

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Dates	Module 1 Reading			Module 1 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Narrative							
FSPS WRITING FOCUS: Narrative							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.							
W-1 Aug. 17-21	Rules and Routines/Pre-Assessment Suggested Read-Aloud J-L1 "A Fine, Fine School" (Humorous Fiction-660L)			Rules and Routines/Pre-Assessment Suggested Skills J-L1 Short Vowels-a,e,i,o,u VCCV Pattern			
W-2 Aug. 24-28	Key Ideas & Details RL.3.2 RL.3.3 L.3.6	Conclusions Infer/Predict	J-L2 "The Trial of Cardigan Jones" (Fantasy-660L)	J-L2 Kinds of Sentences L.3.1i	J-L2 Long Vowels- a,e i,o,u VCE Pattern	Text Types & Purposes W.3.3 L.3.3a	Refer to Journeys Lesson 3-5, 12, 21-25 Narrative Refer to FSPS Writing Criteria A,B
W-3 Aug. 31- Sept. 4 W-4 Sept. 7-11 W-5 Sept. 14-18	Key Ideas & Details RL.3.2 RL.3.3 Integration of Knowledge & Ideas RL.3.7 RL.3.9	Story Structure Summarize Sequence of Events Drawing Conclusions Recount Analyze/ Evaluate	Extended Text Study	J-L3 Sentence Fragments & Run-ons L.3.1i J-L4 Common & Proper Nouns L.3.1a J-L5 Plural Nouns L.3.1a,b	J-L3 Common Vowel Pairs ai,ay,ee,ea J-L4 Long o- oa,ow More Long o Spellings J-L5 Plural Nouns with -s and -es Long i spelled i, ie, igh Spelling Long i	Text Types & Purposes W.3.3 Production/ Distribution W.3.5 W.3.6 L.3.3a	Refer to Journeys Lesson 3-5, 12, 21-25 Narrative
W-6 Sept. 21-25 W-7 Sept.28- Oct. 2	Key Ideas & Details RI.3.2 Integration of Knowledge & Ideas RI.3.8 RI.3.9	Main Idea/ Details Compare/ Contrast Interpret Details Cause/Effect	Research Connections	J-L6 Verbs L.3.1a J-L7 Verb Tenses L.3.1d,e	J-L6 VCV Words More Short & Long Vowels J-L7 3 Letter Clusters (scr-,spr-,str-,thr-) 3 Letter Clusters	Text Types & Purposes W.3.1 Research to Build & Present Knowledge W.3.8	Refer to Journeys Lessons 16-20 Opinion *brief notes Refer to FSPS Writing Criteria E

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.3.4, RL.3.5, and RL.3.6**.
- Integration of **CCSS RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7** and **W.3.2** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 1 of the Year at a Glance)						
Instructional Practices	RL Standards	RI Standards	Reading Foundational Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.3.1 RL.3.5 RL.3.6 RL.3.10	RI.3.1 RI.3.3 RI.3.5 RI.3.6 RI.3.7 RI.3.10	RF.3.3-RF.3.4c		SL.3.1-SL.3.6	
Independent Reading	RL.3.10	RI.3.10	RF.3.3-RF.3.4c		SL.3.1-SL.3.6	L.3.1-L.3.6
Word Study			RF.3.3-RF.3.4c			L.3.1-L.3.6 (some in grammar)
Writing				W.3.2,W.3.4, W.3.7, W.3.10	SL.3.1-SL.3.6	L.3.1-L.3.6
Vocabulary	RL.3.4	RI.3.4				L.3.4-L.3.6

Module 1 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Humorous Fiction Fantasy	Central Message Moral/Lesson Character Traits Sequence of Events	Cause/Effect Compare Contrast	Title Heading Subheading	Photograph Drawing	Table of Contents	Narrative Essay Opinion Brief Notes	Drag and Drop

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Dates	Module 2 Reading			Module 2 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Informational (Inform) and Intergrate Poetry							
FSPS WRITING FOCUS: Informational: Inform/Explain							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.							
W-1 Oct. 5-9	Key Ideas & Details <u>RL.3.3</u> Craft and Structure <u>RL.3.5</u> <u>L.3.5a,b</u>	Sequence of Events Infer/Predict	J-L4 “Pops Bridge” (Historical Fiction-610L)	J-L1,J-L9 Subjects & Predicates <u>L.3.1a</u>	J-L8 Silent Letters kn,wr Unexpected Consonant Spellings	Text Types & Purposes <u>W.3.1</u>	Refer to Journeys Lessons 16-20 Opinion Refer to FSPS Writing Criteria E
END OF FIRST QUARTER October 15, 2015							
W-2 Oct. 12-16 W-3 Oct. 19-23 W-4 Oct. 26-30	Craft and Structure <u>RL.3.5</u> <u>RL.3.6</u> <u>RI.3.5</u> <u>RI.3.6</u> Integration of Knowledge & Ideas <u>RL.3.9</u> <u>RI.3.9</u>	Narrator’s Voice Describing Details Text Features Summarize Point of View Visualize	Extended Text Study (Integrate Poetry)	J-L10 Pronouns <u>L.3.1a</u> Capitalize Titles <u>L.3.2a</u>	J-L9 Vowel Diphthongs ow, ou Vowel sound in ‘town’ J-L10 Words with u,aw,ai,o Vowel Sound in ‘talk’ J-L11 Vowel Diphthongs oi,oy Vowel Sound in ‘joy’	Text Types & Purposes <u>W.3.2</u> Production/ Distribution <u>W.3.5</u> <u>W.3.6</u> <u>L.3.2g</u>	Refer to Journeys Lessons 26-27, 29-30 Inform/Explain *descriptive paragraph Refer to FSPS Writing Criteria C
W-5 Nov. 2-6 W-6 Nov. 9-13	Key Ideas & Details <u>RI.3.2</u> <u>RI.3.3</u> Integration of Knowledge & Ideas <u>RI.3.7</u> <u>RI.3.8</u>	Interpret Details Cause/Effect Graphic Features Draw Generalizations	Research Connections	J-L11 Plural Nouns <u>L.3.1b</u>	J-L12 Homophones Words Ending -er,-le Homophones	Text Types & Purposes <u>W.3.2</u> Research to Build & Present Knowledge <u>W.3.7</u> <u>W.3.8</u>	Refer to Journeys Lessons 26-27, 29-30 Inform/Explain *short research writing product
W-7 Nov. 16-20 W-8 Nov. 23-24	Craft and Structure <u>RL.3.6</u> <u>RI.3.6</u>	Narrator’s Voice Author’s Method	Teacher Selected Read-Aloud (Point of View)	J-L13 Subject-Verb Agreement <u>L.3.1f</u>	J-L13 Contractions with n’t,’d,’ve Contractions	Text Types & Purposes <u>W.3.1</u>	Refer to Journeys Lessons 16-20 Opinion

Refer to FSPS Literacy Moodle for a list of Extended Text Study & Research Connections Resources

FSPS: Elementary Literacy

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Nov. 25-27

THANKSGIVING RECESS

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RI.3.4**.
- Integration of **CCSS RL.3.2, RL.3.4, RL.3.7** and **W.3.3** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices

(Bold standards are not listed on Module 2 of the Year at a Glance)

Instructional Practices	RL Standards	RI Standards	Reading Foundational Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.3.1 RL.3.2 RL.3.7 RL.3.10	RI.3.1 RI.3.10	RF.3.3- RF.3.4c		SL.3.1-SL.3.6	
Independent Reading	RL.3.10	RI.3.10	RF.3.3- RF.3.4c		SL.3.1-SL.3.6	L.3.4-L.3.6
Word Study			RF.3.3- RF.3.4c			L.3.1-L.3.6 (some in grammar)
Writing				W.3.3-W.3.4, W.3.10	SL.3.1-SL.3.6	L.3.4-L.3.6
Vocabulary	RL.3.4	RI.3.4				L.3.4-L.3.6

Module 2 Essential Vocabulary

These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.

Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Historical Fiction Poetry	Point of View Character Motivation Narrator	Describe Relationship Sequence Illustration	Bold Print Pronunciation Guide Bullets	Inset Map Timeline	Glossary	Inform Explain Descriptive- Paragraph	Select Multiple Select

