their **actions** contribute to the sequence of events. | |
|
|
| **I Write** and **Speak** using **words** and **phrases** to connect ideas. | | | | **I Plan** in order to write an opinion piece by choosing a **topic**. | | **I Edit** my opinion piece to be sure I have **reasons** supporting my concluding statement. | |
| * + **W.3.1.c-ELP-4** Use linking **words** and **phrases** (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons | | | | * + **W.3.1a-ELP-4** Introduce the **topic** or **text** they are writing about, state an opinion, and create an organizational structure that lists reasons. | | * + **W.3.1b-ELP-4** Provide **reasons** that support the opinion.   + **W.3.1.d-ELP-4** Provide a concluding **statement** or section. | |
|
|
| **I Write** to respond to a character's opinion with **reasons**. | | | |
| **W.3.1-ELP-4** Write opinion pieces on topics or texts, supporting a point of view with **reasons** and **information**. | | | | **I Revise** my opinion piece with appropriate **words** and **phrases** and **sentences**. | | **I Speak** and **Write** using appropriate **language**. | |
| **W.3.1.c-ELP-9** Use linking **words** and **phrases** (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. | | **L.3.2.c-NO ELP** Use **commas** and **quotation marks** in dialogue.  **L.3.1.h –NO ELP** Use coordinating and subordinating **conjunctions**. (This supports the ELP target of sequencing). | |
|
| **I Speak** and **Write** using appropriate **language**. | | | |
| * + **L.3.3.a-NO ELP** Choose **words** and **phrases** for effect.\*(connect to writing opinion pieces). | | | | * + **L.3.1.i- NO ELP** Produce simple, compound, and complex **sentences**. | |
| **I Speak** using my own **ideas** about a topic. | |
| **SL.3.1.d – NO EL** Explain own **ideas** and understanding in light of the discussion. | |

• Bold red underlined text, within the standards, indicates topics students need to understand in order to achieve assessment targets

**Pacing Guide by**

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| **Gr. 3** | **Quarter 1** | | ***Informational Overview***: Third grade students focus on details, and facts that support the main idea. Their understanding is apparent in their ability to ask and answer questions about the text using the language of cause/effect, summarizing and sequencing. Describing relationships between historical events is an important transition for third grade students. For the first time in the CCSS they are expected to know and use the entire formal writing process of planning, revising and editing. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Grade 3 students refer explicitly to text to ask and answer questions. Main ideas and details are clarified through this process, emphasizing the **ELP target**. Students respond to an explanatory piece and its genre structure in preparation of writing their own piece. | | | | **Overview**: Grade 3 students read to find the main idea (supported by references to details). They retell using past and present verb tenses following the genre structure of the text (**ELP target**). Students scaffold to writing their own explanatory piece by planning and revising, to support the main idea. | | **Overview**: Students in grade 3 begin to describe relationships between events, ideas or concepts from informational text. They write and speak using the language of sequence and cause effect in their descriptions (**ELP target**). This is evident as they edit and publish their own explanatory piece. | |
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|
| **Reading Skill:** | | Main Idea & Supporting Details | | **Reading Skill:** | Cause/Effect | **Reading Skill:** | Sequencing |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Predicting | **Reading Strategy:** | Summarize |
| **E.L.P. Target Function:** | | Informal and Clarifying Questions | | **E.L.P. Target Function:** | Retell/Relate Past Events  Cause/Effect | **E.L.P. Target Function:** | Sequencing |
| E.L.P. Target Forms: | | Questioning: How, can, what, do, when ,will, do, you, where is, why..? | | E.L.P. Target Forms: | Retell: past and present verb tenses, was/were, has/has been, is/are, will be, was going... | E.L.P. Target Forms: | Sequence: follow, first, beginning, middle, end, at last, then, prior to, next, after |
|
| **I Read** informational text to **inform** and **explain** about a topic. | | | | **I Read** to find the main idea using **details** to support my answer. | | **I Read** to recognize how **cause** and **effect language** affects sequencing. | |
| * **RI.3.1- ELP-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-ELP-1** Determine the main idea of a text; recount the **key details** and explain how they support the main idea. | | * **RI.3.3-ELP-1** 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**. | |
|
| **I Write** and **Speak** about what I've read to convey **ideas**. | | | | **I Plan** my topic with **related facts** in order to write an explanatory piece. | | **I Edit** my explanatory piece, concluding with a **strong statement**. | |
| **W.3.2-ELP-3** Write informative/explanatory texts to examine a topic and convey **ideas** and **information** clearly. | | | | **W.3.2.a-ELP-3** Introduce a topic and group **related information** together; include illustrations when useful to aiding comprehension. | | **W.3.2.d-ELP-3** Provide a **concluding statement** or section (integrate **cause** and **effect** or **sequencing language** to integrate ELP and reading standards). | |
|
| **I Write** using informational and domain **specific language**. | | | |
| **W.3.2.d-ELP-3** Use precise **language** and **domain**-**specific vocabulary** to inform about or explain the topic. | | | | **I Revise** my writing with **facts** about the main idea and details. | | **I Write** using **words** and **phrases** linked to cause and effect. | |
| * + **W.3.2.b-ELP-3** Develop the topic with **facts**, **definitions**, **and details**. | | **L.3.3.a-NO ELP** Choose **words** and **phrases** for effect. | |
|
| **I Write** using appropriate **verb forms** to explain the topic. | | | | **I Write** using **words** and **phrases** that relate to the topic. | |
| **L.3.1.d**-**NO ELP** Form and use **regular** and **irregular verbs** (supports ELP target). | | | | * + **W.3.2.c-ELP-9** Use **linking words** and **phrases** (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. | | * + **L.3.4.a-ELP-8** Use sentence-level context as a clue to the meaning of a **word** or **phrase**. | |
|
| **I Speak** asking **questions** to show my understanding. | | | | **I Speak** about **main ideas** and **supporting details**. | | **I Speak** about the topic using **appropriate language** (ELP Target). | |
| * + **SL.3.1.c-ELP-2** Ask **questions** to check understanding of information presented, stay on topic, and link their comments to the remarks of others (supports ELP target). | | | | * **SL.3.2-ELP-1** 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.3.6-ELP-9** Speak in **complete sentences** when appropriate to task and situation in order to provide requested detail or clarification. | |
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* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

**First Quarter Focus Standards**

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| **GR 3** | **Quarter 1** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can** | | **I can** | **I Can** |
| * refer to **details** and **examples** in a text to answer questions (integrate with opinion writing), (RL.3.1). | | * retell stories (**fables**, **folktales** and **myths** from many cultures), (RL.3.2). | * describe character **traits**, **motivations** or **feelings** (RL.3.3). |
| * explain what the text says explicitly (right there), (RL.3.1). | | * determine the **central** **message**, **lesson** or **moral** (RL.3.2). |
| * Use words and **phrases** to connect opinion and reason (W.3.1.c). | | * explain how **details** support the central message (RL.3.2). | * explain how a character’s actions contribute to the sequence of **events**(RL.3.3). |
| * support with **reasons** and **information** the author's point of view or opinion. (W.3.1). | | * introduce the topic of a **story** and state an opinion (their own or refer to the character’s opinion), (W.3.1.a). | * provide **reasons** to support an opinion (W. 3.2.1.b). |
| * use **words** and **phrases** for effect (connecting to opinion and reason). | | * make a graphic organizer that lists **reasons** for opinions (W.3.1.a). | * conclude my explanatory piece with a **statement** (W.3.2.1.d). |
|  | | * write **sentences** using words/phrases connecting opinion & reason (W.3.1.c and L.3.1.i). | * use **conjunctions** in my writing appropriately (L.3.1.h). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can** | **I can** | **I can** |
| * refer to **details** and **examples** in a text to answer questions (integrate with explanatory writing), (RI.3.1). | * determine the **main idea** of an informational text (RI.3.2). | * describe a relationship between two or more **events**(RI.3.3). |
| * explain what the **text** says explicitly (right there), (RI.3.1). | * retell **key details** and tell how they support the main idea (RI.3.2). | * use the language of sequence and cause/effect to describe **events** (RI.3) and in **words** and **phrases** in my writing (W.3.3.d andL.3.4.a). |
| * write about a real topic to examine **ideas** and **information**.(W.3.2.d) | * group **information** together about a topic when planning to write an explanatory piece (W.3.2.a). | * conclude an explanatory piece with a cause/effect **statement** (W.3.2.d). |
| * use **specific vocabulary** and appropriate verb forms in my writing (W.3.2.d and L.3.1.d). | * develop a topic with **facts** and **information**, **words** and **phrases.**(W.3.2.b) (W.3.2.c). | * use **context clues** demonstrating that I know how to use words correctly (L..3.4.a). |

