

Third Reading and Writing Units of Instruction 2022-2023



Launch Unit: Foundations 20 Days	UNIT 1: Narrative A 20 Days + 3 Flex	UNIT 2: Informational A 19 Days	UNIT 3: Opinion A 21 Days + 4 Flex	UNIT 4: Narrative B 20 Days	UNIT 5: Informational B 19 Days + 4 Flex	UNIT 6: Opinion B 30 + 13 Flex
<p>Prioritized Standards for 21-22</p> <p>RF.3.3</p> <ul style="list-style-type: none"> RF.3.4 <p>RL.3.1</p> <ul style="list-style-type: none"> RL.3.2 <p>RI.3.1</p> <ul style="list-style-type: none"> RI.3.2 RI.3.7 C.3.3 L.3.3 	<p>Prioritized Standards for 21-22</p> <p>RF.3.3</p> <ul style="list-style-type: none"> RF.3.4 <p>RL.3.1</p> <ul style="list-style-type: none"> RL.3.2 RL.3.3 <p>RL.3.4</p> <ul style="list-style-type: none"> RL.3.7 C.3.3 L.3.2 HW.3.1 	<p>Prioritized Standards for 21-22</p> <p>RF.3.3</p> <ul style="list-style-type: none"> RF.3.4 <p>RI.3.1</p> <ul style="list-style-type: none"> RI.3.3 <p>RI.3.4</p> <ul style="list-style-type: none"> RI.3.5 RI.3.9 <p>C.3.2</p> <ul style="list-style-type: none"> L.3.4 HW.3.1 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.3.4 RL.3.6 RL.3.10 <p>RI.3.1</p> <p>RI.3.2</p> <p>RI.3.5</p> <ul style="list-style-type: none"> RI.3.8 C.3.1 C.3.7 L.3.3 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.3.4 <p>RL.3.2</p> <p>RL.3.4</p> <ul style="list-style-type: none"> RL.3.5 RL.3.6 RL.3.9 <p>C.3.3</p> <ul style="list-style-type: none"> L.3.1 L.3.5 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.3.4 <p>RI.3.2</p> <p>RI.3.4</p> <p>RI.3.5</p> <ul style="list-style-type: none"> RI.3.9 <p>C.3.2</p> <ul style="list-style-type: none"> C.3.4 C.3.5 L.3.2 	<p>Prioritized Standards for 21-22</p> <ul style="list-style-type: none"> RF.3.4 RL.3.6 <p>RI.3.1</p> <p>RI.3.2</p> <p>RI.3.4</p> <ul style="list-style-type: none"> RI.3.6 RI.3.8 RI.3.10 <p>C.3.1</p> <ul style="list-style-type: none"> C.3.6

2022-23 Focus Questions to collect evidence of throughout the year and reconsider at the end of the year:

- Are there too many units for adequate time for instruction and assessment?
- Should the same writing unit cover two reading units? For example, should C.3.2 be the writing priority in Unit 1 and 2, C.3.3 be the writing priority for 3 and 4, and C.3.1 for 5 and 6 for adequate time?

Grade 3 Reading and Writing



Prioritized Standards and
Instructional-Launching Workshop and Guided Reading 1

3rd Grade Reading and Writing Launch Unit: Foundations

**This unit is designed to...

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

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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

RL.2.1

Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

RL.3.1

Ask and answer **QUESTIONS** and **make and support logical inferences to construct meaning** from the text

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Priority Standard

			Supporting Standard
RL.2.2	RL.3.2	RL.4.2	
Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/ or moral, including but not limited to fables, folktales and myths from diverse cultures.	<i>Identify and cite relevant implicit and explicit information from a summary to determine the THEME, LESSON LEARNED, AND/OR MORAL, including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DIVERSE CULTURES.</i>	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas	
			Priority Standard
RI.2.1	RI.3.1	RI.4.1	
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	<i>Ask and answer QUESTIONS and make and support logical inferences to construct meaning from the text</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
			Supporting Standard
RI.2.2	RI.3.2	RI.4.2	
Identify implicit and explicit information from a summary to determine the central idea of a	<i>Identify and cite relevant implicit and explicit information from a summary to determine</i>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit	

text.	the CENTRAL IDEA of a text.	evidence from the text.	
RI.2.7	RI.3.7	RI.4.7	Supporting Standard
Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	<i>Identify</i> 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	Interpret information presented in print and non-print formats, and explain how the information contributes to an understanding of the text in which it appears.	
C.2.3	C.3.3	C.4.3	Supporting Standard
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.) a. With guidance and support	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.)	Compose narratives, using a 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.) a. Produce clear and coherent	

from adults, produce writing in which the development and organization are appropriate to task and purpose.

- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

*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.**

writing in which the development and organization are appropriate to task, purpose and audience.

- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, and rewriting.

L.2.3	L.3.3	L.4.3	Supporting Standard
<p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.</p>	<p><i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i> a. Choose words and phrases for effect. <i>b. Recognize and observe differences between THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD ENGLISH.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.</p>	

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 1

3rd Grade Reading and Writing Unit 1: Narrative A

**This unit is designed to...								
** Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.								
Multidimensionality <i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT								
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							
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%; padding: 5px;">RL.2.1</td> <td style="width: 33%; padding: 5px;">RL.3.1</td> <td style="width: 33%; padding: 5px;">RL.4.1</td> </tr> <tr> <td style="padding: 5px;">Ask and answer questions as who, what, where, when, why and how, and make and</td> <td style="padding: 5px;"><i>Ask and answer</i> QUESTIONS and make and support logical inferences to</td> <td style="padding: 5px;">Refer to details and examples in a text when explaining what the text says explicitly</td> </tr> </table>		RL.2.1	RL.3.1	RL.4.1	Ask and answer questions as who, what, where, when, why and how, and make and	<i>Ask and answer</i> QUESTIONS and make and support logical inferences to	Refer to details and examples in a text when explaining what the text says explicitly	Priority Standards
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support logical inferences to construct meaning from the text.	construct meaning from the text	and when drawing inferences from the text.							
<table border="1"> <thead> <tr> <th data-bbox="220 444 642 509">RL.2.2</th> <th data-bbox="642 444 1064 509">RL.3.2</th> <th data-bbox="1064 444 1486 509">RL.4.2</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 509 642 831">Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</td> <td data-bbox="642 509 1064 831"><i>Identify and cite relevant implicit and explicit information from a summary to determine the THEME, LESSON LEARNED, AND/OR MORAL, including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DIVERSE CULTURES.</i></td> <td data-bbox="1064 509 1486 831">Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas</td> </tr> </tbody> </table>				RL.2.2	RL.3.2	RL.4.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	<i>Identify and cite relevant implicit and explicit information from a summary to determine the THEME, LESSON LEARNED, AND/OR MORAL, including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DIVERSE CULTURES.</i>	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas
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			Priority Standard
RL.2.4	RL.3.4	RL.4.4	
Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	<i>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.</i>	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	
			Supporting Standard
RL.2.7	RL.3.7	RL.4.7	
Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	<i>Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating MOOD, CHARACTER AND SETTING.</i>	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	

Supporting Standard
Revised for 2022-23

C.2.3	C.3.3	C.4.3
<p>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> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>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> <p><i>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</i></p> <p><i>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</i></p> <p>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p><i>d. Use temporal words and phrases to signal event order.</i></p> <p>e. Create a sense of closure that follows the narrated experiences or events.</p> <p>f. With guidance and support from</p>	<p>Compose narratives, using a writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and</p>

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Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 2

3rd Grade Reading and Writing Unit 2: Informational A

**This unit is designed to...

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

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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

RI.2.1	RI.3.1	RI.4.1
Ask and answer questions as who, what, where, when, why and how, and make and	<i>Ask and answer</i> QUESTIONS and make and support logical inferences to	Refer to details and examples in a text when explaining what the text says explicitly

