

RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts

Grade: 3

Reading Standards: Foundational Skills (RF)

Foundational Skills: These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllabic words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>Phonics and Word Recognition</p> <p><i>Phonics, Spelling, and Word Study</i> Suggested Reading: <i>The Continuum of Literacy Learning Grades 3-8</i>, Pages 74-75</p> <p><i>Word Solving Actions</i></p> <ul style="list-style-type: none"> • Break words into syllables to read or write them. • Recognize base words and remove prefixes and suffixes to break them down and solve them. • Use word parts to derive the meaning of a word. • Use base words, prefixes, and suffixes in the process of deriving word meaning. <p>Guided Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Understand connotative meaning of words. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning</i> (Grades 3-8). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Phonics Lessons Grade 3</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy</p>

<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes). • Use base words, prefixes, and suffixes in the process of deriving word meaning. <p>Fluency Guided Reading Text Gradient and Instructional Level Expectations: Levels M-P/Q (End of Year Benchmark P/Q). Maintaining Fluency Suggested Reading: <i>Guiding Readers and Writers Grades 3-8</i>, Page 313, 315-316 and 354-355</p> <ul style="list-style-type: none"> • Demonstrate phrased, fluent oral reading. • Read dialogue with phrasing and expression that reflects understanding of character and events. • Demonstrate appropriate stress on words, pausing, phrasing and intonation, using size of font, bold, and italics as appropriate. • Use multiple sources of information (language, structure, meaning, fast word recognition) to support fluency and phrasing. <p>Adjusting Fluency</p>	<p>Jones.</p> <p><i>Organizing For Literacy</i>. DVD. Dorn & Soffos</p> <p>Assessments:</p> <ul style="list-style-type: none"> • AIMS Web Assessment • Fountas & Pinnell Benchmark Assessment System • Grade 3 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources: <i>Phonics Lessons Grade 3</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy</i>. Linda J. Dorn, Cathy French & Tommy Jones</p>
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	<ul style="list-style-type: none"> • Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction. • Sometimes adjust reading within texts to accommodate hybrid texts that combine genres. • Adjust reading to process texts with difficult and complex layout. • Slow down to reread to solve words, search for information, or think about meaning and resume good rate of speed. • Realize that meaning must be derived from illustrations (usually combined with print) in graphic text. 	<p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Organizing For Literacy.</i> DVD. Dorn & Soffos</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade 3 Writing Proficiency Guide
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Reading Standards for Literature (RL)

Grade: 3

Reading Standards: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

***MPCL – Maine Partnership in Comprehensive Literacy**

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Reading Standards for Literature Key Ideas and Details</p> <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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.</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Reading Standards for Literature Key Ideas and Details <i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Self-monitor understanding and ask questions when meaning is lost. • Understand how one event builds on another throughout the text. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Infer characters’ feelings and motivations from description, what they say or do, and what others say about them. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Recognize moral lessons in text. • Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending). <p>Guided Reading <i>Thinking Beyond the Text</i></p>	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Teaching for Deep Comprehension.</i> Linda Dorn & Carla Soffos</p> <p><i>Reading for Meaning.</i> Debbie Miller</p>