**Introduction and Overview Quarter Two:**

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| **Grade 3*:* Quarter Two**  ***Reading Literature*** |
| During the second quarter of third grade for literary reading and writing, students read a variety of narrative text including stories, dramas and poems (RL.3.5). They study the text organization of different narrative text in order to write their own pieces.  Students know that the beginning, middle and ending narrative text structure builds successively to develop event sequence (RL.3.5). They use temporal words in their own writing to signal an event sequence (W.3.3.c). As they write a narrative piece, students establish a situation and introduce a narrator or characters (W.3.3.a). They use illustrations to convey meaning.  Students are able to integrate knowledge of language conventions for more effective writing (using parts of speech correctly as well as conjunctions and subordinating conjunctions to show event sequence), (L.3.1.a, L.d.1.h). They effectively use nonliteral language for effect in their writing (RL.3.4).  ***Informational Text***  During the second quarter of third grade for informational reading and writing, students explore digital and non-digital tools (glossaries and dictionaries), (L.3.4.d) and text features to gather facts and information about a topic (RI.3.5). They can classify and explain text features and their purposes. Students examine topics in-depth and are able to use context to clarify meaning of unknown words (W.3.2, RI.3.4).  Students write their own informational or explanatory piece using studied text structures to organize events. They use illustrations effectively to clarify ideas and provide descriptions of their topics (RI.3.7). Students revise their writing by adding descriptive details and connect ideas with linking words (W.3.2.c).  Students are able to explain a point of view with evidence as necessary in their writing (RI.3.6). References to dialogue follow language conventions of possessives, quotation marks or commas (L.3.2.d, L.d.2.c). They are able to express their ideas clearly in simple, compound and complex sentences (L.3.3.b). Students present their writing pieces and stay on topic appropriate to task and situation (SL.3.6).  ***ELP:*** Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard.  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “units of study.” The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 3** | **Quarter 2**  Reading Literature | | ***Informational Overview:*** During the literature studies in the second quarter of third grade students read a variety of narrative text studying text organization in order to write their own narrative piece. Students understand that events build successively and are signaled by temporal words. Their use of language (conventions and vocabulary) contributes to narrative sequence. Students use literal and nonliteral language in their writing for effect. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| **Overview**: Students read stories, dramas and poem and are able to refer to terms chapter, scene and stanza when referring to text. The teacher models how successive parts of a text type build on earlier sections (**ELP target**)to prepare students to write their own narrative. They use literal and nonliteral language correctly. Students use descriptive adjectives and adverbs in their writing (**ELP target**). | | | | **Overview**: Students continue to read a variety of narrative text. They compare how a text’s illustrations contribute to a story’s mood or aspects of a character or setting (**ELP target**). Students interpret literal from nonliteral language. They plan to write by creating an event sequence. They revise using descriptive adjectives, adverbs as well as nonliteral language (**ELP target**). | | **Overview**: Students read narrative text to distinguish points of view (their own from the narrators). They evaluate a character’s point of view and how it contributes to the author’s purpose (**ELP target**). Using dialogue (with correct punctuation) and descriptions, they edit their own narrative writing piece with an evident character’s point of view. Students provide a sense of closure to event action. | |
| **Reading Skill:** | | Text Organization | | **Reading Skill:** | Compare and Contrast -Cause and Effect | **Reading Skill:** | Author’s Purpose |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Inferring/Predicting | **Reading Strategy:** | Evaluate |
| **E.L.P. Target Function:** | | Sequence  Describing | | **E.L.P. Target Function:** | Compare and Contrast  Describing | **E.L.P. Target Function:** | Supporting Opinions  Compare and Contrast |
| E.L.P. Target Forms: | | Sequence: first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime  Description: is, a, can, has, are, and, in, but, is not, because, frequently , if\_\_\_then, would not/have | | E.L.P. Target Forms: | Compare and Contrast: \_\_is like\_\_\_ because\_\_, both are similar, is different than, \_from\_\_ is\_\_\_, whereas \_\_has\_\_, the same\_\_  Describe:is, a, can, has, are, and, in, but, is not, because, frequently , if\_\_then,would not/have | E.L.P. Target Forms: | Opinion: like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should  Compare and Contrast: is like\_\_\_ because\_\_, both are similar, is different than, \_from\_\_ is\_\_\_, whereas \_\_has\_\_, |
| **I Read** various **text types**. I describe how parts of **textbuild** on earlier sections. I understand **literal** and **nonliteral** language. | | | | **I Read** to compare how **illustrations** contribute to**text** in contrast to the text itself. | | **I Read** distinguish between the **narrator’s point** of **view** and how it is the **same** or **different** than my **own**. | |
| * **RL.3.5- NO ELP** 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*(teacher models).* **RL.3.4 –ELP-8** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | | | * **RL.3.7- ELP-1** 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). *Compare illustrations to mood, character aspects or setting in contrast to text* (supports ELP standard).**RL.3.4 –ELP-8** (part…) distinguishing literal from nonliteral language. | | * **RL.3.6- NO ELP** Distinguish their **ownpoint**of**view** from that of the **narrator** or those of the characters (supports ELP standard).*Students can evaluate how their point of view is the same or different than the author’s. Discuss how a character’s point of view contributes to the author’s purpose.* | |
| **I Write** a narrative. I prepare by understanding how **events unfold**. | | | | **I Plan** an outline of an **event sequence** using **temporal words**. | | **I Edit** emphasizing with **dialogue** a character’s point of view, actions, thoughts and feelings. | |
| * **W.3.3-ELP-3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (supports ELP standard). *Students respond in a journal how event* ***sequences unfold*** *naturally in a story they’ve read.* | | | | * + **W.3.3a-ELP-3** Establish a situation and introduce a narrator and/or characters; organize an **eventsequence** that unfolds naturally. *Students use temporal words to indicate event change.* | | * + **W.3.3b-ELP-3** Use **dialogue** and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | |
| **I Write** and **Speak** using **parts** of **speech** and **conjunctions** purposefully. | | | | **I Revise** my narrative with **adverbs** and **descriptive adjectives** that compare. | | **I Edit** my use of **language conventions** and **vocabulary**. I provide **closure** of event action. | |
| * + **L.3.1a-NO ELP** Explain the function of **nouns**, **pronouns**, **verbs**, **adjectives**, and **adverbs** in general and their functions in particular sentences.**L.3.1h** **– NO ELP** Use coordinating and subordinating conjunctions. *Conjunctions are “joiners” that connect sentences – discuss how this can help writers contribute to story sequence* (supports ELP standard). | | | | * + **W.3.3c-ELP-9** Use **temporal words** and phrases to signal event order.**L.3.1g-NO ELP** Form and use **comparative** and **superlative adjectives** and **adverbs**, and choose between them depending on what is to be modified, (supports ELP standard for describing). | | * + **L.3.1f-NO ELP** Ensure**subject**-**verb** and **pronoun**-**antecedent agreement**.\***L.3.2c –NO ELP Use** commas and quotation marks in **dialogue**.**L.3.5a-ELP-8** Distinguish the **literal** and **nonliteral** meanings of words and phrases in context (e.g., *take steps*).**W.3.3d – ELP-3** Provide a sense of **closure**. | |
| **I Speak** during class discussions. I am **prepared** to contribute. | | | | **I Speak** to infer **main idea** and **details**. I incorporate my understanding into my own writing. | | **I Speak** about my writing. I use **details** and **speak clearly**. | |
| * + **SL.3.1a-ELP-2** 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.3.2-ELP-1** 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.3.4-ELP-5** 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. | |

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| **Gr. 3** | **Quarter 2**  Reading Informational | | ***Informational Overview:*** During informational reading in the second quarter of third grade students are able to use text features, search tools, glossaries, dictionaries and other resources to find facts and information. They can classify and explain text features by purpose. They examine topics in-depth using context and resources to clarify terminology of unknown topic words. They plan their writing using illustrations and words to clarify ideas and provide description. While revising, they add details and connect ideas with linking words. Students are able to edit using more language conventions including possessives, quotation marks and commas within compound and complex sentences. They conclude a written informational piece that clarifies a point of view. Students present their work speaking in Standard English. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Students read to find facts and information and to clarify precise meaning of words and phrases, using text features, search tools, glossaries, dictionaries and other resources. They are able to explain and classify text feature purposes (**ELP target**). They use sentence-level context as a clue to word or phrase meaning. Students prepare to write an informational or explanatory piece. | | | | **Overview**: Students begin writing an explanatory or informational text. They read informational materials to understand how illustrations and words provide text details and descriptions (**ELP target**). Students apply this understanding to their own writing. They plan a topic using related facts clarified by illustrations and words. Students revise their writing by adding details and connecting ideas with linking words. | | **Overview**: Students read informational text examining the author’s point of view in comparison to their own. They edit their own informational writing piece to determine a strong point of view (**ELP target**).Students use possessives and quotation marks when referring to a point of view. They conclude their writing with a specific point of view. | |
| **Reading Skill:** | | Categorize/Classify | | **Reading Skill:** | Main Idea, Topic, Details | **Reading Skill:** | Author’s Purpose |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Evaluating |
| **E.L.P. Target Function:** | | Classification | | **E.L.P. Target Function:** | Describing  Explaining | **E.L.P. Target Function:** | Compare and Contrast  Supporting Opinions |
| E.L.P. Target Forms: | | Classify: goes with, here, there are, because, (is, a, are), have, do not have, example of, type of, all have, both | | E.L.P. Target Forms: | Describe:next to, beside, between, in front of, in back of, behind, on the left/right of, in the middle of, beneath, within  Explain:in, is, I came, I \_\_\_(ed), had, but, then, as a result of, for that reason, so, for | E.L.P. Target Forms: | Compare/Contrast:is, shows, in , about, is similar to,\_\_and\_\_, both have, \_\_creates a\_\_ what does/is, explain how  Supporting Opinions:  like/don't, agree/don't, should/not, because/so, IF ..can, would, may, |
| **I Read** to locate information using **text features** and **search tools**. | | | | **I Read** to demonstrate an understanding of text. I use **illustrations** and **words** to answer **key event questions**. | | **I Read** to evaluate how the author’s **point** of **view** is the same or different than my own (supports comparing ELP standard). | |
| * **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.3.6** Distinguish their own **point** of **view** from that of the author of a text. *Model how students can be sure they have a strong point of view in their own informational writing piece* (supports ELP standard). | |
| **I Write** about a topic. I use **text features** and other **resources** to find facts and information. | | | | **I Plan** to introduce a topic using **related facts**. I will include **illustrations** to clarify my facts. | | **I Edit** by checking language conventions (**possessives**, **commas** and **quotation marks**) in my sentences. | |
| * **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *Model the writing format structure.* | | | | * + **W.3.2a** Introduce a topic and group **related information** together; include **illustrations** when useful to aiding comprehension. *Emphasize descriptive language that can be illustrated easily* (supports ELP standard). | | * **L.3.1i**Produce simple, compound, and complex sentences.**L.3.2d** Form and use **possessives**.**L.3.2c** Use **commas** and **quotation marks** in dialogue. *Emphasize possessives when claiming point of view.* | |
| **I Write** using **glossaries** and **dictionaries** to clarify word meaning. | | | | **I Revise** my writing adding more **details**. I use **linking words** and **phrases** to **connect** related information together. | | **I Edit** with support from peers and adults. I provide a strong **concluding statement** that reflects a **point** of **view**. | |
| * + **L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key **words** and **phrases**.**RI.3.4**Determine the meaning of general academic and domain-specific **words** and **phrases** in a text relevant to a *grade 3 topic or subject area.* | | | | * + **W.3.2b** Develop the topic with facts, definitions, and **details** (supports ELP standard – explaining). **W.3.2c** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to **connect ideas** within categories of information. | | * + **W.3.2d** Provide a **concluding statement** or section**W.3.5**With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing. | |
| **I Write** and **Read** using **context** to **distinguish word** or **phrase meaning**. I understand how new words can be used in real-life. | | | | **I speak** about my topic with my peers. I listen to their comments. I consult references to **correct spellings**. | | **I speak** to present my informational piece. I use **Standard English** speaking conventions. | |
| * + **L.3.4a** Use **sentence**-**level context** as a clue to the meaning of a word or phrase.**L.3.5b** Identify **real**-**life connections** between words and their use (e.g., describe people who are *friendly* or *helpful*). | | | | * + **L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and **correct spellings**.**SL.3.1c**Askquestions to check understanding of information presented, **stay** on **topic**, and link their **comments** to the remarks of others. *As part of the revision process have teams discussed facts, definitions and details of writing pieces* (supports ELP standard)*.* | | * **L.3.3b** Recognize and observe differences between the conventions of spoken and written **Standard English**.**SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | |

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| **GR 3** | **Quarter 2** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * use and understand the terms **chapter**, **scene** and **stanza** in connection with **stories**, **dramas** and **poems**(RL.3.5). * describe how each successive **part builds** on **earlier parts** (above) (RL.3.5). * determine meaning of **literal** and **nonliteral** words or phrases used in text (W.3.3). * respond or describe how an **event sequence unfolds** (W.3.3). * recognize effective **narrative technique** (W.3.3). * explain the purpose of **nouns**, **pronouns**, **verbs**, **adjectives** and **adverbs** (L.3.1.a). * use **coordinating** and **subordinating conjunctions** correctly when describing story sequence (L.3.1.h). * be **prepared** to discuss a topic (SL.3.a.). | | **I can**   * explain how a **text’s illustrations** contribute to what is conveyed by the words in a story (RL.3.7). * **link illustrations** to mood or aspects of a character or setting (RL.3.7). * distinguish between **literal** and **nonliteral** language (RL.3.4). * **introduce** a **narrator** or **characters** in my narrative writing piece (W.3.3.a). * organize an **event sequence** for my writing piece (W.3.3.a). * use **temporal words** to signal event order (W.3.3.c). * use **comparative** and **superlative adjectives** and **adverbs** correctly in my writing when I **compare illustrations** to mood or aspects of a character or setting (L.3.1.g). * discuss my writing with others. My **main ideas** and **details** are clear (SL.3.2). | **I Can**   * distinguish my **point** of **view** from the narrator or character (RL.3.6). * use **dialogue** in my writing to show a character’s **point** of **view** (W.3.3.b). * use **descriptions** of actions, thoughts and feelings to **develop** a characters **response to** an **event** (W.3.3.b).). * write using **subject**-**verb** and **pronoun**-**antecedent agreement** (L.3.1.f). * write using **commas** and **quotation marks** correctly in story **dialogue** (L.3.2.c). * provide a **sense of closure** in my writing (W.3.3.d). * **report** on my narrative and share facts and details speaking clearly (SL.3.4). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * use **text features** and **search tools** to locate information (RI.3.5). * understand the **informative** or **explanatory text structure** I will use to examine a topic (RI.3.2). * use **glossaries** or **dictionaries** to determine meaning of unknown words or phrases (L.3.4.d, RI.3.4). * use **sentence**-**level context** to determine word or phrase meaning (L.3.4.a). * identify **real**-**life connections** to words I’ve learned and their uses (L.3.5.b). | **I can**   * **gain information** from illustrations and words in a text (RI.3.7). * answer **where**, **when**, **why** and **how questions** about key events using the text as evidence (RI.3.7). * **introduce** a **topic** and **group** related **facts** in my writing (W.3.2.a). * use **illustrations** in my writing to aid comprehension (W.3.2.a). * **develop** a **topic** with facts, definitions and details (W.3.2.b). * use **linking words** and **phrases** to connect ideas into categories when I write (W.3.2.c). * consult **references** to correct spellings (L.3.2.g). * stay on **topic** during class discussions (SL.3.1.c). | **I can**   * distinguish my own **point** of **view** from the author’s (RI.3.6). * produce **simple**, **compound** and **complex sentences** in my writing (L.3.1.i). * use **commas**, **quotation marks** and **possessives** correctly in my writing when referencing **dialogue** about **point** of **view**(WL.3.2.c). * provide a **concluding statement** that includes a point of view (W.2.3.d) * observe differences in spoken and written **Standard English** (L.3.3.b) * speak in **complete sentences** when presenting my writing (SL.3.6). |

