

**William Rowen Elementary School
Curriculum Map for Grade 3 English Language Arts**

Grade 3 – Quarter 1

Long Term Transfers: Students will be able to independently use their learning to...

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

School-wide Essential Question:

What do good readers do to make sense of the text?

What makes clear and effective writing?

Why do I adapt my communication to different purposes and audiences?

Writing Focus: Informative/Explanatory

PA Core	CCSS	Eligible Content	Enduring Understandings	Essential Questions	Knowledge	Skills	IXL
Foundational Skills							
CC.1.1.3.D Know and apply grade level phonics and word	RF.3.3 (Phonics and Word Recognition)	N/A	Students will understand... • recognizing and decoding word	1.How do readers construct meaning?	Students will know... Vocabulary: • syllable	Students will be able to... • decode and use other word	RF.3.3.a TT.1-TT.10 RF.3.3.b TT.1

<p>analysis skills in decoding words.</p>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>		<p>parts enhances reading and vocabulary development.</p> <ul style="list-style-type: none"> • phonics and word analysis skills support their ability to learn to read print. • the correct pronunciation of the sounds helps to read and understand words. • that knowledge of syllables and syllable types to decode and read is important. 		<ul style="list-style-type: none"> • phonics • word analysis • decoding • vowel • vowel teams • digraphs • spelling-sound correspondence • high frequency • consonant • word patterns • spellings • inflectional endings • irregular • silent-e • determine • read • recognize • encoding 	<p>analysis skills to read fluently.</p> <ul style="list-style-type: none"> • Use the spelling-sound correspondences for common consonant digraphs. • use final -e and common vowel team conventions for representing long vowel sounds. • recognize the most common high frequency and irregular words. • determine word parts (prefixes, suffixes (word endings) and root words) to both fluent reading and vocabulary development. • determine the number of 	<p>TT.5-TT.10 UU.1-UU.3</p> <p>RF.3.3.c N/A</p> <p>RF.3.3.d N.1-N.6</p>
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						syllables in a word using	
<p>CC.1.1.3.E</p> <p>Read with accuracy and fluency to support comprehension</p>	<p>RF.3.4 (Fluency)</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self-correct word recognition and</p>	N/A	<p>Students will understand...</p> <ul style="list-style-type: none"> • that readability level affects fluency and comprehension. • that fluency can affect comprehension. • that they may need to adjust their reading rate to increase accuracy with decoding and comprehension. • that using context to confirm or self-correct helps to understand what they are reading. 	<p>1. Why do readers read?</p> <p>2. How do readers construct meaning?</p> <p>3. How does reading add meaning to your life?</p> <p>4. How do readers adapt when text becomes more complex?</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • fluency/fluently • prosody • accuracy • rate • automaticity • word recognition • expression • tone • context • readability 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • read grade level text with purpose and understanding. • recognize the various purposes for reading text. • read grade level text orally with accuracy, appropriate rate, and expression. • self-monitor their comprehension and make repairs to their comprehension by using various strategies. 	<p>RF.3.4.a</p> <p>VV.2</p> <p>YY.2</p> <p>BBB.1</p> <p>EEE.1-EEE.4</p> <p>FFF.2-FFF.5</p> <p>III.2</p> <p>RF.3.4.b</p> <p>N/A</p> <p>RF.3.4.c</p> <p>LL.2</p> <p>LL3</p> <p>MM.2</p> <p>MM.3</p> <p>OO.3</p> <p>PP.2</p> <p>PP.3</p> <p>VV.1</p> <p>VV.2</p> <p>FFF.4</p> <p>FFF.5</p>

	understanding, rereading as necessary.						
Reading Informational Text							
CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support response.	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>E03.B-K.1.1.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using</p>	Students will understand... <ul style="list-style-type: none"> • that good readers always ask and answer questions about a text. • that explicit evidence can be found in the text to support their thinking 	<ol style="list-style-type: none"> 1. Why do readers read? 2. How do readers construct meaning? 	Students will know... Vocabulary: <ul style="list-style-type: none"> • explicit • text 	Students will be able to... <ul style="list-style-type: none"> • ask and answer questions about a text to promote understanding. • refer to the text to find evidence for their answers. 	RI.3.1 VV.1 ZZ.2 BBB1 EEE.1-EEE.4 FFF.5 K.5-K.7 N.1 P.1 P.2 S.6 T.1 V.2 V.3 D.1 D.7 D.9 D.16 D.21 G.6 H.8

