

# Third Reading and Writing Units of Instruction 2020-2021



# Grade 3 Reading and Writing



Priority Standards and  
Instructional Unit-Launch

## 3rd Grade Reading and Writing Unit Launch

\*\*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

**3.RF.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

**3.RF.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

**3.RL.1** - Ask and answer questions, and make and support logical inferences to construct meaning from the text.

Priority Standard

<p><b>3.RL.2</b>-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.</p>	<p>Priority Standard</p>
<p><b>3.RL.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 literary texts independently and proficiently.</p>	<p>Supporting Standard</p>
<p><b>Reading Informational</b></p>	
<p><b>3.RI.1</b>-Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.</p>	<p>Priority Standard</p>
<p><b>3.RI.2</b>-Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.</p>	<p>Priority Standard</p>
<p><b>3.RI.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>3.L.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>	<p>Priority Standard</p>

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.
- d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
- e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Writing Workshop -Launching**

- 3.C.3-**Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.
- 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.

Priority Standard

**Language**

- L.3.1-**When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
- a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
  - b. Form and use regular and irregular plural nouns.

Supporting Standard

<ul style="list-style-type: none"> <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><b>L.3.2 - When writing:</b></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 Standard

# 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

**3.RF.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.

Supporting Standard

**3.RF.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

**3.RL.1**-Ask and answer questions, and make and support logical inferences to construct meaning from the text.

Priority Standard

<p><b>3.RL.2-</b>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.</p>	
<p><b>3.RL.3-</b>Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</p>	<p>Priority Standard</p>
<p><b>3.RL.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>3.RL.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.</p>	<p>Supporting Standard</p>
<p><b>3.RL.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.</p>	<p>Supporting Standard</p>
<p><b>3.RL.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 literary texts independently and proficiently.</p>	<p>Supporting Standard</p>
<p><b>Language</b></p>	
<p><b>3.L.1a &amp; f-</b>When writing or speaking, demonstrate command of the conventions</p>	<p>Supporting Standard</p>

of standard English grammar and usage.

- a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
  
- f. Ensure subject-verb and pronoun-antecedent agreement.

**Writing Workshop Unit 1 Narrative**

**3.C.3-**Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

- 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.

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

**Foundational Skill**

**3.RF.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.

Supporting Standard

**3.RF.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**

**3.RI.1**-Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

Priority 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>3.RI.3</b> -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.	Priority Standard
<b>3.RI.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>3.RI.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>3.RI.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>3.RI.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>3.L.4</b> -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly	Priority Standard

from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.
- d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
- e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

### **Writing Workshop Unit 2 Informational**

**3.C.2-**Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.

- 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.

Priority Standard

# Grade 3 Reading and Writing



## Priority Standards and Instructional Unit 3

## 3rd Grade Reading and Writing Unit: 3

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

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

### Reading Informational

**3.RI.2** -Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

Priority Standard

**3.RI.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

**3.RI.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

**3.RI.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

**3.RI.7**-Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

Supporting Standard

<p><b>3.RI.8</b>-Describe how reasons and evidence support specific claims the author makes in a text.</p>	Supporting Standard
<p><b>3.RI.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>	Supporting Standard
<p><b>Language</b></p>	
<p><b>3.L.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> <li>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</li> <li>e. 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>	Priority Standard
<p><b>Writing Workshop Unit 3 Opinion Writing</b></p>	
<p><b>3.C.1</b>-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p>	Priority Standard

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce the topic, followed by an opinion statement, and create an organizational structure.
- c. Provide reasons with elaborate details to support the opinion.
- d. Use grade-appropriate transitions.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

# Grade 3 Reading and Writing



## Priority Standards and Instructional Unit 4

## 3rd Grade Reading and Writing Unit: 4

**This unit is designed to...	
<b>**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.</b>	
<b>Foundational Skill</b>	
<b>3.RF.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 Literature</b>	
<b>3.RL3</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>3.RL.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