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Dates	Module 3 Reading			Module 3 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Author Study							
FSPS WRITING FOCUS: Reflective Narrative							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.							
W-1 Nov. 30 – Dec. 4	Key Ideas & Details RI.3.2 Craft & Structure RI.3.6 L.3.4a	Narrator’s Voice Analyze/Evaluate	J-L7 “What Do Illustrators Do?” (Informational Text-490L)	J-L14 Pronouns & Verbs L.3.1a	J-L14 Words with ar,or,ore Vowel + r Sounds	Text Types & Purposes W.3.1	Refer to Journeys Lessons 16-20 Opinion Refer to FSPS Writing Criteria E
W-2 Dec. 7-11 W-3 Dec. 14-18 W-4 Jan. 4-8	Key Ideas & Details RL.3.2 RL.3.3 Integration of Knowledge & Ideas RL.3.7 RL.3.9	Analyze Author’s Method Sequence of Events Cause/Effect Draw Generalizations Narrator’s Voice Text Structure	Extended Text Study (Integrate Author Study)	J-L16 Adjectives L.3.1a,g J-L17 Adjectives & Articles L.3.1a,g	J-L15 Words with er,ir,ur,or Vowel + /r/ Sounds J-L16 Words with air,ear,are Vowel + /r/ Sounds in air and fear	Text Types & Purposes W.3.3 Production/ Distribution W.3.5 W.3.6 L.3.1c L.3.2c	Refer to Journeys Lesson 3-5, 12, 21-25 Reflective Narrative Refer to FSPS Writing Criteria A,B
END OF SECOND QUARTER December 17, 2015				WINTER RECESS Dec. 21-Jan.1			
W-5 Jan. 11-15 W-6 Jan. 18-22	Key Ideas & Details RI.3.3 Craft & Structure RI.3.5 Integration of Knowledge & Ideas RI.3.8 RI.3.9	Compare/Contrast Question Text Structure Visualize	Research Connections	Adjectives- Comparative Superlative L.3.1g J-L18 Helping Verbs L.3.1e	J-L17 Words with /j/ & /s/ VCCCV Pattern Words with /j/ - /s/ J-L18 Words with /k/ - /kw/ Spelling the /k/ & /kw/ Sounds	Text Types & Purposes W.3.2 Research to Build & Present Knowledge W.3.7 W.3.8	Refer to Journeys Lessons 26-27, 29-30 Lesson 26:C/C Analytical Inform/Explain *short research writing product *compare/contrast paragraph Refer to FSPS Writing Criteria C
W-7 Jan. 25-29	Craft & Structure RL.3.5 RL.3.6 L.3.5c	Point of View Infer/Predict	J-L9 “Kamishibai Man” (Realistic Fiction-610L)	J-L19 Irregular Verbs L.3.1d	J-L19 Vowel Sounds Sounds in spoon and wood		

Refer to *FSPS Literacy Moodle* for a list of Extended Text Study & Research Connections Resources

FSPS: Elementary Literacy

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.3.4**.
- Integration of **CCSS RI.3.4** and **RI.3.7** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 3 of the Year at a Glance)						
Instructional Practices	RL Standards	RI Standards	Reading Foundational Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.3.1 RL.3.10	RI.3.1 RI.3.7 RI.3.10	RF.3.3- RF.3.4c		SL.3.1-SL.3.6	
Independent Reading	RL.3.10	RI.3.10	RF.3.3- RF.3.4c		SL.3.1-SL.3.6	L.3.4-L.3.6
Word Study			RF.3.3- RF.3.4c			L.3.4-L.3.6 (some in grammar)
Writing				W.3.4, W.3.10	SL.3.1-SL.3.6	L.3.4-L.3.6
Vocabulary	RL.3.4	RI.3.4				L.3.4-L.3.6

Module 3 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Realistic Fiction	Compare/Contrast Mood Plot Illustration	Key Details/Points	Italics Sidebar	Diagram Graph Chart	Index	Reflective Narrative Personal Narrative Analytical Compare and Contrast Paragraph	Drop Down Menu

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Dates	Module 4 Reading			Module 4 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Science/Technical Text and/or Series of Historical Events							
FSPS WRITING FOCUS: Analytical Inform/Explain							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.							
W-1 Feb. 1-5 W-2 Feb. 8-12 W-3 Feb. 15-19	Key Ideas & Details RI.3.3 Craft & Structure RI.3.6 Integration of Knowledge & Ideas RI.3.7 RI.3.9	Cause/Effect Monitor/Clarify Point of View Analyze/Evaluate Comparison Analyze/ Summarize	Extended Text Study	J-L20 Contractions L.3.2e (L.2.2c) J-L21 Possessive Nouns & Pronouns L.3.2d	J-L20 Compound Words Compound Words J-L21 Possessive Nouns & Possessive Pronouns Words with –ed & -ing	Text Types & Purposes W.3.2 Production/Distribution W.3.5 W.3.6 L.3.4b	Refer to Journeys Lessons 26-27, 29-30 Analytical Inform/Explain * cause and effect paragraph
W-4 Feb. 22-26 W-5 Feb. 29 – Mar. 4	Key Ideas & Details RI.3.2 Craft & Structure RI.3.5 Integration of Knowledge & Ideas RI.3.8	Key Details Draw Generalizations Text Features Cause/Effect	Research Connections	J-L22 Proper Nouns L.3.1a J-L23 Abbreviations With Titles L.3.2a J-L24 Adverbs L.3.1g	J-L22,J-L23 Spelling Changes: - s,-es,-ed,-ing Change Final y to i J-L24 Prefixes: un-, pre-, re-,bi- Prefixes re- & un-	Text Types & Purposes W.3.1 Research to Build & Present Knowledge W.3.7 W.3.8	Refer to Journeys Lessons 16-20 Opinion *short research writing product
W-6 Mar. 7-11 W-7 Mar. 14-18	Craft & Structure RL.3.5 Integration of Knowledge & Ideas RL.3.7 L.3.4c	Story Structure Visualize	J-L12 “The Science Fair” (Realistic Fiction-680L) & Teacher Selected Read-Aloud	J-L24 Continue Adverbs Review Prepositions L.3.1g	J-L25 Suffixes: -less, - ness, & -able Suffixes:-less & -ness	Production/Distribution W.3.5 W.3.6	Review & Analyze Writing Prompts and Purpose
END OF THIRD QUARTER March 11, 2016							
Mar. 21-25	SPRING RECESS						

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RI.3.4**.
- Integration of **CCSS RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.9** and **W.3.3** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 4 of the Year at a Glance)						
Instructional Practices	RL Standards	RI Standards	Reading Foundational Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.3.1 RL.3.2 RL.3.3 RL.3.6 RL.3.9 RL.3.10	RI.3.1 RI.3.10	RF.3.3-RF.3.4c		SL.3.1-SL.3.6	
Independent Reading	RL.3.10	RI.3.10	RF.3.3-RF.3.4c		SL.3.1-SL.3.6	L.3.4-L.3.6
Word Study			RF.3.3-RF.3.4c			L.3.4-L.3.6 (some in grammar)
Writing				W.3.3-W.3.4, W.3.10	SL.3.1-SL.3.6	L.3.4-L.3.6
Vocabulary	RL.3.4	RI.3.4				L.3.4-L.3.6

Module 4 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Science/Technical Texts Realistic Fiction Historical Events	Theme Setting	Series of Historical Events Scientific Ideas Technical Procedures	Caption	Cross- Section/Cutaway Labeled Diagram	Paragraph Margin	Analytical Writing Writing Prompts Cause and Effect Paragraph	Enter Write Create

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Dates	Module 5 Reading			Module 5 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Fables, Folktales, and Myths							
FSPS WRITING FOCUS: Story Starters, Inform:Instruct							
<i>The focus of reading and writing must be combined. This requires using evidence to develop and assess the student’s ability to paraphrase, infer, and integrate ideas.</i>							
State Assessment 3 rd Grade WINDOW <i>Module 5 is designed for 4 weeks of direct instruction and 1 week for State Assessments. Weeks are dependent upon assessment scheduling. Individual schools and teachers have flexibility to adjust these weeks accordingly.</i>							
W-1 Mar. 28- Apr. 1 W-2 Apr. 4-8	Key Ideas & Details <u>RL.3.2</u> RI.3.2 Craft and Structure <u>RL.3.6</u> RI.3.6 Integration of Knowledge & Ideas <u>RL.3.9</u> RI.3.9	Recount Key Details Point of View Compare/Contrast	Teacher Selected Read-Aloud (Fables, Folktales or Myth)	J-L26 Quotations L.3.2c	J-L26 Common Final Syllables: -tion, -sion, -ture VCCV Syllabication	Text Types & Purposes <u>W.3.3</u> Production/Distribution <u>W.3.5</u> <u>W.3.6</u> L.3.4d	Refer to Journeys Lesson 21, 24-25 Narrative *Story starter prompts Refer to FSPS Writing Criteria A,B
W-3 Apr. 11-15	Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.						
W-4 Apr. 18-22 W-5 April 25-29	Key Ideas & Details <u>RI.3.3</u> Craft & Structure <u>RI.3.6</u> Integration of Knowledge & Ideas <u>RI.3.7</u>	Interpret Details Sequence of Events Main Idea Text Structures	Teacher Selected Read-Aloud (Series of Historical Events, Scientific Ideas, or Technical Procedure)	J-L27, J-L28 Commas in Sentences/ Addresses L.3.2c	J-L27 Double Consonants Words with Double Consonants J-L28 Words with ough & augh ough & augh	Text Types & Purposes <u>W.3.2</u> Production/Distribution <u>W.3.5</u> <u>W.3.6</u>	Refer to Journeys Lesson 28 Inform: Instruct *Sequential paragraph Refer to FSPS Writing Criteria D

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Basic Module Information:

- Small group instruction and/or literature discussion groups will need to incorporate instructional practices with **CCSS RL.3.3, RL.3.4, RL.3.5** and **RL.3.7**.
- Integration of **CCSS RI.3.4, RI.3.5, RI.3.8**, and **W.3.1** should occur during independent reading, writing and response to text during this Module.
- The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 5 of the Year at a Glance)						
Instructional Practices	RL Standards	RI Standards	Reading Foundational Standards	Writing Standards	Speaking & Listening Standards	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	RL.3.1 RL.3.3 RL.3.5 RL.3.7 RL.3.10	RI.3.1 RI.3.5 RI.3.8 RI.3.10	RF.3.3- RF.3.4c		SL.3.1-SL.3.6	
Independent Reading	RL.3.10	RI.3.10	RF.3.3- RF.3.4c		SL.3.1-SL.3.6	L.3.1-L.3.6
Word Study			RF.3.3- RF.3.4c			L.3.1-L.3.6 (some in grammar)
Writing				W.3.1, W.3.4, W.3.7, W.3.8, W.3.10	SL.3.1-SL.3.6	L.3.1-L.3.6
Vocabulary	RL.3.4	RI.3.4				L.3.4-L.3.6

