AUSD

ANTIOCH UNIFIED SCHOOL DISTRICT

AUSD Grade 3 Language Arts

Resource Planning Guide

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1 WEEK 1	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Story time		ESSENTIAL QUESTION: What can stories teach you?		
STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.6 RL.3.7 RI.3.9 SL.3.1b SL.3.2	**READ ALOUD** **Title:** "Three Pigs, a Wolf, and a Book" **Genre:** Fantasy **Strategy:** Visualize	**SHORT TEXT** Bruno's New Home (430) **Genre:** Fantasy **Strategy:** Visualize **Skill:** Character, Setting, Plot: Character	**MAIN SELECTION** Wolf! (650) **Genre:** Fantasy **PAIRED SELECTION** "Jennie and the Wolf" (450) **Genre:** Fable **Strategy:** Visualize **Skill:** Character, Setting, Plot: Character	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Character **MAIN SELECTION** **Genre:** Fantasy **Titles:** **A:** Berries, Berries, Berries/"The Heron and the Fish" (430) **O:** Duck's Discovery/"The Lion and the Fox" (530) **E:** Duck's Discovery/"The Lion and the Fox" (410) **B:** Robot Race/"The Hare and the Tortoise" (750)	**Reading/Writing Workshop:** Genre, Connection of Ideas **Literature Anthology:** Purpose, Genre, Sentence Structure, Connection of Ideas
L.3.4a L.3.4.c L.3.4d L.3.6	VOCABULARY	**Vocabulary Words:** ached, concentrate, discovery, educated, effort, improved, inspired, satisfied **Additional Academic Vocabulary:** fantasy, expression, moral **Vocabulary Strategy:** Context Clues: Synonyms			
L.3.2f L.3.2g RF.3.3c	PHONICS/SPELLING	**Phonics/Spelling Skill:** Short Vowels a, i **Structural Analysis:** Word Families			
RF.3.4b	FLUENCY	Expression		Notes:	
W.3.3a	WRITING	**Genre Writing:** Narrative Text **Unit Writing Product:** Friendly Letter, Personal Narrative **Writing Trait:** Ideas/Focus on an Event **Reading/Writing Workshop:** Bruno's New Home **Literature Anthology:** Wolf! **Your Turn Practice Book:** River Rescue			
L.3.1i L.3.5 L.3.5b L.3.5c	GRAMMAR	**Grammar Skill:** Sentences and Fragments **Grammar Mechanics:** Capitalization and Punctuation			
RL.3.2 RL.3.3 W.3.10 W.3.7	Research	**Research and Inquiry:** Create a Story Map **Weekly Project:** Research Aesop's fables **Write About Reading:** Write an Opinion (Character, Setting Plot)			
Assessments:					

ELA Grade 3, Unit 1, Week 1 Assessment Standards and Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Learning Target/s:
a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.**
b. **I can explain how a character's actions contribute to the sequence of events.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

L.3.1.i Produce simple, compound, and complex sentences.
Learning Target/s:
- **I can ensure subject-verb and pronoun-antecedent agreement.**

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.
Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1 WEEK 2	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Traditions		ESSENTIAL QUESTION: What can traditions teach you about cultures?		
STD	**COMPREHENSION**	**READING/WRITING WORKSHOP**	**LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION**	**LEVELED READER MAIN SELECTION /PAIRED SELECTION**	**ACCESS COMPLEX TEXT (ACT)**
L.3.4b RL.3.1 **RL.3.3** **RL.3.4** **RL.3.7** RL.3.10 **RI.3.1** RI.3.9 SL.3.1c SL.3.1d SL.3.2	**Title:** "Ready for Aloha!" **Genre:** Realistic Fiction **Strategy:** Visualize	**SHORT TEXT** The Dream Catcher (470) **Genre:** Realistic Fiction **Strategy:** Visualize **Skill:** Character, Setting, Plot: Sequence	**MAIN SELECTION** Yoon and the Jade Bracelet (480) **Genre:** Realistic Fiction **PAIRED SELECTION** **Title:** "Family Traditions" (480) **Genre:** Expository Text **Strategy:** Visualize **Skill:** Character, Setting, Plot: Sequence	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Sequence **MAIN SELECTION** **Genre:** Realistic Fiction **Titles:** **A:** The Special Meal/"More About Mole" (380) **O:** A Row of Lamps/"Diwali" (410) **E:** A Row of Lamps/"Diwali" (310) **B:** Dragons on the Water/"A Great Tradition" (700)	**Reading/Writing Workshop:** Prior Knowledge, Genre **Literature Anthology:** Genre (Dialogue), Prior Knowledge, Purpose, Specific Vocabulary, Connection of Ideas
L.3.4a **L.3.4c** **L.3.4d** L.3.5 L.3.5b L.3.6 **RL.3.4**	**VOCABULARY**	Synonyms **Vocabulary Words:** celebrate, courage, disappointment, precious, pride, remind, symbol, tradition **Additional Vocabulary:** gasped **Vocabulary Strategy:** Context Clues:			
L.3.2e L.3.2f L.3.2g RF.3.3c	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Short Vowels e, o, u **Structural Analysis:** Inflectional Endings			
RF.3.4b	**FLUENCY**	Phrasing		**Notes:**	
W.3.10 W.3.3b W.3.8	**WRITING**	**Genre Writing:** Narrative Text **Unit Writing Product:** Friendly Letter, Personal Narrative **Writing Trait:** Word Choice/Descriptive Details **Reading/Writing Workshop:** The Dream Catcher **Literature Anthology:** Yoon and the Jade Bracelet **Your Turn Practice Book:** Giving Thanks			
L3.1 **L.3.1d** **L.3.1i** L.3.5c	**GRAMMAR**	**Grammar Skill:** Commands and Exclamations **Grammar Mechanics:** Punctuation in Commands and Exclamations			
W.3.7	**Research**	**Weekly Project:** Research contributions of different cultures **Research and Inquiry:** Prepare a web **Write About Reading:** Write an analysis			
Assessments:					

ELA Grade 3, Unit 1, Week 2 Assessment Standards and Learning Targets

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

    Learning Target/s:
a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.)**
b. **I can explain how a character's actions contribute to the sequence of events.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

    Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

L.3.1.i Produce simple, compound, and complex sentences.

    Learning Target/s:
- **I can produce simple and compound sentences.**

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.

    Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Communities		ESSENTIAL QUESTION: How do people from different cultures contribute to a community?		
STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RI.3.1 RI.3.3 RI.3.4 RI.3.8 RI.3.9 RI.3.10 SL.3.1a SL.3.1c SL.3.1d SL.3.2 SL.3.4	**Title:** "Faith Ringgold: Telling Stories Through Art" **Genre:** Narrative Nonfiction **Strategy:** Ask and Answer Questions	**SHORT TEXT** Room to Grow (490) **Genre:** Narrative Nonfiction **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Sequence **Text Features:** Headings, Map	**MAIN SELECTION** Gary the Dreamer (500) **Genre:** Narrative Nonfiction **PAIRED SELECTION** **Title:** "Sharing Polkas and Pitas" (530) **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Sequence	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Sequence **MAIN SELECTION** **Genre:** Biography **Titles:** A: Judy Baca/"Vibrant Los Angeles" (560) O: Judy Baca/"Vibrant Los Angeles" (630) E: Judy Baca/"Vibrant Los Angeles" (610) B: Judy Baca/"Vibrant Los Angeles" (750)	**Reading/Writing Workshop:** Organization, Genre **Literature Anthology:** Genre, Organization, Connection of Ideas
L.3.4 L.3.4a L.3.5b L.3.5c L.3.6 L2.4d RI.3.4	VOCABULARY	**Vocabulary Words:** admires, classmate, community, contribute, practicing, pronounce, scared, tumble **Additional Domain Words:** celebrate, symbols, traditions **Vocabulary Strategy:** Compound Words			
L.3.2f L.3.2g RF.3.3c	PHONICS/SPELLING	**Phonics/Spelling Skill:** Final e **Structural Analysis:** Inflectional Endings: Drop Final e			
RF.3.4a	FLUENCY	Rate		Notes:	
W.3.3a W.3.3c W.3.8	WRITING	**Genre Writing:** Narrative Text **Unit Writing Product:** Friendly Letter, Personal Narrative **Writing Trait:** Organization/Sequence **Write to Sources:** **Reading/Writing Workshop:** Room to Grow **Literature Anthology:** Gary the Dreamer **Your Turn Practice Book:** Joseph Bruhac			
L.3.1d L.3.1i	GRAMMAR	**Grammar Skill:** Subjects **Grammar Mechanics:** Complete Sentences and Fragments			
W.3.7 W.3.10	Research	**Research and Inquiry:** Create a travel brochure **Write About Reading:** Write an Analysis **Weekly Project:** Research their community			
Assessments:					

ELA Grade 3, Unit 1, Week 3 Assessment Standards and Learning Targets

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.

Learning Target/s:
a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Learning Target/s:
- **I can determine the meaning of words and phrases as they are used in a text.**

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).

Learning Target/s:
a. **I can read a paragraph and describe the connections between the sentences.**
b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.i Produce simple, compound, and complex sentences.
Learning Target/s:
- **I can ensure subject-verb and pronoun-antecedent agreement.**

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.
Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Inventions		ESSENTIAL QUESTION: How can problem solving lead to new ideas?		
STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.4 RI.3.1 RI.3.3 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 SL.3.1b SL.3.1c SL.3.1d SL.3.2	**Title:** "Chester Greenwood and His Cold Ears" **Genre:** Biography **Strategy:** Ask and Answer Questions	**SHORT TEXT** Mary Anderson's Great Invention (460) **Genre:** Biography **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **Text Features:** Diagrams, Sidebars	**MAIN SELECTION** All Aboard! Elijah McCoy's Steam Engine (450) **Genre:** Biography **PAIRED SELECTION** "Lighting the World" **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect	**Strategy:** Ask and Answer Questions **Skill:** Text Structure: Cause and Effect **MAIN SELECTION Genre:** Biography **Titles:** **A:** The Amazing Benjamin Franklin/"Beulah Louise Henry: Inventor" (520) **O:** The Amazing Benjamin Franklin/"Beulah Louise Henry: Inventor" (770) **E:** The Amazing Benjamin Franklin/"Beulah Louise Henry: Inventor" (550) **B:** The Amazing Benjamin Franklin/"Beulah Louise Henry: Inventor" (770)	**Reading/Writing Workshop:** Organization **Literature Anthology:** Purpose, Prior Knowledge, Connections of Ideas, Organization, Sentence Structure, Specific Vocabulary, Genre
L.3.1b L.3.2e **L.3.5a** L.3.5.b L.3.5.c L.3.6 **RI.3.4**	VOCABULARY	**Vocabulary Words:** design, encouraged, examine, invention, quality, simple, solution, substitutes **Additional Domain Words:** examine, solution, bailed, boiler, patent **Vocabulary Strategy:** Metaphors			
L.3.2f L.3.2g RF.2.3b RF.3.3d	PHONICS/SPELLING	**Phonics/Spelling Skill:** Long a Spellings **Structural Analysis:** Plurals -s and -es			
RF.3.1b	FLUENCY	Expression		**Notes:**	
W.3.10 L.3.1j L.3.2g	WRITING	**Genre Writing:** Narrative Text **Unit Writing Product:** Friendly Letter, Personal Narrative **Writing Trait:** Word Choice **Reading/Writing Workshop:** Mary Anderson's Great Invention **Literature Anthology:** All Aboard! Elijah McCoy's Steam Engine **Your Turn Practice Book:** Victor Ochoa's New Idea			
L.3.1i	GRAMMAR	**Grammar Skill:** Predicates **Grammar Mechanics:** Complete Sentences			
SL.3.1d W.3.10 W.3.7	Research	**Weekly Project:** Research community or class problem **Research and Inquiry:** Write about reading **Write About Reading:** Write an Analysis (Text Features)			
Assessments:					

ELA Grade 3, Unit 1, Week 4 Assessment Standards and Learning Targets

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

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.
Learning Target/s:
a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
Learning Target/s:
• **I can determine the meaning of words and phrases as they are used in a text.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Learning Target/s:
a. **I can locate information on web pages using key words, sidebars, and links.**
b. **I can use various text features to locate key information in a text.**

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).
Learning Target/s:
a. **I can read a paragraph and describe the connections between the sentences.**
b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.i Produce simple, compound, and complex sentences.
Learning Target/s:
• **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Learning Target/s:
• **I can distinguish the difference between the literal (actual) and the nonliteral (figurative) meaning of words and phrases in sentences.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Weekly Concept: Landmarks		Essential Question: How do landmarks help us understand our country's story?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.7 RI.3.1 RI.3.2 RI.3.7 RI.3.9 RI.3.10 SL.3.1b SL.3.1c SL.3.2	**Title:** "America's Landmarks and Memorials" **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**SHORT TEXT** A Natural Beauty (560) **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **Text Features:** Captions, Map, Sidebar	**MAIN SELECTION** A Mountain of History (560) **Genre:** Expository Text **PAIRED SELECTION** "A Landmark Street" (580) **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details	**Strategy:** Ask and Answer Questions **Skill:** Main Idea and Key Details **MAIN SELECTION** **Genre:** Expository Text **Titles:** **A:** The National Mall/Gateway Arch (650) **O:** The National Mall/Gateway Arch (750) **E:** The National Mall/Gateway Arch (700) **B:** The National Mall/Gateway Arch (840)	**Reading/Writing Workshop:** Purpose, Genre Literature Anthology: Sentence Structure, Genre, Purpose
L.3.4a L.3.5a L.3.5b RI.3.4 RL.3.4	**VOCABULARY**	**Vocabulary Words:** carved, clues, grand, landmark, massive, monument, national, traces **Additional Domain Words:** landmark, monument **Vocabulary Strategy:** Context Clues: Multiple Meaning Words			
L.3.2e L.3.2f L.3.2g RF.2.3b RF.3.4b	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Long **O:** o, ow, o_e, oa, oe **Structural Analysis:** Compound Words			
RF.3.4c	**FLUENCY**	Accuracy and Phrasing		**Notes:**	
W.3.10 W.3.1a	**WRITING**	**Genre Writing:** Narrative Text **Unit Writing Product:** Friendly Letter, Personal Narrative **Writing Trait:** Sentence Fluency/Sentence Types **Reading/Writing Workshop:** A Natural Beauty **Literature Anthology:** A Mountain of History **Your Turn Practice Book:** Building a Landmark			
L.3.1h L.3.1i L.3.1j	**GRAMMAR**	**Grammar Skill:** Simple and Compound Sentences **Grammar Mechanics:** Punctuate Simple and Compound Sentences			
SL.3.4 W.3.6 W.3.7	**Research**	**Weekly Project:** Research famous landmarks **Research and Inquiry:** Write an informative Report **Write About Reading:** Write an Analysis *Unit Level: Research* *Skill: Choosing a Research Topic* *Unit Project: Select/develop from weekly research options-unit research projects*			
Assessments:					