Priority Standard

support logical inferences to construct meaning from the text.	construct meaning from the text	and when drawing inferences from the text.							
<table border="1"> <tr> <td data-bbox="222 448 642 521">RI.2.3</td> <td data-bbox="642 448 1062 521">RI.3.3</td> <td data-bbox="1062 448 1482 521">RI.4.3</td> </tr> <tr> <td data-bbox="222 521 642 808">Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</td> <td data-bbox="642 521 1062 808">Describe the relationship between INDIVIDUALS, A SERIES OF HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text.</td> <td data-bbox="1062 521 1482 808">Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text</td> </tr> </table>				RI.2.3	RI.3.3	RI.4.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	Describe the relationship between INDIVIDUALS, A SERIES OF HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text.	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text
RI.2.3	RI.3.3	RI.4.3							
Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	Describe the relationship between INDIVIDUALS, A SERIES OF HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text.	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text							
<table border="1"> <tr> <td data-bbox="222 919 642 984">RI.2.4</td> <td data-bbox="642 919 1062 984">RI.3.4</td> <td data-bbox="1062 919 1482 984">RI.4.4</td> </tr> <tr> <td data-bbox="222 984 642 1243">Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.</td> <td data-bbox="642 984 1062 1243"><i>Determine the meaning of GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, and describe how those words and phrases shape meaning.</i></td> <td data-bbox="1062 984 1482 1243">Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.</td> </tr> </table>			RI.2.4	RI.3.4	RI.4.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	<i>Determine the meaning of GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, and describe how those words and phrases shape meaning.</i>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	Priority Standard
RI.2.4	RI.3.4	RI.4.4							
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	<i>Determine the meaning of GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, and describe how those words and phrases shape meaning.</i>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.							

			Supporting Standard
RI.2.5	RI.3.5	RI.4.5	
Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	<i>Identify and describe</i> INFORMATIONAL TEXT STRUCTURES , including COMPARISON, CAUSE/EFFECT AND PROBLEM/SOLUTION STRUCTURES , and <i>describe the logical connection between particular sentences and paragraphs</i> in a text and how they contribute to the overall structure .	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	
			Supporting Standard
RI.2.9	RI.3.9	RI.4.9	
Describe the relationship between information from two or more texts on the same theme or topic.	Explain the relationship between information from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC	Integrate information from two or more texts on the same theme or topic	
			Supporting Standard Revised for 2022-23
C.2.2	C.3.2	C.4.2	
Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.	Compose INFORMATIVE AND/OR EXPLANATORY TEXTS , using writing and digital resources, to examine a topic and provide information .	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	

(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, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing

(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. *Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.*
- c. **Develop the topic with facts, definitions and details.**
- d. *Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.*
- e. *Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.*
- f. **Provide a concluding section.**
- g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**

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

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

L.2.4	L.3.4	L.4.4	Supporting Standard
<p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p><i>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.</i></p> <p>a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.</p> <p><i>b. Determine the meaning of the new word formed when a known AFFIX is added to a known word.</i></p> <p><i>c. Use a known ROOT WORD as a clue to the meaning of an unknown word with the same root.</i></p> <p><i>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</i></p> <p>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>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.</p>	

HW.2.1	HW.3.1	HW.4.1	Supporting Standard
Introduce formation of all upper- and lowercase cursive letters.	Legibly form cursive letters, words, and sentences with accepted norms.	n/a	

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 3

3rd Grade Reading and Writing Unit 3: Opinion A

**This unit is designed to...

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

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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

Supporting Standard

RL.2.6

With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.

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

RL.4.6

Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.

<table border="1"> <thead> <tr> <th>RL.2.10</th> <th>RL.3.10</th> <th>RL.4.10</th> </tr> </thead> <tbody> <tr> <td>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 literary texts independently and proficiently</td> <td><i>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</i> GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.</td> <td>By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</td> </tr> </tbody> </table>			RL.2.10	RL.3.10	RL.4.10	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 literary texts independently and proficiently	<i>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</i> GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	Supporting Standard
RL.2.10	RL.3.10	RL.4.10							
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 literary texts independently and proficiently	<i>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</i> GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.							
<table border="1"> <thead> <tr> <th>RI.2.1</th> <th>RI.3.1</th> <th>RI.4.1</th> </tr> </thead> <tbody> <tr> <td>Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.</td> <td><i>Ask and answer</i> QUESTIONS and make and support logical inferences to construct meaning from the text</td> <td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td> </tr> </tbody> </table>			RI.2.1	RI.3.1	RI.4.1	Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	<i>Ask and answer</i> QUESTIONS and make and support logical inferences to construct meaning from the text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Priority Standard
RI.2.1	RI.3.1	RI.4.1							
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	<i>Ask and answer</i> QUESTIONS and make and support logical inferences to construct meaning from the text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.							
<table border="1"> <thead> <tr> <th>RI.2.2</th> <th>RI.3.2</th> <th>RI.4.2</th> </tr> </thead> <tbody> <tr> <td>Identify implicit and explicit information from a summary to determine the central idea of a</td> <td><i>Identify and cite relevant implicit and explicit information from a summary to determine</i></td> <td>Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit</td> </tr> </tbody> </table>			RI.2.2	RI.3.2	RI.4.2	Identify implicit and explicit information from a summary to determine the central idea of a	<i>Identify and cite relevant implicit and explicit information from a summary to determine</i>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit	Priority Standard
RI.2.2	RI.3.2	RI.4.2							
Identify implicit and explicit information from a summary to determine the central idea of a	<i>Identify and cite relevant implicit and explicit information from a summary to determine</i>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit							