**Introduction and Overview Quarter Three:**

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| **Grade 3*:* Quarter Three**  ***Reading Literature*** |
| During third quarter literary reading third grade students read to determine the meaning of words and phrases in literal and non-literal language (RL.3.4). Word meaning is a strong focus this quarter. Students use known affixes (L.3.4.b) to determine word meaning. Students distinguish shades of meaning among related words (L.3.5.c). They can explain how a text’s illustrations help convey meaning (RL.3.7). As they read they compare and contrast themes, setting and plots of stories by the same author (RL.3.9).  Students write a narrative piece about an experience or event (W.3.3). They follow an event sequence that unfolds naturally (W.3.3.a). Events are developed using dialogue of actions, thoughts and feelings to show characters’ responses to situations (W.3.3.b). Temporal words and phrases signal event sequences in their writing (W.3.3.c).  While revising students concentrate on using parts of speech accurately, specifically regular and irregular plural nouns and verbs (L.3.1.b),(L.3.1.d), abstract nouns (L.3.1.c) and explaining the function of adjectives (L.3.1.a).  They edit their narrative writing, monitor their own capitalization and spelling (L.3.2.a,L.3.2.e)and provide a sense of closure with a concluding statement or section (W.3.3.d). Throughout the writing process students discuss their writing (SL3.1.b), ask and answer questions when they present (SL.3.1.d) and listen to other speakers (SL.3.3).  ***Reading Informational Text***   * During third quarter informational reading third grade students determine the meaning of words and phrases relevant to informational text being read (RI.3.4). They use known root words as clues to meaning (L.3.4.c). Students read to compare and contrast important points and key details in two or more texts on the same topic (RI.2.9). As they read they are able to describe logical connections between sentences and paragraphs (comparison, cause and effect or sequence structures).   Students research a topic (W.3.7) and integrate their research into writing an informational piece (W.3.2). They plan their writing by selecting and introducing a topic. They group related information together, using print and digital sources (W.3.8) with useful illustrations (W.3.2.a). Their topic is developed with facts, definitions and details (W.3.2.b). Students revise producing simple, compound and complex sentences (L.3.1.i) and choose words and phrases for effect (L.3.3.a). They link words and phrases together to connect and organize ideas (W.3.2.c). Students provide a concluding statement or section about their topic (W.3.2.d). Spelling patterns (L.3.2.f) and comma use is accurate (when referring to sources),(L.3.2.b.) They report on their topic with appropriate facts and details (SL.3.4).  ***ELP:*** Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard.  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “units of study.” The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 3** | **Quarter 3**  Reading Literature | | ***Informational Overview:*** The third quarter of reading literature focuses on integration of word and phrase meaning using specific techniques (similes, metaphors, etc…) as well as more sophisticated narrative structures (moving from personal narratives ordered chronologically to categorical structures). Students compare the use of words and phrases in two narratives. They use similar event sequence in their own writing to organize character mood, actions, thoughts and feelings. Students use words to signal event sequence beyond first, next and last to more sophisticated language (i.e., earlier, during, while). Students publish their writing piece as a word document.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| **Overview**: Literary text in the third quarter has a strong emphasis on word and phrase meaning (**ELP target**). Students compare words and phrases of two narratives. They share their comparisons during class discussions. | | | | **Overview**: Students recognize literary terms that identify a variety of moods (**ELP target**). They understand how illustrations support text meaning. Students use a graphic to plan their own narrative writing piece. They organize events sequences developed around character actions, thought and responses. They revise words that portray mood. | | **Overview**: Students edit a narrative piece using specific temporal words to provide closure. They compare and contrast theme, setting and plots of two narratives written by the same author (**ELP Target**). Students evaluate writing structures (cause/effect, compare/contrast etc...). They share their writing piece (published as a word document). | |
| **Reading Skill:** | | Inferring (word meaning) | | **Reading Skill:** | Story Structure (event order) | **Reading Skill:** | Evaluation |
| **Reading Strategy:** | | Monitor/Clarify (word meaning) | | **Reading Strategy:** | Evaluating | **Reading Strategy:** | Questioning (author’s patterns) |
| **E.L.P. Target Function:** | | Defining  Description (nouns) | | **E.L.P. Target Function:** | Literary Analysis *Note: Quarter 2, standard* ***RL.3.7*** *ELP Targets were described and comparing. Continue with those target forms, but include Literary Analysis in Quarter 3.* | **E.L.P. Target Function:** | Compare and Contrast |
| E.L.P. Target Forms: | | Define: is, a, are, tells, shows that, describes, explains, has, example of | | E.L.P. Target Forms: | Literary Analysis: descriptive and specific literary language. | E.L.P. Target Forms: | Compare and Contrast: is, shows, in , about, is similar to, \_\_and\_\_, both have, \_\_creates a\_\_ what does/is, explain how |
| **I Read** to infer the meaning of **literal** and **non**-**literal words** and **phrases**. | | | | **I Read** and connect how **illustrations** emphasize **mood**. | | **I Read** to compare the same author’s **literary pattern** in two or more books. I identify similar details, plots and characters. | |
| * **RL.3.4-ELP-8** Determine the meaning of **words** and **phrases** as they are used in a text, distinguishing **literal** from **non**-**literal** language. *Students use context clues to infer word meaning of text and how words affect the mood of a story through characters and setting.* | | | | * **RL.3.7-ELP-1** 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), (supports ELP standard). *Ask: How do the illustrations help understand the mood portrayed by characters or in the setting?* | | * **RL.3.9-NO ELP** 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), (supports ELP standard). *Ask: How are the author’s books using the same literary patterns and structure? How are the characters the same?* | |
| **I Write** a response about an author’s **word** or **phrase** techniques. | | | | **I Plan** to organize an **event sequence** of character actions, thoughts, feelings and responses. I use **temporal words** to signal event order. | | **I Read** to evaluate how two or more **texts** or **poems** by the same author are similar or different in **writing style** and **literary structure**. | |
| * + **W.3.3-ELP-3** Write narratives to develop real or imagined experiences or events using effective **technique**, descriptive **details**, and clear **event** **sequences**. * *Discuss descriptive literal and non-literal words and phrases. (Supports ELP standard). What effective techniques did the author use (e.g.,* ***figurative******language****,* ***metaphors****,* ***similes****,* ***personification****,* ***hyperboles****,* ***idioms****) from the reading selections (compare two selections)?* | | | | * + **W.3.3a-ELP-3** Establish a situation and introduce a narrator and/or characters; organize an **event sequence** that unfolds naturally.   + **W.3.3b-ELP-3** 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-ELP-8** Use **temporal words** and **phrases** to signal event order *(move away from first, next and last toward earlier, during, while, etc...).* | | * + *Standard* **RL3.9-NO ELP** *is a higher order of cognitive thinking due to its integrative nature of comparing two texts. Encourage students to use* ***questioning*** *(who, what, when, etc...) about both texts then compare the two sets of answers.* ***Evaluative questions*** *may include: What similar* ***patterns*** *do you see? Identify evidence (specific words) to support your comparison. What* ***writing elements*** *are used? Summarize your findings.* | |
| **I Write** using **affixes** correctly. I form and use **regular**, **irregular** plural and **abstract** **nouns**. | | | | **I Revise** my writing using words to describe **states** of **mind** (mood). I use **verbs** and **adjectives** correctly as I describe mood. | | **I Edit** my narrative writing piece with a clear **closure** statement or section. My finished piece is a **word document**. I capitalize and spell correctly. | |
| * + **L.3.4b-ELP-8** Determine the meaning of the new word formed when a **known affix** is added to a known word (e.g., agreeable/disagreeable). **L.3.1b-NO ELP** Form and use regular and irregular plural **nouns**. **L.3.1c** Use **abstract nouns** (e.g., childhood). *Mini-lessons, journals and short summaries may be useful to emphasize language rules for affixes and nouns.* | | | | * + **L.3.5c-ELP-8** Distinguish shades of meaning among **related words** that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **L.3.1d-NO ELP** Form and use regular and irregular **verbs**. **L.3.1a-NO ELP** Explain the function of …., **adjectives**…..in particular sentences. | | * + **W.3.3d-ELP-3** Provide a sense of **closure**. **L.3.2a-NO ELP** Capitalize **appropriate words** in titles. **W.3.6-ELP-2** 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. **L.3.2e-NO ELP** Use conventional spelling for high-frequency and other **studied words** and for adding **suffixes** to base words (e.g., sitting, smiled, cries, happiness | |
| **I Speak** to share **non-literal** language meaning. | | | | **I Speak** to share how I use **temporal words** to signal event sequence. | | **I Speak** and answers questions about my writing with **detail** and **elaboration**. | |
| * + **SL.3.1b-ELP-2** 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). *(Students can share their findings about literal/non-literal language in two comparative narratives,* *or a narrative story and poem).* | | | | * **SL.3.1d-ELP-2** Explain their own **ideas** and understanding in light of the discussion. | | * [**SL.3.3**](http://www.corestandards.org/ELA-Literacy/SL/3/3/)**-ELP-6** Ask and answer **questions** about information from a speaker, offering appropriate **elaboration** and **detail**. | |

