

# Standards Based Map

## 3<sup>rd</sup> Grade ELA

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
Months 1 & 2	<p><b>ELA.3.R.C1.1</b> - ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers.</p> <p><b>ELA.3.R.C1.2</b> - recount stories, including fables, folktales and myths from diverse cultures; determine the</p>	<p>I can ask and answer questions to show that I understand stories.</p> <p>I can find answers to specific questions.</p> <p>I can retell stories.</p> <p>I can determine lessons or morals through key details.</p> <p>I can describe</p>	<p>How can readers figure out the message in a story?</p> <p>How can I use illustrations to determine the author's point of view?</p> <p>How can illustrations help the reader understand a story?</p>	<ul style="list-style-type: none"> <li>• Demonstrate</li> <li>• Describe</li> <li>• Explain</li> <li>• Infer</li> <li>• Evidence</li> <li>• Text</li> <li>• Literary</li> <li>• Characters</li> <li>• traits</li> <li>• sequence</li> <li>• story elements</li> <li>• fables</li> <li>• myths</li> <li>• folktales</li> <li>• theme</li> <li>• illustrations</li> <li>• mood</li> </ul>	<p>-Read a story and discuss with a partner</p> <p>-Literature circles</p> <p>-Graphic Organizers</p>	<p>-textbook</p> <p>-leveled books</p> <p>-chapters books</p> <p>-websites</p>	<p>Formative</p> <p>Summative</p> <p>Short answer</p> <p>Essay</p> <p>Oral</p> <p>M/C</p> <p>Performance – Based Task</p> <p>Project</p>	

<p>central message, lesson or moral and explain how it is conveyed through key details in the literary text</p> <p><b>ELA.3.R.C1.3</b> - describe characters in a literary story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events</p> <p><b>ELA.3.R.C3.1</b> - explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b>ELA.3.R.C3.2</b> - compare and contrast the</p>	<p>characters and explain their actions.</p> <p>I can explain how the author uses illustrations to help the meaning in a story.</p> <p>I can compare and contrast stories written by the same author about similar characters.</p>		<ul style="list-style-type: none"> <li>• plots</li> <li>• maps</li> <li>• photographs</li> <li>• text complexity</li> </ul>				
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	<p>themes, settings and plots of literary stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p><b>ELA.3.R.C4.1</b> - by the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>							
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Months 1 & 2	<p><b>ELA.3.W.C9.3</b> - write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>introduce the topic or text they are writing about, state an opinion and create an</li> </ul>	<p>I can write a story with a beginning, middle, and end.</p> <p>I can write for different purposes, audiences, and topics.</p> <p>I can plan, edit, and revise my writing.</p>	<p>How do writers plan their writing?</p> <p>How do writers improve their writing?</p> <p>How do graphic organizers improve the writing process?</p>	<ul style="list-style-type: none"> <li>narratives</li> <li>narrator</li> <li>descriptive- details</li> <li>style of</li> <li>transition words</li> <li>closing</li> <li>develop</li> <li>reader</li> <li>setting</li> </ul>	<p>writing workshop</p> <ul style="list-style-type: none"> <li>graphic organizers</li> <li>editing checklist</li> <li>-4-square</li> <li>writing conferences</li> <li>peer editing</li> </ul>	<ul style="list-style-type: none"> <li>student samples</li> <li>mentor texts</li> <li>writing aids</li> <li>anchor charts</li> <li>thesaurus</li> <li>writing folders</li> <li>Use Acronyms-</li> </ul> <p><b>Please Write Really Excellent Papers (pre-</b></p>	<ul style="list-style-type: none"> <li>Stories</li> <li>Rubrics</li> <li>checklist</li> <li>data notebooks</li> </ul>	