<p>Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<ul style="list-style-type: none"> • Justify predictions using evidence. • Identify main ideas and supporting details. • Use knowledge from one text to help in understanding diverse cultures and setting encountered in new text. • Predict what characters will do based on the traits revealed by the writer as well as inferred characteristics. • Infer characters' feelings and motivations through reading their dialogue and what other characters say about them. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Identify important ideas in a text and report them in an organized way either orally or written. <p><i>Writing About Reading/Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Predict logically, supported by evidence, what will happen next in a text or what a character will do. <p>Writing About Reading Suggested Reading: <i>Guiding Readers and Writers Grades 3-8</i>, Pages 165-175 <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Reflect both prior knowledge and evidence from the text in responses to texts. <p>Craft and Structure Interactive Read-Aloud, Shared Reading, and Literature Discussion</p>	<p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Notebook Connections: Strategies for the Reader's Notebook</i> Aimee Buckner</p> <p><i>Common Core State Standards for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix A.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark System • Grade 3 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study
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<p>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.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> Recognize and actively work to solve new vocabulary words. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, picture book, character, problem, solution, series book, dedication, endpapers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, informational book, literary nonfiction, poetry, author’s note, illustrator’s note, double-page spread, names of fiction genres. <p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text. Use the context of a sentence, paragraph, or whole text to determine the meaning of a word. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> State opinions about a text and show evidence to support them. <p><i>Planning for Word Work after Guided Reading</i></p> <ul style="list-style-type: none"> Recognize words that have multiple meanings, homographs, and homophones. <p>Thinking Beyond the Text</p> <ul style="list-style-type: none"> Distinguish fact and opinion. 	<ul style="list-style-type: none"> Coaching Model <p>Resources:</p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Reading for Meaning.</i> Debbie Miller</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Notebook Connections: Strategies for the Reader’s Notebook</i> Aimee Buckner</p> <p>Assessments:</p> <ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessment System Grade 3 Writing Proficiency Guide
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<p>Integration of Knowledge and Ideas 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).</p> <p>8. (Not applicable to literature)</p> <p>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).</p>	<p>Writing About Reading (Suggested Reading: <i>Guiding Readers and Writers Grades 3-8</i>, Pages 165-175) <i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Use specific vocabulary to write about texts: title, author, illustrator, cover, dedication, endpapers, author’s note, illustrator’s note, character, main character, setting, problem, events, resolution, theme, fiction/nonfiction, poetry, table of contents, topics. • Write opinions about a text and back them up with specific information or reasons. • Describe (or interpret through drawing) the characteristic of a writer’s work or an illustrator’s work. <p>Integration of Knowledge and Ideas</p> <p>Interactive Read-Aloud, Shared Reading, and Literature Discussion <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Relate important ideas in the text to each other and to ideas in other texts. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Discuss the characteristics of the work of some authors and illustrators. <p>Guided Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Infer setting, characters’ traits and feelings, and plot from illustration in graphic texts. • Make connections between the text and 	<p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources: <i>Guiding Readers and Writers Grades 3-6</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy</i>. Linda J Dorn, Cathy French, and Tammy</p>
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<p>Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band independently and proficiently.</p>	<p>other texts that have been read or heard and demonstrate in writing.</p> <ul style="list-style-type: none"> Specify the nature of connections (topic, content, type of story, writer). <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> Assess how graphics add to the quality of the text or provide additional information. <p>Writing About Reading Suggested Reading: <i>Guiding Readers and Writers Grades 3-8</i>, Pages 165-175 <i>Thinking About the Text</i></p> <ul style="list-style-type: none"> Describe the relationships between illustrations and text. Compare two or more writers with graphic organizers or drawings. <p>Range of Reading and Level of Text Complexity</p> <p>Guided Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> Make connections to prior knowledge and use it to identify and incorporate new knowledge. Differentiate between what is known and new information. 	<p>Jones</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Teaching For Comprehension in Reading Grade K-2</i>. Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Reading for Meaning</i>. Debbie Miller</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><i>Notebook Connections: Strategies for the Reader’s Notebook</i> Aimee Buckner</p> <p>Assessments:</p> <ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessment System Grade 3 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study Word Study Coaching Model <p>Resources: <i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell & Irene C. Fountas</p>
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<p><u>Reading Standards for Informational Text (RI)</u></p> <p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	<p>Text Gradient and Instructional Level Expectations: M-P/Q (End of year benchmark Grade 3: P/Q)</p> <p>Suggested Reading: <i>The Continuum of Literacy Learning, Grades 3-8</i> Pages 177-237</p> <p>Writing About Reading (Suggested Reading: <i>Guiding Readers and Writers Grades 3-8, Pages 165-175)</i></p> <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Describe (or interpret through drawing) the characteristics of a writer’s work or an illustrator’s work. <p><u>Reading Standards for Informational Text (RI)</u></p> <p>Key Ideas and Details</p> <p><i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and remember story details of time and place. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending). 	<p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy.</i> Linda J Dorn, Cathy French, and Tammy Jones</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Notebook Connections: Strategies for the Reader’s Notebook</i> Aimee Buckner</p> <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching For All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i></p>