Module 5 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Myth Fables Folktales Series of Historical Events, Scientific Ideas, or Technical Procedures	Recount Fable Folk Tale Myth	Text Features Time	Review Subheading Review Caption	Table Review Graph Review Inset	Review Table of Contents	Story Starters Instruct Sequential- Paragraph	Copy Show Explain Complete

FORT SMITH PUBLIC SCHOOLS 3rd Grade Literacy: Year at a Glance 2015-2016

Dates	Module 6 Reading			Module 6 Writing			
	Standards	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected- Read Aloud	Grammar Skill Standards	Phonics Spelling	Standards	Writing
FSPS READING FOCUS: Series of Historical Events							
FSPS WRITING FOCUS: Brief Notes							
The focus of reading and writing must be combined. This requires using evidence to develop and assess the student's ability to paraphrase, infer, and integrate ideas.							
W-1 May 2-6	Key Ideas & Details RI.3.3	Main Idea Cause/Effect	Teacher Selected Read-Aloud (Series of Historical Events, Scientific Ideas, or Technical Procedure)	J-L29 Possessive Pronouns L.3.2d	J-L29 Words Ending in - er or -le Words Ending with er or le	Research to Build & Present Knowledge W.3.7 W.3.8 L.3.5c	Refer to Journeys Lessons 6-10, 29-30
W-2 May 9-13	Craft & Structure RI.3.5	Author's Method Problem/Solution		J-L30 Correct Pronouns L.3.1a	J-L30 Schwa Sound Words that begin with 'a' or 'be'		Research to Build and Present Knowledge Standards *brief notes *problem/solutio n paragraph
W-3 May 16-20	Integration of Knowledge & Ideas RI.3.7	Sequence of Events Main Idea					
W-4 May 23-25	RI.3.9 L.3.5a L.3.6	Key Details Analyze					
END OF FOURTH QUARTER May 25, 2016							

Additional CCSS ELA Standards Embedded (Ongoing) During Literacy Instructional Practices (Bold standards are not listed on Module 6 of the Year at a Glance)						
Instructional Practices	RL Standards	RI Standards	RF Standards	Writing Standards	Speaking & Listening	Language Standards
Read Aloud Mini-Lesson Guided Reading/Literature Discussion Groups	ALL	RI.3.1 RI.3.2 RI.3.6 RI.3.8 RI.3.10	RF.3.3- RF.3.4c		SL.3.1-SL.3.6	
Independent Reading	RL.3.10	RI.3.10	RF.3.3- RF.3.4c		SL.3.1-SL.3.6	L.3.1-L.3.6
Word Study			RF.3.3- RF.3.4c			L.3.1-L.3.6 (some in grammar)
Writing				W.3.1-W.3.6, W.3.10	SL.3.1-SL.3.6	L.3.1-L.3.6
Vocabulary	RL.3.4	RI.3.4				L.3.4-L.3.6

Module 6 Essential Vocabulary These vocabulary terms are to be known by the end of the grade level. Listed below are just suggested key words.							
Reading Genres	RL Standards	RI Standards	Text Features: Print	Text Features: Graphic	Text Features: Organizational	Writing Genres	Technology Terms
Review All	Review All	Review All	Review All	Review All	Review All	Brief Notes Problem-Solution	Paste Highlight

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/Fluency	Weekly Plan	(OPTIONAL)
CC.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Refer to FSPS Ongoing CCSS Grade 3.)	<ul style="list-style-type: none"> • I will ask questions about text. • I will answer questions about text. 	Text	CT: Book 3, Lesson 7, p.2; Lesson 9, p. 14 GRW : p. 292-294(T) TDC : p.18-19 (T) RP : p. 51-64	Skill: Read to Self (on independent level text) Strategy: Retelling Genre: Characteristics of Different Genre (Fiction & Nonfiction) Teach Rituals and Routines for READING WORKSHOP (These routines will continue throughout the year.) Suggested Read-Aloud J-L1 "A Fine, Fine School" Humorous fiction- 660L	Teacher selects read aloud texts to model and make thinking transparent •CCLG p. 7 Independent Literacy Work •Setting up and writing in a Reading Response Notebook •CCLG p. 102-110 Setting up the Library and Teaching Genre (First Two Weeks) •Administer HM Comprehension and Vocabulary Assessment in the Comprehensive Screening Assessment Book "The Very Big Egg" p.9-12 Teacher selects read aloud texts to model & make thinking transparent CCLG p. 7 •Continue setting up Reading Response Notebook CCLG pp. 102-10 •Continue setting up the Library & Teaching Genre (First 2 Weeks) Cleanup p. 90	Every child will be assessed with the initial diagnostic tool called the Comprehensive Screening Assessment that come with the Houghton Mifflin series. This assessment should be completed during the first two weeks of school.
Vocabulary				Vocabulary		(OPTIONAL)
CC.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).	<ul style="list-style-type: none"> • I will use grade appropriate words. 	Grade appropriate	BWL MI : p. 90 WTW : Chapters 7,8,9	Setting up rituals & routines	•HM Work Stations to go along with TD5 •Word Study (context cards & dictionary) •Comprehension & Fluency (Student Book, Reading Response Log, Sticky notes, cd player/headphones, dictionary) •Think & Write (Student Book, Reading Response Log, pencil or pen) •Independent Activities (Digital online readers: student ebook; Digital comprehension & grammar activities; WriteSmart CD-Rom; Audiotext CD)	HM Comprehension and Vocabulary Assessment in the Comprehensive Screening Assessment Book "Grandma Moses" p.17-20

Spelling				J-L1	J-L1 Detailed Spelling Plan T6-T7	(OPTIONAL)
CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position, based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<ul style="list-style-type: none"> I will use grade appropriate spelling patterns. 	Grade appropriate	BWL MI: p. 90 WTW: Chapters 7,8,9	Short Vowels: a, e, i, o, u Words with the VCCV pattern Spelling: Short Vowels	<ul style="list-style-type: none"> T18-T19 Sound/Spelling Cards for Short Vowels a, e, i, o, u, T20 Short Vowels/ Pretest T40 Word Sort T48 Build Words T56 Connect To Writing PB: Vol. 1, p. 13	T67 Weekly Phonics Test 1.8-1.11 T62 Spelling Assessment
Grammar				Review Grammar Skills	Teacher Selected Materials for Grammar Review	(OPTIONAL)
CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.	<ul style="list-style-type: none"> I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	Functions	http://languagearts.pppst.com/index.html MM2-3 MI EE			Journeys assessments and materials
Writing				Teach Rituals & Routines for WRITING WORKSHOP	TD5 These routines will continue throughout the year)	(OPTIONAL)
CC.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. (Refer to FSPS Ongoing CCSS Grade 3.)	<ul style="list-style-type: none"> I will write over an extended time frame. 	Extended	GRW: Chapter 5 WP: Chapters 1 & 3 LC: Book 1 WBT		<ul style="list-style-type: none"> Work on Writing Launching Chart p.115, 81, 82, 83 Brainstorm I-chart p. 81 Work on Writing Independence p.82-83 (Day 2) What to write about p. 83 (Day 3) 	Writing Pre-Prompt Comprehensive Screening Assessment

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 2

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				J-L2 <u>Comprehension/ Fluency</u> Skill: Conclusions Strategy: Infer/Predict Genre: Fantasy/ Readers' Theater	J-L2 Weekly Plan T94-T95 <u>Read Aloud "Sequoyah"</u> T102-103 <ul style="list-style-type: none"> Projectable 2.1 (Model Fluency) CCLG: p. 43 T103 Target Vocabulary <u>Main Selection</u> "The Trial of Cardigan Jones" T116-126 Genre: Fantasy <ul style="list-style-type: none"> CCLG: p. 42 Introduce Comprehension T114-T115 Conclusions/Infer/ Predict Projectable 2.4 (Conclusions; Infer/Predict) PB: Vol. 1, p. 17 Projectables 2.5a,2.5b,2.5c (Inference Map: Conclusions) Stop & Think: T118, T119, T124 Deepen Comprehension T134-135 Conclusions Projectable 2.8 (Conclusions) PB: Vol. 1, p. 22 <u>Connect To "Jury Duty"</u> T140-T141 Genre: Readers' Theater <ul style="list-style-type: none"> MC: T141 CCLG: p. 43 	OPTIONAL) T154 Weekly Test 2.5-2.6
CC.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and <u>explain how it is conveyed through key details in the text.</u> (The rigor of this standard will be addressed only through 'Your Turn' T127.)	<ul style="list-style-type: none"> I will retell a story. I will tell the central message of a story, and identify how the message is conveyed. 	Message	STW2: p. 181-182 CT: Book 5, Lesson 18, p.24-31 Lesson 19, p.32-43 Lesson 21, p. 56-63 TDC: p. 14-16	<ul style="list-style-type: none"> "Your Turn"- TE127- Judge the Judge 		
CC.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> I will describe the characters in a story and explain how their actions contribute to the story's events. 	Characters Contribute Events	GRW: p. 441-443 TDC: p. 19-22 GRW: p. 395-396 (T) TDC: p. 156			
Vocabulary				<u>Targeted Vocabulary & Strategies</u> J-L2 Vocabulary Words: Trial, jury, convinced, guilty, pointed, honest, murmur, stand Vocabulary in Context Cards 9-16	J-L2 Introduce Vocabulary T104-T105 Daily Vocabulary Boost T111, T131, T139, T147 <u>Develop Background</u> "Sequoyah" T102-T103 "In a Courtroom" T112-T113 <u>Vocabulary Strategies</u> T142-T143 Compound Words Projectable 2.10 PB: Vol. 1, p. 25 AL: compound words	(OPTIONAL) T154 Weekly Test 2.2-2.4 Target Vocabulary Compound Words
CC.L.3.6 Acquire & use accurately grade-appropriate conversational, general academic, & domain-specific words and phrases, including those that signal spatial & temporal relationships (e.g., After dinner that night, we went looking for them.) (Refer to FSPS Vocabulary Instruction Guidelines K-6)	<ul style="list-style-type: none"> I will use words and phrases that I have learned through listening and reading. 	Academic Domain				