text.	the CENTRAL IDEA of a text.	evidence from the text.	
RI.2.5	RI.3.5	RI.4.5	Priority Standard
Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	<i>Identify and describe</i> INFORMATIONAL TEXT STRUCTURES , including COMPARISON, CAUSE/EFFECT AND PROBLEM/SOLUTION STRUCTURES , and <i>describe the logical connection between particular sentences and paragraphs</i> in a text and how they contribute to the overall structure.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	
RI.2.8	RI.3.8	RI.4.8	Supporting Standard
Describe how reasons support specific claims the author makes in a text.	Describe how REASONS AND EVIDENCE support specific CLAIMS <i>the author makes</i> in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text	

Supporting Standard
Revised for 2022-23

C.2.1	C.3.1	C.4.1
<p>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> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p>c. Provide reasons with details to support the opinion</p> <p>d. Use grade-appropriate transitions. 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>Compose OPINION PIECES, using a combination of writing and digital resources, <i>on topics or texts, with supporting reasons.</i> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize</p> <p>A. With guidance and support from adults, produce writing in which the development and organization are <i>appropriate to task and purpose.</i></p> <p>B. <i>Introduce the topic, followed by opinion statement, and create an organizational structure.</i></p> <p>C. Provide reasons with elaborate details to support the opinion.</p> <p><i>D. Use grade-appropriate TRANSITIONS.</i></p> <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>Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and 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> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>c. Provide reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <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, editing and rewriting.</p>

			Supporting Standard
C.2.7	C.3.7	C.4.7	
(Begins in 3rd grade)	Compose routinely over extended time frames and shorter time frames <i>for a variety of tasks, purposes and audiences.</i>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	
			Supporting Standard
L.2.3	L.3.3	L.4.3	
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	<i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i> a. Choose words and phrases for effect. <i>b. Recognize and observe differences between</i> THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD ENGLISH.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.	

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 4

3rd Grade Reading and Writing Unit 4: Narrative B

**This unit is designed to...

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

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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

Priority Standard

RL.2.2	RL.3.2	RL.4.2
Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	<i>Identify and cite relevant implicit and explicit information from a summary to determine the</i> THEME, LESSON LEARNED, AND/OR MORAL , including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DIVERSE CULTURES.	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas

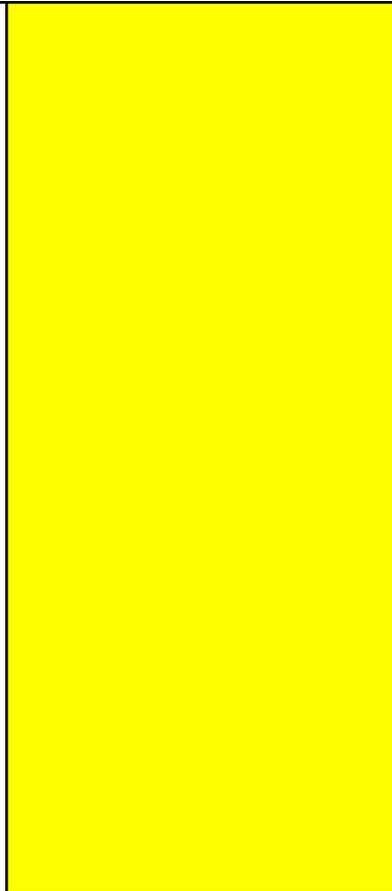
			Priority Standard
RL.2.4	RL.3.4	RL.4.4	
Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	<i>Determine the meaning of words and phrases</i> as they are used in a text, <i>distinguishing</i> LITERAL FROM NONLITERAL LANGUAGE , including but not limited to IDIOMS and HYPERBOLES , and describe how those words and phrases shape meaning.	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	
			Supporting Standard
RL2.5	RL.3.5	RL.4.5	
Describe 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.	<i>Describe and provide evidence for how parts of the text contribute to the overall</i> STRUCTURE OF POEMS, STORIES AND DRAMAS , including but not limited to LINEAR, NON-LINEAR AND CIRCULAR STRUCTURES.	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	
			Supporting Standard
RL.2.6	RL.3.6	RL.4.6	
With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a	<i>Distinguish their own</i> PERSPECTIVE <i>from that of the narrator or those of the characters</i> , and describe how	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	

