

# Third Reading and Writing Units of Instruction 2019-2020



# Grade 3 Reading and Writing



Priority Standards and  
Instructional Unit 1

## 3rd Grade Reading and Writing Unit 1

\*\*This unit is designed to...

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

### Foundational Skill

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

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

Priority Standard

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

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

Supporting Standard

### Reading Literature

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

Priority Standard

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

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

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

# Grade 3 Reading and Writing



Priority Standards and  
Instructional Unit 2

## 3rd Grade Reading and Writing Unit: 2

\*\*This unit is designed to...

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

### Foundational Skill

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

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

Priority Standard

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

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

Supporting Standard

### Reading Informational

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

Supporting Standard

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

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

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

# Grade 3 Reading and Writing



Priority Standards and  
Instructional Unit 3

## 3rd Grade Reading and Writing Unit: 3

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

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

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

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

# Grade 3 Reading and Writing



Priority Standards and  
Instructional Unit 4

## 3rd Grade Reading and Writing

### Unit: 4

\*\*This unit is designed to...

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

#### Foundational Skill

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

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

Priority Standard

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

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

Supporting Standard

#### Reading Literature

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

Priority Standard

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

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

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

# Grade 3 Reading and Writing



Priority Standards and  
Instructional Unit 5

## 3rd Grade Reading and Writing Unit: 5

\*\*This unit is designed to...

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

### Foundational Skill

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

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

Supporting  
Standard

### Reading Informational

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

Priority Standard

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

Priority Standard

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

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

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

# Grade 3 Reading and Writing



Priority Standards and  
Instructional Unit 6

**3rd Grade Reading and Writing**  
**Unit: 6**

\*\*This unit is designed to...

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

**Foundational Skill**

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

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

Supporting Standard

**Reading Literature**

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

Priority Standard

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

Priority Standard

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

Supporting Standard

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

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

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

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

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

Supporting Standard

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

Supporting Standard

# Grade 3 Reading and Writing



Priority Standards and  
Instructional Unit 7

## 3rd Grade Reading and Writing Unit: 7

\*\*This unit is designed to...

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

### Foundational Skill

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

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

Supporting  
Standard

### Reading Informational

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

Supporting  
Standard

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

Priority Standard

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

Supporting  
Standard

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

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

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