

Quarterly Planning for the Literacy Block (First Quarter Theme: Friendship)

Activity/Week	1	2	3	4	5	6	7	8	9
<p style="text-align: center;">Reading Deep Structures Literature Informational Text Comprehension Strategies</p> <p><u>RF.3.3:</u> Know and apply grade-level phonics and word analysis skills in decoding words. I can analyze words and use phonics to help me read third grade words.</p> <p><u>RF.3.3.A:</u> Identify and know the meaning of the most common prefixes and derivational suffixes. I can read and understand words with common prefixes and suffixes.</p> <p><u>RF.3.3.B:</u> Decode words with common Latin suffixes. I can read and understand words with common prefixes and suffixes.</p> <p><u>RF.3.3.C:</u> Decode multisyllable words. I can read words with more than one syllable.</p> <p><u>RF.3.3.D:</u> Read grade-appropriate irregularly spelled words. I can read third grade words that are not spelled in a regular way.</p> <p><u>RF.3.4:</u> Read with sufficient accuracy and fluency to support comprehension. I can read fluently, accurately, with expression and with understanding.</p> <p><u>RF.3.4.A:</u> Read grade-level text with purpose and understanding. I can read and understand books for different purposes.</p> <p><u>RF.3.4.B:</u> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. I can read poetry and prose fluently accurately and with expression.</p> <p><u>RF.3.4.C:</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. I can use clues in from the text to understand the meaning of an unknown word.</p>	<p>Metacognition (Weeks 1-2)</p> <p>Monitoring for Meaning (Weeks 3-6)</p> <ul style="list-style-type: none"> • Focus on parts of text that are necessary for comprehension • Identify difficulties in text. • Decoding strategies/Word analysis • “Think Aloud” • Use text management strategies <p>Schema (Weeks 7-9)</p> <ul style="list-style-type: none"> • Learn and store new schema • Make changes to schema • Five types • Teach how to find new information 								

<p style="text-align: center;">Genre Study Authors Resources/Materials</p>	<p>Main Focus: Literature</p> <p>Secondary Focus: Informational and Poetry</p> <p><u>RL.3.10</u>: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. <i>I can read and understand third grade fiction.</i></p>
<p style="text-align: center;">Writing - Deep Structures/Writer's Tools</p>	<p>Main Focus: Letter Writing</p> <p>Narratives</p> <p><u>L.3.1</u>-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>I can use what I know about grammar when I write and speak.</i></p> <p>L.3.1.A-Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <i>I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.</i></p> <p>L.3.1.B-Form and use regular and irregular plural nouns. <i>I can correctly say, write and use all types of plural nouns.</i></p> <p>L.3.1.C-Use abstract nouns (e.g., <i>childhood</i>). <i>I can use abstract nouns.</i></p> <p>L.3.1.D-Form and use regular and irregular verbs. <i>I can correctly say, write and use regular and irregular verbs.</i></p> <p>L.3.1.E-Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. <i>I can correctly say, write and use different verb tenses.</i></p> <p>L.3.1.F-Ensure subject-verb and pronoun-antecedent agreement.* <i>I can make sure that all of my subjects, verbs and pronouns are in agreement in the sentences I say and write.</i></p> <p>L.3.1.G-Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <i>I can use comparative and superlative adjectives and adverbs correctly in my speech and writing.</i></p> <p>L.3.1.H-Use coordinating and subordinating conjunctions. <i>I can use conjunctions in the correct way in my speech and writing.</i></p> <p>L.3.1.I-Produce simple, compound, and complex sentences. <i>I can say and write simple, compound and complex sentences.</i></p> <p><u>W.3.3</u>-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>I can write to tell a story.</i> <i>The student will be able to write a response that demonstrates: a development of ideas, organization, clarity of language, and knowledge of language and conventions.</i></p> <p>W.3.3.A-Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <i>I can write an organized story with a plot and a narrator and/or characters.</i></p> <p>W.3.3.B-Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <i>I can use dialogue, descriptions and thoughts and feelings to develop my characters.</i></p> <p>W.3.3.C-Use temporal words and phrases to signal event order. <i>I can use time order words.</i></p> <p>W.3.3.D-Provide a sense of closure. <i>I can write a conclusion for my story.</i></p>

Surface Structure Skills (foundational skills) - Reading

Predicting

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I can ask and answer questions to show that I understand the stories that I am reading.