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<p>Craft and Structure</p> <p>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.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish their own point of view from that of the author of a text.</p>	<p>Guided Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Support all thinking with evidence from the text. • Search for and use information to confirm or disconfirm predictions. • Infer the big ideas or message (theme) of a text. • Identify significant events and tell how they are related to the problem of the story or the solution. <p>Oral, Visual, and Technological Communication <i>Content</i></p> <ul style="list-style-type: none"> • Describe cause and effect relationships. <p>Craft and Structure</p> <p>Interactive Read-Aloud, Shared Reading, and Literature Discussion <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice how the writer has organized an informational text (categories and subcategories, sequence and others). • Critically examine the quality or accuracy of the text, citing evidence for opinions. 	<p>Linda Dorn & Carla Soffos</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p><i>Notebook Connections: Strategies for the Reader’s Notebook</i> Aimee Buckner</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 3 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources:</p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo</p>
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<p>Integration of Knowledge and Ideas</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Quickly and automatically solve most words in the text in a way that supports fluency. • Notice variety in layout (words in bold or larger fonts, or italics, variety in layout). <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • State opinions about a text and provide evidence to support them. <p>Oral, Visual, and Technological Communication</p> <p><i>Gathering Information/Research</i></p> <ul style="list-style-type: none"> • Use simple search engine to find information (from approved and accessible sites). <p>Integration of Knowledge and Ideas</p> <p><i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i></p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Interpret graphics and integrate information with the text. • Relate important ideas in the text to each other and to ideas in other texts. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Recognize how the writer or illustrator has placed ideas in the text and in the graphics. • Notice how the writer has organized an informational text (categories and subcategories, sequence and others). 	<p>and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda Dorn</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 3 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources:</p> <p><i>The Continuum of Literacy Learning (Grades 3-8).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guiding Readers and Writers Grades 3-6.</i> Gay Su Pinnell & Irene C. Fountas</p>
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<p>Range of Reading and Level of Text Complexity 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band independently and proficiently.</p>	<p>Guided Reading <i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Make connections between the text and other texts that have been read or heard and demonstrate in writing. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice how the author or illustrator has used pictures and other graphics to convey meaning. • Notice specific writing techniques. • Notice variety in layout. <p>Writing About Reading (Suggested Reading: <i>Guiding Readers and Writers Grades 3-8</i>, Pages 165-175)</p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Related important ideas in a text to each other or to other texts. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Show awareness of temporal sequence, compare and contrast, and cause and effect, and problem-solutions. <p>Range of Reading and Level of Text Complexity</p> <p>Suggested Reading: <i>The Continuum of Literacy Learning</i>, Page 60 and <i>Understanding Genres</i>, Page 66-67; <i>Guiding Readers and Writers Grades 3-8</i>, Pages 393-406</p>	<p><i>Nonfiction in Focus</i>. Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn</p> <p><i>Notebook Connections: Strategies for the Reader’s Notebook</i> Aimee Buckner</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 3 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model
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	<p><i>Interactive Read-Aloud, Shared Reading, and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Access information and develop new concepts and ideas from reading. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Recognize the genre of the text and use it to form expectations of the text. <p><i>Guided Reading</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Demonstrate different ways of reading related to genre, including simple biographies, fantasy, and historical fiction. • Sometimes adjust reading within texts to accommodate hybrid texts that combine genres. • Adjust reading to process texts with difficult and complex layout. <p>Text Gradient and Instructional Level Expectations: M-P/Q (End of year benchmark Grade 3 – P/Q)</p> <p>Suggested Reading: <i>The Continuum of Literacy Learning, Grades 3-8</i> Pages 177-237</p> <p><i>Writing About Reading</i> (Suggested Reading: <i>Guiding Readers and Writers Grades 3-8</i>, Pages 165-175) <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Write summaries reflecting understanding of graphic features (labels, heading, subheading, sidebars, legends). • Accurately reflect information from a text 	<p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades 3-8)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing Informational Text in the Primary Grades</i>. Nell K. Duke</p> <p><i>Nonfiction in Focus</i>. Janice V. Kristo and Rosemary Bamford</p> <p><i>Teaching for Deep Comprehension</i> Linda Dorn & Carla Soffos</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda Dorn <i>Notebook Connections: Strategies for the Reader’s Notebook</i> Aimee Buckner</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade 3 Writing Proficiency Guide
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	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Identify and record in notes new information and understandings gained from reading a text. <p><i>Oral, Visual, and Technological Communication</i> (Suggested Reading: <i>The Continuum of Literacy Learning</i> Pages 72-73) <i>Ideas and Content</i></p> <ul style="list-style-type: none"> • Make brief oral reports that demonstrate understanding of a topic. • Demonstrate understanding of a topic by providing relevant facts and details. 	
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Writing Standards (W)