ELA Grade 3, Unit 1, Week 5 Assessment Standards and Learning Targets

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
> **Learning Target/s:**
> a. **I can determine the meaning of words and phrases as they are used in a text.**
> b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
> **Learning Target/s:**
> a. **I can determine the main idea of a text.**
> b. **I can recount details of a text .**
> c. **I can explain how the key details support the main idea of a text.**

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.
> **Learning Target/s:**
> a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
> b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
> c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
> **Learning Target/s:**
> • **I can determine the meaning of words and phrases as they are used in a text.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
> **Learning Target/s:**
> a. **I can locate information on web pages using key words, sidebars, and links.**
> b. **I can use various text features to locate key information in a text.**

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).
> **Learning Target/s:**
> a. **I can read a paragraph and describe the connections between the sentences.**
> b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.i Produce simple, compound, and complex sentences.
> **Learning Target/s:**
> • **I can ensure subject-verb and pronoun-antecedent agreement.**

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.
> **Learning Target/s:**
> • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
> **Learning Target/s:**
> • **I can distinguish the difference between the literal (actual) and the nonliteral (figurative) meaning of words and phrases in sentences.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 1	BIG IDEA: Growing and Learning — How can learning help us grow?		INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		INTERIM WINDOW:

STD	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4b RF.3.4g	**FLUENCY**	**Reader's Theater:** Take Me to Your Litter	**Using Assessment Results** **Tested skills:**	
RI.3.5 W.3.8	**COMPREHENSION**	*TIME FOR KIDS*/**Reading Digitally:** Soccer Is America's Game	**RETEACH** **Skill/Strategy:**	□ Whole Group □ Small Group Students:
SL.3.1d SL.3.4 W.3.7 W.3.10	**RESEARCH AND INQUIRY**	Research skill: Choosing a topic **Science/Social Studies Connection**	**Instructional strategy(ies)/activity(ies):**	
W.3.3a W.3.3b W.3.3c W.3.5 W.3.6	**WRITING**	**Genre Writing:** Narrative Text **Unit Writing Products:** Friendly Letter Personal Narrative	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	□ Whole Group □ Small Group Students:
	EXTEND LEARNING **Level Up**			
Assessments:				

Grade 3, Unit 1 ELA Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Learning Target/s:
a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.**
b. **I can explain how a character's actions contribute to the sequence of events.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Learning Target/s:
a. **I can determine the main idea of a text.**
b. **I can recount details of a text**
c. **I can explain how the key details support the main idea of a text.**

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.

Learning Target/s:
a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Learning Target/s:
• **I can determine the meaning of words and phrases as they are used in a text.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Learning Target/s:
a. **I can locate information on web pages using key words, sidebars, and links.**
b. **I can use various text features to locate key information in a text.**

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).

Learning Target/s:
a. **I can read a paragraph and describe the connections between the sentences.**
b. **I can read a text and describe the connections between the paragraphs.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

Grade 3, Unit 1 ELA Learning Targets

L.3.1.i Produce simple, compound, and complex sentences.
   Learning Target/s:
   • **I can ensure subject-verb and pronoun-antecedent agreement.**

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.
   Learning Target/s:
   • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
   Learning Target/s:
   • **I can distinguish the difference between the literal (actual) and the nonliteral (figurative) meaning of words and phrases in sentences.**

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?		INSTRUCTIONAL WINDOW:		
WEEK 1	WEEKLY CONCEPT: Cooperation		ESSENTIAL QUESTION: Why is working together a good way to solve a problem?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.4 RL.3.5 RL.3.7 RL.3.10 RI.3.1 RI.3.9 SL.3.1b SL.3.1d SL.3.3	**Title:** "A Field Full of Stones" **Genre:** Folktale **Strategy:** Make, Confirm, or Revise Predictions	**SHORT TEXT** Anansi Learns a Lesson (510) **Genre:** Folktale **Strategy:** Make, Confirm, or Revise Predictions **Skill:** Theme	**MAIN SELECTION** Roadrunner's Dance (640) **Genre:** Folktale **PAIRED SELECTION** "Deltona Is Going Batty" (550) **Genre:** Expository Text **Strategy:** Make, Confirm, or Revise Predictions **Skill:** Theme	**Strategy:** Make, Confirm, or Revise Predictions **Skill:** Theme **MAIN SELECTION** **Genre:** Folktale **Titles:** **A:** The Quarreling Quails/"The Dragon Slayers" (410) **O:** Jungle Treasures/"Urban Roots" (680) **E:** Jungle Treasures/"Urban Roots" (560) **B:** The Bear Who Stole the Chinook/"Saving Lubec" (740)	**Reading/Writing Workshop:** Genre, Connection of Ideas **Literature Anthology:** Genre, Organization, Purpose, Connection of Ideas, Sentence Structure
L.3.4a L.3.4c L.3.5b L.3.5c L.3.6	**VOCABULARY**	**Vocabulary Words:** attempt, awkward, cooperation, created, furiously, interfere, involved, timid **Additional Vocabulary:** cooperation involved **Additional Academic Vocabulary:** collaboration; connections **Vocabulary Strategy:** Context Clues: Antonyms			
L.3.2e L.3.2f L.3.2g RF.2.3b RF.3.4a	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Long i and long u **Structural Analysis:** Plural Words with y to i			
RF.3.4b	**FLUENCY**	Intonation and Phrasing		**Notes:**	
W.3.10 W.3.2c	**WRITING**	**Writing Trait:** Word Choice/Linking Words and Phrases **Write to Sources:** **Reading/Writing Workshop:** An Field Full of Stories **Literature Anthology:** Roadrunner's Dance **Your Turn Practice Book:** Why People and Birds Are Friends			
L.3.1a L.3.1c L.3.1i	**GRAMMAR**	**Grammar Skill:** Kinds of Nouns **Grammar Mechanics:** Capitalize Proper Nouns			
SL.3.4 W.3.7	**Research**	**Weekly Project:** Research how to form an effective team **Research and Inquiry:** Write Instructions **Write About Reading:** Write an Analysis			
Assessments:					

ELA Grade 3, Unit 2, Week 1 Assessment Standards and Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Learning Target/s:
- **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Immigration		ESSENTIAL QUESTION: Why do people immigrate to new places?		
STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.6 RL.3.7 RL.3.10 RI.3.1 RI.3.9 SL.3.1 SL.3.1b SL.3.2	Title: "Our Story Cloth" Genre: Historical Fiction Strategy: Make Confirm, or Revise Predictions	SHORT TEXT Sailing to America (460) Genre: Historical Fiction Strategy: Make, Confirm, or Revise Predictions Skill: Theme	MAIN SELECTION The Castle on Hester Street (730) Genre: Historical Fiction PAIRED SELECTION "Next Stop, America!" (510) Genre: Expository Text Strategy: Make, Confirm, or Revise Predictions Skill: Theme	Strategy: Make, Confirm, or Revise Predictions Skill: Theme MAIN SELECTION Genre: Historical Fiction Titles: A: The Promise of Gold Mountain/"Gold in California!" (490) O: Moving from Mexico/" Mexican Revolution 1910)–1920)" (640) E: Moving from Mexico/" Mexican Revolution1910)–1920)" (540) B: Gustaf Goes to America/" Celebrating Swedish Culture" (690)	Reading/Writing Workshop: Organization, Specific Vocabulary Literature Anthology: Prior Knowledge, Specific Vocabulary, Sentence Structure, Connection of Ideas, Purpose
L.3.1 L.3.1a L.3.1i L.3.4a L.3.4c L.3.5a L.3.5c L.3.6	VOCABULARY	Vocabulary Words: arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered Additional Vocabulary: immigrate, opportunity Additional Domain Words: astronomer, ticker tape, confetti, boarders, pushcart Additional Academic Vocabulary: plagiarizing; precise; accurate; repetition Vocabulary Strategy: Figurative Language: Similes			
L.3.2e L.3.2f L.3.2g RF.3.3b RF.3.4b RL.3.4	PHONICS/SPELLING	Phonics/Spelling Skill: Long e Structural Analysis: Inflectional Endings			
RF.3.4b	FLUENCY	Rate		Notes:	
L3.3a L.3.3b W.3.1 W.3.10	WRITING	Writing Trait: Word Choice/Precise Language Write to Sources: Reading/Writing Workshop: Sailing to America Literature Anthology: The Castle on Hester Street Your Turn Practice Book: A Dream to the West			
L.3.1b L.3.2f	GRAMMAR	Grammar Skill: Singular and Plural Nouns Grammar Mechanics: Punctuate Four Sentence Types			
SL.3.4 W.3.7 W.3.8	Research	Weekly Project: Research famous immigrants Research and Inquiry: Write a Report Write About Reading: Write an opinion			
Assessments:					

ELA Grade 3, Unit 2, Week 2 Assessment Standards and Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
> **Learning Target/s:**
> a. **I can recount stories, including fables, folktales, and myths from different cultures.**
> b. **I can determine the moral of a fable.**
> c. **I can determine the lesson of a folktale.**
> d. **I can determine the central message of a myth.**
> e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
> **Learning Target/s:**
> a. **I can determine the meaning of words and phrases as they are used in a text.**
> b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
> **Learning Target/s:**
> a. **I can describe a narrator or character's point of view.**
> b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
> **Learning Target/s:**
> • **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
> **Learning Target/s:**
> • **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
> **Learning Target/s:**
> • **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.b Form and use regular and irregular plural nouns.
> **Learning Target/s:**
> • **I can explain what verbs and adverbs are and their functions in a particular sentence.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
> **Learning Target/s:**
> • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Government		ESSENTIAL QUESTION: How do people make government work		
STD	**COMPREHENSION**	**READING/WRITING WORKSHOP**	**LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION**	**LEVELED READER MAIN SELECTION /PAIRED SELECTION**	**ACCESS COMPLEX TEXT (ACT)**
RI.3.1 RI.3.4 RI.3.6 RI.3.7 RI.3.9 SL.3.1c SL.3.2 SL.3.3 SL.3.6	**Title:** "All About lections" **Genre:** Nonfiction **Strategy:** Reread	**SHORT TEXT** Every Vote Counts! (560) **Genre:** Expository Text **Strategy:** Reread **Skill:** Author's Point of View **Text Features:** Headings, Bar Graph	**MAIN SELECTION** Vote! (530) **Genre:** Expository Text **PAIRED SELECTION** "A Plan for the People" (530) **Genre:** Expository Text **Strategy:** Reread **Skill:** Author's Point of View	**Strategy:** Reread **Skill:** Author's Point of View **MAIN SELECTION** **Genre:** Expository Text **Titles:** A: The Race for the Presidency/"Elementary School Lawmakers" (560) O: The Race for the Presidency/"Elementary School Lawmakers" (720) E: The Race for the Presidency/"Elementary School Lawmakers" (710) B: The Race for the Presidency/"Elementary School Lawmakers" (890)	**Reading/Writing Workshop:** Sentence Structure, Purpose **Literature Anthology:** Purpose, Prior Knowledge, Genre, Organization, Specific Vocabulary, Sentence Structure, Connection of Ideas
L.3.4a L.3.4b L.3.5a RI.3.4	VOCABULARY	**Vocabulary Words:** announced, candidates, convince, decisions, elect, estimate, government, independent **Additional Domain Words:** campaign, volunteers, sworn, laws **Vocabulary Strategy:** Prefixes: re-, un-, dis-, mis-			
L.3.1a L.3.1i L.3.2d L.3.2e L.3.2f L.3.2g RF.3.4b RF.3.3d	PHONICS/SPELLING	**Phonics/Spelling Skill:** Words with Silent Letters **Structural Analysis:** Singular and Plural Possessives			
RF.3.4b	FLUENCY	Accuracy and Phrasing		Notes:	
W.3.2b W.3.10	WRITING	**Writing Trait:** Ideas/Supporting Details **Reading/Writing Workshop:** Every Vote Counts! **Literature Anthology:** Vote! **Your Turn Practice Book:** Express Yourself			
L3.1b L.3.2f	GRAMMAR	**Grammar Skill:** Special Nouns **Grammar Mechanics:** Spelling Plural Nouns			
SL.3.1b W.3.7 W.3.8	Research	**Weekly Project:** Research different positions in state governments **Research and Inquiry:** Write a Report **Write About Reading:** Write an Analysis (Analyze Author's Point of View)			
Assessments:					

ELA Grade 3, Unit 2, Week 3 Assessment Standards and Learning Targets

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.6 Distinguish their own point of view from that of the author of a text.
Learning Target/s:
a. **I can identify the author's point of view.**
b. **I can compare and contrast my point of view with the author's point of view.**

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).
Learning Target/s:
a. **I can use illustrations, maps, and photographs to learn more information about a topic.**
b. **I can use the words in a text to demonstrate understanding of the 'where, when, why and how' of the key events in the text.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Learning Target/s:
- **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.b Form and use regular and irregular plural nouns.
Learning Target/s:
- **I can explain what verbs and adverbs are and their functions in a particular sentence.**
-