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| **Gr. 3** | **Quarter 3**  Reading Informational | | ***Informational Overview:*** The third quarter of grade 3 informational text encompasses a more thorough understanding of text structures. Students prepare to write informational text based on digital and print sources as concluding evidence. They use transitional words between paragraphs and have mastered spelling patterns appropriate for grade 3 as they revise. Students are able to compare source documents in their research to reach a conclusion about a topic. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Overview: Students gather “tools” to understand informational text. They recognize words connecting text structure and words signifying key events. They study written text organization to prepare to write informational text. They produce accurate sentences and root words to construct meaning (**ELP Target**-Define). Students research a topic to write about using descriptive specific vocabulary (**ELP Target**-Describe). | | | | Overview: Students selected an informational topic to write about in Unit of Study #4. They continue to develop skills for writing as they study how author’s use text structure to emphasize a topic and transitioning words between ideas. They gather information from print and digital sources, taking notes and sorting evidence into categories around facts, definitions and details explaining and summarize in-depth their topic (**ELP Targets**). Students use spelling patterns accurately. | | Overview: Students have researched, drafted, planned and edited an informational writing piece. As they continued to read connected text they compare and contrast important points and key details from two texts about the same topic, but from different accounts, (**ELP Target** – Compare). They understand how comparing information can contribute to their own research. Students evaluate the accuracy of their research with evidence (**ELP Target**-Evaluate). | |
| **Reading Skill:** | | Informational Text Structure | | **Reading Skill:** | Text Organization | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Questioning | **Reading Strategy:** | Monitor and Clarify |
| **E.L.P. Target Function:** | | Defining  Describing | | **E.L.P. Target Function:** | Explain *Note: Quarter 2, standard* ***RI.3.7*** *ELP Targets were describe and explain. For Quarter 3, summarizing has been added.* | **E.L.P. Target Function:** | Compare and Contrast  Evaluate (new) |
| E.L.P. Target Forms: | | Define: is, a, are, tells, shows that, describes, explains, has, example of  Describe: is, a, can, has, are, and, in, but, is not, because, frequently , if\_\_\_then, would not/have | | E.L.P. Target Forms: | Explain: (connections of text structure) in, is, I came, I \_\_\_(ed), had, but, then, as a result of, for that reason, so, for  Summarize: (connections) indeed, therefore, consequently, to conclude, in short, and/but (inter-connects with cause and effect) | E.L.P. Target Forms: | Compare and Contrast:  has, is ,are ,than, (er-est),and, both, but, same, because, different, is \_\_ compared to\_\_\_, does/does not  Evaluate: *that, those, each, every,*  *few, many, some,*  both – and; not only – but also, belief/doubt |
| **I Read** to | | | | **I Read** to understand how **sentences** and **paragraphs** connect text. | | **I Read** to | |
| * **RI.3.4- ELP-8** Determine the meaning of general academic and domain-specific **words** and **phrases** in a text relevant to a *grade 3 topic or subject area* (supports ELP Target – Define).   *Model the reading text structure (cause/effect, sequence, etc…).Determine academic words connecting the text structure. Ask: Which words signify key events and details in the text or in text features?* | | | | * **RI.3.8-NO ELP** Describe the logical connection between particular sentences and paragraphs in a text (e.g., **comparison**, **cause/effect**, first/second/third in a **sequence**), (support ELP Target by explaining and summarizing the connections and applying that ability to writing informational text). *Model the text structure. How does the author use facts, definitions and details within the text structure to emphasize a topic? Discuss transitioning words.* | | * **RI.3.9-NO ELP** Compare and contrast the most **important points** and **key details** presented in two texts on the same topic (supports ELP Target-Compare).   *Students support their selections of important points and key details with evidence. They analyze parts of two texts (different accounts) about a topic. They evaluate: How is this valuable when conducting research, (supports ELP Target – Evaluate).* | |
| **I Explore** how **author’s** examine topics by **grouping information** together. I write **simple**, c**ompound** and **complex** **sentences**. | | | | **I Plan** to write by gather information from **print** and **digital** **sources**. | | **I Edit** by providing a **conclusion** with **evidence** about my researched topic. I can list my **sources**. | |
| * + **W.3.2-ELP-3** Write informative/explanatory texts to examine a topic and **convey** **ideas** and **information** clearly (*describe information using new words and phrases specific to topic – supports ELP Target – Describe*). **W.3.2a-ELP-3** Introduce a topic and **group** related **information** together; include illustrations when useful to aiding comprehension. *Model the author’s use (from selected text) of gathering information (sentences, paragraphs, words) to control topic ideas. Use a graphic organizer.* **L.3.1i- NO ELP** Produce **simple**, **compound**, and **complex** sentences. | | | | * + **W.3.8-ELP-5** Recall information from experiences or gather information from **print** and **digital** sources; take brief noteson **sources** and sort evidence into provided categories.  **W.3.2b-ELP-3** Develop the topic with **facts**, **definitions**, and **details**. *Students plan a rough draft with source notes to guide information into a meaningful organization.*   + **L.3.2f - NO ELP** Use **spelling patterns** and **generalizations** (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | | * + **W.3.2d-ELP-3** Provide a **concluding** **statement** or section * **L.3.2b-NO ELP** Use **commas** in addresses *(apply to sources).*   *Students can partner or team share research techniques they used to gather information from print and digital sources about their topics. Editing can include adding and deleting as they gather ideas and input from their peers and adults.* | |
| **I Write** using **root words** accurately. | | | | **I Revise** my writing. My **words** and **phrases** develop the topic. I use **linking** **words** to connect structure. | | **I Speak** to share my **research**. I use **facts** and **details** as evidence | |
| * + **L.3.4c – ELP-8** Use a known **root word** as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | | | | * + **L.3.3a –NO ELP** Choose **words** and **phrases** for effect. **W.3.2b-ELP-3** Develop the topic with **facts**, **definitions**, and **details**.  **W.3.2c-ELP-8** Use **linking words** and **phrases** (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. | | * + **SL.3.4-ELP-3** Report on a topic or text, tell a story, or recount an experience *(apply to research instead of story ),* with appropriate **facts** and relevant, descriptive **details**, speaking clearly at an understandable pace | |
| **I Write** a brainstorming **graphic** of **ideas** about a **research** **project**. | | | | **I Speak** about **ideas** and **details** in my **research project** to peers. | |  | |
| * **W.3.7-ELP-5** Conduct short **research** projects that build knowledge about a topic. *The research project can be integrated into the* **W.3.2** *writing assignment.* | | | | * + **SL.3.2-ELP-1** 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. | |  | |

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| **GR 3** | **Quarter 3** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * determine the meaning of **words** and **phrases** using **context** **clues** (RL.3.4). * distinguish between **literal** and **non**-**literal** language (RL.3.4). * use **word meaning** to **infer** the **mood** of a story. * recognize different literary **techniques** author’s use including:**figurative** **language**, **metaphors**, **similes**, **personification**, **hyperboles** and **idioms** (W.3.3). * **compare** literary **techniques** of two different texts (W.3.3). * show I understand how a graphic organizer follows a **narrative** text **structure** (W.3.3.a). * **determine** the meaning of new **words** using **known** **affixes** (L.3.4.b). * use regular and irregular **plural** **nouns** as well as **abstract** **nouns** in writing correctly (L.3.1.c). | | **I can**   * explain how **illustrations** and **words** **convey** **mood** (RL.3.7). * **organize** an **event** **sequence** to write a narrative piece (W.3.3.a). * include **character** **actions**, **thoughts**, **feelings** and **responses** in my event sequence (W.3.3.b). * **establish** a **situation** and **introduce** a **narrator** as I write (W.3.3.a). * use a graphic organizer to help me **plan** my writing. * use **dialogue** to **develop** **experiences** and **responses** of characters (W.3.3.b). * use **temporal words** and **phrases** to **signal** event **order** (W.3.3.c). * **recognize** use of **temporal** **words** and **phrases** in read text to **signal** **event** **order**. * distinguish “**shades** of **meaning**” among related words in text (L.3.5.c). * I use **adjectives** and **regular**/**irregular** **verbs** correctly (L.3.1.a). | **I Can**   * **compare** **themes**, **setting** and **plots** in **two texts** by the same author (RL.3.9). * **recognize** authors **literary** **patterns** and **structures** (RL.3.9). * **evaluate** how **two** texts or poems by the **same** **author** are the same or different (RL.3.9.a). * **use** known **literary** **patterns** and **structure** in my own writing pieces. * provide a strong **conclusion** in my writing (W.3.3.e). * **capitalize** words in titles correctly (L.3.2.a). * use **conventional** **spelling** and studied words correctly (L.3.2.e). * add **suffixes** to base words in my writing when necessary (L.3.2.e). * speak and share **answer**ing **questions** with **elaboration** and **detail** (SL.3.3). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * **determine** the **meaning** of new **words** and **phrases** (RI.3.4). * **define** and **describe** the meaning of new **words** and **phrases**. * **Explore** and **discuss** how an **author** **introduces** and **groups** related **information** together about a topic (W.3.2.a). * **write** **simple** **compound** and **complex** **sentences** ( L.3.1.i). * **use root** **words** to help me **understand** the **meaning** of an unknown word (L.3.4.c). * **explore** how **author’s** **conduct** **research** projects (W.3.7). | **I can**   * explain the **connection** between **sentences** and **paragraphs** in a text (how they relate to a topic),(RI.3.8). * recognize **paragraphs** and **sentences** **that** **compare** (RI.3.8). * recognize **paragraphs** and **sentences** that show **cause** and **effect** (RI.3.8). * **gather information** for my own research **topic** from **print** and **digital** **sources**(W.3.8). * take notes and **list** my **sources** for my research topic (W.3.8). * **plan** my research topic by **grouping** **facts**, **definitions** and **details** in an organized pattern (W.3.2.b). * revise my research topic (or essay), using **words** and **phrases** e**ffectively** (L.3.3.a). * revise my sequence of information using **linking** **words** and phrases **to** c**onnect** ideas (W.3.2.c). * **speak** about the **main** **idea** and **details** of my topic (SL.3.2). | **I can**   * **compare** and **contrast** key **points** and **details** of **two texts** on the same topic (RI.3.9). * compare and contrast key points and details of two texts on the same topic I have chosen as a **research project** (RI.3.9). * **provide** a **conclusion** about my research project by **evaluating** my print and digital sources for **effectiveness** (W.3.2.d). * use **commas** correctly when I **quote sources** on my research essay or written piece (L.3.2.b). * **report** on my **research** using **facts** and **relevant** descriptive **details** (SL.3.4). |