Grade: 3

Writing Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understanding mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in CCSS Appendix C.

*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Text Types and Purposes</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related</p>	<p>Text Types and Purposes</p> <p><i>Writing About Reading</i> <i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Write opinions about a text and back them up with specific information or reasons. • Show awareness of temporal sequence, compare and contrast, and cause and effect, and problem-solution. <p><i>Writing</i> <i>Idea Development</i></p> <ul style="list-style-type: none"> • Introduce, develop, and conclude the topic. • Communicate main points clearly. <p><i>Organization</i></p> <ul style="list-style-type: none"> • Write an informational text that is ordered by logic (categories, sequences, ideas related to each other). 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p>

<p>information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Use headings and subheadings, a table of contents, and other features to help the reader find information and understand how facts are related. ● Bring a piece to closure through an ending or summary statement. <p><i>Sketching and Drawing</i></p> <ul style="list-style-type: none"> ● Create drawings that are related to the written text and increase readers’ understanding and enjoyment. <p><i>Memoir (personal narrative, autobiography)</i></p> <ul style="list-style-type: none"> ● Write an engaging beginning and a satisfying ending to stories. ● Write a middle by selecting “small moments” or experiences and share thinking and feelings about them. ● Use dialogue as appropriate to add to the meaning of the story. <p><i>Fiction (short story, short realistic fiction, historical fiction)</i></p> <ul style="list-style-type: none"> ● Understand that fiction can be realism or fantasy. ● Describe characters by how they look, what they do, say, and think, and what others say about them. ● Develop an interesting story with believable characters and a realistic plot. <p><i>Word Choice</i></p> <ul style="list-style-type: none"> ● Use a range of descriptive words to enhance the meaning. ● Use transitional words for time flow (<i>after, then</i>). 	<p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer’s Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> ● Grade 3 Writing Proficiency Guide
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<p>Production and Distribution of Writing</p> <p>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.)</p> <p>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 on pages 28 and 29.)</p> <p>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.</p>	<p>Production and Distribution of Writing <i>Oral, Visual and Technological Communication</i> <i>Ideas and Content</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of a topic by providing relevant facts and details. <p>Writing <i>Organization</i></p> <ul style="list-style-type: none"> • Select different genres with a clear purpose in mind. (30% Opinion, 30% Explanatory, 30% Narrative). • Use organization in writing that is related to purpose and genre. <p><i>Rehearsing and Planning</i></p> <ul style="list-style-type: none"> • Understand how the purpose of the writing influences the selection of genre. • Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan. <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> • Change writing in response to peer or teacher feedback. • Know how to use an editing and proofreading checklist. <p><i>Editing and Proofreading</i></p> <ul style="list-style-type: none"> • Understand that the writer shows respect for the reader by applying what is known to correct errors. <p><i>Viewing Self as Writer</i></p> <ul style="list-style-type: none"> • Be willing to work at the craft of writing incorporating new learning from instruction. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p>
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<p>Research to Build and Present Knowledge 7. Conduct short research projects that build knowledge about a topic.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. (Begins in grade 4)</p>	<p><i>Handwriting and Word Processing</i></p> <ul style="list-style-type: none"> • Use word processor to plan, draft, revise, edit, and publish. • Use efficient keyboarding skills. <p><i>Oral, Visual, and Technological Communication</i> <i>General Communication</i></p> <ul style="list-style-type: none"> • Send and respond to email messages. <p>Research to Build and Present Knowledge</p> <p><i>Writing About Reading</i> <i>Informational Writing</i></p> <ul style="list-style-type: none"> • Short reports utilizing information from one or more texts. <p><i>Writing</i> <i>Literary Nonfiction</i></p> <ul style="list-style-type: none"> • Understand that to write literary nonfiction, the writer needs to become very knowledgeable about the topic. 	<p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i>Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Grade 3 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell & Irene C. Fountas</p>
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	<p><i>Rehearsing and Planning</i></p> <ul style="list-style-type: none"> • Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it. • Look for ideas and topics in personal experiences, shared through talk. • Observe carefully events, people, settings and other aspects of the world to gather information on a topic. • Take notes or make sketches to help in remembering information. • Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it. <p><i>Organization</i></p> <ul style="list-style-type: none"> • Organize information into categories. 	<p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p>
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<p>Range of Writing 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.</p>	<p>Range of Writing</p> <p>Writing</p> <p><i>Test Writing</i></p> <ul style="list-style-type: none"> • Write focused responses to questions and to prompts. <p><i>Rehearsing and Planning</i></p> <ul style="list-style-type: none"> • Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan. • Write to meet the needs of a specific reader or audience. <p><i>Drafting and Revising</i></p> <ul style="list-style-type: none"> • Reread each day before writing more. <p><i>Viewing Self as Writer</i></p> <ul style="list-style-type: none"> • Write in a variety of genres across the year. • Self-evaluate own writing and talk about what is good about it and what techniques were used. • Produce a reasonable quantity of writing within the time available. 	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Grade 3 Writing Proficiency Guide <p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p>
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Notebook Know-How: Strategies for the Writer's Notebook. Aimee Buckner

