

Third Reading and Writing Units of Instruction 2019-2020



Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 1

3rd Grade Reading and Writing Unit 1

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

- RF.3.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
 - b. Decode multisyllabic words.
 - c. Read grade-appropriate irregularly spelled words.

Priority Standard

- RF.3.4** - Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - b. Fluently read grade-level prose and poetry orally on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Reading Literature

- RL.3.1** - Ask and answer questions, and make and support logical

Priority Standard

<p>inferences to construct meaning from the text.</p>	
<p>RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperbole, and describe how those words and phrases shape meaning.</p>	<p>Priority Standard</p>
<p>RL.3.7 - Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.</p>	<p>Supporting Standard</p>
<p>RL.3.10 - By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferency, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, comex literary texts independently and proficiently.</p>	<p>Supporting Standard</p>
<p>Language</p>	
<p>L.3. 4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. 	<p>Priority Standard</p>

<p>L.3.1-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. 	Supporting Standard
<p>L.3.2 - When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	Supporting Standards
<p>3.L.3 - Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of 	Supporting Standard

spoken and written Standard English.	
Composition	
C.3.7 - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Supporting Standard
Handwriting	
HW.3.1 - Legibly form cursive letters, words, and sentences with accepted norms.	Supporting Standard

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 2

3rd Grade Reading and Writing Unit: 2

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
- b. Decode multisyllabic words.
- c. Read grade-appropriate irregularly spelled words.

Priority Standard

RF.3.4 - Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Reading Informational

RI.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text.

Supporting Standard

RI.3.2 -Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Priority Standard
RI.3.6 -Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	Priority Standard
RI.3.3 - Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in a technical procedures over the course of a text.	Supporting Standard
RI.3.4. - Determine the meaning of general academic words and phrases in a grade-level text,and describe how those words and phrases shape meaning.	Supporting Standard
RI.3.8 - Describe how reasons and evidence support specific claims the author makes in a text.	Supporting Standard
RI.3.10 - By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	Supporting Standard
Language	
L.3.4 -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	Priority Standard

<ul style="list-style-type: none"> b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. 	
<p>L.3.1-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. 	Supporting Standard
<p>L.3.2 - When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. 	Supporting Standards

<ul style="list-style-type: none"> d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	
<p>3.L.3 - Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 	Supporting Standard
Composition	
<p>3.C.2-Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. 	Priority Standard
<p>C.3.4 - With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p>C.3.7 - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 3

3rd Grade Reading and Writing Unit: 3

**This unit is designed to...	
**Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.	
Foundational Skill	
RF.3.4 - Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Supporting Standard
Reading Informational	
RI.3.2 -Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Priority Standard
RI.3.5 -Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Priority Standard
RI.3.4. - Determine the meaning of general academic words and phrases in a	Supporting

grade-level text, and describe how those words and phrases shape meaning.	Standard
R.I.3.7 -Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	Supporting Standard
RI.3.8 - Describe how reasons and evidence support specific claims the author makes in a texts.	Supporting Standard
RI.3.10 - By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	Supporting Standard
Language	
<p>L.3.1-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. 	Supporting Standard

<ul style="list-style-type: none"> i. Produce simple, compound and complex sentences. 	
<p>L.3.2 - When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	Supporting Standards
<p>L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 	Supporting Standard
Composition	
<p>C.3.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an 	Priority Standard

<p>organizational structure.</p> <p>c. Provide reasons with elaborate details to support the opinion.</p>	
<p>C.3.4 - With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p>C.3.7 - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 4

3rd Grade Reading and Writing
Unit: 4

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

RF.3.3-Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.
- b. Decode multisyllabic words.
- c. Read grade-appropriate irregularly spelled words.