		language that pertains to time, sequence, and cause/effect.					
<p>CC.1.2.3.A</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>RI.3.2</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Same as above</p> <p>E03.B-K.1.1.1</p> <p>E03.B-K.1.1.2</p> <p>E03.B-K.1.1.3</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • that important key details support the main idea. 	<p>1. Why do readers read?</p> <p>2. How do readers construct meaning?</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • main idea • recount • detail 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • determine the main idea and key details. • decide which details are important to the topic. • support their answers by referring to the text. 	<p>RI.3.2</p> <p>YY.2</p> <p>BBB.1</p> <p>FFF.5</p> <p>D.9</p>
<p>CC.1.2.3.C</p> <p>Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>RI.3.3</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that</p>	<p>Same as above</p> <p>E03.B-K.1.1.1</p> <p>E03.B-K.1.1.2</p> <p>E03.B-K.1.1.3</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • that sequencing events helps create order in texts. 	<p>1. Why do readers read?</p> <p>2. How do readers construct meaning?</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • cause • effect • sequence • main event 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • relate text to historical events, scientific ideas, and “how to” procedures. • analyze sequencing of events to determine cause and effect. 	<p>RI.3.3</p> <p>DDD.1</p> <p>DDD.2</p> <p>EEE.2</p> <p>EEE.3</p> <p>EEE.4</p> <p>K.2</p> <p>K.3</p> <p>K.4</p> <p>L.4</p>

	pertains to time, sequence, and cause/effect.					• describe how ideas are the same and different.	
<p>CC.1.2.3.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p>	<p>RI.3.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>E03.B-V.4.1.1</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use 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 (e.g., agreeable/disagreeable).</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • that they are able to define unknown words through context. • that words are chosen to bring meaning to the text. 	<ol style="list-style-type: none"> 1. How does word choice impact the overall meaning of the text? 2. How does the author's use of structure affect the meaning of the text? 3. How does the author's point of view and purpose shape and direct the text? 	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • relevant 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • find the meaning of 3rd grade topic or subject area vocabulary words. 	<p>RI.3.4</p> <p>VV.1 VV.2 P.3 D.18 D.21</p>

		<p>eeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and</p>					
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		phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).					
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Reading Literature

<p>CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	<p>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.</p>	<p>E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures;</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • that characters' actions, traits, motivations, and feelings impact the story. (plot) 	<p>1. Why do readers read? 2. How do readers construct meaning?</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • character • motivations • traits 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify a character's motivations or feelings. • describe a character 's traits. • analyze the impact a character has on the events of the story and how they influence plot development 	<p>RL.3.3 FFF.1 FFF.3 HHH.1 HHH.2</p>
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		<p>determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: “Story” means narration of events told through the text types of story, drama, or poem.</p>					
<p>CC.1.3.3.A Determine the central message, lesson, or</p>	<p>RL.3.1 Ask and answer questions to</p>	<p>Same as above</p> <p>E03.A-K.1.1.1 E03.A-K.1.1.2</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • that good readers always ask 	<p>1. Why do readers read? 2. How do readers construct</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • detail • text 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • ask and answer questions 	<p>RL.3.1 FFF.1 FFF.3 FFF.4</p>

<p>moral in literary text; explain how it is conveyed in text.</p>	<p>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>E03.A-K.1.1.3</p>	<p>and answer questions about a text.</p> <ul style="list-style-type: none"> • that explicit evidence can be found in the text to support their thinking. 	<p>meaning?</p>	<ul style="list-style-type: none"> • explicit 	<p>about a story to promote understanding.</p> <ul style="list-style-type: none"> • refer to the text to find evidence for their answers. 	
<p>CC.1.3.3.C</p> <p>Describe characters in a story and explain how their actions contribute to the sequence of events</p>	<p>RL.3.2</p> <p>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.</p>	<p>Same as above</p> <p>E03.A-K.1.1.1 E03.A-K.1.1.2 E03.A-K.1.1.3</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • that different cultures use myths, fables, and folktales to teach morals and lessons. • retelling creates shared experiences and understanding. 	<p>1. Why do readers read? 2. How do readers construct meaning?</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • moral • lesson • fable • folktale • myth • culture • central message • key details 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • recount key story elements as well as details. • explain how key details convey the message. • determine the central message, lesson or moral. 	<p>RL.3.2 FFF.2 GGG.1</p>