Apprenticeship in Literacy: Transitions Across Reading and Writing. Linda Dorn, Carla Soffos

Guiding Readers and Writers 3-6. Fountas and Pinnell

Snapshots. Linda Hoyt

Common Core State Standards, for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.
Appendix C

Assessments:

- Grade 3 Writing Proficiency Guide

RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Speaking and Listening Standards (SL)

Grade: 3

Speaking and Listening Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Comprehension and Collaboration</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>Comprehension and Collaboration</p> <p><i>Oral, Visual, and Technological Communication</i></p> <p><i>Speaking and Listening</i></p> <p><i>Social Interaction</i></p> <ul style="list-style-type: none"> • Listen attentively to presentations by the teacher and fellow students and be able to identify the main idea. • Understand and interpret information presented in media. <p><i>Extended Discussion</i></p> <ul style="list-style-type: none"> • Ask questions for clarification to gain information. • Listen to and build on the talk of others. • Ask clear questions during small group and whole-class discussion. <p><i>Presentation Content</i></p> <ul style="list-style-type: none"> • Provide reasons and argue for a point, using evidence. 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p>

<p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker, offering appropriate elaboration and detail.</p>	<p><i>Media</i></p> <ul style="list-style-type: none"> Identify and acknowledge sources of the information included in oral presentations. 	<p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> Grade 3 Writing Proficiency Guide
<p>Presentation of Knowledge and Ideas</p> <p>4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking</p>	<p>Presentation of Knowledge and Ideas</p> <p><i>Oral, Visual, and Technological Communication</i></p> <p><i>Presentation</i></p>	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study

<p>clearly at an understandable pace.</p> <p>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.</p> <p>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 on pages 28 and 29 for specific expectations.)</p>	<p><i>Voice</i></p> <ul style="list-style-type: none"> • Vary the voice to emphasize important aspects of events or people. • Report information in an interesting way. <p><i>Ideas and Content</i></p> <ul style="list-style-type: none"> • Make brief oral reports that demonstrate understanding of a topic. • Demonstrate understanding of a topic by providing relevant facts and details. <p><i>Speaking and Listening</i></p> <p><i>Social Interaction</i></p> <ul style="list-style-type: none"> • Speak clearly enough to be understood by others in conversation. <p><i>Presentation</i></p> <p><i>Conventions</i></p> <ul style="list-style-type: none"> • Correctly pronounce all words except for a few sophisticated new content words. 	<ul style="list-style-type: none"> • Word Study • Coaching Model <p>Resources:</p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p>
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		<p><i>Guiding Readers and Writers 3-6.</i>Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none">• Grade 3 Writing Proficiency Guide
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Language Standards (L)

Grade: 3

Language Standards: The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understanding that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See CCSS table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

*MPCL – Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework Resources/Assessments
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement. *</p>	<p>Conventions of Standard English</p> <p><i>Writing Conventions</i></p> <ul style="list-style-type: none"> • Use prepositional phrases, adjectives, and adverbs appropriately. • Use nouns and adjectives correctly. • Use subject and verb agreement (<i>we were</i>). • Write in past tense (<i>I went home yesterday</i>). • Use subject and verb agreement (<i>we have</i>). • Use conventional structure for both simple and compound sentences. • Use conventional structure for both simple and compound sentences. • Write some sentences with embedded clauses (complex) and dialogue. • Use capitals to start the first, last, and most 	<p><u>MPCL-Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p> <p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p>