L.3.2.d Form and use possessives.
Learning Target/s:
- **I can form and use regular plural nouns.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
Learning Target/s:
- **I can determine the meaning of a word when a prefix or suffix is added.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2 WEEK 4	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Survival		ESSENTIAL QUESTION: How can people help animals survive?		
STD	**COMPREHENSION**	**READING/WRITING WORKSHOP**	**LITERATURE ANTHOLOGY** MAIN SELECTION /PAIRED SELECTION	**LEVELED READER** MAIN SELECTION /PAIRED SELECTION	**ACCESS COMPLEX TEXT (ACT)**
L.3.4a RI.3.1 RI.3.2 RI.3.5 RI.3.6 RI.3.7 RI.3.9 SL.3.1a SL.3.1c SL.3.2 SL.3.6	**Title:** "The Bald Eagle: A Success Story" **Genre:** Expository Text **Strategy:** Reread	**SHORT TEXT** Kids to the Rescue! (560) **Genre:** Expository Text **Strategy:** Reread **Skill:** Author's Point of View **Text Features:** Sidebar, Map	**MAIN SELECTION** Whooping Cranes in Danger(580) **Genre:** Expository Text **PAIRED SELECTION** "Help the Manatees!" (630) **Genre:** Expository Text **Strategy:** Reread **Skill:** Author's Point of View	**Strategy:** Reread **Skill:** Author's Point of View **MAIN SELECTION** **Genre:** Expository Text **Titles:** A: Protecting the Islands/"Penguins Go Global" (560) O: Protecting the Islands/"Penguins Go Global" (720) E: Protecting the Islands/"Penguins Go Global" (660) B: Protecting the Islands/"Penguins Go Global" (810)	**Reading/Writing Workshop:** Prior Knowledge, Genre **Literature Anthology:** Purpose, Prior Knowledge, Organization, Genre, Sentence Structure, Specific Vocabulary
L.3.1b L.3.1i L.3.1j L.3.4b L.3.4c L.3.4d L.3.5b RI.3.4	**VOCABULARY**	**Vocabulary Words:** caretakers, population, recognized, relatives, resources, success, survive, threatened **Additional Vocabulary:** coated, ecosystem, endangered, extinct, full, glide, going, spoiled **Additional Domain Words:** trackers, relative **Additional Academic Vocabulary:** organize, signal, events **Vocabulary Strategy:** Suffixes ful, -less			
L.3.2e L.3.2f L.3.2g RF.3.3c RF.3.4a SL.3.5	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Three-Letter Blends **Structural Analysis:** Closed Syllables			
RF.3.4b	**FLUENCY**	Rate		**Notes:**	
W.3.1b W.3.3c	**WRITING**	**Writing Trait:** Organization/Sequence **Reading/Writing Workshop:** Kids to the Rescue! **Literature Anthology:** Whooping Cranes in Danger **Your Turn Practice Book:** The Sound of Elephants			
L3.1a	**GRAMMAR**	**Grammar Skill:** Combining Sentences **Grammar Mechanics:** Commas			
SL.3.1b SL.3.3 W.3.7	**Research**	**Weekly Project:** Research endangered animals **Research and Inquiry:** Write a Description **Write About Reading:** Write an Opinion (Reflect on Author's Point of View)			
Assessments:					

ELA Grade 3, Unit 2, Week 4 Assessment Standards and Learning Targets

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
    Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.6 Distinguish their own point of view from that of the author of a text.
    Learning Target/s:
a. **I can identify the author's point of view.**
b. **I can compare and contrast my point of view with the author's point of view.**

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).
    Learning Target/s:
a. **I can use illustrations, maps, and photographs to learn more information about a topic.**
b. **I can use the words in a text to demonstrate understanding of the 'where, when, why and how' of the key events in the text.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    Learning Target/s:
- **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.b Form and use regular and irregular plural nouns.
    Learning Target/s:
- **I can explain what verbs and adverbs are and their functions in a particular sentence.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
    Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Figure It Out		Essential Question: How do people figure things out?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.3.2f **L.3.5a** RL.3.1 **RL.3.5** **RL.3.6** RL.3.10 **RI.3.4** RI.3.9 SL.3.1a SL.3.1b SL.3.2 SL.3.6	Title: "New Bike, Old Bike" Genre: Poetry Strategy: Reread	SHORT TEXT "Empanada Day,"/"Cold Feet," Our Washing Machine, Bugged" Genre: Poetry: Limerick and Free Verse Literary Elements: Alliteration and Rhyme Skill: Point of View	MAIN SELECTION "The Inventor Thinks Up Helicopters,"/"The Ornithopter" Genre: Poetry PAIRED SELECTION "Montgolfier Brother's Hot Air Balloon" Genre: Poetry Skill: Point of View	Strategy: Reread Skill: Point of View MAIN SELECTION Genre: Realistic Fiction Titles: **A:** Problem Solved/"Rainy Day" (480) **O:** The Long Walk/"The Forgetful Girl,"/"The Friendly Frog" (560) **E:** The Long Walk/"Thomas the Mess Monster" (480) **B:** Two Up, One Down/"I Listen,"/"The Nesting Box" (610)	Reading/Writing Workshop: Specific Vocabulary, Author's Purpose Literature Anthology: Sentence Structure, Specific Vocabulary, Connection of Ideas
L.3.4b L.3.4c L3.5a L.3.5b L.3.5c **RL.3.4**	VOCABULARY	**Vocabulary Words:** bounce, imagine, inventor, observer **Poetry Terms:** alliteration, free verse, limerick, rhyme **Additional Vocabulary:** ornithopter **Additional Academic Vocabulary:** descriptive **Vocabulary Strategy:** Figurative Language: Similes			
L.3.2d L.3.2e L.3.2f L.3.2g RF.3.3c SL.3.5	PHONICS/SPELLING	**Phonics/Spelling Skill:** Digraphs **Structural Analysis:** Open Syllables			
RF.3.4b	FLUENCY	Phrasing		Notes:	
L.3.1 L.3.1j W.3.2b W.3.10	WRITING	**Writing Trait:** Ideas/Descriptive Details **Write to Sources:** **Reading/Writing Workshop:** "Empanada Day,"/"Cold Feet," Our Washing Machine, "Bugged" **Literature Anthology:** "The Inventor Thinks Up Helicopters,"/"The Ornithopter" **Your Turn Practice Book**: Learning to Read			
L.3.2d L.3.6	GRAMMAR	**Grammar Skill:** Possessive Nouns **Grammar Mechanics:** Apostrophes in Possessive Nouns			
SL.3.3 W.3.7	Research	**Research and Inquiry:** Write an Analysis **Write About Reading:** Write an Analysis (Analyze Author's Choice of Words) **Weekly Project:** Research ways people solve problems *Unit Level: Research* *Skill: Using Reliable and Appropriate Sources* *Unit Project: Self-select and develop from weekly research options for unit research projects*			
Assessments:					

ELA Grade 3, Unit 2, Week 5 Assessment Standards and Learning Targets

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
   Learning Target/s:
   a. **I can determine the meaning of words and phrases as they are used in a text.**
   b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
   Learning Target/s:
   a. **I can describe a narrator or character's point of view.**
   b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

L.3.2.d Form and use possessives.
   Learning Target/s:
   • **I can form and use regular plural nouns.**

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).
   Learning Target/s:
   • **I can determine the meaning of a word when a prefix or suffix is added.**

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 2	BIG IDEA: Figure It Out — What does it take to solve a problem?	INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question: How do landmarks help us understand our country's story?	INTERIM WINDOW:

STD	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4a RF.3.4c	**FLUENCY**	**Reader's Theater:** Take Me to Your Litter	**Using Assessment Results** **Tested skills:**	
RL.3.1 RL.3.10 **RI.3.5** RI.3.9 RI.3.10	**COMPREHENSION**	*TIME FOR KIDS*/**Reading Digitally:** Soccer Is America's Game	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	□ **Whole Group** □ **Small Group** Students:
SL.3.1c SL.3.3 W.3.7 W.3.8	**RESEARCH AND INQUIRY**	Research skill Choose Project **Science/Social Studies Connection**		
W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.6 L.3.1j	**WRITING**	**Genre Writing:** Narrative Text **Unit Writing Products:** Friendly Letter Personal Narrative	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	□ **Whole Group** □ **Small Group** Students:
	EXTEND LEARNING Level Up			
Assessments:				

Grade 3, Unit 2 ELA Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Learning Target/s:
a. **I can describe a narrator or character's point of view.**
b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Learning Target/s:
• **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Target/s:
• **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.6 Distinguish their own point of view from that of the author of a text.

Learning Target/s:
a. **I can identify the author's point of view.**
b. **I can compare and contrast my point of view with the author's point of view.**

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).

Learning Target/s:
a. **I can use illustrations, maps, and photographs to learn more information about a topic.**
b. **I can use the words in a text to demonstrate understanding of the 'where, when, why and how' of the key events in the text.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Learning Target/s:
• **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.b Form and use regular and irregular plural nouns.

Learning Target/s:
• **I can explain what verbs and adverbs are and their functions in a particular sentence.**

L.3.2.d Form and use possessives.

Learning Target/s:
• **I can form and use regular plural nouns.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

Learning Target/s:
• **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).

Learning Target/s:
• **I can determine the meaning of a word when a prefix or suffix is added.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?		INSTRUCTIONAL WINDOW:		
WEEK 1	WEEKLY CONCEPT: Be Unique		ESSENTIAL QUESTION: What makes different animals unique?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.10 RI.3.5 RI.3.9 SL.3.1c SL.3.2 SL.3.3 SL.3.6	**Title:** "Bear, Beaver, and Bee" **Genre:** Folktale **Strategy:** Visualize	**SHORT TEXT** The Inchworm's Tale (590) **Genre:** Folktale **Strategy:** Visualize **Skill:** Problem and Solution	**MAIN SELECTION** **Title:** Martina the Beautiful Cockroach(570) **Genre:** Folktale **PAIRED SELECTION** "Get a Backbone!" (510) **Genre:** Expository Text **Strategy:** Visualize **Skill:** Problem and Solution	**Strategy:** Visualize **Skill:** Problem and Solution **MAIN SELECTION** **Genre:** Folktale **Titles:** **A:** The Ballgame Between the Birds and the Animals/"All About Bats" (540) **O:** King of the Birds/"The Real Quetzal" (600) **E:** King of the Birds/"The Real Quetzal" (550) **B:** Sheep and Pig Set Up Housekeeping/"Sheep and Wolves" (680)	**Reading/Writing Workshop:** Organization, Genre **Literature Anthology:** Genre, Specific Vocabulary, Sentence, Structure, Connection of Ideas
L.3.4a L.3.4c L.3.5a L.3.5b L.3.5c L.3.6	VOCABULARY	**Vocabulary Words:** disbelief, dismay, fabulous, features, offered, splendid, unique, watchful **Additional Vocabulary:** aroma **Additional Domain Words:** ability, specie, amphibian **Additional Academic Vocabulary:** declarative, exclamatory, imperative, interrogative **Vocabulary Strategy:** Context Clues: Synonyms			
L.3.2d L.3.2e L.3.2f L.3.2g RF.2.3b RF.2.4b	PHONICS/SPELLING	**Phonics/Spelling Skill:** r-Controlled Vowels **Structural Analysis:** Contractions			
RF.3.4b	FLUENCY	Expression		**Notes:**	
W.3.3a W.3.10	WRITING	**Writing Trait:** Sentence Fluency/Vary Sentence Types **Reading/Writing Workshop:** The Inchworm's Tale **Literature Anthology:** Martina the Beautiful Cockroach **Your Turn Practice Book:** How Zebras Got Their Stripes			
L.3.1a L.3.2c	GRAMMAR	**Grammar Skill:** Action Verbs **Grammar Mechanics:** Quotation Marks and Colons in Time			
RI.3.5 SL.3.4 W.3.7	Research	**Research and Inquiry:** Write a Comparison **Write About Reading:** Write an Analysis **Weekly Project:** Research animal families			
Assessments:					

ELA Grade 3, Unit 3, Week 1 Assessment Standards and Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

    Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

    Learning Target/s:
a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.**
b. **I can explain how a character's actions contribute to the sequence of events.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

    Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

    Learning Target/s:
- **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

    Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).

    Learning Target/s:
- **I can determine the meaning of a word by identifying a common root word.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3 WEEK 2	BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Leadership		ESSENTIAL QUESTION: How can one person change the way you think?		
STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.3 RL.3.4 RL.3.7 RI.3.1 RI.3.9 SL.3.1b SL.3.2 SL.3.6	**Title:** "Meeting the Pride of Puerto Rico" **Genre:** Historical Fiction **Strategy:** Visualize	**SHORT TEXT** Jane's Discovery (660) **Genre:** Historical Fiction **Strategy:** Visualize **Skill:** Character, Setting, Plot: Cause and Effect	**MAIN SELECTION** **Title:** Finding Lincoln (660) **Genre:** Historical Fiction **PAIRED SELECTION** "A Great American Teacher" (600) **Genre:** Biography **Strategy:** Visualize **Skill:** Character, Setting, Plot: Cause and Effect	**Strategy:** Visualize **Skill:** Character, Setting, Plot: Cause and Effect **MAIN SELECTION** **Genre:** Historical Fiction **Titles:** **A:** On the Ball/"Jackie Robinson" (530) **O:** Harry's Great Idea/"Eleanor Roosevelt" (550) **E:** Harry's Great Idea/"Madam C.J. Walker" (500) **B:** Best Friends in Business/"Eleanor Roosevelt" (640)	**Reading/Writing Workshop:** Genre, Organization **Literature Anthology:** Prior Knowledge, Specific Vocabulary, Connection of Ideas, Organization, Sentence Structure, Genre, Purpose
L.3.4a L.3.5a L.3.5b L.3.5c L.3.6	VOCABULARY	**Vocabulary Words:** amazement, bravery, disappear, donated, leader, nervous, refused, temporary **Additional Vocabulary:** essay **Additional Academic Vocabulary:** relationship **Vocabulary Strategy:** Figurative Language: Idioms			
L.3.2e L.3.2f L.3.2g L.3.4b RF.3.3a	PHONICS/SPELLING	**Phonics/Spelling Skill:** r-Controlled Vowels/är/and/ôr/ **Structural Analysis:** Prefixes un-, re-, and pre-			
RF.3.4a	FLUENCY	Phrasing		Notes:	
W.3.1a W.3.2c	WRITING	**Writing Trait:** Word Choice/Linking Words and Phrases **Reading/Writing Workshop:** Jane's Discovery **Literature Anthology:** Finding Lincoln **Your Turn Practice Book:** A Letter to Helen Keller			
L.3.1a L.3.1e L.3.1f L.3.1i	GRAMMAR	**Grammar Skill:** Present Tense Verbs **Grammar Mechanics:** Subject-Verb Agreement			
W.3.2b W.3.6 W.3.7	Research	**Research and Inquiry:** Write an Analysis **Write About Reading:** Write an Opinion **Weekly Project:** Research people who have made a difference			
Assessments:					

ELA Grade 3, Unit 3, Week 2 Assessment Standards and Learning Targets

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
   Learning Target/s:
   a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.**
   b. **I can explain how a character's actions contribute to the sequence of events.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
   Learning Target/s:
   a. **I can determine the meaning of words and phrases as they are used in a text.**
   b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.7   Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
   Learning Target/s:
   • **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