<p>CC.1.3.3.F</p> <p>Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p>	<p>RL.3.4</p> <p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>E03.A-V.4.1.1</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c.</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • that word choice can affect the meaning of literature. • that the author chooses to use literal or nonliteral language to convey meaning. 	<ol style="list-style-type: none"> 1. How does word choice impact the overall meaning of the text? 2. How does the author's use of structure affect the meaning of the text? 3. How does the author's point of view and purpose shape and direct the text? 	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • literal language • nonliteral language • tone • figurative language 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • determine or analyze how specific word choices shape meaning or tone. • tell the meaning of words and phrases in a text, noting the difference between literal and non-literal language. 	<p>RL.3.4</p> <p>III.1 III.2 JJJ.1 JJJ.2</p>

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

E03.A-V.4.1.2

Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard,

		wondered).					
Writing - Informative/Explanatory							
CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	N/A	Students will understand... • that informative/explanatory writing is based upon fact. • that illustrations are another way to convey and support information. • that the order in which information is presented is important, including the introduction and conclusion.	1. How do writers select the genre of writing for a specific purpose and audience? 2. How do essential components of the writing process guide writers in the communication of ideas? 3. How does the selection of resources impact the quality and validity of the research process and product? 4. How do regular, varied writing opportunities make you a	Students will know... Vocabulary: • informative/explanatory • linking words and phrases (transitions) • conclude • introduce	Students will be able to... • write an informative piece with a clear introduction and conclusion. • group related information together. • use linking words (also, another, and, more, but) to connect ideas within categories. • decide if illustrations would aid comprehension. • develop a way to present their ideas using facts, definitions and details.	W.3.2.a YY.1 GGG.1 W.3.2.b YY.1 EEE.5 W.3.2.c BB.1 BB.2 CC.1 CC.2 CCC.1 W.3.2.d N/A

				stronger writer?			
<p>CC.1.4.3.B</p> <p>Identify and introduce the topic.</p>	<p>W.3.2a</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.</p> <p>E03.C.1.2.2 Develop the topic with facts, definitions and/or details.</p> <p>E03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>E03.C.1.2.4 Provide a concluding statement or section.</p>	See W.3.2	See W.3.2	See W.3.2	See W.3.2	<p>W.3.2.a YY.1 GGG.1</p>

<p>CC.1.4.3.C</p> <p>Develop the topic with facts, definitions, details, and illustrations as appropriate.</p>	<p>W.3.2b</p> <p>Develop the topic with facts, definitions, and details.</p>	<p>Same as above</p> <p>E03.C.1.2.1 E03.C.1.2.2 E03.C.1.2.3 E03.C.1.2.4</p>	<p>See W.3.2</p>	<p>See W.3.2</p>	<p>See W.3.2</p>	<p>See W.3.2</p>	<p>W.3.2.b YY.1 EEE.5</p>
<p>CC.1.4.3.D</p> <p>Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p>	<p>W.3.2c/W.3.2d</p> <p>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.</p>	<p>Same as above</p> <p>E03.C.1.2.1 E03.C.1.2.2 E03.C.1.2.3 E03.C.1.2.4</p>	<p>See W.3.2</p>	<p>See W.3.2</p>	<p>See W.3.2</p>	<p>See W.3.2</p>	<p>W.3.2.c BB.1 BB.2 CC.1 CC.2 CCC.1</p> <p>W.3.2.d N/A</p>
<p>CC.1.4.3.E</p> <p>Choose words and phrases for effect.</p>	<p>L.4.1/L.3.2</p> <p>Demonstrate command of the</p>	<p>E03.D.2.1.1</p> <p>Choose words and phrases for effect.</p>	<p>L.3.2</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • that appropriate grammar and usage of formal 	<p>1. Why is it important to have command of Standard</p>	<p>L.3.2</p> <p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • commas 	<p>L.3.2</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • capitalize appropriate 	<p>L.3.2.a</p> DD.5 II.2 II.3 II.4