- (1.) The student will be able to provide questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
- (2.) The student will be able to provide references to details and/or examples in a text when explaining the basis for the answers.

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I can ask and answer questions to show that I understand the information that I am reading.

- (1.) The student will be able to provide questions and answers that show an understanding of a text.
- (2.) The student will be able to provide explicit references to the text as the basis for the answers.

Narrative Elements - RL3

Sequencing

RL.3.5-Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

I can write and talk about fiction by using the words for the different parts. (ex. chapter, scene, stanza)

- (1.) The student will provide references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene and stanza.
- (2.) The student will provide a description of how each successive part of a text builds on earlier sections.

RI.3.8-Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

I can describe how the sentences and paragraphs in nonfiction follow in logical sequence.

The student will provide a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

Summarize

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I can ask and answer questions to show that I understand the stories that I am reading.

Mood/ Overall tone

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I can ask and answer questions to show that I understand the stories that I am reading.

RL.3.7 - Explain how specific aspects of a 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).

I can explain how the author uses illustrations to help the meaning in a story.

Students will provide an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).

Connections

RI.3.10-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.

I can read and understand third grade fiction.

Writing - Surface Structure Skills

Prefix/Suffix

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

I can analyze words and use phonics to help me read third grade words.

RF.3.3.A-Identify and know the meaning of the most common prefixes and derivational suffixes.

I can read and understand words with common prefixes and suffixes.

RF.3.3.B-Decode words with common Latin suffixes.

I can break apart words into syllable segments to help me decode words I do not know.

RF.3.3.C-Decode multisyllable words.

I can read words with more than one syllable.

RF.3.3.D-Read grade-appropriate irregularly spelled words.

I can read third grade words that are not spelled in a regular way.

L.3.4-Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

I can figure out what words mean and use them in different situations.

The student will demonstrate the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.A-Use sentence-level context as a clue to the meaning of a word or phrase.

I can use clues in sentences to help me understand new words.

L.3.4.B-Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

I can figure out meanings of words when prefixes and suffixes I understand are added to words I already know.

L.3.4.C-Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

I can use root words that I know as a clue to help me learn the meanings of new words with the same root.

L.3.4.D-Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

I can use print and computer dictionaries to help me find the meanings of new words.

Capitalization

L.3.2.A-Capitalize appropriate words in titles.

I can capitalize appropriate words in titles.

Punctuation

L.3.2.B-Use commas in addresses.

I can use commas in addresses.

L.3.2.C-Use commas and quotation marks in dialogue.

I can use commas and quotation marks in dialogue.

L.3.2.D-Form and use possessives.

I can form and use possessives.

Sentence types

L.3.1.A-Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.

L.3.1.I-Produce simple, compound, and complex sentences.

I can say and write simple, compound and complex sentences.

Connotation/Denotation

L.3.5-Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

I can understand figurative language.

(1.) **The student will be able to provide distinctions between the literal and non literal meanings of words and phrases.**

(2.) **The student will be able to provide distinctions between shades of meaning among related words that describe states of mind or degrees of certainty. (e.g. knew, believed, suspected, heard, wondered).**

L.3.5.A-Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

I can understand the difference between literal and non literal language.

L.3.5.B-Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*).

I can find real life connections between words and their use. (ex. describe

L.3.5.C-Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting.

Living Language - responding to text, speaking and listening

Setting up Open Forum Reader's Theater

SL.3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

I can effectively participate in discussions.

SL.3.1.A-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.

I can come to discussions prepared to share my ideas.

SL.3.1.B-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

I can follow appropriate rules for discussions, such as taking my turn.

SL.3.1.C-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

I can ask questions to help me understand discussions and stay on topic.

SL.3.1.D-Explain their own ideas and understanding in light of the discussion.

I can explain my own thinking and ideas after a discussion.

SL.3.4-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.