<p>organizational structure that lists reasons.</p> <ul style="list-style-type: none"> <li>• provide reasons that support the opinion.</li> <li>• use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>• provide a concluding statement or section.</li> </ul> <p><b>ELA.3.W.C10.1</b> - with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (grade-specific expectations for writing types are defined in objectives in text types and purposes.)</p> <p><b>ELA.3.W.C10.2</b> - with guidance and support from</p>	<p>I can use technology to create pieces of writing to interact and share ideas.</p> <p>I can research and use what I have experienced.</p> <p>I can take notes to help me organize.</p> <p>I can write regularly to build stamina.</p>	<p>How do writers use words to help readers 'see' what they are writing about?</p> <p>How can I organize my ideas?</p>	<ul style="list-style-type: none"> <li>• conclusion</li> <li>• event</li> <li>• order of events</li> <li>• problem</li> <li>• action</li> <li>• chronological-order</li> <li>• dialogue</li> <li>• plot</li> <li>• point of view</li> <li>• sensory details</li> <li>• sensory language</li> <li>• sequence</li> <li>• story map</li> </ul>		<p><b>write, write, revise, edit, publish)</b> -flip books</p>		
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peers and adults, develop and strengthen writing as needed by planning, revising and editing. (editing for conventions should demonstrate command of language objectives up to and including grade 3).

**ELA.3.W.C10.3** - with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Cluster Research to Build and Present

**ELA.3.W.C12.1** - write routinely over extended time frames (time for research, reflection and

	revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.							
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	<p><b>ELA.3.R.C1.4</b> - ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.</p> <p><b>ELA.3.R.C1.5</b> - determine the main idea of an informational text; recount the key details and explain how they support the main idea.</p> <p><b>ELA.3.R.C1.6</b> - describe the relationship between a series</p>	<p>I can answer questions to show understanding.</p> <p>I can find the main idea.</p> <p>I can determine the main idea by using supporting details.</p> <p>I can describe the historical events, scientific ideas, or steps in procedures.</p> <p>I can show what I have learned from nonfiction illustrations and text by answering where, when, why, and how.</p> <p>I can compare /</p>	<p>How can clues in informational text assist me in determining the main idea?</p> <p>How can one event lead to a series of events?</p> <p>Where are the main ideas often found in nonfiction text?</p> <p>How are headings, maps, and diagrams helpful to readers?</p> <p>How can I make connections between 2 informational texts?</p>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Detail</li> <li>• Evidence</li> <li>• Informational</li> <li>• Technical procedures</li> <li>• Sequence</li> <li>• Nonfiction text features</li> <li>• Text complexity</li> </ul>	<p>- Graphic Organizer</p> <p>- research projects</p> <p>-pamphlets</p> <p>-Jigsaw</p>	<p>-Informational Articles</p> <p>- Scholastic News...Time for Kids</p> <p>-textbook</p> <p>-trade books</p> <p>-leveled text</p>	<p>Formative</p> <p>Summative</p> <p>Short answer</p> <p>Essay</p> <p>Oral</p> <p>M/C</p> <p>Performance –</p> <p>Based Task Project</p>	

	<p>of historical events, scientific ideas or concepts or steps in technical procedures in an informational text, using language that pertains to time, sequence and cause/effect.</p> <p><b>ELA.3.R.C3.3</b> - use information gained from illustrations (e.g., maps, photographs) and the words in an informational text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).</p> <p><b>ELA.3.R.C3.4</b> - describe the logical connection between particular sentences and paragraphs in an informational text (e.g., comparison, cause/effect,</p>	<p>contrast the most important ideas and details in two pieces of information about the same topic.</p>						
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	<p>first/second/third in a sequence).</p> <p><b>ELA.3.R.C4.2</b> - by the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>							
<b>Timeline</b>	<b>NxG Standard(s)</b>	<b>Student I Can Statement(s) / Learning Target(s)</b>	<b>Essential Questions</b>	<b>Academic Vocabulary</b>	<b>Strategies / Activities</b>	<b>Resources / Materials</b>	<b>Assessments</b>	<b>Notes / Self - Reflection</b>
	<p><b>ELA.3.W.C9.1</b> - write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>• introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.</li> <li>• provide reasons that support the opinion.</li> </ul>	<p>I can write to share my opinion.</p> <p>I can write to inform and explain ideas.</p> <p>I can write for different purposes, audiences, and topics.</p> <p>I can plan, edit, and revise my writing.</p> <p>I can use technology to</p>	<p>How do good writers build a paragraph?</p> <p>How do I choose what is important?</p> <p>How can you edit your writing?</p> <p>How can I revise my work to make it better?</p>	<ul style="list-style-type: none"> <li>• Facts</li> <li>• Opinions</li> <li>• Audience</li> <li>• Linking words</li> <li>• Conclusion</li> <li>• Pros/cons</li> <li>• Explanatory texts</li> </ul>	<p>- journaling</p> <p>-peer editing</p> <p>-partner writing</p> <p>-4-square</p>	<p>-picture prompts</p> <p>-dictionary</p> <p>-presentations</p>	<p>-projects</p> <p>-essays</p> <p>-rubber band books</p> <p>-debate</p> <p>-posters</p>	