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 2

Spelling				J-L2	J-L2	
<p>Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling.</p> <p>CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p style="text-align: center;">Spelling Words:</p> <p style="text-align: center;">(Basic) spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule</p> <p style="text-align: center;">(Review) these, those</p> <p style="text-align: center;">(Challenge) surprise, decide</p>				<p>Long Vowels a,e,i,o,u</p> <p>V-C-e Spellings</p> <p>Spelling: V-C-e Spellings</p>	<p>Detailed Spelling Plan T94-T95</p> <ul style="list-style-type: none"> • T106-T107 Sound/Spelling Cards for Long Vowels a,e,i,o,u • T108 V-C-e Spellings/Pretest • T128 Word Sort • T136 Build Words • T144 Connect to Writing <p>PB: Vol. 1, p. 27</p>	<p>T155 Weekly Phonics Test 2.7-2.10</p> <p>T150 Spelling Assessment</p>
Grammar				J-L2	J-L2	
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1i Produce simple, compound, and complex sentences.</p>	<ul style="list-style-type: none"> • I will produce simple, compound, and complex sentences. 	Compound Complex	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	<p>Kinds of Sentences, Statements, Questions, Commands, Exclamations</p>	<p>Detailed Grammar Plan T94-T95</p> <ul style="list-style-type: none"> • T108 Kinds of Sentences: Statements & Questions Projectable 2.2 PB: Vol. 1, p. 16 • T128 Kinds of Sentences: Commands & Exclamations Projectable 2.6 PB: Vol. 1, p. 18 • T136 Kinds of Sentences Projectable 2.9 PB: Vol. 1, p. 23 • T144 Spiral Review: Using Adjectives PB: Vol. 1, p. 26 • T150-T151 Review Kinds of Sentences Connect to Writing: Fluency PB: Vol. 1, p. 28 	<p>(OPTIONAL) T155 Weekly Test 2.11-2.12</p>
Writing						
<p>CC.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CC.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<ul style="list-style-type: none"> • I will write information texts where I introduce a topic and group related information together. 	Topic	<p>LC: Book 4, Writing Units p. 59, p. 85 p.115</p> <p>LC: Raising the Quality of Narrative Writing, p. 69</p>	<p style="text-align: center;">Refer to Journeys Lesson 3-5, 12, 21-25</p> <p style="text-align: center; color: purple;">Narrative</p> <p style="text-align: center;">Text Types & Purposes W.3.3</p>		

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 2

CC.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<ul style="list-style-type: none"> I will use dialogue and descriptions to develop events. 	Dialogue	LC: Writing Fiction, Big Dreams, p. 27, 43, 73 CL: p. 48, 53, 55	L.3.3a
CC.W.3.3c Use temporal words and phrases to signal even order.	<ul style="list-style-type: none"> I will use linking words and phrases to connect my opinion with its reasons. 	Linking Phrases Opinion	MM2-3: p. 88	
CC.W.3.3d Provide a sense of closure.	<ul style="list-style-type: none"> I will provide a sense of closure. 	Closure	LC: Book 4, p.133 LC: Book 2, p.137 CL: p. 68-71	
CC.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CC.L.3.3a Choose words and phrases for effect.	<ul style="list-style-type: none"> I will choose words and phrases for effect. 	Phrases Simple	http://www.languagearts.pppst.com/sentencevariety.html TAW: , p. 62-72 (revision) (T) CL NCL MI LC: Book 6, Lesson 13 & 14, p. 175 & 187 WP: p. 48-49	

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 3-5

COMMON CORE STATE STANDARDS				LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Extended Text Study <ul style="list-style-type: none"> Teacher may choose standards that best match the Extended Text Study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>Integration of Knowledge & Ideas</p> <p>RL.3.7</p> <p>RL.3.9</p>				<p>Teacher-selected Materials for Extended Text Study Refer to Year at a Glance for more details with Standards</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Story Structure</p> <p>Summarize</p> <p>Sequence of Events</p> <p>Drawing Conclusions</p> <p>Recount</p> <p>Analyze/ Evaluate</p> </div>		
CC.RL.3. 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.	<ul style="list-style-type: none"> I will retell a story. I will tell the central message of a story, and identify how the message is conveyed. 	Message	STW2: p. 181-182 CT: Book 5, Lesson 18, p.24-31 Lesson 19, p.32-43 Lesson 21, p. 56-63 TDC: p. 14-16			
CC.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> I will describe the characters in a story & explain how their actions contribute to the story's events. 	Characters Contribute Events	GRW: p. 441-443 TDC: p. 19-22 GRW: p. 395-396 (T)			
CC.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/ setting).	<ul style="list-style-type: none"> I will explain how aspects of the illustrations contribute. 	Illustrations	TDC: p. 19-22 GRW: p. 395-396			
CC.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).	<ul style="list-style-type: none"> I will compare/contrast themes, characters, and plots of two stories by the same author. 	Compare Contrast Themes Plot.	GRW: p. 445 TDC: p. 143-146 (T) STW1: p. 197-206			

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 3-5

Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling. CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Spelling Words: (Basic) lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed (Review) paint, please (Challenge) yesterday, explain				J-L3 Common Vowel Pairs: ai, ay, ee, ea Spelling: More Long a and Long e Spellings	J-L3 Detailed Spelling Plan T182-183 <ul style="list-style-type: none">• T194-195 Sound/Spelling Cards for common vowel• T196 More Long a and Long e Spellings/Pretest• T218 Word Sort T226 Build Words• T234 Connect to Writing• PB: Vol. 1, p. 41	T245 Weekly Phonics Test 3.12-3.13 T240- Spelling Assessment
Spelling Words: (Basic) load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat (Review) find, night (Challenge) silent, frightening				J-L4 Long o Spelled oa, ow Spelling: More Long o Spellings	J-L4 Detailed Spelling Plan T272-T273 <ul style="list-style-type: none">• T284-T285 Sound/Spelling Cards for Long o Spelled oa, ow• T286 More Long o Spellings/Pretest• T308 Word Sort T316 Building Words• T324 Connect to Writing• PB: Vol. 1, p. 55	T335 Weekly Phonics Test 4.7-4.8 T330 Spelling Assessment
Spelling Words: (Basic) slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight (Review) find, night (Challenge) silent, frightening				J-L5 Long i Spelled i, ie, igh Spelling: Spelling Long i	J-L5 Detailed Spelling Plan T362-T363 <ul style="list-style-type: none">• T374-T375 Sound/Spelling Cards for Long i spelled i, ie, igh• T376 (Pretest)• T398 Word Sort T406 Build Words• T414 Connect to Writing• PB: Vol.1, p. 69	T425 Weekly Phonics Test 5.8-5.9 T420 Spelling Assessment
Grammar				J-L3	J-L3 Detailed Grammar Plan T182-T183	(OPTIONAL)
CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1i Produce simple, compound, and complex sentences. (This standard is the <i>Focus Wall target skill</i> for the week.)	<ul style="list-style-type: none">• I will produce simple, compound, and complex sentences.	Compound Complex	http://languagearts.pppst.com/index.html MM2-3 MI EE	Sentence Fragments & Run-ons	<ul style="list-style-type: none">• T196 Sentence Fragments & Run-ons Projectable 3.2 PB: Vol. 1, p. 30• T218 Correcting Fragments Projectable 3.6 PB: Vol. 1, p. 32• T226 Correcting Run-on Sentences PB: Vol. 1, p. 37• T234 Spiral Review: Writing Quotations PB: Vol. 1, p. 40• T240-T241 Review Connect to Writing: Sentence Fluency PB: Vol. 1, p. 42	T245 Weekly Test 3.14-3.16