L.3.1.a   Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   Learning Target/s:
   • **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   Learning Target/s:
   • **I can form and use the simple verb tenses.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
   Learning Target/s:
   • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
   Learning Target/s:
   • **I can determine the meaning of a word by identifying a common root word.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3 WEEK 3	BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Discoveries		ESSENTIAL QUESTION: What do we know about Earth and its neighbors in space?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.6 RI.3.1 RI.3.2 RI.3.5 RI.3.7 RI.3.9 SL.3.1a SL.3.1c SL.3.1d SL.3.2	**Title:** "Our Home in the Solar System" **Genre:** Expository Text **Strategy:** Summarize	**SHORT TEXT** Earth and Its Neighbors (660) **Genre:** Expository Text **Strategy:** Summarize **Skill:** Main Idea and Key Details **Text Features:** Key Words, Chart	**MAIN SELECTION** Earth (630) **Genre:** Expository Text **PAIRED SELECTION** "Coyote and the Jar of Stars" (530) **Genre:** Legend **Strategy:** Summarize **Skill:** Main Idea and Key Details	**Strategy:** Summarize **Skill:** Main Idea and Key Details **MAIN SELECTION** **Genre:** Expository Text **Titles:** **A:** Destination Saturn/"Why the Stars Twinkle" (500) **O:** Destination Saturn/"Why the Stars Twinkle" (700) **E:** Destination Saturn/"Why the Stars Twinkle" (660) **B:** Destination Saturn/"Why the Stars Twinkle" (780)	**Reading/Writing Workshop:** Connection of Ideas, Organization **Literature Anthology:** Genre, Purpose, Connection of Ideas, Specific Vocabulary, Organization
L.3.1a L.3.4a L.3.4b L.3.4c L.3.5a L.3.5b L.3.5c RI.3.4	VOCABULARY	**Vocabulary Words:** amount, astronomy, globe, solar system, support, surface, temperature, warmth **Additional Domain Words:** elliptical, rotate, axis **Additional Academic Vocabulary:** key word, related, paragraph **Vocabulary Strategy:** Suffixes y, -ly			
L.3.2e L.3.2f L.3.2g	PHONICS/SPELLING	**Phonics/Spelling Skill:** r-Controlled Vowels/âr/and/îr/, **Structural Analysis:** Suffixes -y and -ly			
RF.3.3a RF.3.3b RF.3.3d	FLUENCY	Accuracy and Phrasing		Notes:	
W.3.2a W.3.10	WRITING	**Writing Trait:** Organization/Strong Paragraphs **Reading/Writing Workshop:** Earth and Its Neighbors **Literature Anthology:** Earth **Your Turn Practice Book:** Seeing Red			
L.3.1e L.3.1f	GRAMMAR	**Grammar Skill:** Past Tense Verbs **Grammar Mechanics:** Abbreviations and Name Titles			
SL.3.2 W.3.7 W.3.8	Research	**Research and Inquiry:** Write a Description **Write About Reading:** Write an Analysis **Weekly Project:** Research Earth and other bodies in the solar system			
Assessments:					

ELA Grade 3, Unit 3, Week 3 Assessment Standards and Learning Targets

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Learning Target/s:
   a. **I can determine the main idea of a text.**
   b. **I can recount details of a text**
   c. **I can explain how the key details support the main idea of a text.**

L.3.1.a   Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   Learning Target/s:
   • **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   Learning Target/s:
   • **I can form and use the simple verb tenses.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
   Learning Target/s:
   • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
   Learning Target/s:
   • **I can determine the meaning of a word when a prefix or suffix is added.**

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).
   Learning Target/s:
   • **I can determine the meaning of a word by identifying a common root word.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3 WEEK 4	BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: New Ideas		ESSENTIAL QUESTION: What ideas can we get from nature?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 **RI.3.1** **RI.3.2** **RI.3.3** **RI.3.5** **RI.3.7** RI.3.9 SL.3.1a	**Title:** "Ideas From Nature" **Genre:** Expository Text **Strategy:** Summarize	**SHORT TEXT** Bats Did It First (700) **Genre:** Expository Text **Strategy:** Summarize **Skill:** Main Idea and Key Details **Text Features:** Diagram, Caption	**MAIN SELECTION** Big Ideas from Nature(670) **Genre:** Expository Text **PAIRED SELECTION** "Perdix Invents the Saw" (580) **Genre:** Myth **Strategy:** Summarize **Skill:** Main Idea and Key Details	**Strategy:** Summarize **Skill:** Main Idea and Key Details **MAIN SELECTION** **Genre:** Expository Text **Titles:** A: Inspired by Nature/"Hermes and the Lyre" (570) O: Inspired by Nature/"Hermes and the Lyre" (660) E: Inspired by Nature/"Hermes and the Lyre" (630) B: Inspired by Nature/"Hermes and the Lyre" (790)	**Reading/Writing Workshop:** Prior Knowledge **Literature Anthology:** Genre, Organization, Specific Vocabulary, Prior Knowledge
L.3.2e L.3.2f L.3.3b **L.3.4a** **L.3.4b** **L.3.4c** **L.3.4d** L.3.5b L.3.5c RF.3.3b	VOCABULARY	**Vocabulary Words:** effective, example, identical, imitate, material, model, observed, similar **Additional Vocabulary:** bored **Additional Domain Words:** invention, bio mimicry **Additional Academic Vocabulary:** mimic, quality, closure **Vocabulary Strategy:** Root Words			
L.3.2f **L.3.4b**	PHONICS/SPELLING	**Phonics/Spelling Skill:** Prefixes pre-, dis-, mis- **Structural Analysis:** Syllables with Final e			
RF.3.3a RF.3.4b	FLUENCY	Phrasing and Rate		Notes:	
W.3.1a W.3.2d W.3.10	WRITING	**Writing Trait:** Organization/Strong Conclusions **Reading/Writing Workshop:** Bats Did It First **Literature Anthology:** Big Ideas from Nature **Your Turn Practice Book:** A Sticky Idea			
L.3.1e **L.3.1i** L.3.1j L.3.2a	GRAMMAR	**Grammar Skill:** Future Tense Verbs **Grammar Mechanics:** Book Titles			
SL.3.5 W.3.6 W.3.7	Research	**Research and Inquiry:** Write a Report **Write About Reading:** Write an Opinion **Weekly Project:** Research animal characteristics			
Assessments:					

ELA Grade 3, Unit 3, Week 4 Assessment Standards and Learning Targets

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Learning Target/s:
   a. **I can determine the main idea of a text.**
   b. **I can recount details of a text**
   c. **I can explain how the key details support the main idea of a text.**

 L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   Learning Target/s:
   • **I can form and use the simple verb tenses.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
   Learning Target/s:
   • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
   Learning Target/s:
   • **I can determine the meaning of a word when a prefix or suffix is added.**

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).
   Learning Target/s:
   • **I can determine the meaning of a word by identifying a common root word.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3 WEEK 5	BIG IDEA: One of a Kind — Why are individual qualities important?			INSTRUCTIONAL WINDOW:	
	WEEK 5 Weekly Concept: Value the Past		Essential Question: How is each event in history unique?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.6 RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 RI.3.10 SL.3.1b SL.3.1c SL.3.2	Title: "The California Gold Rush" Genre: Expository Text Strategy: Summarize	SHORT TEXT The Long Road to Oregon (680) Genre: Expository Text Strategy: Summarize Skill: Sequence Text Features: Sidebar, Photographs and Captions, Map	MAIN SELECTION Riding the Rails West!(730) Genre: Expository Text PAIRED SELECTION "Discovering Life Long Ago" (740) Genre: Expository Text Strategy: Summarize Skill: Sequence	Strategy: Summarize Skill: Sequence MAIN SELECTION Genre: Expository Text Titles: A: The Life of a Homesteader/"Keeping History Alive" (520) O: The Life of a Homesteader/"Keeping History Alive" (690) E: The Life of a Homesteader/"Keeping History Alive" (560) B: The Life of a Homesteader/"Keeping History Alive" (850)	Reading/Writing Workshop: Connection of Ideas, Genre Literature Anthology: Organization, Sentence Structure
L.3.1i L.3.1j L.3.2e L.3.4b L.3.4c L.3.5a L.3.5b RF.3.3b	VOCABULARY	Vocabulary Words: agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles Additional Academic Vocabulary: formal, informal, contractions Vocabulary Strategy: Suffixes able, -ful, -less			
L.3.2f L.3.2g RF.3.3a RF.3.4c	PHONICS/SPELLING	Phonics/Spelling Skill: Diphthongs/oi/and/ou/ Structural Analysis: Prefixes un-, non-, dis-			
RF.3.4b	FLUENCY	Accuracy and Phrasing		Notes:	
W.3.10 W.3.1a	WRITING	Writing Trait: Voice Reading/Writing Workshop: The Long Road to Oregon Literature Anthology: Riding the Rails West! Your Turn Practice Book: Mississippi Steamboats			
L.3.1b L.3.1f L.3.2b	GRAMMAR	Grammar Skill: Combining Sentences with Verbs Grammar Mechanics: Punctuation in Formal Letters, Dates, Addresses, and Locations			
SL.3.2 SL.3.4 W.3.7	Research	Research and Inquiry: Write a Report Write About Reading: Write an Analysis Weekly Project: Research unique events in American history Unit Level: Research Skill: Quoting and Paraphrasing Unit Project: Self-select and develop from weekly research options for unit research projects			
	Assessments:				

ELA Grade 3, Unit 3, Week 5 Assessment Standards and Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

>   **Learning Target/s:**
>   a. **I can recount stories, including fables, folktales, and myths from different cultures.**
>   b. **I can determine the moral of a fable.**
>   c. **I can determine the lesson of a folktale.**
>   d. **I can determine the central message of a myth.**
>   e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

>   **Learning Target/s:**
>   a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.**
>   b. **I can explain how a character's actions contribute to the sequence of events.**

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).

>   **Learning Target/s:**
>   * **I can determine the meaning of a word when a prefix or suffix is added.**

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).

>   **Learning Target/s:**
>   * **I can determine the meaning of a word by identifying a common root word.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 3	BIG IDEA: One of a Kind — Why are individual qualities important?		INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		INTERIM WINDOW:

STD	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4b RF.3.4c	**FLUENCY**	**Reader's Theater:** Take Me to Your Litter	**Using Assessment Results** **Tested skills:**	
RL.3.3 **RL.3.7** RL.3.10 **RI.3.5** RI.3.10 W.3.8	**COMPREHENSION**	*TIME FOR KIDS*/**Reading Digitally:** Soccer Is America's Game	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	☐ **Whole Group** ☐ **Small Group** Students:
RI.3.5 SL.3.2 **W.3.6** **W.3.7**	**RESEARCH AND INQUIRY**	Research skill Choose Project **Science/Social Studies Connection**		
W.3.1a W.3.1b W.3.1c W.3.1d W.3.5 W.3.6 L.3.1j	**WRITING**	**Genre Writing:** Narrative Text **Unit Writing Products:** Friendly Letter Personal Narrative	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	☐ **Whole Group** ☐ **Small Group** Students:
	EXTEND LEARNING Level Up			
Assessments:				

Grade 3, Unit 3 ELA Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:

a. **I can recount stories, including fables, folktales, and myths from different cultures.**

b. **I can determine the moral of a fable.**

c. **I can determine the lesson of a folktale.**

d. **I can determine the central message of a myth.**

e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Learning Target/s:

a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.**

b. **I can explain how a character's actions contribute to the sequence of events.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Learning Target/s:

a. **I can determine the meaning of words and phrases as they are used in a text.**

b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Learning Target/s:

• **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Learning Target/s:

a. **I can determine the main idea of a text.**

b. **I can recount details of a text**

c. **I can explain how the key details support the main idea of a text.**

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).

Learning Target/s:

a. **I can read a paragraph and describe the connections between the sentences.**

b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Learning Target/s:

• **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

Learning Target/s:

• **I can form and use the simple verb tenses.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

Learning Target/s:

• **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).

Learning Target/s:

• **I can determine the meaning of a word when a prefix or suffix is added.**

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).

Learning Target/s:

• **I can determine the meaning of a word by identifying a common root word.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

	BIG IDEA: Meet the Challenge — What choices are good for us?		INSTRUCTIONAL WINDOW:		
UNIT 4 **WEEK 1**	**WEEKLY CONCEPT: Choices**		**ESSENTIAL QUESTION: What choices are good for us?**		
STD	**COMPREHENSION**	**READING/WRITING WORKSHOP**	**LITERATURE ANTHOLOGY** MAIN SELECTION /PAIRED SELECTION	**LEVELED READER** MAIN SELECTION /PAIRED SELECTION	**ACCESS COMPLEX TEXT (ACT)**
RL.3.1 **RL.3.2** **RL.3.6** RL.3.9 RL.3.10 **RI.3.1** SL.3.1b **SL.3.2**	**Title:** "Three Wishes" **Genre:** Folktale **Strategy:** Ask and Answer Questions	**SHORT TEX** Nail Soup (580) **Genre:** Folktale **Strategy:** Ask and Answer Questions **Skill:** Point of View	**MAIN SELECTION** **Title:** The Real Story of Stone Soup (570) **Genre:** Folktale **PAIRED SELECTION** "Healthful Food Choices" (420) **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Point of View	**Strategy:** Ask and Answer Questions **Skill:** Point of View **MAIN SELECTION** **Genre:** Folktale **Titles:** A: The Weaver of Rugs/"How to Make Paper Mats" (520) O: Why the Sea Is Salty/"How to Make Sea Salt" (570) E: Why the Sea Is Salty/"How to Make Sea Salt" (510) B: Finn MacCool and the Salmon of Knowledge/"Brain Food" (780)	**Reading/Writing Workshop:** Connection of ideas **Literature Anthology:** Prior Knowledge, Connection of Ideas, Sentence Structure, Genre
L.3.4b **L.3.4c** L.3.5b L.3.6	**VOCABULARY**	**Vocabulary Words:** aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety **Additional Vocabulary Words:** intermission, program, props **Additional Academic Vocabulary:** habit, positive, impact **Vocabulary Strategy:** Root Words			
L.3.2f L.3.2g L.3.4c RF.3.4b	**PHONICS/SPELLING**	Phonics/Spelling **Skill:** /ü/ and /ǔ/ **Structural Analysis:** Roots in Related Words			
RF.3.4b	**FLUENCY**	Expression		**Notes:**	
W.3.3b	**WRITING**	**Writing Trait:** Voice **Write to Sources: Reading/Writing** **Workshop:** Nail Soup **Literature Anthology:** The Real Story of Stone Soup **Your Turn Practice Book:** The Turtle and the Box of Riches			
L.3.1a **L.3.1d** **L.3.1e**	**GRAMMAR**	**Grammar Skill:** Linking Verbs **Grammar Mechanics:** End Punctuation and Complete Sentences			
RL.3.3 **RL.3.6** SL.3.1d SL.3.4 W.3.1b W.3.7 W.3.10	**Research**	**Research and Inquiry:** Write an Opinion **Write About Reading:** Write and Analysis **Weekly Project:** Research how to make informed choices			
Assessments:					

ELA Grade 3, Unit 4, Week 1 Assessment Standards and Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Learning Target/s:
a. **I can describe a narrator or character's point of view.**
b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Learning Target/s:
- **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.d Form and use regular and irregular verbs.