I can report on a topic or tell a story with correct and appropriate facts.

SL.3.5-Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

I can create engaging audio recordings to show fluency in my reading.

SL.3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

I can speak in complete sentences to make what I am sharing more clear to others.

WIDA English Language Development Standard 1: English Language learners communicate for Social and Instructional purposes within the school setting.

WIDA English Language Development Standard 2: English Language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Quarterly Planning for the Literacy Block

Second Quarter Theme: Overcoming Challenges (Heroes)

Activity/Week	1	2	3	4	5	6	7	8	9
<p>Reading Deep Structures Literature Informational Text Comprehension Strategies</p> <p><u>RL.3.1</u>-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. I can ask and answer questions to show that I understand the stories that I am reading.</p> <p>I can find the answers to specific questions within the stories that I read.</p> <p>(1) The student will be able to provide questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>(2) The student will be able to provide references to details and/or examples in a text when explaining the basis for the answers.</p>	<p>Schema</p> <ul style="list-style-type: none"> • Learn and store new schema • Make changes to schema • Five types • Teach how to find new information <p>Questioning</p> <ul style="list-style-type: none"> • Rhetorical Questions • Locate answer in text • Author's Intent • Reader's Interpretation • Questions can be inferred or answered from a text. <p>Imaging</p> <ul style="list-style-type: none"> • Uses all senses & emotions • Recall text after reading using images to draw conclusions 								

<p>Genre Study Authors Resources/Materials</p>	<p><u>Main Focus: Informational (bio)</u></p> <p><u>Secondary Focus: Literary, poetry and biographies</u></p> <p><u>RF.3.4.B</u>-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>I can read poetry and prose fluently accurately and with expression.</p> <p>author study and bio</p>
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Surface Structure Skills
(foundational skills) - Reading

Reader's Purpose

Fact/opinion -

RL.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I can ask and answer questions to show that I understand the stories that I am reading.

- (1) The student will be able to provide questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
- (2) The student will be able to provide references to details and/or examples in a text when explaining the basis for the answers.

RI.3.1-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I can ask and answer questions to show that I understand the information that I am reading.

- (1) The student will be able to provide questions and answers that show understanding of a text.
- (2) The student will be able to provide explicit references to the text as the basis for the answers.

Main idea/details

RI.3.2-Determine the main idea of a text; recount the key details and explain how they support the main idea.

I can find the main idea of the information I read.

- (1) The student will be able to provide a statement of the main idea of a text.
- (2) The student will be able to provide a recounting of key details in a text.
- (3) The student will be able to provide an explanation of how key details in a text support the main idea.

Writing - Deep
Structures/Writer's Tools

Text Features

R.I.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., comparison, cause/effect, first/second/third in a sequence).

I can show what I have learned from non fiction illustrations and text by answering questions about where, when, why and how.

The student will be able to demonstrate use of information gained from illustrations and words in a text to show understanding of where, when, why and how key events occur.

R.I.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

I can understand the meanings of words and phrases in grade level texts.

The student will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Biography - Informational

W.3.2-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

I can write to inform and explain ideas.

The student will be able to write a response that will demonstrate and development of ideas, organization, clarity of language and knowledge and conventions.

W.3.2.A-Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.B-Develop the topic with facts, definitions, and details.

W.3.2.C-Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

W.3.2.D-Provide a concluding statement or section.

W.3.4-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 standards 1-3 above.)
I can stay focused and organized in my writing.

The student will be able to write a response that will demonstrate and development of ideas, organization, clarity of language and knowledge and conventions.

W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)

I can plan, edit, and revise my writing with the help of peers and adults.

The student will be able to write a response that will demonstrate and development of ideas, organization, clarity of language and knowledge and conventions.

W.3.6-With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

I can use technology to create pieces of writing and to interact and share ideas with others.

The student will be able to write a response that will demonstrate and development of ideas, organization, clarity of language and knowledge and conventions.

W.3.8-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

I can research and use what I have experienced to gather information.

The student will be able to write a response that will demonstrate and development of ideas, organization, clarity of language and knowledge and conventions.