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 3-5

<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.</p>	<ul style="list-style-type: none"> I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	Functions	http://languagearts.p.p.p.st.co.m/index.html MM2-3 MM4-5 MI EE	<p>J-L4</p> <p>Nouns</p>	<p>J-L4 Detailed Grammar Plan T272-T273</p> <ul style="list-style-type: none"> T286 Common & Proper Nouns (Naming People, Places and Things) Projectable 4.2 PB: Vol. 1, p. 44 T308 Common & Proper Nouns Projectable 4.6 PB: Vol. 1, p. 46 T316 Common & Proper Nouns PB: Vol. 1, p. 51 T324 Spiral Review: Correct Pronouns PB: Vol. 1, p. 54 T330 Weekly Review: Common & Proper Nouns Connect to Writing: Word Choice PB: Vol. 1, p. 56 	<p>(OPTIONAL) T335 Weekly Test 4.9-4.11</p>
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.</p>	<ul style="list-style-type: none"> I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	Functions	http://languagearts.pppst.com/index.html MM2-3 MI EE	<p>J-L5</p> <p>Plural Nouns with –s and -es</p>	<p>J-L5 Detailed Grammar Plan T362-T363</p> <ul style="list-style-type: none"> T376 Identifying Singular & Plural Nouns Projectable 5.2 B: Vol. 1, p. 58 T398 Plural Nouns with –s Projectable 5.6 B: Vol 1, p. 60 T406 Plural Nouns with –s and –es PB: Vol. 1, p. 65 T414 Spiral Review: Commas in Sentences PB: Vol. 1, p. 68 • T420-T421 Review Plural Nouns • Connect to Writing: proof PB: Vol.1, p. 70 	
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1b Form and use regular and irregular plural nouns.</p>	<ul style="list-style-type: none"> I will use regular and irregular plural nouns. 	Regular, Irregular	http://languagearts.pppst.com/index.html MM2-3 MI EE			
Writing				<p>Choose appropriately from the lessons.</p> <p>Refer to Journeys Lesson 3-5, 12, 21-25</p> <p style="color: purple; text-align: center;">Narrative</p>		
<p>CC.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CC.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<ul style="list-style-type: none"> I will write information texts where I introduce a topic and group related information together. 	Topic	<p>LC: Book 4, Writing Units p. 59, p. 85 p.115</p> <p>LC: Raising the Quality of Narrative Writing, p. 69</p>			

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 3-5

CC.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<ul style="list-style-type: none"> I will use dialogue and descriptions to develop events. 	Dialogue	<p>LC: Writing Fiction, Big Dreams, p. 27, 43, 73</p> <p>CL: p. 48, 53, 55</p>	<p>Narrative</p> <p>Text Types & Purposes W.3.3</p> <p>Production/Distribution W.3.5 W.3.6</p> <p>L.3.3a</p>
CC.W.3.3c Use temporal words and phrases to signal even order.	<ul style="list-style-type: none"> I will use linking words and phrases to connect my opinion with its reasons. 	Linking Phrases Opinion	MM2-3: p. 88	
CC.W.3.3d Provide a sense of closure.	<ul style="list-style-type: none"> I will provide a sense of closure. 	Closure	<p>LC: Book 4, p.133</p> <p>LC: Book 2, p.137</p> <p>CL: p. 68-71</p>	
CC.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 on pages 28 and 29.)	<ul style="list-style-type: none"> I will use guidance from my peers to plan, revise, and edit my writing. 	Revising Editing	<p>LC: Book 4, p.133</p> <p>LC: Book 2, p.137</p> <p>CL: p. 68-71</p>	<p>Production/Distribution</p>
CC.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.	<ul style="list-style-type: none"> I will use digital tools to produce and publish my work. 	Digital	<p>LC: Book 4, p.133</p> <p>LC: Book 2, p.137</p> <p>CL: p. 68-71</p>	
<p>CC.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.L.3.3a Choose words and phrases for effect.</p>	<ul style="list-style-type: none"> I will choose words and phrases for effect. 	Phrases Simple	<p>TAW: , p. 62-72 (revision) (T)</p> <p>LC: Book 6, Lesson 13 & 14, p. 175 & 187</p> <p>WP: p. 48-49</p>	

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 6-7

COMMON CORE STATE STANDARDS				LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections				<div>Teacher Selected Materials for Research Connections Refer to Year at a Glance for more details with Standards</div> <div><div>Main Idea/ Details Compare/ Contrast Interpret Details Cause/Effect</div></div>		
<ul style="list-style-type: none">Teacher may choose standards that best match the Research Connections genre.Refer to FSPS Research Connections CriteriaRefer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details</p> <p><u>RI.3.2</u></p> <p>Integration of Knowledge & Ideas</p> <p>RI.3.8</p> <p>RI.3.9</p>						
CC.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none">I will be able to determine the main idea of a text and recount key details to explain how they support the main idea.	main idea recount key details	CT: Book 5, Lesson 18, p. 24 Lesson 19, p 36, Lesson 21, p. 56			
CC.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).	<ul style="list-style-type: none">I will be able to describe the logical connection between particular sentences and paragraphs in a text.	Compare Cause/Effect	GRW: p. 403-404 CT: Book 4, Lesson 11, p. 24 TDC: p. 44			
CC.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none">I will compare and contrast the most important points and key details presented in two texts on the same topic.	Compare Contrast	CT: Book 6, p. 14, Lesson 23, p. 24, Lesson 24 GRW: Appendix 34			
Spelling				J-L6	J-L6 Detailed Spelling Plan T6-T7	T69 Weekly Phonics Test
Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling. CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.				Words with the VCV Pattern	T18-T19 Sound/Spelling Cards for Short/Long Vowels: Words with the VCV pattern	6.8-6.9 T64 Spelling Assessment

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 6-7

<p style="text-align: center;">Spelling Words: (Basic) math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky (Review) each, both (Challenge) comb, holiday</p>				<p style="text-align: center;">Spelling: More Short and Long Vowels</p>	<p>PB: Vol. 1, p. 71</p> <ul style="list-style-type: none">• T20 More Short/Long Vowels (Pretest)• T42 Word Sort T50 Build Words <p>T58 Connect to Writing PB: Vol.1, p. 3</p>	
<p style="text-align: center;">Spelling Words: (Basic) three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong (Review) think, they (Challenge) straight, scramble</p>				<p style="text-align: center;">J-L7</p> <p>Three-Letter Clusters (scr-, spr-, str-, thr-)</p> <p style="text-align: center;">Spelling: Three-Letter Clusters</p>	<p>J-L7 Detailed Spelling Plan T96-T97</p> <ul style="list-style-type: none">• T108-T109 Three-Letter Clusters (scr-, spr-, str-, thr-) PB: Vol. 1, p. 85• T110 Three-Letter Clusters (Pretest)• T130 Word Sort• T138 Build Words• T146 Connect to Writing PB: Vol. 1, p. 97	<p>T157 Weekly Phonics Test 7.8-7.11</p> <p>T152 Spelling Assessment</p>
<p style="text-align: center;">Grammar</p>				<p style="text-align: center;">J-L6 Verbs T6-T7</p> <ul style="list-style-type: none">• T20 What is a Verb? Action Verbs Projectable 6.2 PB: Vol. 1, p.72• T42 Being Verbs Projectables 6.6 PB: Vol. 1, p.74• T50 Action Verbs and Being Verbs PB: Vol. 1, p.79• T58 Spiral Review: Subjects and Predicates PB: Vol. 1, p.82 <p>T64-T65 Review: What is a Verb?</p>	<p>J-L6 Detailed Grammar Plan T182-T183</p> <ul style="list-style-type: none">• T196 Sentence Fragments & Run-ons Projectable 3.2 PB: Vol. 1, p. 30• T218 Correcting Fragments Projectable 3.6 PB: Vol. 1, p. 32• T226 Correcting Run-on Sentences PB: Vol. 1, p. 37• T234 Spiral Review: Writing Quotations PB: Vol. 1, p. 40• T240-T241 Review Sentence Fragments & Run-ons Connect to Writing: Sentence Fluency PB: Vol. 1, p. 42	<p style="text-align: center;">(OPTIONAL) T69 Weekly Test 6.10-6.11 What is a Verb?</p>
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.</p>	<ul style="list-style-type: none">• I will explain types of speech.	<p style="text-align: center;">Function Verb</p>	<p>http://languagearts.ppst.com/index.html MM2-3 MI EE</p>			

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 6-7

CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1d Form and use regular and irregular verbs.	<ul style="list-style-type: none">I will use regular and irregular verbs.	Regular Irregular	http://languagearts.p.p.st.com/index.html MM2-3 MM4-5 MI EE	J-L7 Verb Tenses	Detailed Grammar Plan T96-T97 <ul style="list-style-type: none">T110 Verb Tenses Present & Past Tense Projectable 7.2 PB: Vol. 1, p. 86T130 Present, Past, & Future Tense Projectable 7.6 PB: Vol. 1, p. 88T138 Present, Past & Future PB: Vol. 1, p. 93T146 Spiral Review: Kinds of Sentences PB: Vol. 1, p. 96T152-T153 Weekly Review: Verb Tenses Connect to Writing: Sentence Fluency PB: Vol. 1, p. 98	(OPTIONAL) T157 Weekly Test 7.12-7.14
CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	<ul style="list-style-type: none">I will use simple verb tenses.	Simple tense	MM2-3 MM4-5 MI EE			
Writing					Refer to Journeys Lessons 16-20	
CC.W.3.1 Write opinion pieces on topics or texts, supporting a pint of view with reasons. CC.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<ul style="list-style-type: none">I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs.	Functions	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) LC: Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83 NCL: p. 58,,59,,60	Opinion *brief notes Text Types & Purposes W.3.1 Research to Build & Present Knowledge W.3.8		
CC.W.3.1b Provide reasons that support the opinion.	<ul style="list-style-type: none">I will provide reasons that support my opinion.	Opinion	Using Supporting Details & Examples, p. 62 (T) Is That a Fact?, p. 163 (T) NCL: Appendix R (T) WBT: p. 130-146			