<ul style="list-style-type: none"> <li>• use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>• provide a concluding statement or section.</li> </ul> <p><b>ELA.3.W.C9.2</b> – write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> <li>• introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> </ul> <p><b>ELA.3.W.C11.1</b> - conduct short research projects that build knowledge about a topic.</p> <p><b>ELA.3.W.C11.2</b> - recall information from experiences</p>	<p>create pieces of writing to interact and share ideas.</p> <p>I can research and use what I have experienced.</p> <p>I can take notes to help me organize.</p> <p>I can write regularly to build stamina.</p>						
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	<p>or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>ELA.3.W.C11.3</b> - (Begins in grade 4.)</p> <p><b>ELA.3.W.C12.1</b> - write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p>							
<b>Timeline</b>	<b>NxG Standard(s)</b>	<b>Student I Can Statement(s) / Learning Target(s)</b>	<b>Essential Questions</b>	<b>Academic Vocabulary</b>	<b>Strategies / Activities</b>	<b>Resources / Materials</b>	<b>Assessments</b>	<b>Notes / Self - Reflection</b>
	<b>ELA.3.R.C2.1</b> - determine the meaning of words and phrases as they are used in a literary text,	<p>I can figure out what an author really means by the words and phrases used.</p> <p>I can understand</p>	How can you determine the meaning of literal and nonliteral words based on the context clues?	<ul style="list-style-type: none"> <li>• Refer</li> <li>• Point of view</li> <li>• Compare</li> <li>• Contrast</li> <li>• Comprehend</li> <li>• Complexity</li> </ul>	<p>Read a story and discuss with a partner</p> <p>-Literature circles</p> <p>-Graphic Organizers</p>	<p>textbook</p> <p>-leveled books</p> <p>-chapters books</p> <p>-websites</p>	<p>Formative</p> <p>Summative</p> <p>Short answer</p> <p>Essay</p> <p>Oral</p> <p>M/C</p> <p>Performance –</p>	

	<p>distinguishing literal from nonliteral language.</p> <p><b>ELA.3.R.C2.2</b> - refer to parts of stories, dramas and poems when writing or speaking about a literary text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.</p> <p><b>ELA.3.R.C2.3</b> – distinguish their own point of view from that of the narrator or those of the characters in a literary text.</p>	<p>the difference between literal and nonliteral language.</p> <p>I can write and talk about fiction using words for different parts (chapter, scene, and stanza).</p> <p>I can describe how new parts of fiction build on previous parts.</p> <p>I can tell the difference between what I think and what the author or characters might think.</p>	<p>How can you determine what the author thinks about a topic?</p> <p>Based on the narrator’s point of view, do I agree or disagree—Can I provide evidence and/or justify why?</p>	<ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Syllabication</li> <li>• Prose</li> <li>• Drama</li> <li>• Scaffolding</li> <li>• Analysis</li> <li>• Literal</li> <li>• Non-literal</li> <li>• Distinguish</li> <li>• Problem</li> <li>• Solution</li> <li>• Chapter</li> <li>• Scene</li> <li>• Stanza</li> <li>• Action</li> <li>• Character development</li> <li>• Dialogue</li> <li>• Villain</li> <li>• sequence</li> </ul> <p><b>-and previously taught literary vocab</b></p>			Based Task Project	
<b>Timeline</b>	<b>NxG Standard(s)</b>	<b>Student I Can Statement(s) / Learning Target(s)</b>	<b>Essential Questions</b>	<b>Academic Vocabulary</b>	<b>Strategies / Activities</b>	<b>Resources / Materials</b>	<b>Assessments</b>	<b>Notes / Self - Reflection</b>
	<b>ELA.3.R.C2.4</b> - determine the meaning of general academic and domain-specific words and phrases in an	<p>I can understand the meanings of words and phrases.</p> <p>I can use text features and search tools to find informational</p>	<p>How do facts help shape our own point of view?</p> <p>How can I use text features and search tools to find relevant</p>	<ul style="list-style-type: none"> <li>• Sidebars</li> <li>• Hyperlinks</li> <li>• Key words</li> <li>• Domain-specific words</li> <li>• Distinguish</li> <li>• Determine</li> </ul>	<p>Graphic Organizer</p> <p>- research projects</p> <p>-pamphlets</p> <p>-Jigsaw</p>	<p>Informational Articles</p> <p>- Scholastic News...Time for Kids</p> <p>-textbook</p> <p>-trade books</p> <p>-leveled text</p>	<p>Formative</p> <p>Summative</p> <p>Short answer</p> <p>Essay</p> <p>Oral</p> <p>M/C</p> <p>Performance – Based Task</p>	