**Introduction and Overview Quarter Four:**

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| **Grade 3*:* Quarter Four**  ***Reading Literature***  During fourth quarter literary reading third grade students read two or more texts about characters written by the same author (series). They describe character traits, motivations and feelings. They are able to explain how character actions contribute to a sequence of events (RL.3.3). Students recognize that characters may have different points of view than their own (RL.3.6). They understand that points of view or opinions influence actions. Reading from texts by the same author, students compare and contrast themes, setting and plots (RL.3.9).  Literary reading is connected to writing an opinion piece in the fourth quarter. Students write about two or more texts by the same author. They state their opinion about the texts listing reasons within an organizational structure (graphic organizer), (W.3.1.-a,b). They use linking words and phrases to connect opinion and reason as they write. Students describe characters in their writing using adjectives (L.3.5.b).  Writing projects show the correct use of subject-verb and pronoun-antecedent agreement (L.3.1.e). As students provide a concluding statement or section they summarize their opinion piece and hypothesize a different ending (W.3.1.d). They share their writing (SL3.6) and demonstrate command of Standard English (L.3.2). |
| * ***Informational Text*** * ***Important Note about RI.3.3: This standard should be taught in several lessons. The fourth quarter emphasizes historical events (a famous person), however scientific ideas and concepts as well as technical procedures can be taught during reading or content area instructional times. The “connection” for all texts in RI.3.3 is time, sequence or cause and effect*** * During fourth quarter literary reading third grade students read two or more texts a famous person written by different authors (RI.3.3). They connect an historical event to the person they write about to time, sequence or cause and effect (RI.3.3). Students are able to distinguish the author’s point of view and how it may differ from their own about the texts they read (RI.3.6). They compare and contrast important points and key details between texts (RI.3.9).   Informational writing in the fourth quarter focuses on writing about two or more texts about a famous person. They examine a person and convey ideas about that person (W.3.2). Students are able to group related information together (W.3.2.a) from texts and other digital sources (W.3.8). They come ready to discuss their writing and explore ideas with others (SL.3.1.a). Students develop their topic with facts and details (W.3.2.b). They use linking words and phrases to connect ideas (W.3.2.c). Writing is completed with a concluding statement or section summarizing with two or three important facts about a famous person. Students state differences of opinion or points of view they have or between the texts (W.3.2.d).  ***ELP*:** Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the reading skill necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “supports ELP Target,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also an ELP + Standard Number that corresponds with that specific CCS Standard’s ELP Correlation in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support Ells’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard.  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated “units of study.” The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 3** | **Quarter 4**  Reading Literature | | ***Informational Overview:*** In the fourth quarter of third grade, students read several stories by the same author with the same or similar characters (series). They describe character traits, points of view and compare and contrast story elements. They write an opinion piece based on how characters actions contribute to a sequence of events. They hypothesize what they would have done differently to change the event sequence.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students read stories by the same author, describing character traits in detail. They understand the connection between characters actions and a sequence of events (**ELP Targets**). Students prepare to write an opinion piece about one or several stories stating their own opinions about characters actions. They link opinions with reasons. | | | | Students read several stories by one author. They distinguish how their own point of view may differ than the characters. They plan an opinion (**ELP Target – Opinion**) writing piece with a list of character actions that contributed to a sequence of events. They express their own opinion with reasons (**ELP Target – Compare**). Students revise for correct verb tense. | | Students read several texts by the same author in order to compare and contrast story elements (**ELP Target**),characters actions and points of view. They edit their opinion writing piece with a concluding statement. Students summarize how character actions contributed to an event sequence. They hypothesize about a different sequence of events (**ELP Target).** | |
| **Reading Skill:** | | Noting Details | | **Reading Skill:** | Making Judgments | **Reading Skill:** | Drawing Conclusions |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Evaluate | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Sequence  Summarize | | **E.L.P. Target Function:** | Supporting Opinion  Compare and Contrast | **E.L.P. Target Function:** | Compare and Contrast  Hypothesize |
| E.L.P. Target Forms: | | Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime  Summarize indeed, therefore, consequently, to conclude, in short, and/but (part of cause and effect) | | E.L.P. Target Forms: | Supporting Opinion like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should  Compare and Contrast \_\_is like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_ | E.L.P. Target Forms: | Compare and Contrast: \_\_is like\_\_ because\_\_, both are similar, is different than, \_\_from\_\_ is\_\_  Hypothesize  could have, would have, perhaps, maybe, had done, differently, same as, if\_\_then\_\_. |
| **I Read** and **describe** **characters**. I explain how their **actions** help **cause** an **event** **sequence**. | | | | **I Read** several **stories** by the **same** **author**. I know that **characters** have **points of** **view** that may be **different** than my **own**. | | **I Read** several **stories** by the **same** **author** to **compare** and **contrast** story **elements** and character **actions**. | |
| * **RL.3.3-ELP-1** **Describe** **characters** in a story (e.g., their **traits**, **motivations**, or **feelings**) and explain how their **actions** **contribute** to the **sequence** of **events**.   *Pre-select versions of stories written by the same author about the same or similar characters. Discuss: “Describe each characters’ traits, motivations or feelings. Ask: “how did characters actions contribute to a sequence of events?” (supports ELP Targets).* | | | | **RL.3.6-NO ELP** **Distinguish** their **own** point of view **from** that of the narrator or those of the **characters**.  *Review pre-selected text(s). Ask: What character(s) action(s) contributed to….? What were the characters’ points of view about….? How did a point of view influence a character’s action? How was your point of view or opinion different than…..? If you were\_\_\_what would you have\_\_\_?* | | * **RL.3.9-NO ELP** **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).   *Review pre-selected text(s) in order to compare and contrast themes, settings and plots. Ask: How are these story elements the same or different?* | |
| **I Learn** about **Writing** an **opinion** piece. I understand that **opinions** are **supported** by **reasons**. | | | | **I Plan** my **opinion** writing **piece**. I **graph** **character** **actions**. I state my **own** **opinion** about those actions **with** **reasons**. | | **I Edit** my **opinion** **piece** with a **conclusion**. I **summarize** my **opinion** of **characters** **actions**. I hypothesize how they could have been different. | |
| * **W.3.1-ELP-2** Write **opinion** **pieces** on topics or texts, supporting a **point** **of view** with **reasons**.   **W.3.1a-ELP-2** Introduce the topic or text they are writing about, **state** an **opinion**, and **create** an organizational **structure** that **lists** **reasons**.  *Model planning for writing an opinion piece about characters’ actions. A* ***graphic******organizer*** *may include character traits, motivations or feelings, points of view, event sequence as well as theme, setting or plot.* | | | | * + **W.3.1b-ELP-2** Provide **reasons** that **support** the **opinion**.   + *Refer to Unit #4 opinion writing model. Students state an opinion about characters’ actions and list reason, using linking words and phrases.*   **W.3.1c-ELP-9** Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for* *example*) to **connect** **opinion** and **reasons**. | | * + **W.3.1d-ELP-2** Provide a **concluding** **statement** or **section**.   *Students provide a concluding statement or section that recaps or summarizes the students’ opinion of character actions.*  *A concluding statement could also include what the student would have done if her/she were the character to change the sequence of events.* | |
| **I Write** using **describing** **words** about **characters** in a story. | | | | **I Revise** my **writing** using correct **verb** **tense** and **agreement**. | | **I Edit** my **writing** for all **Standard** **English** **conventions**. | |
| * + **L.3.5b-ELP-8** Identify **real**-**life** **connections** between words and their use (e.g., **describe** **people** who are friendly or helpful). * *Connect to opinion writing and character traits.* | | | | * + **L.3.1e-NO ELP** Form and use the simple (e.g., I walked; I walk; I will walk) **verb** **tenses**. **L.3.1f-NO ELP** Ensure subject-**verb** and **pronoun**-antecedent **agreement**. | | **L.3.2-NO ELP** Demonstrate command of the **conventions** of **Standard** **English** capitalization, punctuation, and spelling when writing. | |
| **I Speak** **clearly**. I **ask** and **answer** **questions** about a story. | | | | **I Speak** and **share** with others as I plan and revise my writing for feedback and **clarification** of ideas. | | **I Speak** and **share** my **opinion** **writing** speaking in **complete** **sentences** and answering questions to provide **clarification**. | |
| * + **SL.3.3-ELP-6** **Ask** and **answer** **questions** about information from a speaker, offering appropriate elaboration and detail. | | | | **SL.3.1-ELP-2** Engage effectively in a range of **collaborative** **discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly. | | * **SL.3.6-ELP-9** Speak in **complete** **sentences** when appropriate to task and situation in order to provide requested detail or **clarification**. | |

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| **Gr. 3** | **Quarter 4**  Reading Informational | | ***Informational Overview:*** Students read two or more texts about a “famous person” to write about an historical event. They compare and contrast authors’ opinions (points of view), key details connecting to time, sequence or cause and effect. They are able to generalize information and conclude writing with a summarization noting important points and differences.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students read two or more texts about a person (historical event) connecting it to time, sequence (**ELP Target - Sequence**) or cause and effect. A class graphic models grouping information from texts (to prepare for writing about a *famous person*). Students predict outcomes and summarize while reading (**ELP Target – Summarize**). | | | | Students re-read and review two or more texts about a person (historical event) in order to compare and contrast the authors’ points of views (ELP Target – Opinions) with their own (**ELP Target – Compare/Contrast**). Students gather key details as they plan writing an informational piece about a famous person. They revise using a variety of resources. | | Students continue to read about a famous person(s) comparing and contrasting authors’ versions in two or more texts (**ELP Target – Compare**). They make generalizations and draw conclusions from the texts (**ELP Target – Conclusions**). Students Edit by drawing conclusions based on authors points of view or opinions. They share their writing. | |
| **Reading Skill:** | | Predicting Outcomes | | **Reading Skill:** | Problem Solving | **Reading Skill:** | Making Generalizations |
| **Reading Strategy:** | |  | | **Reading Strategy:** |  | **Reading Strategy:** |  |
| **E.L.P. Target Function:** | | Sequence  Summarize | | **E.L.P. Target Function:** | Compare and Contrast  Supporting Opinions | **E.L.P. Target Function:** | Compare and Contrast  Draw Conclusions |
| E.L.P. Target Forms: | | Sequencefollow, first, beginning, middle, end, at last, then, prior to, next, after  Summarize indeed, therefore, consequently, to conclude, in short, and/but (inter-connects to cause/effect) | | E.L.P. Target Forms: | Compare/Contrastis like\_\_\_ because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_\_\_  Supporting Opinionslike/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should | E.L.P. Target Forms: | Compare and Contrast is like\_\_\_because\_\_\_, both are similar, is different than, \_\_from\_\_\_ is\_\_\_, whereas \_\_has\_\_\_, the same\_\_\_\_\_  Draw Conclusions comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently |
| **I Read** about a person from two or more texts. I **connect** the **historical** **events** about the person to **time**, **sequence** and **cause**/**effect**. | | | | **I Read** two or more texts about the same person.  I know how the **author** **feels** about the person. I know how **I** **feel**. | | **I Read** to **compare** and **contrast** texts and make **generalizations** (draw **conclusions**) between texts. | |
| **RI.3.3-ELP-1** 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** (supports ELP Targets).  *The “connection” between* ***events****, ideas-concepts or technical procedures is* ***time****,* ***sequence*** *and* ***cause*** *and* ***effect****. Pre-select a series of historical texts (autobiography and biography) about a person. Predict outcomes and summarize* ***connections*** *while reading.* | | | | * **RI.3.6-NO ELP** **Distinguish** their **own** **point** **of** **view** from that of the author of a text. * *Author’s* ***purpose*** *is directly connected here to recognizing the author’s* ***point******of******view****. Students* ***distinguish******between*** *(supports ELP Targets) and* ***author’s*** *point of view and their* ***own*** *about the person in the text(s). Add to the question stems from Unit #4 about point of view.* | | * **RI.3.9-NO ELP** **Compare** and **contrast** the most important **points** and **key** **details** presented in **two** **texts** on the same topic.   *Lead discussions to help students* ***compare*** *and* ***contrast*** *(make generalizations) and then draw conclusions about major differences between two or more texts. Ask: “Do these books have the same purpose?”, “Does one teach more than the other?”, and “How could one be improved?”* | |
| **I Explore** how to **gather** **information** to **write** an **informational** **piece**. | | | | **I Plan** an informational **piece** about a **person**. I **gather** **facts** and **key** **details** from **texts** and **digital** **sources**. | | **I Edit** my **informational** **writing** piece about a **famous** **person** **summarizing** with a **concluding** **statement** with key **details** and important **points**. | |
| * **W.3.2-ELP-3** **Write** **informative**/explanatory **texts** to examine a topic and convey ideas and information clearly.   + *Model the* ***time****,* ***sequence*** *and/or* ***cause*** *and* ***effect*** *connection to a series of historical events about a person. Create columns for “****who****,* ***what****,* ***when****,* ***where******why*** *and* ***how****” chart. Ask students to create question stems about the person under each column.*   + **W.3.2a-ELP-3** Introduces a topic and **group** related **information** together; include illustrations when useful to aiding comprehension. | | | | * + **W.3.2b-ELP-3** Develop the topic with **facts**, **definitions**, and **details**.   + *Students* ***gather******information*** *and write about the most important* ***points*** *and* ***key******details****.*   + **W.3.2c-ELP-9** Use **linking** **word**s and **phrases** (e.g., *also*, *another*, *and*, *more*, *but*) to **connect** **ideas** within categories of information.   + **W.3.8-ELP-5** Recall information from experiences or **gather** information from print and **digital** **sources**; take brief notes on sources and sort evidence into provided categories*.* | | * + **W.3.2d-ELP-3** Provide a **concluding** **statement** or **section**.   *Criteria for conclusion: Students write an ending summarization of a famous person (by reaching a conclusion – supports ELP Target) in their informational writing piece. They include 2-3 most important* ***key******details*** *or* ***points*** *as well as any differences about* ***authors******opinions*** *or* ***points******of******view*** *compare to their own.* | |
| **I Write** and **Speak** about a subject using **adjectives** and **adverbs** **correctly**. | | | | **I Revise** my writing by using **consulting** **references** for spelling accuracy. | | **I Write** and **Edit** to be sure **word** and **phrase** **meaning** in my informational piece is accurate. | |
| * + **L.3.1g-NO ELP** Form and use **comparative** and **superlative** **adjectives** and **adverbs**, and choose between them depending on what is to be modified. | | | | * + **L.3.2g-NO ELP** Consult reference materials, including beginning dictionaries, as needed to **check** and **correct** **spellings**. | | * + **L.3.4d-ELP-8** Use **glossaries** or beginning **dictionaries**, both print and digital, to determine or **clarify** the precise **meaning** of key words and phrases | |
| **I Speak** during discussions and am **prepared** to **discuss** a subject. | | | | **I Speak** about my writing and **ideas**. | | **I Speak** and **share** my writing. My **visual** **display** emphasizes key **details**. | |
| **SL.3.1a-ELP-2** 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.  *Students answer and discuss the question stems from the “who, what, when, where, why and how” chart.* | | | | * + **SL.3.1d-ELP-2** Explain their own **ideas** and understanding in light of the discussion. | | * + **SL.3.5-NO ELP** 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**. | |