Priority Standard

RF.3.4 - Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Reading Literature

RL.3.1-Ask and answer questions, and make and support logical inferences to

Priority Standard

construct meaning from the text.	
RL.3.3 -Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	Priority Standard
RL.3.4 -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	Priority Standard
RL.3.5 - Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	Supporting Standard
RL.3.6 - Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	Supporting Standard
RL.3.10 - By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferency, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, comex literary texts independently and proficiently.	Supporting Standard
Language	
L.3.5 -Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. 	Priority Standard

<p>c. Distinguish shades of meaning among related words that describe degrees of certainty.</p>	
<p>L.3.1-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. 	<p>Supporting Standard</p>
<p>L.3.2 - When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	<p>Supporting Standards</p>
<p>L.3.3 - Use knowledge of language and its conventions when writing, speaking,</p>	<p>Supporting</p>

<p>reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 	Standard
Composition	
<p>C.3.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. e. Create a sense of closure that follows the narrated experiences or events. 	Priority Standard
<p>C.3.4 - With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	Supporting Standard
<p>C.3.7 - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 5

3rd Grade Reading and Writing Unit: 5

**This unit is designed to...

**** *Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Foundational Skill

RF.3.4 - Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting
Standard

Reading Informational

RI.3.5 - Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

Priority Standard

RI.3.6-Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.

Priority Standard

RI.3.9- Explain the relationship between information from two or more texts on the same theme or topic.	Priority Standard
RI.3.3 - Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in a technical procedures over the course of a text.	Supporting Standard
RI.3.4. - Determine the meaning of general academic words and phrases in a grade-level text,and describe how those words and phrases shape meaning.	Supporting Standard
RI.3.7 - Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	Supporting Standard
RI.3.8 - Describe how reasons and evidence support specific claims the author makes in a texts.	Supporting Standard
RI.3.10 - By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	Supporting Standard
Language	
L.3.1 -When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.	Supporting Standard

<ul style="list-style-type: none"> b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. 	
<p>L.3.2 - When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	Supporting Standards
<p>3.L.3 - Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 	Supporting Standard
Composition	

<p>C.3.2-Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. e. Use grade-appropriate transitions to develop text structure across paragraphs. 	<p>Priority Standard</p>
<p>C.3.5-Conduct short research projects that build knowledge about a topic.</p>	<p>Priority Standard</p>
<p>C.3.6- Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</p>	<p>Priority Standard</p>
<p>C.3.4 - With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	<p>Supporting Standard</p>
<p>C.3.7 - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	<p>Supporting Standard</p>

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 6

3rd Grade Reading and Writing Unit: 6

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

RF.3.4 - Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting
Standard

Reading Literature

RL.3.2 - Identify and cite relevant implicit and explicit information from a summary to determine the theme, lessons learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

Priority Standard

RL.3.3 - Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.

Priority Standard

RL.3.6 - Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of

Supporting
Standard

the text.	
RL.3.9 - Compare/contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	
RL.3.10 - By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferency, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	Supporting Standard
Language	
<p>L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty. 	Priority Standard
<p>L.3.1-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. 	Supporting Standard

<ul style="list-style-type: none"> e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. 	
<p>L.3.2 - When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	Supporting Standards
<p>L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 	Supporting Standard
Composition	
<p>C.3.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.</p>	Priority Standard

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.
- c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure that follows the narrated experiences or events.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

C.3.4 - With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Supporting
Standard

C.3.7 - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Supporting
Standard

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 7

3rd Grade Reading and Writing Unit: 7

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

RF.3.4 - Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting
Standard

Reading Informational

RI.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text.

Supporting
Standard

RI.3.2 -Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

Priority Standard

RI.3.4. - Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

Supporting
Standard

<p>RI.3.6 - Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.</p>	<p>Priority Standard</p>
<p>RI.3.8 - Describe how reasons and evidence support specific claims the author makes in a texts.</p>	<p>Supporting Standard</p>
<p>RI.3.10 - By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p>Supporting Standard</p>
<p>Language</p>	
<p>L.3.1-When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. 	<p>Supporting Standard</p>
<p>L.3.2 - When writing:</p>	<p>Supporting</p>

<ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	Standards
<p>L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 	Supporting Standard
Composition	
<p>3.C.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. 	Priority Standard

<p>e. Provide a concluding section</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	
<p>C.3.6-Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</p>	<p>Priority Standard</p>
<p>C.3.4 - With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>	<p>Supporting Standard</p>
<p>C.3.7 - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	<p>Supporting Standard</p>