	<p>conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure</p>		<p>English is important in written and spoken language to convey meaning.</p> <ul style="list-style-type: none"> • that reference tools can aid in spelling and Conventions. <p>L.4.1 Begins at Grade 4</p>	<p>English conventions?</p> <p>2. How do I determine the meaning of an unfamiliar word or usage?</p> <p>3. How do words and their use influence language?</p> <p>4. How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?</p> <p>L.4.1 Begins at Grade 4</p>	<ul style="list-style-type: none"> • quotation marks • dialogue • possessives • suffixes • reference materials <p>L.4.1 Taught in Grade 4</p>	<p>words in titles.</p> <ul style="list-style-type: none"> • use commas in addresses. • use commas and quotation marks in dialogue. • construct and apply possessives. • use conventional spelling for high-frequency words. • add suffixes to base words to spell them correctly. • utilize reference material (e.g. beginning dictionary) to check and correct spelling. <p>L.4.1 Begins at Grade 4</p>	<p>L.3.2.b EE.3 EE.4</p> <p>L.3.2.c JJ.1</p> <p>L.3.2.d H.1 H.2 H.3 R.1 R.2 KK.1</p> <p>L.3.2.e F.1 F.2 K.3 X.2 AA.1 AA.2 KK.1 TT.1</p> <p>L.3.2.f F.1 F.2 G.2 K.3 X.2 AA.1 AA.2 SS.1 SS.2 TT.1-TT.8</p> <p>L.3.2.g WW.1-WW.4</p>
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	<p>subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>						XX.1-XX.3
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	<p>when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns,</p>						
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	ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.						
CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, punctuation and spelling.	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.*	E03.D.1.2.1 Capitalize appropriate words in titles. E03.D.1.2.2 Use commas in addresses E03.D.1.2.3 Use commas and quotation marks in dialogue. E03.D.1.2.4 Form and use possessives.	Students will understand... • that language can function in different contexts and for different purposes. • that making effective choices for meaning or style enhances what they write, speak, read, or hear.	1. Why is it important to have command of standard English conventions? 2. How do I determine the meaning of an unfamiliar word or usage? 3. How do words and their use influence	Students will know... Vocabulary: • conventions • standard English	Students will be able to... • choose words and phrases to enhance and convey an intended meaning. • recognize the differences between spoken and written standard English and apply that knowledge	L.3.3.a LL.1-LL.3 NN.2 NN.3 L.3.3.b N/A

		<p>E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, and happiness).</p> <p>E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>		<p>language? 4. How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?</p>		<p>when they write, speak, read, and listen.</p>	
<p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research,</p>	<p>N/A (Begins at Grade 4)</p>	N/A	N/A	N/A	N/A	N/A	N/A

<p>applying grade-level reading standards for literature and literary non-fiction.</p>							
<p>CC.1.4.3.T</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>W.3.5</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>N/A</p>	<p>Students will understand...</p> <ul style="list-style-type: none"> • that writing is a process; your first draft is not your final draft. • that planning develops and strengthens your writing. • that writing is improved through revision and editing. • that writing is a tool for communication so it must be understandable to your 	<ol style="list-style-type: none"> 1. How do writers select the genre of writing for a specific purpose and audience? 2. How do essential components of the writing process guide writers in the communication of ideas? 3. How does the selection of resources impact the quality and 	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • planning • revising • editing • conventions 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • plan a piece of writing using varied techniques and strategies (story frame, graphic organizer, story map, etc.). • recognize spelling, grammar, and punctuation errors and having strategies to correct them (conferences, 	<p>W.3.5</p> <p>D.2</p> <p>DD.5</p> <p>EE.5</p> <p>YY.1</p>

			reader.	validity of the research process and product? 4. How do regular, varied writing opportunities make you a stronger writer?		check sheets, and peer editing) using grade level conventions. • evaluate for task and purpose. • analyze and strengthen their writing using various strategies (rubrics, peer conferences, rereading).	
CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	N/A	Students will understand... • that technology is a tool that supports communication and collaboration.	1. How do writers select the genre of writing for a specific purpose and audience? 2. How do essential components of the writing process guide writers in the communication of ideas? 3. How does	Students will know... Vocabulary: • digital • publish • collaborate	Students will be able to... • use a keyboard as a tool to publish writing. • develop strategies to use digital tools. • collaborate in the use of technology to produce and publish writing.	N/A