Learning Target/s:
- **I can form and use regular and irregular verbs.**

L.3.1.i Produce simple, compound, and complex sentences.

Learning Target/s:
- **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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).

Learning Target/s:
- **I can determine the meaning of a word when a prefix or suffix is added.**

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).

Learning Target/s:
- **I can determine the meaning of a word by identifying a common root word.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4 WEEK 2	BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Skills and Talents		ESSENTIAL QUESTION: How can you use what you know to help others?		
STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
SL.3.1c SL.3.2 RL.3.1 **RL.3.6** **RL.3.7** RL.3.9	Title: "Dancing La Raspa" Genre: Realistic Fiction Strategy: Ask and Answer Questions	SHORT TEXT The Impossible Pet Show (600) Genre: Realistic Fiction Strategy: Ask and Answer Questions Skill: Point of View	MAIN SELECTION Title: The Talented Clementine (660) Genre: Realistic Fiction PAIRED SELECTION "Clementine and the Family Meeting" (630) Genre: Realistic Fiction Strategy: Ask and Answer Questions Skill: Point of View	Strategy: Ask and Answer Questions Skill: Point of View MAIN SELECTION Genre: Realistic Fiction Titles: A: Every Picture Tells a Story/"Hidden Treasure" (470) O: A Chef in the Family/"The Perfect Sandwich" (530) E: A Chef in the Family/"The Perfect Sandwich" (440) B: Stepping Forward/"Rigel to the Rescue" (700)	Reading/Writing Workshop: Genre, Connection of Ideas Literature Anthology: Organization, Connection of Ideas, Sentence Structure, Prior Knowledge, Genre, Specific Vocabulary
RL.3.4 L.3.6 **L.3.4b** L.3.5b L.3.5c L.3.6	VOCABULARY	**Vocabulary Words:** achievement, apologize, attention, audience, confidence, embarrassed, realized, talents **Additional Vocabulary:** not, now, off, practiced, special **Additional Domain Words:** agenda **Additional Academic Vocabulary:** realistic fiction, ask and answer questions, point of view, narrator, fiction, dialogue, realistic, illustrations,, prefixes, definition, phrasing, talent, task, directions, narrations, situations **Vocabulary Strategy:** Prefixes un-, non-, im-, pre-			
RF.3.3c RF.3.4a L.3.2f L.3.2g	PHONICS/SPELLING	**Phonics/Spelling Skill:** Plural Words **Structural Analysis:** Vowel Team Syllables			
RF.3.4b	FLUENCY	Phrasing		Notes:	
W.3.3b	WRITING	**Writing Trait:** Ideas **Reading/Writing Workshop:** The Impossible Pet Show **Literature Anthology:** The Talented Clementine **Your Turn Practice Book:** Painting From Memory			
L.3.1i **L.3.2d** L.3.2e L.3.2f	GRAMMAR	**Grammar Skill:** Contraction with Not **Grammar Mechanics:** Using Apostrophes			
L.3.3b RL.3.9 SL.3.5 W.3.1b W.3.7	Research	**Research and Inquiry:** Write Instructions **Write About Reading:** Write and Opinion **Weekly Project:** Research ways to help others			
Assessments:					

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
   Learning Target/s:
   a. **I can describe a narrator or character's point of view.**
   b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
   Learning Target/s:
   • **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

L.3.1.i Produce simple, compound, and complex sentences.
   Learning Target/s:
   • **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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).
   Learning Target/s:
   • **I can determine the meaning of a word when a prefix or suffix is added.**

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4 WEEK 3	BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT:		ESSENTIAL QUESTION: How do animals adapt to challenges in their habitat?		
STD	**COMPREHENSION**	**READING/WRITING WORKSHOP**	**LITERATURE ANTHOLOGY** MAIN SELECTION /PAIRED SELECTION	**LEVELED READER** MAIN SELECTION /PAIRED SELECTION	**ACCESS COMPLEX TEXT (ACT)**
RL.3.1 **RL.3.6** **RI.3.1** **RI.3.7** **RI.3.8** RI.3.10 SL.3.1c SL.3.2	**Title:** "African Lions" **Genre:** Expository Text **Strategy:** Reread	**SHORT TEXT** Gray Wolf! Red Wolf! (750) **Genre:** Expository Text **Strategy:** Reread **Skill:** Compare and Contrast **Text Features:** Map, Photos with Captions	**MAIN SELECTION** Amazing Animals of the Mojave (720) **Genre:** Expository Text **PAIRED SELECTION** **Title:** "Little Half Chick" (690) **Genre:** Folktale **Strategy:** Reread **Skill:** Text Structure: Compare and Contrast	**Strategy:** Reread **Skill:** Text Structure: Compare and Contrast **MAIN SELECTION** **Genre:** Expository Text **Titles:** **A:** Life in a Tide Pool/"Bluebird and Coyote" (550) **O:** Life in a Tide Pool/"Bluebird and Coyote" (730) **E:** Life in a Tide Pool/"Bluebird and Coyote" (610) **B:** Life in a Tide Pool/"Bluebird and Coyote" (860)	**Reading/Writing Workshop:** Prior Knowledge, Genre **Literature Anthology:** Purpose, Prior Knowledge, Organization, Genre, Specific Vocabulary, Connection of Ideas
L.3.1e **L.3.1i** L.3.2e **L.3.4a** **L.3.4b** RI.3.4	**VOCABULARY**	**Vocabulary Words:** alert, competition, environment, excellent, prefer, protection, related, shelter **Additional Domain Words:** burrows, vibrations **Vocabulary Strategy:** Sentence Clues			
L.3.2f L.3.2g L.3.4c SL.3.5	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Variant Vowel/ô/ **Structural Analysis:** Greek and Latin Roots			
RF.3.4b	**FLUENCY**	Intonation		**Notes:**	
W.3.2a	**WRITING**	**Writing Trait:** Organization **Reading/Writing Workshop:** Gray Wolf! Red Wolf! **Literature Anthology:** Amazing Animals of the Mojave **Your Turn Practice Book:** Adaptations: Grizzly and Polar Bears			
L.3.1a **L3.1d** L.3.2c L.3.6	**GRAMMAR**	**Grammar Skill:** Main and Helping Verbs **Grammar Mechanics:** Commas and Quotation Marks in Dialogue			
RI.3.7 RI.3.9 SL.3.3 SL.3.6 W.3.1b W.3.7 W.3.8	**Research**	**Research and Inquiry:** Write a Description **Write About Reading:** Write an Opinion **Weekly Project:** Research animal adaptations			
Assessments:					

ELA Grade 3, Unit 4, Week 3 Assessment Standards and Learning Targets

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
    Learning Target/s:
    a. **I can describe a narrator or character's point of view.**
    b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
    Learning Target/s:
    • **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

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).
    Learning Target/s:
    a. **I can use illustrations, maps, and photographs to learn more information about a topic.**
    b. **I can use the words in a text to demonstrate understanding of the 'where, when, why and how' of the key events in the text.**

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).
    Learning Target/s:
    a. **I can read a paragraph and describe the connections between the sentences.**
    b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    Learning Target/s:
    • **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.d Form and use regular and irregular verbs.
    Learning Target/s:
    • **I can form and use regular and irregular verbs.**

L.3.1.i Produce simple, compound, and complex sentences.
    Learning Target/s:
    • **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
    Learning Target/s:
    • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
    Learning Target/s:
    • **I can determine the meaning of a word when a prefix or suffix is added.**

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).
    Learning Target/s:
    • **I can determine the meaning of a word by identifying a common root word.**

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4 WEEK 4	BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Flight		ESSENTIAL QUESTION: How are people able to fly?		
STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RI.3.1 RI.3.3 RI.3.5 RI.3.7 RI.3.8 SL.3.1b SL.3.2	**Title:** "Fly Like a Bird" **Genre:** Expository Text **Strategy:** Reread	**SHORT TEXT** Firsts in Flights (750) **Genre:** Expository Text **Strategy:** Reread **Skill:** Compare and Contrast **Text Features:** Sidebar	**MAIN SELECTION** **Title:** Hot Air Balloons (680) **Genre:** Expository Text **PAIRED SELECTION** "Bellerophon and Pegasus" (640) **Genre:** Myth **Strategy:** Reread **Skill:** Text Structure: Cause and Effect	**Strategy:** Reread **Skill:** Text Structure: Cause and Effect **MAIN SELECTION** **Genre:** Expository Text **Titles:** **A:** The Future of Flight/"The Cloak of Feathers" (600) **O:** The Future of Flight/"The Cloak of Feathers": (690) **E:** The Future of Flight/"The Cloak of Feathers" (650) **B:** The Future of Flight/"The Cloak of Feathers" (770)	**Reading/Writing Workshop:** Connection of Ideas, Sentence Structure **Literature Anthology:** Genre, Purpose, Organization, Specific **Vocabulary, Prior Knowledge**
L.3.4a L.3.4c L.3.6 RI.3.4	VOCABULARY	**Vocabulary Words:** controlled, direction, flight, impossible, launched, motion, passenger, popular **Additional Domain Words:** spy physics, **Vocabulary Strategy:** Multiple-Meaning Words			
L.3.2e L.3.2f L.3.2g L.3.5b L.3.5c RF.3.3d	PHONICS/SPELLING	**Phonics/Spelling Skill:** Homophones **Structural Analysis:** r-Controlled Vowel			
RF.3.4b	FLUENCY	Accuracy		Notes:	
W.3.2d	WRITING	**Writing Trait:** Organization **Write to Sources: Reading/Writing** **Workshop:** Firsts in Flights **Literature Anthology:** Hot Air Balloons Your Turn Practice Book: History of Human Flight			
L.3.1h L.3.1i L.3.1j	GRAMMAR	**Grammar Skill:** Complex Sentences **Grammar Mechanics:** Using Commas in Sentences			
RI.3.9 SL.3.1c W.3.7 W.3.8	Research	**Research and Inquiry:** Write a Bibliography **Write About Reading:** Write an Opinion **Weekly Project:** Research discoveries in early aviation			
Assessments:					

ELA Grade 3, Unit 4, Week 4 Assessment Standards and Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Learning Target/s:
a. **I can locate information on web pages using key words, sidebars, and links.**
b. **I can use various text features to locate key information in a text.**

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Learning Target/s:
a. **I can use illustrations, maps, and photographs to learn more information about a topic.**
b. **I can use the words in a text to demonstrate understanding of the 'where, when, why and how' of the key events in the text.**

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).

Learning Target/s:
a. **I can read a paragraph and describe the connections between the sentences.**
b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.i Produce simple, compound, and complex sentences.
Learning Target/s:
- **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).

Learning Target/s:
- **I can determine the meaning of a word by identifying a common root word.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4	BIG IDEA: Meet the Challenge — What choices are good for us?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEKLY CONCEPT: Inspiration		Essential Question: How can others inspire us?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 **RL.3.2** **RL.3.5** RL.3.9 RL.3.10 SL.3.1b SL.3.2	**Title:** "My Grandpa" **Genre:** Narrative and Free Verse **Strategy:** Reread	**SHORT TEXT** "Ginger's Fingers," "The Giant,"/"Captain's Log" **Genre:** Narrative and Free Verse **Literary Elements:** Repetition and Rhyme **Skill:** Theme	**MAIN SELECTION** "The Winningest Woman of the Iditarod Dog Sled Race"/"The Brave Ones" **Genre:** Poetry **PAIRED SELECTION** "Narcissa" **Genre:** Poetry: Narrative and Free Verse **Skill:** Theme	**Strategy:** Reread **Skill:** Theme **MAIN SELECTION** **Genre:** Realistic Fiction **Titles:** **A:** A Speech to Remember/"Let the Lion Roar" (480) **O:** Melanie's Mission/"In the Land of the Lions" (590) **E:** Melanie's Mission/"The Greedy Puppy" (510) **B:** In the Running/"Everybody's Surfing (700)	**Reading/Writing Workshop:** Specific Vocabulary **Literature Anthology:** Genre, Organization, Connection of Ideas
L.3.4a **L.3.4b** **L.3.5a** L.3.5b L.3.5c RL.3.4	**VOC** **ABULARY**	**Vocabulary Words:** adventurous, courageous, extremely, weird **Poetry Terms:** free verse, narrative poem, repetition, rhyme Additional Academic Words: inspire, descriptive, specific **Vocabulary Strategy:** Using Metaphors			
L.3.2e L.3.2f L.3.2g RF.3.3 RF.3.4b RF.3.5	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Soft c and g **Structural Analysis:** Words with er and -est			
RF.3.4b	**FLUENCY**	Expression		**Notes:**	
W.3.3b	**WRITING**	**Writing Trait:** Word Choice **Reading/Writing Workshop:** "Ginger's Fingers,"/"The Giant,"/"Captain's Log" **Literature Anthology:** "The Winningest Woman of the Iditarod Dog Sled Race"/"The Brave Ones" **Your Turn Practice Book:** Why I Run			
L.3.1d **L.3.1f** L.3.1g **L.3.1i** L.3.1j	**GRAMMAR**	**Grammar Skill:** Irregular verbs **Grammar Mechanics:** Correct Verb Forms			
SL.3.1a SL.3.1d SL.3.5 W.3.10 W.3.1d W.3.6 W.3.7	**Research**	**Research and Inquiry:** Write a Description **Write About Reading:** Write an Opinion **Weekly Project:** Research famous people who inspire others *Unit Level: Research* *Skill: Using Primary and Secondary Sources* *Unit Project: Self-select and develop from weekly research options for unit research projects*			
Assessments:					

ELA Grade 3, Unit 4, Week 5 Assessment Standards and Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
    Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
    Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Learning Target/s:
- **I can describe how one part of a text builds on the parts that came before it.**

I can write or speak about a text using different terms such as chapters, scenes, or stanzas.