<p>different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.</p>	<p>various PERSPECTIVES shape the content of the text</p>		<p>Supporting Standard</p>
<p>RL.2.9</p>	<p>RL.3.9</p>	<p>RL.4.9</p>	
<p>Compare/contrast two or more versions of the same story by different authors or from different cultures.</p>	<p>Compare/contrast the THEMES, SETTINGS AND PLOTS of stories written by THE SAME AUTHOR ABOUT THE SAME OR SIMILAR CHARACTERS.</p>	<p>Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.</p>	<p>Priority Standard</p>
<p>C.2.3</p>	<p>C.3.3</p>	<p>C.4.3</p>	
<p>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.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>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.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to</p>	<p>Compose narratives, using a 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.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p>	

b. Recount a single event or multiple events, memories or ideas.
 c. Include details which describe actions, thoughts, emotions.
 d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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.**

b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure.
 c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
 e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 f. Provide a conclusion that follows the narrated experiences or events.
 g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, and rewriting.



L.2.1

In writing or speaking, demonstrate appropriate use of:
 a. collective nouns.
 b. frequently occurring irregular nouns.

L.3.1

When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function OF NOUNS,

L.4.1

When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative

Supporting Standard

<p>c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.</p>	<p>PRONOUNS, VERBS, ADJECTIVES AND ADVERBS in a GRADE-LEVEL TEXT. <i>b. Form and use REGULAR AND IRREGULAR PLURAL NOUNS.</i> <i>c. Use ABSTRACT NOUNS.</i> <i>d. Form and use REGULAR AND IRREGULAR VERBS.</i> <i>e. Use VERB TENSES.</i> <i>f. Ensure SUBJECT-VERB AND PRONOUN-ANTECEDENT AGREEMENT.</i> <i>g. Form and use COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS, and choose between them depending on what is to be modified.</i> <i>h. Use COORDINATING AND SUBORDINATING CONJUNCTIONS.</i> <i>i. Produce SIMPLE, COMPOUND AND COMPLEX SENTENCES.</i></p>	<p>adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.</p>	<p>Supporting Standard</p>
<p>L.2.5</p> <p>Conduct short research projects that build knowledge about a topic.</p>	<p>L.3.5</p> <p>Conduct short RESEARCH projects <i>that build knowledge through investigation of different aspects of a topic.</i></p>	<p>L.4.5</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 5

3rd Grade Reading and Writing Unit 5: Informational B

**This unit is designed to...

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

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

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

Priority Standard

RI.2.2	RI.3.2	RI.4.2
Identify implicit and explicit information from a summary to determine the central idea of a text.	<i>Identify and cite relevant implicit and explicit information from a summary to determine the CENTRAL IDEA of a text.</i>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

			Priority Standard
RI.2.4	RI.3.4	RI.4.4	
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	<i>Determine the meaning of</i> GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, and describe how those words and phrases shape meaning.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	
			Priority Standard
RI.2.5	RI.3.5	RI.4.5	
Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	<i>Identify and describe</i> INFORMATIONAL TEXT STRUCTURES , including COMPARISON, CAUSE/EFFECT AND PROBLEM/SOLUTION STRUCTURES , and <i>describe the logical connection between particular sentences and paragraphs</i> in a text and how they contribute to the overall structure.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	
			Supporting Standard
RI.2.9	RI.3.9	RI.4.9	
Describe the relationship between information from two or more	Explain the relationship between <i>information</i> from TWO	Integrate information from two or more texts on the same theme or	

texts on the same theme or topic.	OR MORE TEXTS ON THE SAME THEME OR TOPIC	topic	
			Priority Standard
C.2.2	C.3.2	C.4.2	
<p>Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	<p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and provide information.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><i>b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.</i></p> <p>c. Develop the topic with facts, definitions and details.</p> <p><i>d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.</i></p> <p><i>e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.</i></p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support</p>	<p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text</p>	