	<p>informational text relevant to a grade 3 topic or subject area.</p> <p><b>ELA.3.R.C2.5</b> - use informational text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic Efficiently</p> <p><b>ELA.3.R.C2.6</b> - distinguish their own point of view from that of the author of an informational text.</p>	<p>quickly.</p> <p>I can tell the difference between what I think and what an author writes.</p>	<p>information?</p>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Relevant</li> <li>• Text features</li> <li>• Search tools</li> <li>• Mental image</li> <li>• Word choice</li> <li>• Adage</li> <li>• Cause/Effect</li> <li>• Comparison</li> <li>• Order of events</li> </ul>			Project	
<b>Timeline</b>	<b>NxG Standard(s)</b>	<b>Student I Can Statement(s) / Learning Target(s)</b>	<b>Essential Questions</b>	<b>Academic Vocabulary</b>	<b>Strategies / Activities</b>	<b>Resources / Materials</b>	<b>Assessments</b>	<b>Notes / Self - Reflection</b>
	<p><b>ELA.3.R.C7.1</b> - know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• identify and know the meaning of the</li> </ul>	<p>I can read words with more than one syllable.</p> <p>I can read and understand words with common prefixes and suffixes.</p>	<p>How can I use prefixes and suffixes to determine meaning of words?</p> <p>How do punctuation</p>	<ul style="list-style-type: none"> <li>• Fluency</li> <li>• Multi-syllable words</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Accuracy</li> <li>• Purpose</li> <li>• Understanding</li> <li>• Word origin</li> </ul>	<p>Poetry for fluency</p> <p>Rereading for accuracy, fluency, and inflection</p> <p>Prefix and suffix match-up</p>	<p>Poetry</p> <p>Songs</p> <p>Word walls</p> <p>Dictionaries</p> <p>'My Own'</p>	<p>Fluency Checks</p> <p>Reading Connected Text</p> <p>Progress monitoring</p>	

	<p>most common prefixes and derivational suffixes.</p> <ul style="list-style-type: none"> <li>• decode words with common latin suffixes.</li> <li>• decode multisyllable words.</li> <li>• read grade-appropriate irregularly spelled words.</li> </ul> <p><b>ELA.3.R.C8.1</b> - read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• read on-level text with purpose and understanding.</li> <li>• read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.</li> <li>• use context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>	<p>I can read fluently, accurately, and with expression.</p>	<p>marks affect the way I read?</p> <p>How can my reading rate affect my comprehension?</p>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Appropriate rate</li> <li>• Expression</li> <li>• Self-correct</li> <li>• prose</li> </ul>	<p>Self-reflections</p>			
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	necessary.							
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All Year in All Curricular Areas	<p><b>ELA.3.SL.C13.1</b> -engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• follow agreed-upon rules for</li> </ul>	<p>I can effectively participate in discussions.</p> <p>I can explain my own thinking.</p> <p>I can figure out the main ideas and details of what I see and hear.</p> <p>I can ask and answer questions about information I hear from a speaker.</p>	How can I explain my ideas so that others can understand it?	<ul style="list-style-type: none"> <li>• Collaborate</li> <li>• Discussion</li> <li>• Orally</li> <li>• Respect</li> <li>• Diverse media</li> <li>• format</li> </ul>	<p>-partner discussions</p> <p>- presentations</p> <p>Book study</p> <p>Subject study</p> <p>Speech debate</p>	<p>-note-taking</p> <p>-graphic organizers</p> <p>-sentence stems</p>	<p>Presentations</p> <p>Rubrics</p> <p>Anecdotal notes</p>	

discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- explain their own ideas and understanding in light of the discussion

