

2017-2018

3rd Grade ELA – Unit 1

Dates: July 31st – Sept 8th

- **3.RF.4.2:** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- **3.RF.4.4:** Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
- **3.RF.4.6:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- **3.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **3.RV.2.1:** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- **3.RV.2.2:** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple meaning words (e.g., puzzle, fire).
- **3.RV.2.4:** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- **3.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- **3.RV.3.1:** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- **3.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- **3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- **3.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- **3.RN.4.2:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RL.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RL.2.2:** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works
- **3.RL.3.1:** Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
- **3.RL.4.1:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story .
- **3.RL.4.2:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **3.W.6.1e:** Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
 - **3.W.6.2a:** Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

- **3.SL.3.2:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **3.SL.4.1:** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
- **3.SL.4.2:** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
- **3.W.4:** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.

2017-2018

3rd Grade ELA – Unit 2

Dates: Sept 11th- Nov 3rd

- **3.RF.4.2:** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- **3.RF.4.4:** Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).
- **3.RF.4.6:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- **3.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **3.RV.2.1:** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- **3.RV.2.2:** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple meaning words (e.g., puzzle, fire).
- **3.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- **3.RV.3.1:** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- **3.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- **3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RN.2.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **3.RN.2.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- **3.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- **3.RN.3.2:** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order
- **3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RL.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RL.2.2:** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- **3.RL.4.2:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **3.W.6.1a:** Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).
 - **2.W.6.1a** Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

****Second grade standard reviewed in this unit.****

- **3.W.6.2d:** Spelling –
- Using conventional spelling for high frequency and other studied words and for adding affixes to base words.
- Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.
- **3.SL.3.2:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **3.SL.4.1:** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
- **3.SL.4.2:** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
- **3.ML.1:** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- **3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- **3.W.3.3:** Write narrative compositions in a variety of forms that –
 - Establish an introduction (e.g., situation, narrator, characters).
 - Include specific descriptive details and clear event sequences.
 - Include dialogue.
 - Connect ideas and events using introduction and transition words.
 - Provide an ending.
- **3.W.4:** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- **3.W.5:** Conduct short research on a topic.
 - Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
 - Locate information in reference texts, electronic resources, or through interviews.
 - Recognize that some sources may be more reliable than others.
 - Record relevant information in their own words.
 - Present the information, choosing from a variety of formats.

2017-2018

3rd Grade ELA – Unit 3

Dates: Nov 6th - Dec 22nd

- **3.RF.4.2:** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- **3.RF.4.6:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- **3.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **3.RV.2.1:** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- **3.RV.2.2:** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple meaning words (e.g., puzzle, fire).
- **3.RV.2.4:** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- **3.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- **3.RV.3.1:** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- **3.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- **3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- **3.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- **3.RN.3.2:** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- **3.RN.3.3:** Distinguish one's own perspective from that of the author of the text.
- **3.RN.4.1:** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
- **3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RL.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RL.2.2:** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- **3.RL.2.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- **3.RL.3.2:** Distinguish personal point of view from that of the narrator or those of the characters.
- **3.W.6.1b:** Verbs –
 - Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

- **3.W.6.2d:** Spelling –
 - Using conventional spelling for high frequency and other studied words and for adding affixes to base words.
 - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.
- **3.SL.3.1:** Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
- **3.SL.3.2:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **3.SL.4.2:** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
- **3.SL.4.1:** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
- **3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- **3.W.3.2:** Write informative compositions on a variety of topics that – State the topic, develop a main idea for the introductory paragraph, and group related information together.
 - Develop the topic with facts and details.
 - Connect ideas within categories of information using words and phrases.
 - Use text features (e.g., pictures, graphics) when useful to aid comprehension.
 - Provide a concluding statement or section.
- **3.W.4:** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.