L.3.1.d Form and use regular and irregular verbs.
    Learning Target/s:
- **I can form and use regular and irregular verbs.**

L.3.1.i Produce simple, compound, and complex sentences.
    Learning Target/s:
- **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
    Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
    Learning Target/s:
- **I can determine the meaning of a word when a prefix or suffix is added.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 4	BIG IDEA: Meet the Challenge — What choices are good for us?	INSTRUCTIONAL WINDOW:
WEEK 6	Essential Question: How do landmarks help us understand our country's story?	INTERIM WINDOW:

STD	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4a RF.3.4b	**FLUENCY**	**Reader's Theater:** Take Me to Your Litter	**Using Assessment Results** **Tested skills:**	
RL.3.1 **RL.3.2** **RL.3.3** **RL.3.5** **RI.3.5** **RI.3.6** RI.3.10 W.3.7	**COMPREHENSION**	*TIME FOR KIDS*/**Reading Digitally:** Soccer Is America's Game	**RETEACH** Skill/Strategy: Instructional strategy(ies)/activity(ies):	☐ Whole Group ☐ Small Group Students:
SL.3.4 W.3.6 W.3.7 W.3.8	**RESEARCH AND INQUIRY**	Research skill Choose Project **Science/Social Studies Connection**		
W.3.3a W.3.3b W.3.5 W.3.6	**WRITING**	**Genre Writing:** Narrative Text **Unit Writing Products:** Friendly Letter Personal Narrative	**RETEACH** Skill/Strategy: Instructional strategy(ies)/activity(ies):	☐ Whole Group ☐ Small Group Students:
	EXTEND LEARNING Level Up			
Assessments:				

Grade 3, Unit 4 ELA Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Learning Target/s:
a. **I can describe how one part of a text builds on the parts that came before it.**
b. **I can write or speak about a text using different terms such as chapters, scenes, or stanzas.**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Learning Target/s:
a. **I can describe a narrator or character's point of view.**
b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Learning Target/s:
a. **I can locate information on web pages using key words, sidebars, and links.**
b. **I can use various text features to locate key information in a text.**

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Learning Target/s:
a. **I can use illustrations, maps, and photographs to learn more information about a topic.**
b. **I can use the words in a text to demonstrate understanding of the 'where, when, why and how' of the key events in the text.**

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).

Learning Target/s:
a. **I can read a paragraph and describe the connections between the sentences.**
b. **I can read a text and describe the connections between the paragraphs.**

Grade 3, Unit 4 ELA Learning Targets

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
> **Learning Target/s:**
> - **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.d Form and use regular and irregular verbs.
> **Learning Target/s:**
> - **I can form and use regular and irregular verbs.**

L.3.1.i Produce simple, compound, and complex sentences.
> **Learning Target/s:**
> - **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
> **Learning Target/s:**
> - **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
> **Learning Target/s:**
> - **I can determine the meaning of a word when a prefix or suffix is added.**

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).
> **Learning Target/s:**
> - **I can determine the meaning of a word by identifying a common root word.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Let's Trade		ESSENTIAL QUESTION: How do we get what we need?		
STD	**COMPREHENSION**	**READING/WRITING WORKSHOP**	**LITERATURE ANTHOLOGY** MAIN SELECTION /PAIRED SELECTION	**LEVELED READER** MAIN SELECTION /PAIRED SELECTION	**ACCESS COMPLEX TEXT (ACT)**
RL.3.1 **RL.3.2** **RL.3.6** RL.3.9 RL.3.10 **RI.3.1** SL.3.1c SL.3.2	**Title:** "Wei and the Golden Goose" **Genre:** Fairy Tale **Strategy:** Summarize	**SHORT TEXT** Juanita and the Beanstalk (610) **Genre:** Fairy Tale **Strategy:** Summarize **Skill:** Point of View	**MAIN SELECTION** Clever Jack Takes the Cake (600) **Genre:** Fairy Tale **PAIRED SELECTION** Title: "When Corn Was Cash" (660) **Genre:** Expository Text **Strategy:** Summarize **Skill:** Point of View	**Strategy:** Summarize **Skill:** Point of View **MAIN SELECTION** **Genre:** Fairy Tale **Titles:** **A:** The Chickpea Boy/"Forgotten Gold" (510) **O:** The Golden Goose/"Gold, Gold, Gold" (590) **E:** The Golden Goose/"Gold, Gold, Gold" (440) **B:** A Gift for Mario/"The Golden Land" (800)	**Reading/Writing Workshop:** Genre, Specific Vocabulary **Literature Anthology:** Organization, Sentence Structure, Specific Vocabulary, Genre, Connection of Ideas, Purpose
L.3.4a L.3.4b L.3.4c L.3.5b L.3.5c RL.3.2 RL.3.4	**VOCABULARY**	**Vocabulary Words:** admit, barter, considered, creation, humble, magnificent, payment, reluctantly **Additional Vocabulary:** disobey, clearing **Additional Academic Words:** needs, wants **Vocabulary Strategy:** Root Words			
L.3.2e L.3.2f L.3.2g RF.3.3b RF.3.4a SL.3.5	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Compound Words **Structural Analysis:** Consonant + le Syllables			
RF.3.4b	**FLUENCY**	Intonation		**Notes:**	
W.3.3a	**WRITING**	**Writing Trait:** Sentence Fluency **Reading/Writing Workshop:** Juanita and the Beanstalk **Literature Anthology:** Clever Jack Takes the Cake **Your Turn Practice Book:** Otomo Spins Gold			
L.3.1a L.3.1f L.3.1i	**GRAMMAR**	**Grammar Skill:** Singular and Plural Pronouns **Grammar Mechanics:** Capitalizing I, and Nouns			
RL.3.6 SL.3.1a SL.3.3 W.3.10 W.3.7 W.3.8	**Research**	**Research and Inquiry:** Write a Description **Write About Reading:** Write an Analysis **Weekly Project:** Research how people get and use resources			
Assessments:					

ELA Grade 3, Unit 5, Week 1 Assessment Standards and Learning Targets

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
    Learning Target/s:
    a. **I can describe a narrator or character's point of view.**
    b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    Learning Target/s:
    • **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
    Learning Target/s
    • **I can ensure subject-verb and pronoun-antecedent agreement**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
    Learning Target/s:
    • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
    Learning Target/s:
    • **I can determine the meaning of a word when a prefix or suffix is added.**

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).
    Learning Target/s:
    • **I can determine the meaning of a word by identifying a common root word.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Reuse and Recycle		ESSENTIAL QUESTION: How can we reuse what we already have?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.2 RL.3.4 RL.3.6 RL.3.7 RL.3.9 RL.3.10 RI.3.1 RI.3.9 SL.3.1b SL.3.2	**Title:** "The School Garden" **Genre:** Realistic Fiction **Strategy:** Summarize	**SHORT TEXT** The New Hoop (660) **Genre:** Realistic Fiction **Strategy:** Summarize **Skill:** Point of View	**MAIN SELECTION** Bravo, Tavo! (590) **Genre:** Realistic Fiction **PAIRED SELECTION** "Trash Into Art" (740) **Genre:** Expository Text **Strategy:** Summarize **Skill:** Point of View	**Strategy:** Summarize **Skill:** Point of View **MAIN SELECTION** **Genre:** Realistic Fiction **Titles:** **A:** The Great Book Swap/"Why Not Swap?" (480) **O:** The Salvage Crew/"From Trash to Treasure" (670) **E:** The Salvage Crew/"From Trash to Treasure" (610) **B:** Bikes Forever/"Recycle-a-Bicycle" (760)	**Reading/Writing Workshop:** Connection of Ideas, Purpose **Literature Anthology:** Specific Vocabulary, Connection of Ideas, Organization
L.3.4a L.3.4c L.3.4d L.3.5c L.3.6 RL.3.4	VOCABULARY	**Vocabulary Words:** conservation, discouraged, frustration, gazed, jubilant, recycling, remaining, tinkered **Additional Vocabulary:** soles, widow, channel, sensation, unison, overflowed, reuse **Vocabulary Strategy:** Context Clues: Homographs			
L.3.2e L.3.2f RF.3.3a RF.3.3b RF.3.4a	PHONICS/SPELLING	**Phonics/Spelling Skill:** Inflectional Endings -ed, -ing, -s **Structural Analysis:** Suffixes -ful, -less, able			
RF.3.4b	FLUENCY	Phrasing		Notes:	
W.3.3b	WRITING	**Writing Trait:** Word Choice **Write to Sources: Reading/Writing Workshop:** The New Hoop **Literature Anthology:** Bravo, Tavo! **Your Turn Practice Book:** The Jar Garden			
L.3.1a L.3.1i	GRAMMAR	**Grammar Skill:** Subject and Object Pronouns **Grammar Mechanics:** Pronoun Usage			
L.3.3a RI.3.9 RL.3.6 SL.3.1b SL.3.1d W.3.7 W.3.10	Research	**Research and Inquiry:** Write a Visual Report **Write About Reading:** Write an Analysis **Weekly Project:** Research how to recycle everyday materials			
Assessments:					

ELA Grade 3, Unit 5, Week 2 Assessment Standards and Learning Targets

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
Learning Target/s:
a. **I can describe a narrator or character's point of view.**
b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

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.
Learning Target/s:
a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Learning Target/s:
- **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
Learning Target/s:
- **I can determine the meaning of a word by identifying a common root word.**

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.
Learning Target/s:
- **I can use glossaries or dictionaries to determine the precise meaning of a key word or phrase.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?				INSTRUCTIONAL WINDOW:
WEEK 3	WEEKLY CONCEPT: Teaming Up		ESSENTIAL QUESTION: How do teams work together?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 **RI.3.1** **RI.3.4** **RI.3.6** **RI.3.7** RI.3.9 SL.3.1d **SL.3.2**	**Title:** "Firefighters: Teamwork Counts" **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**SHORT TEXT** Rescue Dogs Save the Day (720) **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **Text Features:** Headings, Chart	**MAIN SELECTION** Wildfires (750) **Genre:** Expository Text **PAIRED SELECTION** "Windy Gale and the Great Hurricane" (660) **Genre:** Tall Tale **Strategy:** Ask and Answer Questions **Skill:** Author's Point of View	**Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **MAIN SELECTION** **Genre:** Expository Text **Titles:** **A:** Firefighting Heroes/"A Favor Repaid" (600) **O:** Firefighting Heroes/"A Favor Repaid" (690) **E:** Firefighting Heroes/"A Favor Repaid" (580) **B:** Firefighting Heroes/"A Favor Repaid" (780)	**Reading/Writing Workshop:** Genre, Purpose **Literature Anthology:** Organization, Prior Knowledge, Connection of Ideas, Genre, Specific Vocabulary
L.3.4a L.3.6 **RI.3.4**	VOCABULARY	**Vocabulary Words:** accidental, careless, disasters, equipment, harmful, prevention, purpose, respond **Additional Domain Words:** regrowth, reborn, renewing **Vocabulary Strategy:** Context Clues: Sentence Clues			
L.3.2f L.3.2g **L.3.4c** RF.3.3c RF.3.4b	PHONICS/SPELLING	**Phonics/Spelling Skill:** Closed Syllables **Structural Analysis:** Roots in Related Words			
RF.3.4b	FLUENCY	Phrasing and Rate		Notes:	
W.3.2a	WRITING	**Writing Trait:** Organization **Write to Sources: Reading/Writing** **Workshop:** Rescue Dogs Save the Day **Literature Anthology:** Wildfires **Your Turn Practice Book:** True Teamwork			
L.3.1a **L.3.1f** **L.3.1i**	GRAMMAR	**Grammar Skill:** Pronoun Verb Agreement **Grammar Mechanics:** Pronoun-Verb Agreement			
L.3.1b L.3.3b **RI.3.6** RI.3.9 SL.3.1d W.3.10 W.3.7	Research	**Research and Inquiry:** Write an Opinion **Write About Reading:** Write an Analysis **Weekly Project:** Research how to participate effectively in a team			
Assessments:					

ELA Grade 3, Unit 5, Week 3 Assessment Standards and Learning Targets

RI.3.6 Distinguish their own point of view from that of the author of a text.

  Learning Target/s:
  a. **I can identify the author's point of view.**
  b. **I can compare and contrast my point of view with the author's point of view.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

  Learning Target/s:
  • **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.

  Learning Target/s
  • **I can ensure subject-verb and pronoun-antecedent agreement**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

  Learning Target/s:
  • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).

  Learning Target/s:
  • **I can determine the meaning of a word when a prefix or suffix is added.**

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).