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| **GR 3** | **Quarter 4** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * **describe** a character’s **traits**, **motivations** or **feelings** (RL.3.3). * explain how a character’s **actions** **contributed** to a **sequence** of **events** (RL.3.3). * tell **my** **opinion** about a text (W.3.1). * **support** my **opinion** about a text with **reasons** (W.3.1). * create a graphic organizer to **list** **my** **opinions** and **reasons** (W.3.1.a) * use **adjectives** to **describe** a character’s **traits**, **motivations** or **feelings** (L.3.5.b). * **ask** and **answer** **questions** about a text with elaboration and detail (SL.3.3). | | **I can**   * explain a **character’s** **point** **of** **view** (RL.3.6). * tell my **own** **point** **of** **view** and how it is the **same** or **different** than a **character** or **narrator** (RL.3.6). * provide **reasons** that **support** my **opinions** in my writing (W.3.1.b). * use **linking** **words** and **phrases** (e.g., because, therefore, since, for example) to **connect** my **opinions** and **reasons** (W.3.1.c). * use simple **verb** **tenses** (L.3.1.e). * make sure my **subject** **verb** and **pronoun**-**antecedent** are in **agreement** (L.3.1.f). | **I Can**   * **compare** and **contrast** **stories** by the **same** **author** (RL.3.9). * **compare** and **contrast** **themes**, **settings** and **plots** of two or more **stories** written by the **same** **autho**r with similar or same characters (RL.3.9). * write a **concluding** **statement** or section **summarizing** my **opinion** about **characters** **actions** (W.3.1.d). * write about what **actions** **I** **would** have taken instead of what a character did (W.3.1.d). * demonstrate a general command of Standard English when writing (**capitalization**, **punctuation** and **spelling** ),(L.3.2). * share my **final** opinion **writing** using **complete** **sentences** (SL.3.6). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| ***NOTE****:* ***This standard (RI.3.3) develops an historical event to a famous person connecting time, sequence, cause and effect. Scientific ideas and concepts and technical steps in a procedure can also be addressed in different lessons.***  **I can**   * tell about a **famous** **person** I’ve read about in two or more **texts** (RI.3.3). * explain the **historical** **event** the person is connected to (RI.3.3). * describe the **development** of **events** in terms of **time** and **sequence** (RI.3.3). * describe **causes** and **effects** of events (RI.3.3). * read and graph “**who**, **what**, **when**, **where**, **why** and **how**” about important **points** and **events** (W.3.2). * **group** **information** together pertaining to time, sequence and events (W.3.2.a). * use **comparative** and **superlative** **adjectives** and **adverb**s to write and describe what I read about (L.3.2.g). * **discuss** what I’ve read and am **prepared** to share (SL.3.1.a). | **I can**   * explain an **author’s** **point** **of** **view** (RI.3.6). * tell my **own** **point** **of** **view** and how it is the **same** or **different** than an **author** (RI.3.6). * **develop** my **writing** about a **famous** **person** with **facts** and **details** (W.3.2.b). * use **linking** **words** (e.g., another, also, more) to **connect** **facts** and **details** in my writing (W.3.2.c). * **gather** **information** from digital and other sources (W.3.8). * consult **reference** **materials** to correct my **spelling** (L.3.2.g). * discuss my writing with peers and adults to **share** **ideas** and to clarify (SL.3.1.d). | **I can**   * **compare** and **contrast** **information** from **two** or **more** **texts** (RI.3.9). * **compare** and **contrast** specific key **details** and important **points** about a famous **person** from two or more texts (RI.3.9). * write a **conclusion** **statement** or section to my informational writing piece about the **authors** **points** **of** **view** or **opinions** (W.3.2.d). * use **glossaries** and **dictionaries** to edit word or phrase meaning (L.3.4.d). * **share** my final informational writing piece adding **visual** **displays** as needed to emphasize key details (SL.3.5). |

**CCSS English Language Arts Check List**

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| **GR 3** | | |  | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] |
|  |  |  |  |  |  |
| **District F**o**cus Standards By Quarter** | | | | | |  |  |  |  |  |  |
| Qtr 1 | Qtr 2 | Qtr 3 | | Qtr 4 |  |  |  |  | **Reading Foundational Skills** | | |
|  |  |  | |  |  |  |  |  |  | *Phonics and Word recognition* | |
| X | X | X | | X |  |  |  |  | RF.3 |  | Know and apply grade-level phonics and word analysis skills in decoding words. |
|  |  |  | |  |  |  |  |  | RF.3.a |  | Identify and know the meaning of the most common prefixes and derivational suffixes. |
|  |  |  | |  |  |  |  |  | RF.3.b |  | Decode words with common Latin suffixes. |
|  |  |  | |  |  |  |  |  | RF.3.c |  | Decode multisyllable words. |
|  |  |  | |  |  |  |  |  | RF.3.d |  | Read grade-appropriate irregularly spelled words. |
|  |  |  | |  |  |  |  |  |  | *Fluency* | |
| X | X | X | | X |  |  |  |  | RF.4 |  | Read with sufficient accuracy and fluency to support comprehension. |
|  |  |  | |  |  |  |  |  | RF.4.a |  | Read on-level text with purpose and understanding. |
|  |  |  | |  |  |  |  |  | RF.4.b |  | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings |
|  |  |  | |  |  |  |  |  | RF.4.c |  | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|  |  |  | |  |  |  |  |  | **Reading Literature** | | |
|  |  |  | |  |  |  |  |  |  | *Key Ideas and Details* | |
| **✓** | X | X | | X |  |  |  |  | RL.1 |  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| **✓** |  |  | |  |  |  |  |  | RL.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 |  | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
|  |  |  | |  |  |  |  |  |  | *Craft and Structure* | |
| X | **✓** | **✓** | | X |  |  |  |  | RL.4 |  | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
|  | **✓** |  | |  |  |  |  |  | RL.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.6 |  | Distinguish their own point of view from that of the narrator or those of the characters. |
|  |  |  | |  |  |  |  |  |  | *Integration of Knowledge and Ideas* | |
|  | **✓** | **✓** | |  |  |  |  |  | RL.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.8 |  | (Not applicable to literature) |
|  |  | **✓** | | **✓** |  |  |  |  | RL.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). |
|  |  |  | |  |  |  |  |  |  | *Range of Reading and Complexity of Text* | |
| X | X | X | | X |  |  |  |  | 3.RL.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. |

**CCSS English Language Arts Check List**

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| **Gr 3** | |  | |  |  |  |  |  | | | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] |
|  | |  |  |  |  |  | | |
| **District F**o**cus Standards By Quarter** | | | | |  |  |  |  | | | |
|  |  |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Reading Informational** | | | |
|  |  |  |  |  |  |  |  |  | *Key Ideas and Details* | | |
| **✓** | X | X | X |  |  |  |  | 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. | |
|  |  |  |  |  |  |  |  |  | *Craft and Structure* | | |
| X | **✓** | **✓** | X |  |  |  |  | RI.3.4 |  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | |
|  | **✓** |  |  |  |  |  |  | RI3..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. | |
|  |  |  |  |  |  |  |  |  | *Integration of Knowledge and Ideas* | | |
|  | **✓** |  |  |  |  |  |  | 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 in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | |
|  |  | **✓** | **✓** |  |  |  |  | RI.3.9 |  | Compare and contrast the most important points and key details presented in two texts on the same topic. | |
|  |  |  |  |  |  |  |  |  | *Range of Reading and Level of Text Complexity* | | |
| X | X | X | X |  |  |  |  | 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. | |
|  |  |  |  |  |  |  |  | **Writing** | | | |
|  |  |  |  |  |  |  |  |  | *Text Types and Purposes* | | |
| **✓** |  |  | **✓** |  |  |  |  | W.3.1 |  | Write opinion pieces on topics or texts, supporting a point of view with reasons. | |
| **✓** |  |  | **✓** |  |  |  |  | W.1.3.a |  | Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | |
| **✓** |  |  | **✓** |  |  |  |  | W.1.3.b |  | Provide reasons that support the opinion. | |
| **✓** |  |  | **✓** |  |  |  |  | W.1.3.c |  | Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | |
| **✓** |  |  | **✓** |  |  |  |  | W.1.3.d |  | Provide a concluding statement or section. | |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.3.2 |  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
|  | **✓** | **✓** | **✓** |  |  |  |  | W.3.2.a |  | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | |
|  | **✓** | **✓** | **✓** |  |  |  |  | W.3.2.b |  | Develop the topic with facts, definitions, and details. | |
|  | **✓** | **✓** | **✓** |  |  |  |  | W.3.2.c |  | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | W.3.2.d |  | Provide a concluding statement or section. | |

**CCSS English Language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 3** | |  | |  | |  |  |  |  |  |  | | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**]mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] |
|  | |  | |  |  |  |  |  |  | |
|  | |  | |  |  |  |  |  |  | |
| **District F**o**cus Standards By Quarter** | | | | | | |  |  |  |  |  | |
|  |  |  |  | | | |
| Qtr 1 | Qtr 2 | | Qtr 3 | | Qtr 4 |  |  |  |  | **Writing[cont]** | | | |
|  |  | |  | |  |  |  |  |  |  | *Text Types and Purposes [cont]* | | |
|  | **✓** | | **✓** | |  |  |  |  |  | W.3.3 |  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
|  | **✓** | | **✓** | |  |  |  |  |  | W.3.3.a |  | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | |
|  | **✓** | | **✓** | |  |  |  |  |  | W.3.3.b |  | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | |
|  | **✓** | | **✓** | |  |  |  |  |  | W.3.3.c |  | Use temporal words and phrases to signal event order. | |
|  | **✓** | | **✓** | |  |  |  |  |  | W.3.3.d |  | Provide a sense of closure. | |
|  |  | |  | |  |  |  |  |  |  | *Production and Distribution of Writing* | | |
| X | X | | X | | X |  |  |  |  | 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. | |
|  |  | | **✓** | |  |  |  |  |  | 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. | |
|  |  | |  | |  |  |  |  |  |  | *Research to Build and Present Knowledge* | | |
|  |  | | **✓** | |  |  |  |  |  | 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.3.9 |  | (Begins in grade 4) | |
|  |  | |  | |  |  |  |  |  |  | *Range of Writing* | | |
| X | X | | X | | X |  |  |  |  | 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. | |
|  |  | |  | |  |  |  |  |  | **Language** | | | |
|  |  | |  | |  |  |  |  |  |  | *Conventions of Standard English* | | |
| X | X | | X | | X |  |  |  |  | L.3.1 |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
|  | **✓** | | **✓** | |  |  |  |  |  | L.3.1.a |  | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | |
| **✓** |  | | **✓** | |  |  |  |  |  | L.3.1.b |  | Form and use regular and irregular plural nouns. | |
|  |  | | **✓** | |  |  |  |  |  | L.3.1.c |  | Use abstract nouns (e.g., childhood). | |
| **✓** |  | | **✓** | |  |  |  |  |  | L.3.1.d |  | Form and use regular and irregular verbs. | |
|  |  | |  | | **✓** |  |  |  |  | L.3.1.e |  | Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | |
|  | **✓** | |  | | **✓** |  |  |  |  | L3..1.f |  | Ensure subject-verb and pronoun-antecedent agreement.\* | |
|  | **✓** | |  | | **✓** |  |  |  |  | L.3.1.g |  | Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | |
| **✓** | **✓** | |  | |  |  |  |  |  | L.3.1.h |  | Use coordinating and subordinating conjunctions. | |
| **✓** | **✓** | | **✓** | |  |  |  |  |  | L.3.1.i |  | Produce simple, compound, and complex sentences. | |