				<p>the selection of resources impact the quality and validity of the research process and product?</p> <p>4. How do regular, varied writing opportunities make you a stronger writer?</p>			
<p>CC.1.4.3.V</p> <p>Conduct short research projects that build knowledge about a topic.</p>	<p>W.3.7</p> <p>Conduct short research projects that build knowledge about a topic.</p>	N/A	<p>Students will understand...</p> <ul style="list-style-type: none"> • that information is available from a variety of places. • that their background knowledge helps them understand their research. 	<p>1. How do writers select the genre of writing for a specific purpose and audience?</p> <p>2. How do essential components of the writing process guide writers in the communication of ideas?</p> <p>3. How does the selection</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • research • sources 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • identify and locate information from print and digital sources. • research a topic and gather data • take notes and organize information. • conduct a short research project to communicate 	N/A

				<p>of resources impact the quality and validity of the research process and product?</p> <p>4. How do regular, varied writing opportunities make you a stronger writer?</p>		<p>their learning.</p>	
<p>CC.1.4.3.W</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>W.3.8</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	N/A	<p>Students will understand...</p> <ul style="list-style-type: none"> • that information can be gathered in different way sand used for different purposes. • that note-taking allows you to save information that you may use later. • that personal experiences can enhance your understanding of a topic. 	<p>1. How do writers select the genre of writing for a specific purpose and audience?</p> <p>2. How do essential components of the writing process guide writers in the communicatio n of ideas?</p> <p>3. How does the selection of resources impact the</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • sources • evidence • categorize 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • gather information from varied sources including oral, print, and digital • select the relevant information (note-taking) and categorize. • relate their own experiences to a topic (when appropriate and 	<p>W.3.8</p> <p>YY.1</p> <p>YY.2</p> <p>MMM.2</p>

				quality and validity of the research process and product? 4. How do regular, varied writing opportunities make you a stronger writer?		relevant).	
CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	N/A	Students will understand... • that type and method of writing is appropriate to the situation (eg. quick writes, research). • that growth as a writer occurs over time and with practice.	1. How do writers select the genre of writing for a specific purpose and audience? 2. How do essential components of the writing process guide writers in the communication of ideas? 3. How does the selection of resources impact the quality and validity of the	Students will know... Vocabulary: • task • audience • purpose	Students will be able to... • produce numerous pieces of writing (varied content and length). • engage in research, reflection, and revision. • demonstrate understanding of task, audience, and purpose through their writing.	N/A

				research process and product? 4. How do regular, varied writing opportunities make you a stronger writer?			
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Speaking & Listening

CC.1.5.3.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. • Come to	N/A	Students will understand... • that to be an effective communicator about a topic, they must come to discussions prepared. • that effective communication relies on active listening and participation. • that rules and procedures need to be established to effectively participate in collaborative	1. What is my role in communication (as a listener, speaker, thinker)? 2. How do sources of information affect the communication process? 3. Why do I adapt my communication to different purposes and audiences?	Students will know... Vocabulary: • discussion • active listening • participant • observer • leader • arguments	Students will be able to... • actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts. • experience multiple opportunities to take part in a variety of structured conversations. • share roles of	N/A
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	<p>discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Ask 		<p>discussions.</p> <ul style="list-style-type: none"> • that asking questions is a method of clarifying information presented. • through discussion, their opinion may be reinforced 			<p>participant, leader, and observer.</p> <ul style="list-style-type: none"> • develop active listening and group discussion skills. • formulate arguments to explore ideas during discussion. 	
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	<p>questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <ul style="list-style-type: none"> • Explain their own ideas and understanding in light of the discussion. 						
<p>CC.1.5.3.D</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with</p>	<p>SL.3.4</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an</p>	N/A	<p>Students will understand...</p> <ul style="list-style-type: none"> • that speaking clearly helps them convey a message. • the difference between storytelling and reporting on a topic. 	<p>1. What is my role in communication (as a listener, speaker, thinker)?</p> <p>2. How do sources of information affect the communication process?</p> <p>3. Why do I adapt my</p>	<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • sources • recount • relevant • descriptive details • pace • storytelling • reporting 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • report on a topic or text, tell a story, or recount an experience. • add relevant, descriptive details and include sources to support their topic. • speak clearly at an 	N/A

adequate volume, appropriate pacing, and clear pronunciation.	understandable pace.			communication to different purposes and audiences?		appropriate and understandable pace.	
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