**ELA.3.SL.C13.2**  
-determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

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	<b>ELA.3.SL.C13.3</b> -ask and answer questions about information from a speaker, offering appropriate elaboration and detail.							
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	<b>ELA.3.SL.C14.1</b> -report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <b>ELA.3.SL.C14.2</b> - create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or	<p>I can report on a topic or tell a story with correct and appropriate facts.</p> <p>I can speak clearly and at a good pace.</p> <p>I can create engaging audio recordings to show fluency in my reading.</p> <p>I can create visual displays to help others understand what I am sharing.</p> <p>I can speak in complete sentences to make what I am sharing more clear to others.</p>	<p>How do I speak with expression?</p> <p>How do I use body language to engage my audience?</p> <p>How can I create a visual display to enhance my presentation?</p>	<ul style="list-style-type: none"> <li>• Recount</li> <li>• Fluid reading</li> <li>• Understandable pace</li> <li>• Visual displays</li> <li>• Clarification</li> <li>• Non-verbal communication</li> </ul>	<p>-Speaking contests</p> <p>-Research projects</p> <p>-Debates</p> <p>-recording voices</p>	<p>-computer</p> <p>-technology</p> <p>-power point</p> <p>-microphones</p> <p>-headphones</p> <p>-ipad</p>	<p>-rubrics</p> <p>-presentations</p> <p>-peer evaluation</p>	



	<p>enhance certain facts or details.</p> <p><b>ELA.3.SL.C14.3</b> -speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>							
<b>Timeline</b>	<b>NxG Standard(s)</b>	<b>Student I Can Statement(s) / Learning Target(s)</b>	<b>Essential Questions</b>	<b>Academic Vocabulary</b>	<b>Strategies / Activities</b>	<b>Resources / Materials</b>	<b>Assessments</b>	<b>Notes / Self – Reflection</b>
*Incorporated within reading and writing blocks—through-out year	<p><b>ELA.3.L.C15.1</b> - demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.</li> <li>• form and use regular and irregular plural nouns.</li> <li>• use abstract</li> </ul>	<p>I can explain how nouns, pronouns, verbs, adjectives, adverbs work in sentences.</p> <p>I can correctly identify, write, and use all types of plural nouns. I can use abstract nouns.</p> <p>I can correctly say, write, and use regular and irregular verbs.</p> <p>I can correctly say write and use different verb tenses.</p>	<p>Can I use and proofread conventions (nouns, pronouns, verbs, adjectives, and adverbs) so they are used correctly in speaking and writing?</p> <p>Can I use and proofread conventions (capitalization, punctuation, and spelling) so they are used correctly is speaking and writing?</p>	<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Nouns</li> <li>• Pronouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Verb tenses</li> <li>• Abstract nouns</li> <li>• Subject/verb agreement</li> <li>• Coordinating and subordinating</li> <li>• Simple sentences</li> <li>• Compound sentences</li> <li>• Complex sentences</li> <li>• Possessives</li> <li>• Plural</li> <li>• Comparative</li> </ul>	<p>-writing workshop</p> <p>-peer editing</p> <p>-word processing</p> <p>-handouts</p> <p>-color coding parts of speech</p> <p>-centers</p> <p>-letter writing</p> <p>-dictionaries</p> <p>-</p>	<p>-dictionaries</p> <p>-anchor charts</p> <p>-word magnets</p> <p>-highlighters</p> <p>-highlighting tape</p>	<p>-rubrics</p> <p>-handout</p> <p>-journaling</p> <p>-letters</p> <p>-essays</p> <p>-stories</p>	