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M1- WEEK 6-7

CC.W.3.1c Use temporal words and phrases to signal event order.	<ul style="list-style-type: none"> I will use temporal words to signal event order. I will use temporal phrases to signal event order. 	Temporal	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>WBT</i> : p. 130-146	
CC.W.3.1d Provide a concluding statement or section.	<ul style="list-style-type: none"> I will provide a concluding statement or section. 	Concluding	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 16, p. 195	
CC.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.	<ul style="list-style-type: none"> I will use provided sources to find information, take notes on sources, and categorize my notes. 	Sources Categorize	<i>CT</i> : Book 6, Lesson 22, p. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				J-L4	J-L4	(OPTIONAL)
CC.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> I will describe the characters in a story and explain how their actions contribute to the story's events. 	Characters Contribute Events	GRW: p. 441-443 TDC: p. 19-22 (T) GRW: p. 395-396 (T) TDC: p. 156	Skill: Sequence of Events Strategy: Infer & Predict Genre: Historical Fiction Academic Language: compare contrast infer alike similar different connect	Weekly Plan: T272-T273 <u>Read Aloud</u> "The Bixby Bridge" T280-281 <ul style="list-style-type: none"> Projectable 4.1 (Model Fluency) CCLG: p. 47 T281 Vocabulary <u>Main Selection</u> "Pop's Bridge" T294-T306 Genre: Historical Fiction <ul style="list-style-type: none"> CCLG: p. 46 Comprehension T292-T293 Compare/Contrast; Infer/Predict Projectable 4.4 (Compare/Contrast; Infer/Predict) PB: Vol. 1, p. 45 Projectables 4.5a, 4.5b, 4.5c (Venn Diagram: Compare & Contrast) Stop & Think: T297, T299, T302 Deepen Comprehension T314-T315 Compare & Contrast Projectable 4.8 (Compare/Contrast) PB: Vol 1, p. 50 <u>Connect To</u> "Bridges" T320-T321 Genre: Informational Text <ul style="list-style-type: none"> MC: T321 CCLG: p. 47 	T334 Weekly Test 4.4-4.6
CC.RL.3.5 Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> I will use various text features to locate information. 	Text features	GRW: p. 441-443 TDC: p. 19-22 (T) GRW: p. 395-396 (T) TDC: p. 156			

Vocabulary				Vocabulary J-L4	J-L4 Weekly Plan T272-T273 Introduce Vocabulary T282-T283 Daily Vocabulary Boost T289, T311, T319, T327 Develop Background “The Bixby Bridge” T280-T281 “Buidling Bridges” T290-T291 Vocabulary Strategies T322-T323 Base Words & Endings –s, -es, -ed, -ing • Projectable 4.9 • PB: Vol. 1, p. 53 AL: base word	(OPTIONAL) T334 Weekly Test Target Vocabulary Base words & Endings –s, -es, -ed, -ing 4.2-4.3
CC.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.3.5a Distinguish the literal and non-literal meaning of words and phrases in context (e.g., take steps).	• I will distinguish between literal and figurative meanings of words and phrases in context.	Literal Non-literal	http://www.readwritethink.org/ http://www.readworks.org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175	VOCABULARY STRATEGIES: Base Words and Endings: -s, -es, -ed, -ing WORD CARDS: Cards 25-32 TARGET VOCABULARY: balancing, foggy, tide, stretch, crew, excitement, disappears, cling		
CC.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.3.5b Identify real-life connections between words & their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (Refer to FSPS Ongoing CCSS Grade 3)	• I can identify a real-life application of a word.	Identify Application	http://www.readwritethink.org/ http://www.readworks.org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175			
Spelling				J-L8	J-L8 Detailed Spelling Plan T184-T185 • T196-T197 Silent Letters <i>kn, wr</i> PB: Vol. 1, p. 99 • T198 Pretest • T218 Word Sort • T226 Segment Sounds/Build Words • T 234 Connect Writing PB: Vol.1, p.111	T245 Weekly Phonics Test 8.13-8.14 T240 Spelling Assessment
Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling. CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Spelling Words: (Basic) itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong (Review) know, catch (Challenge) wrinkle, knuckle				Spelling Words: Silent Letters <i>kn, wr</i> Spelling: Unexpected Consonant Spellings		
Grammar				J-L1, J-L9	J-L1, J-L9 Weekly Plan J-L1: T6-7 J-L9: T272-273	(OPTIONAL) T67 Weekly Test 1.12-1.14 Weekly Test 9.9-9.11
CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.	• I will write opinion pieces where I introduce a topic or name of a book, state an opinion, and create an organizational structure that lists reasons. •	Functions Subjects Predicates	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Subjects and Predicates/		

Writing				<p>Refer to Journeys Lessons 16-20</p> <p>Opinion</p> <p>Text Types & Purposes</p> <p>W.3.1</p>
CC.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. CC.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<ul style="list-style-type: none"> I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	Functions	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83 <i>NCL</i> : p. 58, 59, 60	
CC.W.3.1b Provide reasons that support the opinion.	<ul style="list-style-type: none"> I will provide reasons that support my opinion. 	Opinion	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>WBT</i> : p. 130-146	
CC.W.3.1c Use temporal words and phrases to signal event order.	<ul style="list-style-type: none"> I will use temporal words to signal event order. I will use temporal phrases to signal event order. 	Temporal	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83 <i>LC</i> : Book 3, Lesson 15, p. 183 <i>MM2-3</i> : p. 152	
CC.W.3.1d Provide a concluding statement or section.	<ul style="list-style-type: none"> I will provide a concluding statement or section. 	Concluding	<i>Using Supporting Details & Examples</i> , p. 62 (T) <i>Is That a Fact?</i> , p. 163 (T) <i>NCL</i> : Appendix R (T) <i>LC</i> : Book 3, Lesson 16, p. 195	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Extended Text Study (Incorporate Poetry) <ul style="list-style-type: none"> Teacher may choose standards that best match the extended text study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Craft and Structure</p> <p>RL.3.5 RL.3.6 RI.3.5 RI.3.6</p> <p>Integration of Knowledge & Ideas</p> <p>RL.3.9 RI.3.9</p>				<p>Teacher-selected Materials for Extended Text Study Refer to Year at a Glance for more details with Standards</p> <div> <p>Narrator's Voice Describing Details</p> <p>Text Features Summarize</p> <p>Point of View Visualize</p> </div>		
CC.RL.3.5 Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections.	•I will use various text features to locate information.	Text features	GRW: p. 441-443 TDC: p. 19-22 (T) GRW: p. 395-396 (T) TDC: p. 156			
CC.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	•I will describe when there are different characters telling a story.	Characters	GRW: p. 397 (T) CT: Book 5, Lesson 20, p.44			
CC.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	•I will use various text features to locate information.	Text Features	CT: Book 2, Lesson 4, p. 2, Book 4, Lesson 13, p. 36 GRW: p. 402-404 (T)			
CC.RI.3.6 Distinguish their own point of view from that of the author of a text.	•I will tell the difference between my point of view and the author's point of view.	Point of view	CT: Book 5, Lesson 20, p. 44			
CC.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 will compare and contrast themes, characters, and plots of two stories by the same author.	Compare Contrast Themes Plot	GRW: p. 445 TDC: p. 143-146 (T) STW1: p. 197-206			
CC.RI.3.9 Compare & contrast most important points & key details presented in 2 texts on the same topic.	•I will compare and contrast important points.	Compare Contrast	CT: Book 6, Lesson 23, p. 14, Lesson 24, p. 24 GRW: Appendix 34			

Spelling				J-L9	J-L9 Detailed Spelling	
<p>Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling.</p> <p>CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p align="center">Spelling Words:</p> <p align="center">(Basic): clown, round, bow, cloud, powder, crown, thousand, crowd, sound, count powder, blouse, frown pound</p> <p align="center">(Review) house, found</p> <p align="center">(Challenge) mountain, coward</p>				<p>Vowel Diphthongs ow, ou</p> <p>Spelling: Vowel sound in “town”</p>	<p>J-L9 Detailed Spelling Plan T272-T273</p> <ul style="list-style-type: none"> • T284-T285 Vowel Diphthongs <i>ow, ou</i> PB: Vol. 1, p. 113 • T286 Pretest • T308 Word Sort • T316 Build Words • T324 Connect/ Writing PB: Vol. 1, p. 125 	<p>Weekly Phonics Test 9.7-9.8</p> <p>T330 Spelling Assessment</p>
<p align="center">Spelling Words:</p> <p align="center">(Basic) talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always</p> <p align="center">(Review) soft, small</p> <p align="center">(Challenge) often, strawberry</p>				<p>J-L10 Words with u, aw, ai, o</p> <p>Spelling: Vowel Sound in “talk”</p>	<p>J-L10 Detailed Spelling Plan T362-T363</p> <ul style="list-style-type: none"> • PB: Vol. 1, p. 127 • T376 Pretest • T398 Word Sort • T406 Build Words • T414 Connect/ Writing PB: Vol. 1, p. 139 	<p>Weekly Phonics Test 10.7-10.8</p> <p>T420 Spelling Assessment</p>
<p align="center">Spelling Words:</p> <p align="center">(Basic) joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil</p> <p align="center">(Review) come, are</p> <p align="center">(Challenge) poison, destroy</p>				<p>J-L11 Vowel Diphthongs <i>oi, oy</i></p> <p>Spelling: Vowel Sound in “joy”</p>	<p>J-L11 Detailed Spelling Plan T6 – T7</p> <ul style="list-style-type: none"> • T18-T19 <i>oi, oy</i> PB: Vol. 1, p. 141 • T20 Pretest • T40 Word Sort • T48 Build Words • T56 Connect to Writing PB: Vol. 1, p. 153 	<p>Weekly Phonics Test T67 11.8-11.9</p> <p>T62 Spelling Assessment</p>
Grammar				J-L10	J-L10 Detailed Grammar	
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.</p>	<ul style="list-style-type: none"> • I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	<p>Functions</p>	<p>http://languagearts.p.p.p.st.c om/index.html</p> <p>MM2-3 MM4-5 MI EE</p>	<p>Pronouns</p>	<p>J-L10 Detailed Grammar Plan T362-T363</p> <ul style="list-style-type: none"> • T376 Pronouns – Projectable 10.2 PB: Vol. 1, p. 128 • T398 Object Pronouns Projectable 10.6 PB: Vol. 1, p. 130 • T406 Subject & Object PB: Vol. 1, p. 135 • T414 Spiral View: PB: Vol. 1, p. 138 	<p>(OPTIONAL) T425 Weekly Test 10.9-10.11</p>