  Learning Target/s:
  • **I can determine the meaning of a word by identifying a common root word.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?				INSTRUCTIONAL WINDOW:
WEEK 4	WEEKLY CONCEPT: Good Citizens		ESSENTIAL QUESTION: What do good citizens do?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
L.3.5b RI.3.1 RI.3.6 RI.3.7 RI.3.10 SL.3.1b	**Title:** "Jimmy Carter: A Good Citizen" **Genre:** Biography **Strategy:** Ask and Answer Questions	**SHORT TEXT** Dolores Huerta: Growing Up Strong (670) **Genre:** Biography **Strategy:** Ask and Answer Questions **Skill:** Author's Point of View **Text Features:** Caption, Timeline	**MAIN SELECTION** _Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote (700) **Genre:** Biography **PAIRED SELECTION** "Susan B. Anthony Takes Action!" (730) **Genre:** **Strategy:** Ask and Answer Question **Skill:** Author's Point of View	**Strategy:** Ask and Answer Question **Skill:** Author's Point of Vie **MAIN SELECTION** **Genre:** Biography **Titles:** **A:** Eunice Kennedy Shriver/"The Lifesaver" (600) **O:** Eunice Kennedy Shriver/"The Lifesaver" (690) **E:** Eunice Kennedy Shriver/"The Lifesaver" (600) **B:** Eunice Kennedy Shriver/"The Lifesaver" (860)	**Reading/Writing Workshop:** Prior Knowledge, Connection of Ideas **Literature Anthology:** Connection of Ideas, Sentence Structure, Prior Knowledge, Specific Vocabulary, Purpose, Organization, Genre
L.3.4a L.3.4b L.3.5b RI.3.4	VOCABULARY	**Vocabulary Words:** citizenship, continued, daring, horrified, participate, proposed, unfairness, waver **Additional Vocabulary:** preposterous, flabbergasted, sentiments **Additional Domain Words:** abolitionist, **Vocabulary Strategy:** Prefixes and Suffixes			
L.3.2f L.3.2g RF.3.3a RF.3.4b	PHONICS/SPELLING	**Phonics/Spelling Skill:** Inflectional Endings y and i **Structural Analysis:** Suffixes -ful, -ness, less			
RF.3.4b	FLUENCY	Phrasing and Rate		Notes:	
W.3.10	WRITING	**Writing Trait:** Organization **Reading/Writing Workshop:** Dolores Huerta: Growing Up Strong **Literature Anthology:** Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote **Your Turn Practice Book:** Hiram Revels— The First African American Senator			
L.3.1a L.3.2d L.3.2e	GRAMMAR	**Grammar Skill:** Possessive Pronouns **Grammar Mechanics:** Possessive Pronouns and Reflexive Pronouns			
RI.3.5 RI.3.9 SL.3.1a SL.3.1c SL.3.2 SL.3.6 W.3.7	Research	**Research and Inquiry:** Write a Description **Write About Reading:** Write and Analysis **Weekly Project:** Research different ways to be a good citizen			
Assessments:					

ELA Grade 3, Unit 5, Week 4 Assessment Standards and Learning Targets

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **Learning Target/s:**
    - **I can locate information on web pages using key words, sidebars, and links.**
    - **I can use various text features to locate key information in a text.**

RI.3.6 Distinguish their own point of view from that of the author of a text.
- **Learning Target/s:**
    - a. **I can identify the author's point of view.**
    - b. **I can compare and contrast my point of view with the author's point of view.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- **Learning Target/s:**
    - **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.2.d Form and use possessives.
- **Learning Target/s:**
    - **I can form and use regular plural nouns.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
- **Learning Target/s:**
    - **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).
- **Learning Target/s:**
    - **I can determine the meaning of a word when a prefix or suffix is added.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEK 5 Weekly Concept: **Energy**		Essential Question: **What are different kinds of energy?**		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.3.1 **RI.3.3** **RI.3.5** **RI.3.8** RI.3.10 SL.3.1b	**Title:** "Using Power" **Genre:** Expository Text **Strategy:** Ask and Answer Questions	**SHORT TEXT** Here Comes Solar Power(710) **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Cause and Effect **Text Features:** Photographs and captions, Sidebar	**MAIN SELECTION** It's All in the Wind (740) **Genre:** Expository Text **PAIRED SELECTION** **Title:** "Power for All" (780) **Genre:** Expository Text **Strategy:** Ask and Answer Questions **Skill:** Cause and Effect	**Strategy:** Ask and Answer Questions **Skill:** Cause and Effect **MAIN SELECTION** **Genre:** Expository Text **Titles:** **A:** The Fuel of the Future/"Saving Energy" (680) **O:** The Fuel of the Future/"Saving Energy" (750) **E:** The Fuel of the Future/"Saving Energy" (680) **B:** The Fuel of the Future/"Saving Energy" (800)	**Reading/Writing Workshop:** Connection of Ideas, Organization **Literature Anthology:** Purpose, Connection of Ideas, Genre
L.3.1a **L.3.2d** **L.3.4a** **L.3.4b** L.3.6 **RI.3.4**	VOCABULARY	**Vocabulary Words:** energy, natural, pollution, produce, renewable, replace, sources, traditional **Additional Academic Vocabulary:** nuclear, biofuel, **Vocabulary Strategy:** Context Clues: Homophones			
RF.3.3a RF.3.3b RF.3.3c RF.3.4b	PHONICS/SPELLING	**Phonics/Spelling Skill:** Open Syllables **Structural Analysis:** Prefixes and Suffixes			
RF.3.4b	FLUENCY	Rate		**Notes:**	
W.3.1a	WRITING	**Writing Trait:** Voice **Reading/Writing Workshop:** Here Comes Solar Power **Literature Anthology:** It's All in the Wind **Your Turn Practice Book:** The Electric Car			
L.3.1a **L.3.2d**	GRAMMAR	**Grammar Skill:** Pronoun Verb Contractions **Grammar Mechanics:** Spelling Contractions and Possessive Pronouns			
RI.3.9 SL.3.1d SL.3.4 W.3.7 W.3.8 W.3.10	Research	**Research and Inquiry:** Write a Comparison **Write About Reading:** Write an Analysis **Weekly Project:** Research alternative energy sources *Unit Level: Research* *Skill: Creating a Bibliography* *Unit Project: Self-select and develop from weekly research options for unit research projects*			
Assessments:					

ELA Grade 3, Unit 5, Week 5 Assessment Standards and Learning Targets

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.

  Learning Target/s:
  a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
  b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
  c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

  Learning Target/s:
  a. **I can locate information on web pages using key words, sidebars, and links.**
  b. **I can use various text features to locate key information in a text.**

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).

  Learning Target/s:
  a. **I can read a paragraph and describe the connections between the sentences.**
  b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

  Learning Target/s:
  • **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.2.d Form and use possessives.

  Learning Target/s:
  • **I can form and use regular plural nouns.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

  Learning Target/s:
  • **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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).

  Learning Target/s:
  • **I can determine the meaning of a word when a prefix or suffix is added.**

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.

  Learning Target/s:
  • **I can use glossaries or dictionaries to determine the precise meaning of a key word or phrase.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 5	BIG IDEA: Take Action — What are ways people can take action?		INSTRUCTIONAL WINDOW:	
WEEK 6	Essential Question: How do landmarks help us understand our country's story?		INTERIM WINDOW:	

STD	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4a RF.3.4c	**FLUENCY**	**Reader's Theater:** Take Me to Your Litter	**Using Assessment Results** **Tested skills:**	
RI.3.5 RI.3.10 RL.3.1 RL.3.10 W.3.8	**COMPREHENSION**	*TIME FOR KIDS*/**Reading Digitally:** Soccer Is America's Game	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	☐ **Whole Group** ☐ **Small Group** Students:
SL.3.5 SL.3.6 **W.3.7** **W.3.10**	**RESEARCH AND INQUIRY**	Research skill Choose Project **Science/Social Studies Connection**		
W.3.1a W.3.1b W.3.1c W.3.5 W.3.6	**WRITING**	**Genre Writing:** Narrative Text **Unit Writing Products:** Friendly Letter Personal Narrative	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	☐ **Whole Group** ☐ **Small Group** Students:
	EXTEND LEARNING Level Up			
Assessments:				

Grade 3, Unit 5 ELA Learning Targets

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
Learning Target/s:
a. **I can describe a narrator or character's point of view.**
b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Learning Target/s:
- **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

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.
Learning Target/s:
a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Learning Target/s:
a. **I can locate information on web pages using key words, sidebars, and links.**
b. **I can use various text features to locate key information in a text.**

RI.3.6 Distinguish their own point of view from that of the author of a text.
Learning Target/s:
a. **I can identify the author's point of view.**
b. **I can compare and contrast my point of view with the author's point of view.**

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).
Learning Target/s:
a. **I can read a paragraph and describe the connections between the sentences.**
b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Learning Target/s:
- **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
Learning Target/s
- **I can ensure subject-verb and pronoun-antecedent agreement**

L.3.2.d Form and use possessives.
Learning Target/s:
- **I can form and use regular plural nouns.**

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

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).

Learning Target/s:
- **I can determine the meaning of a word when a prefix or suffix is added.**

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).

Learning Target/s:
- **I can determine the meaning of a word by identifying a common root word.**

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.

Learning Target/s:
- **I can use glossaries or dictionaries to determine the precise meaning of a key word or phrase.**

Grade 3 ELA Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Learning Target/s:
a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.**
b. **I can explain how a character's actions contribute to the sequence of events.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Learning Target/s:
a. **I can describe how one part of a text builds on the parts that came before it.**
b. **I can write or speak about a text using different terms such as chapters, scenes, or stanzas.**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Learning Target/s:
a. **I can describe a narrator or character's point of view.**
b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Learning Target/s:
• **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Target/s:
• **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Learning Target/s:
a. **I can determine the main idea of a text.**
b. **I can recount details of a text**
c. **I can explain how the key details support the main idea of a text.**

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.

Learning Target/s:
a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

Grade 3 ELA Learning Targets

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.
   Learning Target/s:
   - **I can determine the meaning of words and phrases as they are used in a text.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
   Learning Target/s:
   a. **I can locate information on web pages using key words, sidebars, and links.**
   b. **I can use various text features to locate key information in a text.**

RI.3.6 Distinguish their own point of view from that of the author of a text.
   Learning Target/s:
   a. **I can identify the author's point of view.**
   b. **I can compare and contrast my point of view with the author's point of view.**

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).
   Learning Target/s:
   a. **I can use illustrations, maps, and photographs to learn more information about a topic.**
   b. **I can use the words in a text to demonstrate understanding of the 'where, when, why and how' of the key events in the text.**

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).
   Learning Target/s:
   a. **I can read a paragraph and describe the connections between the sentences.**
   b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   Learning Target/s:
   - **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.b Form and use regular and irregular plural nouns.
   Learning Target/s:
   - **I can explain what verbs and adverbs are and their functions in a particular sentence.**

L.3.1.d Form and use regular and irregular verbs.
   Learning Target/s:
   - **I can 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.
   Learning Target/s:
   - **I can form and use the simple verb tenses.**

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
   Learning Target/s
   - **I can ensure subject-verb and pronoun-antecedent agreement**

L.3.1.i Produce simple, compound, and complex sentences.
   Learning Target/s:
   - **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.d Form and use possessives.
   Learning Target/s:
   - **I can form and use regular plural nouns.**

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.
   Learning Target/s:
   - **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

Grade 3 ELA Learning Targets

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).

> **Learning Target/s:**
> - **I can determine the meaning of a word when a prefix or suffix is added.**

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).

> **Learning Target/s:**
> - **I can determine the meaning of a word by identifying a common root word.**

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.

> **Learning Target/s:**
> - **I can use glossaries or dictionaries to determine the precise meaning of a key word or phrase.**

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

> **Learning Target/s:**
> - **I can distinguish the difference between the literal (actual) and the nonliteral (figurative) meaning of words and phrases in sentences.**

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GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6	BIG IDEA: Think It Over — How do we decide what's important?		INSTRUCTIONAL WINDOW:		
WEEK 1	WEEKLY CONCEPT: Treasures		ESSENTIAL QUESTION: How do you decide what is important?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 **RL.3.2** **RL.3.5** RL.3.9 RI.3.9 SL.3.1b SL.3.2	**Title:** "Pandora Finds a Box" **Genre:** Myth/Drama **Strategy:** Make, Confirm, and Revise Predictions	**SHORT TEXT** Athena and Arachne **Genre:** Myth/Drama **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme	**MAIN SELECTION** King Midas and the Golden Touch **Genre:** Drama/Myth **PAIRED SELECTION** **Title:** "Carlos's Gift" (640) **Genre:** Realistic Fiction **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme **MAIN SELECTION** **Genre:** Drama **Titles:** **A:** Midas and the Donkey Ears/"It's Party Time!" (520) **O:** The Naming of Athens/"The Perfect Present" (590) **E:** The Naming of Athens/"The Perfect Present" (470) **B:** Odysseus and King Aeolus/"Daria's Dream" (650)	**Reading/Writing Workshop:** Prior Knowledge, Genre **Literature Anthology:** Genre, Sentence Structure, Connection of Ideas, Organization, Specific Vocabulary
L.3.4c L.3.5b L.3.6	**VOCABULARY**	**Vocabulary Words:** alarmed, anguished, necessary, obsessed, possess, reward, treasure, wealth **Additional Domain Words:** crestfallen, optimistic, volunteer **Additional Academic Vocabulary:** myth; drama; scene; stage directions; dialogue **Vocabulary Strategy:** Root Words			
L.3.2f L.3.2g **L.3.4c** RF.3.3a SL.3.5	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Prefixes un-, re-, pre-, dis- **Structural Analysis:** Roots in Related Words			
RF.3.4b	**FLUENCY**	Expression		**Notes:**	
W.3.2a	**WRITING**	**Writing Trait:** Sentence Fluency **Reading/Writing Workshop:** Athena and Arachne **Literature Anthology:** King Midas and the Golden Touch **Your Turn Practice Book:** Prometheus Brings Fire to Humans			
L.3.1a L.3.1j	**GRAMMAR**	**Grammar Skill:** Adjectives and Articles **Grammar Mechanics:** Commas in a Series and in Dates			
RL.3.5 SL.3.2 SL.3.3 W.3.7 W.3.10	**Research**	**Research and Inquiry:** Write Interview Questions **Write About Reading:** Write an Analysis **Weekly Project:** Research qualities people value			
Assessments:					

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6	BIG IDEA: Think It Over — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Weather		ESSENTIAL QUESTION: How can weather affect us?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 **RL.3.2** **RL.3.7** RL.3.9 RI.3.9 SL.3.1b SL.3.2	**Title:** "Joshua's Odd Neighbor" **Genre:** Historical Fiction **Strategy:** Make Predictions	**SHORT TEXT** The Big Blizzard (690) **Genre:** Historical Fiction **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme	**MAIN SELECTION** Noah's Ark (740) **Genre:** Historical Fiction **PAIRED SELECTION** "The Wind and the Sun" (570) **Genre:** Fable **Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme	**Strategy:** Make, Confirm, and Revise Predictions **Skill:** Theme **MAIN SELECTION** **Genre:** Historical Fiction **Titles:** **A:** The Big Storm/"The Oak and the Reeds" (470) **O:** The Schoolhouse Blizzard/"The Lion and the Boar" (610) **E:** The Schoolhouse Blizzard/"The Lion and the Boar" (490) **B:** The Hottest Summer/"The Swallow and the Crow" (630)	**Reading/Writing Workshop:** Prior Knowledge, Specific Vocabulary **Literature Anthology:** Specific Vocabulary, Connection of Ideas, Genre, Sentence Structure, Prior Knowledge, Organization
L.3.4c **L.3.5a** L.3.5b **RL.3.4**	**VOCABULARY**	**Vocabulary Words:** argue, astonished, complained, conditions, forbidding, forecast, relief, stranded **Additional Vocabulary:** granite, heifer, crook, bawling **Additional Academic Vocabulary:** extreme; weather; fable **Vocabulary Strategy:** Idioms			
L.3.2f L.3.2g RF.3.3b RF.3.3c RF.3.4a	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Consonant + le Syllable **Structural Analysis:** Latin Suffixes			
RF.3.4b	**FLUENCY**	Phrasing		**Notes:**	
W.3.3b	**WRITING**	**Writing Trait:** Word Choice **Reading/Writing Workshop:** The Big Blizzard **Literature Anthology:** Noah's Ark **Your Turn Practice Book:** Too Warm for Wheat			
L.3.1g	**GRAMMAR**	**Grammar Skill:** Adjectives That Compare **Grammar Mechanics:** Correct Comparative and Superlative Forms			
L.3.1g **RL.3.2** SL.3.1a SL.3.5 W.3.1a W.3.7	**Research**	**Research and Inquiry:** Write a Summary **Write About Reading:** Write an Opinion **Weekly Project:** Research the effects of extreme weather			
Assessments:					