<p>nouns (e.g., childhood).</p> <ul style="list-style-type: none"> <li>• form and use regular and irregular verbs.</li> <li>• form and use the simple (e.g., i walked; i walk; i will walk) verb tenses.</li> <li>• ensure subject-verb and pronoun-antecedent agreement.</li> <li>• form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.</li> <li>• use coordinating and subordinating conjunctions.</li> <li>• produce simple, compound and complex sentences</li> </ul> <p><b>ELA.3.L.C15.2</b> - demonstrate command of the conventions of standard English capitalization, punctuation and</p>	<p>I can ensure that all my subjects, verbs, and pronouns are in agreement.</p> <p>I can use comparative and superlative adjectives and adverbs correctly.</p> <p>I can use conjunctions in the correct way in my speech and writing.</p> <p>I can say and write simple, compound, and complex sentences.</p> <p>I can capitalize beginning words, proper nouns, and those in a title.</p> <p>I can use commas appropriately in addresses and dialogue.</p> <p>I can use apostrophes appropriately to show possession.</p> <p>I can correctly spell commonly used words.</p>		<p>adjectives</p> <ul style="list-style-type: none"> <li>• Superlative adjectives</li> <li>• Commas</li> <li>• addresses</li> </ul>				
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	<p>spelling when writing.</p> <ul style="list-style-type: none"><li>• capitalize appropriate words in titles.</li><li>• use commas in addresses.</li><li>• use commas and quotation marks in dialogue.</li><li>• form and use possessives.</li><li>• use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li><li>• use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li><li>• consult reference materials, including beginning</li></ul>	<p>I can use a dictionary to check and correct my spelling.</p>						
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	<p>dictionaries, as needed to check and correct spellings.</p> <p><b>ELA.3.L.C16.1</b> - use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> <li>• choose words and phrases for effect.</li> <li>• recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>							
<b>Timeline</b>	<b>NxG Standard(s)</b>	<b>Student I Can Statement(s) / Learning Target(s)</b>	<b>Essential Questions</b>	<b>Academic Vocabulary</b>	<b>Strategies / Activities</b>	<b>Resources / Materials</b>	<b>Assessments</b>	<b>Notes / Self – Reflection</b>
*incorporate in writing and reading throughout year	<b>ELA.3.L.C17.1</b> - determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly	<p>I can choose interesting words and phrases to help others understand my meaning better.</p> <p>I can recognize differences between my speaking and written language.</p>	<p>How can I determine the meanings of unknown, multiple-meaning words and phrases?</p> <p>Where can I locate information pertaining to</p>	<ul style="list-style-type: none"> <li>• Multiple-meaning</li> <li>• Root words</li> <li>• Glossaries</li> <li>• Clarify</li> <li>• Shades of meaning</li> <li>• Degrees of certainty</li> <li>• Affix</li> <li>• Academic</li> </ul>	<p>-Shades of meanings</p> <p>-centers—word study</p> <p>-dictionary scavenger hunts</p> <p>-academic games</p>	<p>Word cards</p> <p>Word sorts</p> <p>See, Think, Wonders</p> <p>Graphic organizers</p>	<p>Formative Quizzes</p> <p>Tests</p> <p>Student work samples</p>	

<p>from a range of strategies.</p> <ul style="list-style-type: none"> <li>• use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>• use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>• use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> <p><b>ELA.3.L.C17.2 -</b></p>	<p>I can use clues in sentences to understand new words.</p> <p>I can figure out meaning of words when prefixes and suffixes are added to words I already know.</p> <p>I can use root words that I already know as a clue to help me learn the meanings of new words.</p> <p>I can use print and computer dictionaries to assist with finding meanings of new words.</p> <p>I can find real life connections between words and their use.</p>	<p>unknown words?</p> <p>How do I show change of time or feelings within my writing?</p>	<ul style="list-style-type: none"> <li>• Domain specific</li> </ul>				
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demonstrate understanding of word relationships and nuances in word meanings.

- distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**ELA.3.L.C17.3** - acquire and use accurately grade-appropriate

conversational, general academic and domain-specific words and phrases, including those that signal spatial and transitional relationships (e.g., after dinner that night we went looking for them).								
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