Allen Say Author Study

RL.3.9-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

I can compare and contrast stories written by the same author about similar characters.

- (1) The student will be able to provide a comparison and contrast of the **themes** of stories written by the same author about the same or similar characters (e.g., in books from a series).
- (2) The student will be able to provide a comparison and contrast of the **settings** of stories written by the same author about the same or similar characters (e.g., in books from a series).
- (3) The student will be able to provide a comparison and contrast of the **plots** of stories written by the same author about the same or similar characters (e.g., in books from a series).

Writing - Surface Structure Skills

I can effectively participate in discussions.

Capitalization & Punctuation

L.3.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.A-Capitalize appropriate words in titles.

I can capitalize beginning words and proper nouns, as well as those in titles.

L.3.2.B-Use commas in addresses.

I can use commas appropriately in addresses.

L.3.2.C-Use commas and quotation marks in dialogue.

I can use commas appropriately in dialogue.

L.3.2.D-Form and use possessives.

I can use apostrophes appropriately to show possession.

L.3.2.E-Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

I can correctly spell commonly used words and words with suffixes.

L.3.2.F-Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

I can correctly spell words with spelling patterns.

L.3.2.G-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

I can use a dictionary to check and correct my spelling.

Transition words & Time order words

L.3.6-Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Living Language - responding to text, speaking and listening

Open Forum

SL.3.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

I can effectively participate in discussions

SL.3.1.A-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.

I can come to discussions prepared to share my ideas.

SL.3.1.B-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

I can follow appropriate rules for discussions, such as taking my turn.

SL.3.1.C-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

I can ask questions to help me understand discussions and stay on topic.

SL.3.1.D-Explain their own ideas and understanding in light of the discussion.

I can explain my own thinking and ideas after a discussion.

SL.3.2-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.

I can figure out the main idea and details of what I see and hear.

Hero Day

Students invite "heroes" to class.

	<p>SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. I can ask and answer questions about information I hear from another speaker.</p> <p>SL.3.4-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. I can report on a topic or tell a story with correct and appropriate facts.</p> <p>SL.3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) I can speak in complete sentences to make what I am sharing more clear to others.</p>
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Third Quarter

Quarterly Planning for the Literacy Block

Third Quarter Theme: Tell Me a Story

Activity/Week	1	2	3	4	5	6	7	8	9
Reading Deep Structures Literature Informational Text Comprehension Strategies	<p>Imaging</p> <ul style="list-style-type: none"> • Uses all senses & emotions • Recall text after reading using images to draw conclusions <p>Inferring</p> <ul style="list-style-type: none"> • Search for or become aware of implicit meaning • Make connections between conclusions • Use inferences to extend and adapt existing knowledge 								

<p>Genre Study Authors Resources/Materials</p>	<p>Main Focus: Literary Secondary: Informational myths, folktales, fairy tale, tall tale, fable</p> <p><u>RL.3.2</u>-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>I can retell stories from diverse cultures.</p> <p>(1.) The students will be able to provide a recounting of stories, including fables, folktales and myths from diverse cultures.</p> <p>(2.) The students will be able to provide a statement of the central message, lesson or moral in a text.</p> <p>(3.) The students will be able to provide an explanation of how a central message, lesson or moral is conveyed through details in a text.</p>
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Surface Structure Skills
(foundational skills) - Reading

Point of view

RL.3.6-Distinguish their own point of view from that of the narrator or those of the characters.

I can tell the difference between what I think and what the author or characters might think.

Compare/contrast

RL.3.9-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

I can compare and contrast stories written by the same author about similar characters.

I can compare and contrast the most important ideas and details in two pieces of information about the same topic.

(1.) The students will be able to provide a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series.)

(2.) The students will be able to provide a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series.)

(3.) The students will provide a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series.)

Figurative language

RL.3.4-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

I can figure out what an author really means by the words and phrases that are written and understand the difference between literal and nonliteral language.

Theme

RL3.2-Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

I can retell stories from diverse cultures and figure out the lessons or morals of the stories

Writing - Deep
Structures/Writer's Tools

Opinion/Argumentative

W.3.1-Write opinion pieces on topics or texts, supporting a point of view with reasons.