	<p>from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>							
<table border="1"> <thead> <tr> <th data-bbox="222 651 648 719">C.2.4</th> <th data-bbox="653 651 1077 719">C.3.4</th> <th data-bbox="1081 651 1505 719">C.4.4</th> </tr> </thead> <tbody> <tr> <td data-bbox="222 722 648 943"> <p>With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p> </td> <td data-bbox="653 722 1077 943"> <p>With guidance and support from adults, <i>use</i> DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.</p> </td> <td data-bbox="1081 722 1505 943"> <p>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> </td> </tr> </tbody> </table>				C.2.4	C.3.4	C.4.4	<p>With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p>	<p>With guidance and support from adults, <i>use</i> DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.</p>	<p>With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p>
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L.2.2	L.3.2	L.4.2	Supporting Standard
<p>When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.</p>	<p>When writing: <i>a. Capitalize APPROPRIATE WORDS IN TITLES.</i> <i>b. Use COMMAS IN ADDRESSES.</i> <i>c. Use COMMAS AND QUOTATION MARKS IN DIALOGUE.</i> <i>d. Use POSSESSIVES.</i> <i>e. Use conventional spelling for HIGH-FREQUENCY WORDS WHERE SUFFIXES ARE ADDED TO BASE WORDS.</i> <i>f. Use spelling patterns and generalizations in writing words.</i> <i>g. Consult reference materials as needed to check and correct spellings.</i></p>	<p>When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.</p>	

Grade 3 Reading and Writing



Priority Standards and
Instructional Unit 6

4th Grade Reading and Writing

Unit 6: Opinion B

**This unit is designed to...

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

Multidimensionality

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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

Supporting Standard

RL.2.6	RL.3.6	RL.4.6
<p>With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.</p>	<p><i>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</i></p>	<p>Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.</p>

			Priority Standard
RI.2.1	RI.3.1	RI.4.1	
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	<i>Ask and answer</i> QUESTIONS and make and support logical inferences to construct meaning from the text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
			Priority Standard
RI.2.2	RI.3.2	RI.4.2	
Identify implicit and explicit information from a summary to determine the central idea of a text.	<i>Identify and cite</i> relevant implicit and explicit information from a summary to determine the CENTRAL IDEA of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	
			Priority Standard
RI.2.4	RI.3.4	RI.4.4	
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	<i>Determine the meaning of</i> GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, and describe how those words and phrases shape meaning.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	

			Supporting Standard
RI.2.6	RI.3.6	RI.4.6	
Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	<i>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.</i>	Compare/contrast a firsthand and secondhand account of the same event or topic.	
			Supporting Standard
RI.2.8	RI.3.8	RI.4.8	
Describe how reasons support specific claims the author makes in a text.	Describe how REASONS AND EVIDENCE support specific CLAIMS <i>the author makes in a text.</i>	Explain how an author uses reasons and evidence to support particular claims the author makes in a text	
			Supporting Standard
RI.2.10	RI.3.10	RI.4.10	
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 literary texts independently and proficiently	<i>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 LITERARY TEXTS</i>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and	

	independently and proficiently.	proficiently.	
			Priority Standard
C.2.1	C.3.1	C.4.1	
<p>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> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p>c. Provide reasons with details to support the opinion</p> <p>d. Use grade-appropriate transitions. 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>Compose OPINION PIECES, using a combination of writing and digital resources, <i>on topics or texts</i>, with supporting reasons.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize</p> <p>A. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>B. <i>Introduce the topic</i>, followed by opinion statement, and create an organizational structure.</p> <p>C. Provide reasons with elaborate details to support the opinion.</p> <p><i>D.</i> <i>Use grade-appropriate TRANSITIONS</i>.</p> <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</p>	<p>Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and 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> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>c. Provide reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <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, editing and rewriting.</p>	