<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>other words in a title.</p> <ul style="list-style-type: none"> • Understand and use quotation marks to indicate simple dialogue. • Use apostrophes in contractions and possessives. • Correctly spell a large core of high-frequency words (300+), words with regular letter-sound relationships (including consonant blends and digraph and some vowel patters,) and commonly used endings. • Use knowledge of syllables and phonogram patterns to generate multisyllabic words. <p><i>Phonics, Spelling, and Word Study</i></p> <p><i>Word Structure</i></p> <ul style="list-style-type: none"> • Understand the concept of plurals and plural forms: adding <i>-s</i> (dogs, cats); adding <i>-es</i> (when words end in <i>x, ch, sh, s, ss, tch, zz</i>); changing <i>-y</i> to <i>-i</i> and adding <i>-es</i>; changing spelling (<i>foot/feet</i>). <p><i>Writing Process</i></p> <ul style="list-style-type: none"> • Use simple spell check programs on the computer. • Use beginning reference tools (e.g., dictionaries or personal word lists, to assist in word choice or checking spelling). 	<p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Grade 3 Writing Proficiency Guide
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g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect. *

b. Recognize and observe differences between the conventions of spoken and written standard English.

Knowledge of Language

Writing

- Vary word choice to create interesting description and dialogue.

Oral, Visual, and Technological Communication

- Vary language according to purpose.

MPCL-Framework:

- Reading Workshop
- Writing Workshop
- Language Study
- Word Study
- Coaching Model

Resources:

Units of Study Intermediate Writing 3-5. Lucy Calkins

The Continuum of Literacy Learning (Grades 3-8) Gay Su Pinnell & Irene C. Fountas

Units of Study for Teaching Writing for Grades 3-5 Lucy Calkins & Leah Mermelstein

Nonfiction in Focus. Janice V. Kristo and Rosemary Bamford

Shaping Literate Minds: Developing Self-Regulated Learners. Dorn & Soffos

Craft Lessons. Ralph Fletcher & Joann Portalupi

Writing Workshop. Ralph Fletcher & Joann Portalupi

<p>Vocabulary Acquisition and Use</p> <p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable,</p>	<p>Vocabulary Acquisition and Use</p> <p>Guided Reading</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Use the context of a sentence, paragraph, or whole text to determine the meaning of a word. • Solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships. • Connect words that mean the same or 	<p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts & Literacy in History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Grade 3 Writing Proficiency Guide <p>MPCL-Framework:</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources:</p> <p><i>Units of Study Intermediate Writing 3-5.</i> Lucy Calkins</p>
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<p>comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>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.,</p>	<p>almost the same to help understanding a text and acquiring new vocabulary.</p> <ul style="list-style-type: none"> • Use readers' tools (table of contents, headings, glossary, chapter titles, and author's notes) to gather information <p>Phonics, Spelling, and Word Study</p> <ul style="list-style-type: none"> • Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word. • Recognize and use synonyms (words that mean about the same, begin/start, close/shut). • Recognize and use words with multiple meanings (beat, run, play). <p>Oral, Visual, and Technological Communication</p> <ul style="list-style-type: none"> • Use language appropriate to oral presentation words (rather than literary language or slang). • Use content-specific words when needed to explain a topic. 	<p><i>The Continuum of Literacy Learning (Grades 3-8)</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Teaching Writing for Grades 3-5</i> Lucy Calkins & Leah Mermelstein</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo and Rosemary Bamford</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Dorn & Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Notebook Know-How: Strategies for the Writer's Notebook.</i> Aimee Buckner</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda Dorn, Carla Soffos</p> <p><i>Guiding Readers and Writers 3-6.</i> Fountas and Pinnell</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Common Core State Standards, for English Language Arts & Literacy in</i></p>
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<p>After dinner that night we went looking for them).</p>		<p><i>History, Social Studies, Science, and Technical Subjects.</i> Appendix C</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none">• Grade 3 Writing Proficiency Guide
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