					<ul style="list-style-type: none">T420-T421 Weekly Review: Pronouns Connect to Writing: PB: Vol. 1, p. 140	
CC.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.3.2a Capitalize appropriate words in titles.	<ul style="list-style-type: none">I will capitalize appropriate words in titles.	Capitalize	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm MI TP MM2-3 MM4-5	Capitalize Titles	Teacher Selected Materials for Grammar Study	
Writing				<div>Refer to Journeys Lessons 26-27, 29-30</div> <div>Inform/Explain</div> <div>*descriptive paragraph</div> <div>Text Types & Purposes W.3.2</div> <div>Production/Distribution W.3.5 W.3.6</div> <div>L.3.2g</div> <div>Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read_Write_Think.html (T)</div>		
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<ul style="list-style-type: none">I will introduce a topic by grouping related information together.I will include illustrations to help with comprehension.	Related Information Illustrations Comprehension	GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2			
W.3.2b Develop the topic with facts, definitions, and details.	<ul style="list-style-type: none">I will develop the topic with facts.I will develop the topic with definitions.I will develop the topic with details.	Topic Definitions Details	Is That a Fact?			
CC.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<ul style="list-style-type: none">I will use linking words.I will use phrases.	Linking words Phrases	Is That a Fact?			
W.3.2d Provide a concluding section or statement.	<ul style="list-style-type: none">I will provide a conclusion.	Concluding	NCL Is That a Fact?			
CC.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none">I will use guidance and support from my peers to plan, revise, and edit my writing.	Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 169-173 LC: Book 1, pg. 37-45			
CC.W.3.6 With guidance & support from adults, use technology to produce & publish writing as well as to interact & collaborate with others.	<ul style="list-style-type: none">I will use digital tools to produce and publish my writing.	Digital Publish	Tikatot http://www.tikatok.com/ Storybird http://storybird.com/			
CC.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.3.2g Consult reference materials as needed to check & correct spellings.	<ul style="list-style-type: none">I will use reference materials and to find correct spellings.	Reference materials	http://grammar.ccc.commnet.edu/grammar/p.owerp.oimt.htm MI TP MM2-3, MM4-5			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections <ul style="list-style-type: none"> Teacher may choose standards that best match the Research Connections genre. Refer to FSPS Research Connections Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details</p> <p>RI.3.2</p> <p>RI.3.3</p> <p>Integration of Knowledge & Ideas</p> <p>RI.3.7</p> <p>RI.3.8</p>				<p>Teacher Selected Materials for Research Connections</p> <p>Refer to Year at a Glance for more details with Standards</p> <div> <p>Interpret Details</p> <p>Cause/Effect</p> <p>Graphic Features</p> <p>Draw Generalizations</p> </div>		
CC.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> I will determine the main idea and supporting details of a text. I can explain how the supporting details specifically relate to the main idea. 	Main idea Supporting details	<p><i>CT</i>: Book 5, Lesson 18 p. 24, Lesson 19. P. 56, Lesson 21, p. 56</p> <p><i>STW</i>: p. 166 (T)</p>			
CC.RI.3.3 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.	<ul style="list-style-type: none"> I will use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure. 	Sequence Cause/Effect Connection Historical Scientific Procedure	<p>http://www.learner.org/jnorth/humm/index.html</p> <p>http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/LiteracyElem/SBGP5-RI3.3,%203.4%20teacher.pdf</p>			
CC.RI.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., where, when, why, and how key events occur).	<ul style="list-style-type: none"> I will explain how charts, diagrams, or illustrations are helpful in clarifying text. 	Diagrams Illustrations	<p><i>GRW</i>: p.403 (T)</p> <p><i>STW1</i>: p. 117-121 (T)</p> <p><i>CT</i>: Book 2, Lesson 4, p. 2</p>			

<p>CC.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).</p>	<ul style="list-style-type: none"> I will explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing. 	<p>Text Comparison Cause/Effect Sequencing</p>	<p>GRW: p. 403-404 CT: Book 4, Lesson 11, p. 24 TDC: p. 44</p>	
<p style="text-align: center;">Spelling</p> <p style="text-align: center;">Spelling Words:</p> <p style="text-align: center;">(Basic) hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir</p> <p style="text-align: center;">(Review) road, rode</p> <p style="text-align: center;">(Challenge) peace, piece</p>				<p>J-L12</p> <p>Homophones Words Ending in -er, -ir</p> <p>Spelling: Homophones</p> <p>J-L12 Detailed Spelling Plan T94 –T95</p> <ul style="list-style-type: none"> T106-T107 PB: Vol. 1, p. 155 T108 Pretest T128 Word Sort T136 Build T144 Connect/Writing PB: Vol. 1, p. 167 <p>T155 Weekly Phonics Test 12.8-12.11</p> <p>T150 Spelling Assessment</p>
<p style="text-align: center;">Grammar</p> <p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1b Form and use regular and irregular plural nouns.</p>				<p>J-L11</p> <p>More Plural Nouns</p> <p>J-L11 Detailed Grammar Plan T6 –T7</p> <ul style="list-style-type: none"> T20 More Plural Nouns Projectable 11.2 PB: Vol. 1, p. 142 T40 Special Plural Projectable 11.6 PB: Vol. 1, p. 144 T48 Special Plural PB: Vol. 1, p. 149 T56 Spiral Review: Kinds of Verbs PB: Vol. 1, p. 152 T62-T63 Weekly Review: More Plural Nouns Connect to Writing: Conventions PB: Vol. 1, p. 154 <p>(OPTIONAL) T67 Weekly Test 11.10-11.11</p>

Writing				<p>Refer to Journeys Lessons 26-27, 29-30</p> <p>Inform/Explain</p> <p>*short research writing product</p> <p>Text Types & Purposes</p> <p>W.3.2</p> <p>Research to Build & Present Knowledge</p> <p>W.3.7</p> <p>W.3.8</p>
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<ul style="list-style-type: none"> • I will introduce a topic by grouping related information together. • I will include illustrations to help with comprehension. 	Related Information Illustrations Comprehension	GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2	
W.3.2b Develop the topic with facts, definitions, and details.	<ul style="list-style-type: none"> • I will develop the topic with facts. • I will develop the topic with definitions. • I will develop the topic with details. 	Topic Definitions Details	Is That a Fact?	
CC.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<ul style="list-style-type: none"> • I will use linking words. • I will use phrases. 	Linking words Phrases	Is That a Fact?	
W.3.2d Provide a concluding section or statement.	<ul style="list-style-type: none"> • I will provide a conclusion. 	Concluding	NCL Is That a Fact?	
CC.W.3.7 Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> • I will conduct short research projects that build knowledge about a topic. 	Research	20 great research sites: http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T)	<p>Squidoo: http://www.squidoo.com/k12interactiveresearch (T)</p> <p>LC: Book 3, p. 161-165</p> <p>NetTracker :http://www.nettrekker.com/us</p> <p>http://www.fortsmithlibrary.org/</p> <p>Squidoo: http://www.squidoo.com/k12interactiveresearch (T)</p>
CC.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.	<ul style="list-style-type: none"> • I will use provided sources to find information, take notes on sources, and categorize my notes. 	Sources Categorize	CT: Book 6, Lesson 22, p. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Teacher Selected Read-Aloud and Resources (Point of View)		
CC.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> I will describe when there are different characters telling a story. 	Characters	GRW: p. 397 (T) CT: Book 5, Lesson 20, p.44			
CC.RI.3.6 Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> I will tell the difference between my point of view and the author's point of view. 	Point of view	CT: Book 5, Lesson 20, p. 44			
Spelling				J-L13	J-L13 Detailed Spelling Plan	Weekly Phonics Test
Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling. CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Spelling Words: (Basic) hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir (Review) road, rode (Challenge) peace, piece				Contractions with <i>n't</i> , <i>'d</i> , <i>'ve</i> Spelling: Contractions	T182-T183 • T194-T195 B: Vol. 1, p. 169 • T196 (Pretest) • T216 Word Sort • T224 Build Words • T232 Connect PB: Vol. 1, p. 181	13.8–13.9 T238 Spelling Assessment
Grammar				J-L13	J-L13 Detailed Grammar Plan	(OPTIONAL)
CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.	<ul style="list-style-type: none"> I will write sentences with subject-verb agreement. 	Agreement	http://languagearts.p.p.p.st.com/index.html MM2-3 MM4-5 MI EE	Subject-Verb Agreement	T182-T183 • T196 Subject-Verb Agreement Projectable 13.2 • PB: Vol. 1, p. 170 • T216 Subject-Verb Projectable 13.6 • PB: Vol. 1, P. 172 • T224 Subject-Verb PB: Vol. 1, p. 177 • T232 Spiral Review: • Kinds of Sentences and Correcting Run-ons • PB: Vol. 1, p. 180 • T238-T239 Review: Subject-Verb PB: Vol. 1, p. 182	T243 Weekly Test 13.10-13.12