- **2017-2018**
- **3rd Grade ELA – Unit 4**
- **Dates:** January 8th - February 16th

- **3.RF.4.2:** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- **3.RF.4.4:** Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding – ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
- **3.RF.4.5:** Know and use more difficult word families when reading unfamiliar words (e.g., -ight)..
- **3.RF.4.6:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- **3.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **3.RV.2.1:** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- **3.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- **3.RV.3.1:** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- **3.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- **3.RV.3.3:** Recognize the meanings of idioms in context.
- **3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RN.2.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **3.RN.2.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- **3.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- **3.RN.4.1:** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
- **3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RL.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RL.2.2:** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- **3.RL.2.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
- **3.RL.4.2:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **3.W.6.1a:** Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).

- **2.W.6.1a** Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. ****This is a second grade standard but covered in this unit and good to review****
- **4.W.6.1d** Prepositions –
 - Writing sentences that include prepositions, explaining their functions in the sentence. ****This is a fourth grade standard but covered in this unit as a good preview****
- **3.SL.3.1:** Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
- **3.SL.3.2:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **3.SL.4.1:** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
- **3.SL.4.2:** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
- **3.ML.1:** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- **3.W.3.1:** Write persuasive compositions in a variety of forms that –
 - State the opinion in an introductory statement or section.
 - Support the opinion with reasons in an organized way
 - Connect opinion and reasons using words and phrases.
 - Provide a concluding statement or section.
- **3.W.4:** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use technology to interact and collaborate with others to publish legible documents.
- **3.W.5:** Conduct short research on a topic.
 - Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
 - Locate information in reference texts, electronic resources, or through interviews.
 - Recognize that some sources may be more reliable than others.
 - Record relevant information in their own words.
 - Present the information, choosing from a variety of formats.

2017-2018

3rd Grade ELA – Unit 5

Dates: Feb 20th - April 13th

- **3.RF.4.2:** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
- **3.RF.4.5:** Know and use more difficult word families when reading unfamiliar words (e.g., -ight)..
- **3.RF.4.6:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's)..
- **3.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **3.RV.2.1:** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- **3.RV.2.2:** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple meaning words (e.g., puzzle, fire).
- **3.RV.3.1:** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- **3.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- **3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RL.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RN.2.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **3.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- **3.W.6.1c:** Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
- **3.W.6.1e:** Usage –
 - Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
- **3.W.6.2d:** Spelling –
 - Using conventional spelling for high frequency and other studied words and for adding affixes to base words.
 - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.
- **3.SL.3.1:** Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
- **3.SL.3.2:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- **3.SL.4.1:** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
- **3.SL.4.2:** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
- **3.ML.1:** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.
- **3.ML.2.1:** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
- **3.W.4:** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- **3.W.3.3:** Write narrative compositions in a variety of forms that –
 - Establish an introduction (e.g., situation, narrator, characters).
 - Include specific descriptive details and clear event sequences.
 - Include dialogue.
 - Connect ideas and events using introduction and transition words.
 - Provide an ending.
- **3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

2017-2018

3rd Grade ELA – Unit 6

Dates: April 16th - May 25th

- **3.RF.4.4:** Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding – ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
- **3.RF.4.5:** Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
- **3.RF.4.6:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
- **3.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **3.RV.2.2:** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple meaning words (e.g., puzzle, fire).
- **3.RV.2.4:** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- **3.RV.3.1:** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
- **3.RV.3.2:** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
- **3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RN.2.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
- **3.RN.3.1:** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
- **3.RN.3.2:** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- **3.RN.4.1:** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
- **3.RN.4.2:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- **3.RL.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RL.2.2:** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
- **3.SL.3.2:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **3.SL.4.2:** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.
- **3.SL.4.1:** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
- **3.ML.1:** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

- **3.ML.2.1:** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
- **3.W.6.1e:** Usage –
 - Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
- **3.W.6.2b:** Punctuation –
 - Correctly using apostrophes to form contractions and singular and plural possessives.
 - Using quotation marks to mark direct speech.
 - Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).
- **3.W.6.2a:** Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.
- **3.W.4:** Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Use technology to interact and collaborate with others to publish legible documents.
- **3.W.3.3:** Write narrative compositions in a variety of forms that –
 - Establish an introduction (e.g., situation, narrator, characters).
 - Include specific descriptive details and clear event sequences.
 - Include dialogue.
 - Connect ideas and events using introduction and transition words.
 - Provide an ending.
- **3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.