I can write to share my opinion.

The students will be able to write a response that demonstrates: a development of ideas, organization, clarity of language, and knowledge of language and conventions.

W.3.1.A-Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

I can choose a topic through an introduction, stating an opinion, and providing a list of reasons.

W.3.1.B-Provide reasons that support the opinion.

I can provide details that will support my opinion.

W.3.1.C-Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

I can use linking words and phrases.

W.3.1.D-Provide a concluding statement or section.

I can provide a concluding statement or section.

<p>Writing - Surface Structure Skills</p>	<p>Connotation/Denotation <u>L.3.2.G</u>-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. I can use a dictionary to check and correct my spelling. Sensory words <u>RL.3.4</u>-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. I can figure out what an author really means by the words and phrases that are written. I can understand the difference between literal and nonliteral language. The students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text. Linking words <u>W.3.1.C</u>-Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. I can use linking words and phrases in my writing. The students will be able to write a response that demonstrates: a development of ideas, organization, clarity of language, and knowledge of language and conventions.</p>
<p>Living Language - responding to text, speaking and listening</p>	<p>Mock Debate: Character on Trial <u>SL.3.1</u>-Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. I can effectively participate in discussions and share my ideas. <u>SL.3.1.A</u>-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. I can come to discussions prepared to share my ideas. <u>SL.3.1.B</u>-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). I can follow appropriate rules for discussions, such as taking my turn.</p>

	<p>SL.3.1.C-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. I can ask questions to help me understand discussions and stay on topic.</p> <p>SL.3.1.D-Explain their own ideas and understanding in light of the discussion. I can explain my own thinking and ideas after a discussion.</p> <p>SL.3.4-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. I can report on a topic or tell a story with correct and appropriate facts. I can speak clearly and at a good pace.</p> <p>SL.3.6-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) I can speak in complete sentences to make what I am sharing more clear to others.</p>
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WIDA English Language Development Standard 1: English Language learners communicate for Social and Instructional purposes within the school setting.

WIDA English Language Development Standard 2: English Language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Fourth Quarter

Quarterly Planning for the Literacy Block (Fourth Quarter Theme: A Place to Call Home)

Activity/Week	1	2	3	4	5	6	7	8	9
Reading Deep Structures Literature Informational Text Comprehension Strategies	<p>Determining Importance (Weeks 1-5) Main idea/details</p> <ul style="list-style-type: none"> Focus on sentences primarily involving elements of 								

RI3.2 Determine the main idea of a text; recount the key details and explain the main ideas.

I can find the main idea of the information I read.

(1.) The student will be able to provide a statement of main idea of a text.

(2.) The student will be able to provide explicit references to the text as the basis for the answers.

(3.) The student will be able to provide an explanation of how key details in a text support the main idea.

RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

I can compare and contrast the most important ideas and details in two pieces of information about the same topic.

The student will be able to provide a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.

RI3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science,

nonfiction texts.

Synthesizing (Weeks 6-9)

- Aware of text structures to help make predictions.
- Attention to fiction elements and text structures to find overall meaning of text.

<p>and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>I can accurately read a variety of informational texts on my own.</p>	
<p>Genre Study Authors Resources/Materials</p>	<p>Main Focus: Informational (Weeks 1-3)</p> <p><u>RI3.4</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>I can understand the meanings of words and phrases in science and social studies texts.</p> <p><u>RI3.10</u> 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> <p>I can accurately read a variety of informational texts on my own.</p> <p>Secondary Focus: Historical Fiction (Chicago)</p>

<p>Surface Structure Skills (foundational skills) - Reading</p>	<p>Reader's purpose <u>RI.3.6</u>-Distinguish their own point of view from that of the author of a text. I can tell the difference between what I think and what the author writes.</p> <p>Text structure <u>RI.3.8</u>-Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). I can describe how the sentences and paragraphs in nonfiction follow a logical sequence. The student will be able to provide a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>Text features <u>RI.3.5</u>-Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. I can use text features and search tools to find information quickly. (1.) The student will be able to demonstrate the use of text features to locate relevant information (e.g., key words, sidebars). (2.) The student demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).</p>
<p>Writing - Deep Structures/Writer's Tools</p>	<p>Research on Chicago <u>W.3.2</u>-Write informative/explanatory texts to examine a topic and convey ideas and information clearly. I can write to inform and explain ideas. The student will be able to write a response that demonstrates a development of ideas, organization, clarity and knowledge of</p>

language and conventions.