**CCSS English Language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 3** | |  |  |  |  |  |  |  |  | | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**]mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] |
|  |  |  |  |  |  |  |  | |
| **District F**o**cus Standards By Quarter** | | | | |  |  |  |  |  | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Language [cont]** | | | |
|  |  |  |  |  |  |  |  |  | *Conventions of Standard English [cont]* | | |
| X | X | X | **✓** |  |  |  |  | L.3.2 |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
|  |  | **✓** |  |  |  |  |  | L.3.2.a |  | Capitalize appropriate words in titles. | |
|  |  | **✓** |  |  |  |  |  | L.3.2.b |  | Use commas in addresses. | |
| **✓** | **✓** |  |  |  |  |  |  | L.3.2.c |  | Use commas and quotation marks in dialogue. | |
|  | **✓** |  |  |  |  |  |  | L.3.2.d |  | Form and use possessives. | |
|  |  | **✓** |  |  |  |  |  | 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.3.2.f |  | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | |
|  | **✓** |  | **✓** |  |  |  |  | L.3.2.g |  | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | |
|  |  |  |  |  |  |  |  |  | *Knowledge of Language* | | |
| X | X | X | X |  |  |  |  | L.3.3 |  | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| **✓** |  | **✓** |  |  |  |  |  | L.3.3.a |  | Choose words and phrases for effect.\* | |
|  | **✓** |  |  |  |  |  |  | L.3.3.b |  | Recognize and observe differences between the conventions of spoken and written standard English. | |
|  |  |  |  |  |  |  |  |  | *Vocabulary Acquisition and Use* | | |
| X | X | X | X |  |  |  |  | L.3.4 |  | 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. | |
| **✓** | **✓** |  |  |  |  |  |  | L.3.4.a |  | Use sentence-level context as a clue to the meaning of a word or phrase. | |
|  |  | **✓** |  |  |  |  |  | L.3.4.b |  | 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.3.4.c |  | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | |
|  | **✓** |  | **✓** |  |  |  |  | L.3.4.d |  | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | |
|  |  |  |  |  |  |  |  | L.3.5 |  | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | |
|  | **✓** |  |  |  |  |  |  | L.3.5.a |  | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | |
|  | **✓** |  | **✓** |  |  |  |  | L.3.5.b |  | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | |
|  |  | **✓** |  |  |  |  |  | L.3.5.c |  | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and 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). | |

**CCSS English Language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 3** | |  |  |  |  |  |  |  | | | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] |
|  |  |  |  |  |  |  | | |
|  |  |  |  |  |  |  | | |
| **District F**o**cus Standards By Quarter** | | | | |  |  |  |  | | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Speaking & Listening** | | | |
|  |  |  |  |  |  |  |  |  | *Comprehension and Collaboration* | | |
| X | X | X | X |  |  |  |  | SL.3,1 |  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. | |
|  | **✓** |  | **✓** |  |  |  |  | SL.3.1.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. | |
|  |  | **✓** |  |  |  |  |  | SL.3,1.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). | |
| **✓** | **✓** |  |  |  |  |  |  | SL.3.1.c |  | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | |
|  |  | **✓** | **✓** |  |  |  |  | SL.3.1.d |  | 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. | |
|  |  |  |  |  |  |  |  |  | *Presentation of Knowledge and Ideas* | | |
|  | **✓** | **✓** |  |  |  |  |  | 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. | |

**Resources**

|  |  |
| --- | --- |
| ***The Five Dimensions of Teaching & Learning*** from Stephen Fink's &Anneke Markholt's Leading for Instructional Improvement.  https://iframework.hsd.k12.or.us/InstructionalFramework_ver3.png | |
|  | **3. Curriculum & Pedagogy**   * **Curriculum**   Connecting to Previous Lessons and Larger Studies or Units   * **Teaching Approaches and Strategies**   Connecting Strategies to Learning, Graphing Connections to Other Disciplines, Scaffolding Language, Habit of Thinking Language Posted   * **Scaffolds for Learning**   Co-Constructed Charts, Guided Instruction,  To-With-By, I Do – We Do – You Do, Tiered  Assignments |
| **1. Purpose**   * **Standards**   Possible Strategies:  KWL Chart, I Can Statements,  Sentence Frames   * **Teaching Points**   Possible Strategies:  Targeted Question, KWL, Rubric, Performance Task, Kid Language | 1. **Assessment for Student Learning**  * **Assessment**   Anecdotal Notes, Conferencing, Conferring,  Portfolios, Student Created Goals, Learning Journals, concept Maps, Concept Assessments, Orla Presentations, Prediction, Open-Ended Questions, Student Work Samples, Charts, Record, Rubrics, Contracts, Knowledge Surveys, Peer Review, Written Reports, Multiple Choice, Class Assessments   * **Adjustment**   Pre-Planned Leveled Questions, Alternative Questions, Teacher Adjustments Lis**t** |
| **2. Engagement**   * **Intellectual Work**   DOK, Debate, Similarities/Differences, Analogies, Frame a Question, Open-Ended, Patterns –Connections, Gates Dimensions   * **Engagement Strategies**   Prior Knowledge, Collaboration, Cooperative Learning, Discourse Activities, Class Effort Rubric, Discussion Rules, Heterogeneous Grouping   * **Talking Points**   Role Play, Reciprocal Learning, Question Prompts, Think Alouds, Anchor Chart of Words to Speak, Discourse Activities | 1. **Classroom Environment and Culture**  * **Physical Environment**   Meeting Areas, Seating, Resources and Class Libraries Available, Charts, Technology, Space, Centers, Desks Face Teacher, Elbow Room, Neutral zones, Co-Constructed Learning on Display, Concept Displays   * **Classroom Routines & Rules**   Techniques, Class Involved in Rules, Greeting Students by Name, Transition Rules, Procedures and Processes, Access to Resources, Entering and Leaving Class Routines, Work Habits, Productive Time, Group Collaboration Rules-Routines   * **Classroom Culture**   Expectations Posted, Accountability, Language and Actions Used, Community of Equality, Shared Learning, Clarifying Words and language, Student Task and Choice, High Motivation, Caring – Enthused Teacher, Developments of Relationships, Intellectual and Culturally Rich Class, Atmosphere of Risk-Taking |

|  |  |
| --- | --- |
| **Resources for English Language Learners** | |
| **SIOP Components and Strategies**  Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco, Arcema Tovar | |
| **Preparation:** | graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays |
| **Building Background:** | KWL, key vocabulary games, links past to new |
| **Comprehensible Input:** | differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips |
| **Strategies:** | GIST, SQP2R, reciprocal tchng., mnemonics, repeated rdg., think alouds, paraphrase, question cubes |
| **Interaction:** | pairs, triads, TPS, teams, native language materials, student notes, write/respond |
| **Practice/Application:** | hands on, discussion, abstract models for concrete concepts, I Do, We Do, You Do, integrated lang. skills |
| **Lesson Delivery:** | clear objectives, opportunities to talk, no down time, whole and small groups |
| **Review/Assessment:** | content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, (whole group response) |
| **O.D.E. Standard #10 Forms and Functions**  [**ODE - ELP Standards**](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf) | |
| **Function** | **Form** |
| express: needs/likes | indirect/direct object subject/verb agreements, pronouns |
| describe: nouns | nouns, pronouns, adjectives |
| describe: relations | prepositional phrases |
| describe: actions | present progressive, adverbs |
| retell/relate events | past tense verbs, perfect aspect (present & past) |
| make predictions | Verbs: future tense, conditional mode |
| information questions | Verbs and verb phrases in questions |
| clarifying questions | Questions with increasing specificity |
| express opinion | sentence structure, modals (will, can, may shall) |
| comparing | adjectives, conjunctions, comparatives, superlatives, adverbs |
| contrasting | comparative adjectives |
| summarizing | increasingly complex sentences w' specific vocabulary |
| persuading | verb forms |
| literary analysis | sentence structure, specific vocabulary |
| cause/effect | verb forms |
| draw conclusion | comparative adjectives |
| define | nouns, pronouns and adjectives |
| explain | verbs, declarative & complex sentences, adverbs of manner |
| generalize | abstract nouns, verb forms, nominalizations |
| evaluate | complex sentences; increasing specificity of nouns, verbs, adj |
| interpret | language of propaganda, complex sentences, nominalizations |
| sequence | adverbs of time, relative clauses, subordinate conjunctions |
| hypothesize | Modals (would, could might), compound tenses |
| **GLAD Strategies**  [**GLAD Resource Book**](http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf) | |
| Focus and Motivation | Content Dictionaries, Exploration Report, Observation Chart, Inquiry Charts, Teacher-Made Big Books, Awards |
| Input | Pictorial, Narrative and Comparative In-Put Charts |
| Guided Oral Practice | 10/2, Chants, T-Graph (Social Skills), Sentence Patterning Chart |
| Reading and Writing | Cooperative Strip Paragraphs, Team Tasks, Process Grids, Expert Groups, Story Maps |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Best Practices** | | | | |
| **Reading RIGOR with Depth of Knowledge (DOK)**  *Susan Richmond* | | | | |
| **DOK: Level 1**  *1 Cognitive Step* | **DOK: Level 2**  *2 Cognitive Steps* | | **DOK: Level 3**  *3 Cognitive Steps* | **DOK: Level 4**  *4 Cognitive Steps* |
| **1.**  Students can find or locate an answer that is explicitly and directly stated in a text. | **1.**  Students use a reading skill (such as cause/effect, sequence, main idea, etc..) as a clue to ….  **2.**  find an answer that is stated explicitly and directly in a text. | | **1.**  Students locate evidence in a text to answer a question and then…  **2**.  are able to answer with words or pictures in a conclusion statement or generalization and….  **3.**  can prove their answer by explaining what strategy or process they used to solve or find the answer. | **1.**  Students complete a product or performance task in which they show why a previous conclusion is/not accurate …  **2.**  after researching and synthesizing multiple sources about the same topic following specified criteria…  **3.**  In order to validate or form a new conclusion which can be…  **4.**  used across new disciplines or to solve problems a new way. |
| **Marzano’s Nine Best Practices** | | | | |
| 1. Identifying Similarities and Differences | | | 6. Generating and Testing Hypotheses | |
| 2. Nonlinguistic Representations | | | 7. Homework and Practice | |
| 3. Summarizing and Note Taking | | | 8. Cues, Questions and Advanced Organizers | |
| 4. Setting Objectives and Providing Feedback | | | 9. Cooperative Learning | |
| 5. Reinforcing Effort - Providing Recognition | | |  | |
| **Differentiation Strategies for Increasing RIGOR** | | | | |
| **Compacting** | | Students are pre-assessed to determine already mastered content. | | |
| **Depth and Complexity** | | From concrete to abstract and connections over time. | | |
| **Independent Study** | | Opportunity to choose and investigate a topic of your own interest. | | |
| **Think Like a Disciplinarian** | | Is this how a (discipline, i.e.; biologist) would think and act? | | |
| **Levels of DOK** | | Scaffolding questions and activities at different DOK levels | | |
| **Tiered Assignments** | | Levels of complexity, number of steps and levels of independence. | | |