<p><b>3.RL.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.</p>	<p>Supporting Standard</p>
<p><b>3.RL.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.</p>	<p>Supporting Standard</p>
<p><b>3.RL.9</b>-Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</p>	<p>Supporting Standard</p>
<p><b>3.RL.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 literary texts independently and proficiently.</p>	<p>Supporting Standard</p>
<p><b>Language</b></p>	
<p><b>3.L.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>	<p>Priority Standard</p>
<p><b>Writing Workshop Unit 4 Narrative-Fictional</b></p>	

<p><b>3.C.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> <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>d. Use temporal words and phrases to signal event order.</li> <li>e. Create a sense of closure that follows the narrated experiences or events.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	<p>Priority Standard</p>
<p><b>3.C.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>Priority 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 5

**3rd Grade Reading and Writing  
Unit: 5**

**This unit is designed to...	
<b>** 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.</b>	
<b>Reading Informational</b>	
<b>3.RI.3</b> -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.	Supporting Standard
<b>3.RI.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>3.RI.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>3.RI.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>3.RI.7</b> -Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and	Supporting Standard

clarity of a text.	
<b>3.RI.9</b> -Explain the relationship between information from two or more texts on the same theme or topic.	Priority Standard
<b>3.RI.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>3.L.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> <li>c. Distinguish shades of meaning among related words that describe degrees of certainty.</li> </ul>	Priority Standard
<b>Writing Workshop Unit 5 Informational</b>	
<b>3.C.2</b> -Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. <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</li> </ul>	Priority Standard

<p>illustrations when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>c. Develop the topic with facts, definitions and details.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Provide a concluding section.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	
<p><b>3.C.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>	Priority Standard
<p><b>3.C.5-</b>Conduct short research projects that build knowledge about a topic.</p>	Priority Standard
<p><b>3.C.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>	Priority Standard
<p><b>3.C.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 6

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

**This unit is designed to...	
<b>**Priority Standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.</b>	
<b>Reading Informational</b>	
<b>3.RI.2</b> -Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Priority Standard
<b>3.RI.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>3.RI.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>3.RI.8</b> - Describe how reasons and evidence support specific claims the author makes in a text.	Supporting Standard
<b>3.RI.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>Writing Workshop Unit 6 Opinion</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.</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 an 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> <li>e. Provide a concluding section</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>	Priority Standard
<p><b>3.C.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>	Priority Standard
<p><b>3.C.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>3.C.7</b> - Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	Supporting Standard
<b>Language</b>	
<p><b>3.L.2</b> - When writing:</p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> </ul>	Supporting Standard

- |  |  |
|--|--|
| <ul style="list-style-type: none"><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> |  |
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# Grade 3 Reading and Writing



## Priority Standards and Instructional Unit 7

## 3rd Grade Reading and Writing Unit: 7

**This unit is designed to...	
<b>**Priority Standards will be summatively assessed throughout Quarter 4. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.</b>	
<b>Reading Informational</b>	
<b>3.RI.1</b> -Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	Priority Standard
<b>3.RI.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>3.RI.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>Reading Literature</b>	
<b>3.RL.1</b> -Ask and answer questions, and make and support logical inferences to construct meaning from the text.	Priority Standard
<b>3.RL.4</b> -Determine the meaning of words and phrases as they are used in a	Priority Standard

<p>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><b>3.RL.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 literary texts independently and proficiently.</p>	<p>Supporting Standard</p>
<p><b>Language</b></p>	
<p><b>3.L.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> <li>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</li> <li>e. 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>Priority Standard</p>

**Writing Workshop Unit 7 Optional/Variety of Modes**

- 3.C.1-**Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
  - b. Introduce the topic, followed by opinion statement, and create an organizational structure.
  - c. Provide reasons with elaborate details to support the opinion.
  - d. Use grade-appropriate transitions.
  - e. Provide a concluding section.
  - f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Priority Standard

- 3.C.2-**Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.
- 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.

Priority Standard

<p><b>3.C.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> <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>d. Use temporal words and phrases to signal event order.</li> <li>e. Create a sense of closure that follows the narrated experiences or events.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	<p>Priority Standard</p>
<p><b>3.C.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>3.C.5-</b>Conduct short research projects that build knowledge about a topic.</p>	<p>Priority Standard</p>
<p><b>3.C.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>Supporting Standard</p>