W.3.2.A-Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.B-Develop the topic with facts, definitions, and details.

W.3.2.C-Use linking words and phrases

(*e.g., also, another, and, more, but*) to connect ideas within categories of information.

W.3.2.D-Provide a concluding statement or section.

W.3.4-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 standards 1-3 above.)

I can stay focused and organized in my writing and can write for different purposes.

W.3.5-With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)

I can plan, edit and revise my writing with the help of peers and adults.

W.3.6-With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

I can use technology to create pieces of writing and to interact and share ideas with others.

W.3.7-Conduct short research projects that build knowledge about a topic.

I can organize short research projects.

W.3.8-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

I can research and use what I have experienced to gather information. I can also take notes to help me organize the research in my writing.

W.3.10-Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

I can write on a regular basis with stamina for different tasks, purposes and audiences.

L.3.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.A-Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.

L.3.1.B-Form and use regular and irregular plural nouns.

I can correctly say, write and use all types of plural nouns.

L.3.1.C-Use abstract nouns (e.g., *childhood*).

I can use abstract nouns (e.g., *childhood*).

L.3.1.D-Form and use regular and irregular verbs.

I can correctly say, write and use regular and irregular verbs.

L.3.1.E-Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

I can correctly say, write and use different verb tenses.

L.3.1.F-Ensure subject-verb and pronoun-antecedent agreement.*

I can make sure that all of my subjects, verbs and pronouns are in agreement in the sentences I say and write.

L.3.1.G-Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

I can use comparative and superlative adjectives and adverbs correctly in my speech and writing.

L.3.1.H-Use coordinating and subordinating conjunctions.

I can use conjunctions in the correct way in my speech and writing.

L.3.1.I-Produce simple, compound, and complex sentences.

I can say and write simple, compound and complex sentences.

L.3.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2.A-Capitalize appropriate words in titles.

I can capitalize beginning words and proper nouns, as well as those in titles.

L.3.2.B-Use commas in addresses.

I can use commas appropriately in addresses.

L.3.2.C-Use commas and quotation marks in dialogue.

I can use commas and quotations marks appropriately in dialogue.

L.3.2.D-Form and use possessives.

I can use apostrophes appropriately to show possession.

L.3.2.E-Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

I can correctly spell commonly used words and words with suffixes.

L.3.2.F-Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.

I can correctly spell words with spelling patterns.

L.3.2.G-Consult reference materials, including beginning

	<p>dictionaries, as needed to check and correct spellings. I can use a dictionary to check and correct my spelling. <u>L.3.3</u>-Use knowledge of language and its conventions when writing, speaking, reading, or listening. <u>L.3.3.A</u>-Choose words and phrases for effect.* I can choose interesting words and phrases to help others understand my meaning better. <u>L.3.3.B</u>-Recognize and observe differences between the conventions of spoken and written standard English. I can recognize differences between my speaking languages and my written language.</p>
<p>Writing - Surface Structure Skills</p>	<p>Skimming/scanning-</p> <p>Main idea/details <u>L.3.2.G</u>-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. I can use a dictionary to check and correct my spelling. Sources/references <u>W.3.8</u>-Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. I can take notes to help me organize the research in my writing. <u>L.3.2.G</u>-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. I can use a dictionary to check and correct my spelling.</p>
<p>Living Language - responding to text, speaking and listening</p>	<p>Chicago Fair <u>SL.3.2</u>-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. I can figure out the main idea and details of what I see and hear.</p>

SL.3.3-Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

I can ask and answer questions about information I hear from another speaker.

SL.3.4-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.

I can report on a topic or tell a story with correct and appropriate facts. I can also speak clearly and at a good pace.