**DOK-3**

**Judge**



**DOK-1**

**Reporter**



**DOK-2**

**Interpreter**

**DOK-1**

***Recall and Reproduce***

**DOK-2**

***Skills and Concepts***

**DOK-2**

***Skills and Concepts***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-4**

***Extended Thinking***

**DOK-4**

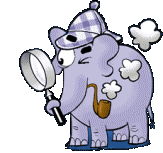
***Extended Thinking***

**DOK-4**

***Extended Thinking***

**DOK-4**

***Extended Thinking***



**DOK-4**

**Detective**

*Developed by Susan Richmond 2015 “Thinking Ladders, 2015”*

**Cognitive Steps for**

**Depth of Knowledge**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade 3 ELP Standards with Correspondences** | | | | | | | | | | | | |
| ***Grade 3: Standard 1*** | | | | | | | | | | | | |
| **ELP.2-3.1.** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | | | | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  construct meaning  from oral presentations and  literary and informational text  through grade appropriate  listening, reading, and viewing. | | use a very limited set of strategies to:   * identify a few key words and phrases   from read-alouds simple written texts and oral presentations. | use an emerging set of strategies to:   * identify some key words and phrases * Identify the main topic or message/lesson   from read alouds, simple written texts and oral presentations. | use a developing set of strategies to:   * identify main topic or message * answer questions * Retell some key details   from read-alouds , simple written texts and oral presentations. | | | | | | use an increasing range of  strategies to:   * identify main idea or message * Identify or answer questions about some key details that support the main idea/message * retell a variety of stories   from read-alouds, written texts and oral presentations.. | | use a wide range of strategies  to:   * determine the main idea or message * tell how key details support the main idea * retell a variety of stories   from read-alouds, written texts and oral communications. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP3.** Construct valid arguments from evidence and critique the reasoning of others.  **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.  **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | | | | **MP1.** Make sense of problems and persevere in solving them. | | | **SP1.** Ask questions and define problems. | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | | | | | |
| **Literature** | | | | | **Informational** | | | | | | | |
| **RL.1 and RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers**.** | | | | | |  | | | | | | |
| **RL.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. | | | | | | **RI.2** | | Determine the main idea of a text; recount the key details and explain how  they support the main idea. | | | |
| **RL.3** | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | | | | | | **RI.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. | | | |
| **RL.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). | | | | | | **RI.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). | | | |
| **SL.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. | | | | | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | | |
| ***Grade 3: Standard 2*** | | | | | | | | | |
| **ELP.2-3.2.** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | **Level 4** | | **Level 5** | |
| **An ELL can . . .**  participate in grade appropriate oral and  written exchanges of information, ideas, and analyses, responding to peer, audience, or reader  comments and questions . | | * listen to and occasionally participate in short conversations * respond to simple yes/no and some w questions   about familiar topics. | * participate in short conversations, discussions, and written exchanges * take turns * respond to simple yes/no and wh- questions   about familiar topics. | | * participate in short written exchanges * follow rules for discussion * ask questions to gain information or clarify understanding * respond to the comments of others * contribute his or her own comments   about familiar topics and text. | * participate in discussions, conversations, and written exchanges * follow rules for discussion * ask and answer questions * build on the ideas of others * contribute his or her own ideas   about a variety of topics and texts. | | * participate in extended discussions, conversations, and written exchanges * follow rules for discussion * ask and answer questions * build on the ideas of others * express his or her own ideas   about a variety of topics and texts. | |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP.6** Attend to precision. | | | **SP4.** Analyze and interpret data  **SP.6** Construct explanations and design solutions.  **SP.8** Obtain, evaluate, and communicate information. | | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | | |
| **W.6** | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;  demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | | | | | | |
| **SL.1** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, 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. | | | | | | | |
| **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). | | | | | | | |
| **c** | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | | | | | | | |
| d | Explain their own ideas and understanding in light of the discussion. | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 3: Standard 3*** | | | | | | | | |
| **ELP.2-3.3** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  speak and write about  grade-appropriate  complex literary and  informational texts  and topics . .. | | * communicate simple information about familiar texts, topics ,experiences. or events. | * deliver simple oral presentations * compose written texts   about familiar texts, topics, experiences, or events. | * deliver short simple oral presentations. * compose short written narratives * compose informational texts   about familiar topics, stories, experiences or events. | | using simple sentences and drawings or illustrations…   * deliver short simple oral presentations. * compose s written texts   about familiar topics, stories, experiences or events. | | including a few descriptive  details…   * deliver oral presentations * compose written texts   about a variety of texts,  topics, experiences, or events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP.6** Attend to precision. | | **SP.6** Construct explanations and design solutions.  **SP.8** Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade3 CCSS for ELA Standards**: | | | | | | | | |
| **W.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.  b. Develop the topic with facts, definitions, and details.  c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  d. Provide a concluding statement or section. | | | | | | | |
| **W.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.  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure. | | | | | | | |
| **SL.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. | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 3: Standard 4*** | | | | | | | | |
| **ELP.2-3.4** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  construct grade appropriate oral and  written claims and support them with reasoning and evidence . . . | | * express an opinion   about a familiar topic. | * express an opinion   about a familiar topic or story. | * express an opinion * give one or more reasons for the pinion   about a familiar topic or story. | | * introduce a topic * express opinions * give several reasons for the opinion   about a variety of topics. | | * introduce a topic * express opinions * give several reasons for the opinion * provide a concluding statement   about a variety of topics. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.  **EP3.** Construct valid arguments from evidence and critique the reasoning of others.  **EP5**. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.  **EP6.** Use English structures to communicate context-specific messages. | | | | | **MP3.** Construct viable arguments and critique reasoning of others.  **MP.6** Attend to precision. | | **SP.4** Analyze and interpret data  **SP.7** Engage in argument from evidence.  **SP.8** Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | |
| **W.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.  b. Provide reasons that support the opinion.  c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  d. Provide a concluding statement or section. | | | | | | | |
| **SL.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. | | | | | | | |
| **L.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). | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 3: Standard 5*** | | | | | | | | |
| **ELP.2-3.5.** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  conduct research and  evaluate and  communicate findings  to answer questions  or solve problems . . . | | with prompting and  Support,   * carry out short individual or shared research projects * gather information from provided sources * label information | with prompting and  Support,   * carry out short individual or shared research projects * Recall information from experience * gather information from provided sources. * record some Information-observations in simple notes. | with prompting and support,   * carry out short individual or shared research projects * Recall information from experience * gather information from provided sources. * record some Information-observations in orderly notes. | | with prompting and Support,   * carry out short individual or shared research projects, * recall information from experience * gather information from multiple sources * sort evidence into provided categories. | | * carry out short individual or shared research projects, * recall information from experience * gather information from multiple sources * sort evidence into categories. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP4**. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts..  **EP5**. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.  **EP6.** Use English structures to communicate context-specific messages. | | | | | **MP1.** Make sense of problems and persevere in solving them. | | **SP.3** Plan and carry out investigations.  **SP.6** Construct explanations and design solutions  **SP.8** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | |
| **W.7** | Conduct short research projects that build knowledge about a topic. | | | | | | | |
| **W.8** | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories | | | | | | | |
| **SL.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. | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 3: Standard 6*** | | | | | | | | |
| **ELP.2-3.6** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | **Level 4** | | **Level 5** |
| **An ELL can . . .**  analyze and critique the arguments of others orally and in writing . . . | | with prompting and  support,   * use a few frequently occurring words and phrases to identify a point an author or a speaker makes. | with prompting and  support,   * identify a reason an author or a speaker gives to support the main point | | * tell how one or two reasons support the main point an author or a speaker makes. | * tell how one or two reasons support the specific points an author or a speaker makes. | | * describe how reasons support the specific points an author or a speaker makes. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP.3** Construct valid arguments from evidence and critique the reasoning of others  **EP4**. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts..  **EP5**. Build upon the ideas of others and articulate his or their own ideas when working collaboratively. | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP3.** Construct viable arguments and critique reasoning of others. | | | **SP1.** Ask questions & define problems.  **SP6.** Construct explanations and design solutions  **SP7**. Engage in argument from evidence.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | |
| **RI.8** | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence | | | | | | | |
| **W.1b** | Provide reasons that support the opinion. | | | | | | | |
| **SL.3** | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | | | | | | | |
| **L.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). | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 3: Standard 7*** | | | | | | | | |
| **ELP.2-3.7.** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  adapt language  choices to purpose,  task, and audience  when speaking and  writing . . . | | * recognize the meaning of some words learned through conversations, reading, and being read to. | * show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom * use some words learned through conversations, reading, and being read to. | * compare examples of the formal and informal use of English * (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. | | * adapt language choices, as appropriate, to formal and informal contexts * (at Grade 3), use a wider range of general academic and content specific words in conversations and discussions | | * adapt language choices, as appropriate, to formal and informal contexts * (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP6**. Use English structures to communicate context-specific messages. | | | | | **MP6.** Attend to precision. | | **SP1.** Ask questions & define problems.  **SP6.** Construct explanations and design solutions  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | |
| **W.5** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | | | | | |
| **SL.6** | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | | | | | | |
| **L.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). | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | | | |
| ***Grade 3: Standard 8*** | | | | | | | | | | |
| **ELP.2-3.8** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | | | **Level 3** | | **Level 4** | | **Level 5** |
| An ELL can . . .  determine the meaning of words and phrases in oral presentations and  literary and informational text . . | | relying heavily on visual  aids, context, and  knowledge of morphology  in his or her native  language,   * recognize the meaning of a few frequently occurring * Words, simple phrases and formulaic expressions   in simple oral presentations and read-alouds about familiar topics, experiences or events. | using context, visual aids,  and knowledge of  morphology in his or her  native language,   * answer and ask questions about the meaning of frequently occurring words, phrases and expressions.   in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events | | | using context, some visual  aids, reference materials,  and a developing  knowledge of English  morphology,   * determine the meaning of less-frequently occurring words and phrases, contents specific words, and some idiomatic expressions   in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | | using context, some visual aids, reference materials, and an increasing  knowledge of morphology (root words, some prefixes),   * determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions * (at Grade 3) some general academic and content-specific vocabulary   in oral discourse, read-alouds,  and written texts about a variety of topics, experiences, or events. | | using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes),   * determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions * (at Grade 3) some general academic and content-specific vocabulary   in oral presentations and written texts about a variety of topics,  experiences, or events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP1**. Support analyses of a range of grade-level complex texts with evidence.  **EP6**. Use English structures to communicate context-specific messages. | | | | **MP1.** Make sense of problems and persevere in solving them. | | | | | **SP1.** Ask questions & define problems.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | | | |
| **Literature** | | | | | **Informational** | | | | | |
| **RL.4** | Ask and answer questions about unknown words in a text. | | | | **RI.4** | | With prompting and support, ask and answer questions about unknown words in a text. | | | |
| **L.4** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | | | | | | | | | |
| **L.5** | With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade3: Standard 9*** | | | | | | | | |
| **ELP.2-3.9** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | **Level 4** | | **Level 5** |
| **An ELL can . . .**  create clear and  coherent grade appropriate  speech  and text . . . | | with support (including  context and visual aids), and using non-verbal communication,   * communicate simple information about an event or topic * use a narrow range of vocabulary and syntactically simple sentences with limited control | with support (including  visual aids and modeled  sentences),   * communicate simple information about a topic * recount two events in sequence * use frequently occurring linking words (e.g., and, then) with emerging control. | | with support (including  modeled sentences),   * present a few pieces of information about a topic * recount a short sequence of events * use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. | with increasingly independent control,   * introduce an informational topic * present facts about the topic * recount a sequence of events, using temporal words (before, after, soon) * use linking words (e.g., because, and, also) to connect ideas or events. | | with independent control,   * introduce an informational topic * present facts about the topic * use temporal words to recount a coherent sequence of events, * use linking words (e.g., because, and, also) to connect ideas and events * provide a concluding statement about the topic. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2**. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP3.** Construct viable arguments and critique reasoning of others. | | | **SP7.** Engage in argument from evidence.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | |
| **W.1c** | W.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons | | | | | | | |
| **W.2c** | Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | | | | | | |
| **W.3c** | W.3c. Use temporal words and phrases to signal event order | | | | | | | |
| **SL.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.6** | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | | | | | | |

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| **Grade 3 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 3: Standard 10*** | | | | | | | | |
| **ELP.2-3.10** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  make accurate use  of standard English  to communicate in  grade-appropriate  speech and  writing . . | | with support (including  context and visual aids),   * understand and use a small number of frequently occurring nouns and verbs, * respond to simple questions. | with support (including  visual aids and sentences)   * recognize and use some frequently occurring collective nouns (e.g. group) * recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions * produce simple sentences in response to prompts. | with support (including  modeled sentences),   * use some collective nouns * use the past tense of some frequently occurring irregular verbs * use some frequently occurring adjectives, adverbs, and conjunctions * produce and expand simple and some compound sentences. | | * use collective nouns * use the past tense of frequently occurring irregular verbs * use an increasing number of adjectives, adverbs, and conjunctions * produce and expand simple, compound, and (at Grade 3) a few complex sentences. | | * use collective and commonly occurring abstract nouns (e.g. childhood) * use the past tense of frequently occurring irregular verbs * use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs * produce and expand simple, compound, and (at Grade 3) some complex sentences. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2**. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP6**. Use English structures to communicate context- specific messages. | | | | | **MP6.** Attend to precision. | | **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 3 CCSS for ELA Standards**: | | | | | | | | |
| **L.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.  b. Form and use regular and irregular plural nouns.  c. Use abstract nouns (e.g., childhood).  d. Form and use regular and irregular verbs.  e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  f. Ensure subject-verb and pronoun-antecedent agreement.  g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  h. Use coordinating and subordinating conjunctions.  i. Produce simple, compound, and complex sentences. | | | | | | | |
| **L.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases for effect.  b. Recognize and observe differences between the conventions of spoken and written standard English. | | | | | | | |