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6 WEEK 3	BIG IDEA: Think It Over — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Learning to Succeed		ESSENTIAL QUESTION: Why are goals important?		
STD	**COMPREHENSION**	**READING/WRITING WORKSHOP**	**LITERATURE ANTHOLOGY** MAIN SELECTION /PAIRED SELECTION	**LEVELED READER** MAIN SELECTION /PAIRED SELECTION	**ACCESS COMPLEX TEXT (ACT)**
RL.3.1 **RI.3.1** **RI.3.3** **RI.3.5** **RI.3.8** RI.3.10 SL.3.1b SL.3.2	**Title:** "Mae Jamison, Astronaut" **Genre:** Biography **Strategy:** Reread	**SHORT TEXT** Rocketing into Space (790) **Genre:** Biography **Strategy:** Reread **Skill:** Problem and Solution **Text Features:** Keywords, Photographs	**MAIN SELECTION** **Title:** Out of This World! The Ellen Ochoa Story (780) **Genre:** Biography **PAIRED SELECTION** "A Flight to Lunar City" (600) **Genre:** Adventure Story **Strategy:** Reread **Skill:** Problem and Solution	**Strategy:** Reread **Skill:** Problem and Solution **MAIN SELECTION** **Genre:** Biography **Titles:** **A:** Reach for the Stars/"Melina Shows Her Mettle" (600) **O:** Reach for the Stars/"Melina Shows Her Mettle" (750) **E:** Reach for the Stars/"Melina Shows Her Mettle" (680) **B:** Reach for the Stars/"Melina Shows Her Mettle" (850)	**Reading/Writing Workshop:** Genre **Literature Anthology:** Specific Language, Connection of Ideas, Genre, Specific Vocabulary
L.3.4c **L.3.5a** L.3.5b **RI.3.4** **RL.3.4**	**VOCABULARY**	**Vocabulary Words:** communicated, essential, goal, motivated, professional, research, serious, specialist **Additional Vocabulary:** reach for the stars, out of this world, **Additional Domain Words:** weightlessness, mission specialist, payload, climate, lunar **Additional Academic Vocabulary:** achieve, interview,, organize, order **Vocabulary Strategy:** Greek and Latin Roots			
L.3.2f L.3.2g RF.3.3c RF.3.4b RF.3.4c	**PHONICS/SPELLING**	**Phonics/Spelling Skill:** Vowel-Team Syllables **Structural Analysis:** Greek and Latin Roots			
RF.3.4b	**FLUENCY**	Accuracy		**Notes:**	
W.3.2a	**WRITING**	**Writing Trait:** Organization **Reading/Writing Workshop:** Rocketing into Space **Literature Anthology:** Out of This World! The Ellen Ochoa Story **Your Turn Practice Book:** John Glenn			
L.3.1a L.3.1g	**GRAMMAR**	**Grammar Skill:** Adverbs **Grammar Mechanics:** Adverbs and Adjectives			
L.3.3b RI.3.9 SL.3.4 SL.3.6 W.3.7 W.3.10	**Research**	**Research and Inquiry:** Write Interview Questions **Write About Reading:** Write an Analysis **Weekly Project:** Research how to set goals and achieve them			
Assessments:					

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6 WEEK 4	BIG IDEA: Think It Over — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
	WEEKLY CONCEPT: Animals and You		ESSENTIAL QUESTION: How can learning about animals help you respect them?		
STD	**COMPREHENSION**	**READING/WRITING WORKSHOP**	**LITERATURE ANTHOLOGY** MAIN SELECTION /PAIRED SELECTION	**LEVELED READER** MAIN SELECTION /PAIRED SELECTION	**ACCESS COMPLEX TEXT (ACT)**
RL.3.1 **RI.3.1** **RI.3.7** **RI.3.8** RI.3.10 SL.3.1c SL.3.2	**Title:** "Respect for the Florida Panther" **Genre:** Expository Text **Strategy:** Reread	**SHORT TEXT** Butterflies Big and Small (870) **Genre:** Expository Text **Strategy:** Reread **Skill:** Compare and Contrast **Text Features:** Headings, Diagram	**MAIN SELECTION** Alligators and Crocodiles(870) **Genre:** Expository Text **PAIRED SELECTION** "The Monkey and the Crocodile" (730) **Genre:** Folktale **Strategy:** Reread **Skill:** Compare and Contrast	**Strategy:** Reread **Skill:** Compare and Contrast **MAIN SELECTION** **Genre:** Expository Text **Titles:** A: African Cats/"How Leopard Got His Spots" (580) O: African Cats/"How Leopard Got His Spots" (720) E: African Cats/"How Leopard Got His Spots" (660) B: African Cats/"How Leopard Got His Spots" (840)	**Reading/Writing Workshop:** Prior Knowledge, Connection of Ideas **Literature Anthology:** Purpose, Organizaton, Prior Knowledge, Genre, Specific Vocabulary, Sentence Structure, Connection of Ideas
L.3.4a L.3.4c L.3.5b RI.3.4	VOCABULARY	**Vocabulary Words:** endangered, fascinating, illegal, inhabit, requirement, respected, unaware, wildlife **Additional Vocabulary:** scamper, nimble, clever **Additional Domain Words:** sensory, webbed, plates, nocturnal, hatchling **Additional Academic Vocabulary:** compare and contrast, signal words, es, illustration, caption, conclusion, **Vocabulary Strategy:** Context Clues: Paragaraph Clues			
L.3.2f L.3.2g L.3.4b RF.3.3b RF.3.4a	PHONICS/SPELLING	**Phonics/Spelling Skill:** r-Controlled Vowel Syllables **Structural Analysis:** Latin Suffixes			
RF.3.4b	FLUENCY	Phrasing		Notes:	
W.3.2d W.3.10	WRITING	**Writing Trait:** Organization **Reading/Writing Workshop:** "Respect for the Florida Panther" **Literature Anthology:** Alligators and Crocodiles **Your Turn Practice Book:** The Disappearance of Bees			
L.3.1a L.3.1g	GRAMMAR	**Grammar Skill:** Adverbs That Compare **Grammar Mechanics:** Using More and Most			
RI.3.8 RI.3.9 SL.3.1a SL.3.2 SL.3.6 W.3.7 W.3.10	Research	**Research and Inquiry:** Write a Visual Report **Write About Reading:** Write an Analysis **Weekly Project:** Research animal's unique abilities			
Assessments:					

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6 WEEK 5	BIG IDEA: Think It Over — How do we decide what's important?			INSTRUCTIONAL WINDOW:	
	WEEK 5 Weekly Concept: Funny Time		Essential Question: What makes you laugh?		

STD	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY MAIN SELECTION /PAIRED SELECTION	LEVELED READER MAIN SELECTION /PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.3.1 RL.3.5 RL.3.6 RL.3.9 RL.3.10 SL.3.1b	Title: "Show and Tell" Genre: Narrative Poem Strategy: Reread	SHORT TEXT "The Camping Trip" "Bubble Gum" Genre: Poetry: Narrative Poem Literary Elements: Rhythm and Rhyme Skill: Point of View	MAIN SELECTION Title: "Ollie's Escape" Genre: Poetry: Narrative Poem PAIRED SELECTION "The Gentleman Bookworm" Genre: Poetry: Narrative Poem Literary Elements: Rhythm and Rhyme Skill: Point of View	Literary Elements: Rhythm and Rhyme Skill: Point of View MAIN SELECTION Genre: Realistic Fiction Titles: A: Funny Faces/"My Cheeky Puppy" (450) O: Too Many Frogs/"Pet Day" (670) E: Too Many Frogs/"Cat and Dog" (600) B: The Joke's on You/"The Homework Blues" (780)	Reading/Writing Workshop: Specific Vocabulary Literature Anthology: Genre, Sentence Structure, Specific Vocabulary
L.3.5a L.3.5b RL.3.4	VOCABULARY	Vocabulary Words: entertainment, humorous, ridiculous, slithered Poetry Terms: narrative poem, rhyme, rhythm, stanza Additional Vocabulary: creep, bookworm, hit the ceiling, Additional Academic Vocabulary: precise Vocabulary Strategy: Idioms Additional Vocabulary: scamper, nimble, clever			
L.3.2c L.3.2g RF.3.3a RF.3.3d RF.3.4b	PHONICS/SPELLING	Phonics/Spelling Skill: Suffixes -ful, -less, -ly Structural Analysis: Frequently Misspelled Words			
RF.3.4b	FLUENCY	Phrasing and Expression		Notes:	
W.3.3b	WRITING	Writing Trait: Word Choice Write to Sources: Reading/Writing Workshop: "The Camping Trip" "Bubble Gum" Literature Anthology: "The Gentleman Bookworm" Your Turn Practice Book: Aliens!			
L.3.1i	GRAMMAR	Grammar Skill: Prepositions Grammar Mechanics: Commas after Introduction			
L.3.3g SL.3.1a SL.3.1d W.3.7 W.3.10	Research	Research and Inquiry: Write an Analysis Write About Reading: Write an Analysis Weekly Project: Research types of jokes and how to create them Unit Level: Research Skill: Presentation Skills Unit Project: Self-select and develop from weekly research projects options for unit research projects			
Assessments:					

GRADE 3 LANGUAGE ARTS RESOURCE PLANNING GUIDE

UNIT 6	BIG IDEA: Think It Over — How do we decide what's important?		INSTRUCTIONAL WINDOW:	
WEEK 6	Essential Question:		INTERIM WINDOW:	

STD	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.3.4b RF.3.4c	**FLUENCY**	**Reader's Theater:** Take Me to Your Litter	**Using Assessment Results** **Tested skills:**	
RL.3.1 RL.3.10 **RI.3.5** RI.3.10 W.3.7	**COMPREHENSION**	*TIME FOR KIDS/*Reading Digitally: Soccer Is America's Game	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	□ **Whole Group** □ **Small Group** Students:
SL.3.1d SL.3.3b **W.3.6** **W.3.7**	**RESEARCH AND INQUIRY**	Research skill Choose Project **Science/Social Studies Connection**		
W.3.2a W.3.3b W.3.5 W.3.6	**WRITING**	**Genre Writing:** Narrative Text **Unit Writing Products:** Friendly Letter Personal Narrative	**RETEACH** **Skill/Strategy:** **Instructional strategy(ies)/activity(ies):**	□ **Whole Group** □ **Small Group** Students:
	EXTEND LEARNING Level Up			
Assessments:				

Grade 3 ELA Learning Targets

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Learning Target/s:
a. **I can recount stories, including fables, folktales, and myths from different cultures.**
b. **I can determine the moral of a fable.**
c. **I can determine the lesson of a folktale.**
d. **I can determine the central message of a myth.**
e. **I can explain how the central message, lesson, or moral is conveyed through key details in the text.**

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Learning Target/s:
a. **I can describe a character's traits (how they look and act), their motivations (their dreams and fears), and their feelings.**
b. **I can explain how a character's actions contribute to the sequence of events.**

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Learning Target/s:
a. **I can determine the meaning of words and phrases as they are used in a text.**
b. **I can determine if a word or phrase is being used literally or figuratively in a text.**

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Learning Target/s:
a. **I can describe how one part of a text builds on the parts that came before it.**
b. **I can write or speak about a text using different terms such as chapters, scenes, or stanzas.**

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Learning Target/s:
a. **I can describe a narrator or character's point of view.**
b. **I can compare and contrast a narrator or character's point of view and my own point of view.**

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Learning Target/s:
• **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Target/s:
• **I can explain how the illustrations in a text add depth to a character, setting, or mood of a story.**

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Learning Target/s:
a. **I can determine the main idea of a text.**
b. **I can recount details of a text**
c. **I can explain how the key details support the main idea of a text.**

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.

Learning Target/s:
a. **I can describe the sequence of historical events after reading about it using language that pertains to time, sequence, and cause/effect.**
b. **I can describe the steps of a scientific process after reading about it using language that pertains to time, sequence, and cause/effect.**
c. **I can describe the steps in a technical procedure after reading about it using language that pertains to time, sequence, and cause/effect.**

*Refer to the Common Core State Standards Curriculum Resources Binder for more information

Grade 3 ELA Learning Targets

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.
Learning Target/s:
- **I can determine the meaning of words and phrases as they are used in a text.**

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Learning Target/s:
a. **I can locate information on web pages using key words, sidebars, and links.**
b. **I can use various text features to locate key information in a text.**

RI.3.6 Distinguish their own point of view from that of the author of a text.
Learning Target/s:
a. **I can identify the author's point of view.**
b. **I can compare and contrast my point of view with the author's point of view.**

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).
Learning Target/s:
a. **I can use illustrations, maps, and photographs to learn more information about a topic.**
b. **I can use the words in a text to demonstrate understanding of the 'where, when, why and how' of the key events in the text.**

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).
Learning Target/s:
a. **I can read a paragraph and describe the connections between the sentences.**
b. **I can read a text and describe the connections between the paragraphs.**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
Learning Target/s:
- **I can explain what nouns and pronouns are and their functions in a particular sentence.**

L.3.1.b Form and use regular and irregular plural nouns.
Learning Target/s:
- **I can explain what verbs and adverbs are and their functions in a particular sentence.**

L.3.1.d Form and use regular and irregular verbs.
Learning Target/s:
- **I can 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.
Learning Target/s:
- **I can form and use the simple verb tenses.**

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.
Learning Target/s
- **I can ensure subject-verb and pronoun-antecedent agreement**

L.3.1.i Produce simple, compound, and complex sentences.
Learning Target/s:
- **I can ensure subject-verb and pronoun-antecedent agreement.**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.d Form and use possessives.
Learning Target/s:
- **I can form and use regular plural nouns.**

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.
Learning Target/s:
- **I can determine the meaning of a word or phrase by looking at the context clues in the sentence.**

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Grade 3 ELA Learning Targets

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).

Learning Target/s:
- **I can determine the meaning of a word when a prefix or suffix is added.**

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).

Learning Target/s:
- **I can determine the meaning of a word by identifying a common root word.**

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.

Learning Target/s:
- **I can use glossaries or dictionaries to determine the precise meaning of a key word or phrase.**

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Learning Target/s:
- **I can distinguish the difference between the literal (actual) and the nonliteral (figurative) meaning of words and phrases in sentences.**