Writing				<p>Refer to Journeys Lessons 16-20</p> <p>Opinion</p> <p>Text Types & Purposes</p> <p>W.3.1</p>
CC.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. CC.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	<ul style="list-style-type: none"> I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	Functions	<p><i>Using Supporting Details & Examples</i>, p. 62 (T)</p> <p><i>Is That a Fact?</i>, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>LC: Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83</p> <p>NCL: p. 58, 59, 60</p>	
CC.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. CC.W.3.1b Provide reasons that support the opinion.	<ul style="list-style-type: none"> I will provide reasons that support my opinion. 	Opinion	<p><i>Using Supporting Details & Examples</i>, p. 62 (T)</p> <p><i>Is That a Fact?</i>, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>WBT: p. 130-146</p>	
CC.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. CC.W.3.1c Use temporal words and phrases to signal event order.	<ul style="list-style-type: none"> I will use temporal words to signal event order. I will use temporal phrases to signal event order. 	Temporal	<p><i>Using Supporting Details & Examples</i>, p. 62 (T)</p> <p><i>Is That a Fact?</i>, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>LC: Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83</p> <p>LC: Book 3, Lesson 15, p. 183</p> <p>MM2-3: p. 152</p>	
CC.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. CC.W.3.1d Provide a concluding statement or section.	<ul style="list-style-type: none"> I will provide a concluding statement or section. 	Concluding	<p><i>Using Supporting Details & Examples</i>, p. 62 (T)</p> <p><i>Is That a Fact?</i>, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>LC: Book 3, Lesson 16, p. 195</p>	

FORT SMITH PUBLIC SCHOOLS – Grade 3 Curriculum: Literacy & Integrated Content

M 3-WEEK 1

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/ Fluency J-L7	J-L7 Weekly Plan T96-T97 Read Aloud “Louis Braille: Boy Inventor” T104-T105 • Projectable 7.1 CCLG: p. 53 • T105 Target Vocabulary Main Selection “What Do Illustrators Do?” T118-T128 • Comprehension T116-T117 (Text & Graphic Features; Analyze/Evaluate) • Projectable 7.4 (Text & Graphic Features; Analyze/Evaluate) • PB: Vol. 1, p. 87 • Projectable 7.5a, 7.5b, 7.5c (T-Map: Text & Graphic Features) • Stop & Think T121, T124, T127 • Deepen Comprehension T136-T137 (Text & Graphic Features) • Projectable 7.8 (Text and Graphic Features) • PB: Vol. 1, p. 92 • CCLG: p. 52 Connect To “Jack Draws a Beanstalk” T142-T143 Genre: Traditional Tale • MC: T143 CCLG: p. 53	(OPTIONAL) T156 Weekly Test 7.5-7.7
CC.RI.3.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.	<ul style="list-style-type: none"> I will determine the main idea and supporting details of a text. I will explain how the supporting details specifically relate to the main idea. 	Main idea Supporting details	CT: Book 5, Lesson 18, p. 24 Lesson 19, p. 36, Lesson 21, p. 56	Skill: Narrator's Voice Strategy: Analyze/Evaluate Genre: Informational Text/Traditional Tale Academic Language: Caption, graphic features, analyze, visuals		
CC.RI.3.6 Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> I will tell the difference between my point of view and the author's point of view. 	Point of view	CT: Book 5, Lesson 20, p. 44			
Vocabulary				J-L7 Vocabulary VOCABULARY STRATEGIES: Synonyms WORD CARDS: Cards 49-56 TARGET VOCABULARY: tracing, sketches, imagine, research, illustrate, textures, scribbles, tools	J-L7 Weekly Plan T96-T97 Introduce Vocabulary T106-T107 Daily Vocabulary Boost T113, T133, T141, T149 Develop Background “Louis Braille: Boy Inventor” T104-T105 “Becoming an Artist” T114-T115 Vocabulary Strategies T144-T145 Synonyms • Projectable 7.10 PB: Vol. 1, p. 95 AL: synonyms	(OPTIONAL) Weekly Test 7.2-7.4
CC.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. CC.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. (Refer to FSPS Vocabulary Instruction Guidelines K-6)	<ul style="list-style-type: none"> I will use context clues to figure out word meanings. 	Context clues	http://dictionary.reference.com/ WTW: p.253 & 265 BWL WJ: Chapter 6			

FORT SMITH PUBLIC SCHOOLS – Grade 3 Curriculum: Literacy & Integrated Content

M 3-WEEK 1

Spelling				J-L14	J-L14 Detailed Spelling Plan T270-T271	T331 Weekly Phonics Test 14.7-14.8
<p>Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling.</p> <p>CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>Spelling List: (Basic) horse, mark, storm, chore, market, acorn, artist, March, north, barking, stork, thorn, forest, , restore</p> <p>(Review) dark, story</p> <p>(Challenge) partner, fortune</p>				<p>Words with ar, or, ore</p> <p>Spelling: Vowel + r sounds</p>	<ul style="list-style-type: none"> • T282-T283 Words with <i>ar, or,- ore</i> PB: Vol. 1, p. 183 • T284 Vowel + <i>r</i> sounds/Pretest • T304 Word Sort • T312 Segment Sounds/Build Words • T320 Connect to Writing PB: Vol. 1, p. 194 	T326 Spelling Assessment
Grammar				J-L14	J-L14 Detailed Grammar Plan T270-T271	(OPTIONAL) T331 Weekly Test 14.9-14.11
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.</p> <p>(Rigor of standard will not be met by Journeys lesson)</p>	<ul style="list-style-type: none"> • I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	Functions	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Pronouns & Verbs	<ul style="list-style-type: none"> • T284 Pronouns & Verbs Pronoun-Verb Agreement Projectable 14.2 PB: Vol. 1, p. 184 • T304 When to Add <i>-es, -ies</i> Projectable 14.6 PB: Vol. 1, p. 186 • T312 Pronouns & Verbs PB: Vol. 1, p. 191 • T320 Spiral Review: Simple Subjects & Predicates Writing Subjects & Predicates PB: Vol. 1, p. 194 • T326 Weekly Review: Pronouns & Verbs Connect to Writing: PB: Vol. 1, p. 196 	
Writing				<p>Refer to Journeys Lessons 16-20</p> <p style="color: purple; text-align: center;">Opinion</p>		
<p>CC.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CC.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<ul style="list-style-type: none"> • I will write opinion pieces where I introduce a topic or name of a book, state an opinion, and create an organizational structure that lists reasons. 	Opinion	<p>Using Supporting Details & Examples, p. 62 (T)</p> <p>Is That a Fact?, p. 163 (T)</p> <p>NCL: Appendix R (T)</p> <p>LC: Writing Unit 3-5, Lesson, 6, p. 71, Lesson 7, p. 83</p> <p>NCL: p. 58,,59,,60</p>			

FORT SMITH PUBLIC SCHOOLS – Grade 3 Curriculum: Literacy & Integrated Content

M 3-WEEK 1

CC.W.3.1b Provide reasons that support the opinion.	<ul style="list-style-type: none"> I will provide reasons that support my opinion. 	Opinion	Using Supporting Details & Examples , p. 62 (T) Is That a Fact? , p. 163 (T) NCL: Appendix R (T) WBT: p. 130-146	Text Types & Purposes W.3.1
CC.W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. I will use linking words and phrases to connect my opinion with its reasons.	<ul style="list-style-type: none"> I will use linking words and phrases to connect my opinion with its reasons. 	Linking Words	Is that a Fact? MM2-3	
CC.W.3.1d Provide a concluding statement or section.	<ul style="list-style-type: none"> I will provide a concluding statement or section. 	Statement	MM2-3	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Extended Text Study (Integrate Author Study) <ul style="list-style-type: none"> Teacher may choose standards that best match the extended text study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details RL.3.2 RL.3.3</p> <p>Integration of Knowledge & Ideas RL.3.7 RL.3.9</p>				<p>Teacher-selected Materials for Extended Text Study Refer to Year at a Glance for standards</p> <div> <p>Analyze Author's Method Sequence of Events</p> <p>Cause/Effect Draw Generalizations</p> <p>Narrator's Voice Text Structure</p> </div>		
CC.RL.3.2 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.	<ul style="list-style-type: none"> I will retell a story. I will tell the central message of a story, and identify how the message is conveyed. 	Message	STW2: p. 181-182 CT: Book 5, Lesson 18, p.24-31 Lesson 19, p.32-43 Lesson 21, p. 56-63 TDC: p. 14-16			
CC.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> I will describe the characters in a story and explain how their actions contribute to the story's events. 	Characters Contribute Events	GRW: p. 441-443 TDC: p. 19-22 GRW: p. 395-396 (T) TDC: p. 156			
CC.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/ setting).	<ul style="list-style-type: none"> I will explain how aspects of the illustrations contribute. 	Illustrations	TDC: p. 19-22 GRW: p. 395-396			
CC.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).	<ul style="list-style-type: none"> I will compare/contrast themes, characters, and plots of two stories by the same author. 	Compare Contrast Themes Plot.	GRW: p. 445 TDC: p. 143-146 (T) STW1: p. 197-206			
Spelling Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling. CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.				J-L15 Words with er, ir, ur, or Spelling:	J-L15 Detailed Spelling Plan T358-T359 <ul style="list-style-type: none"> T370-T371 Cards PB: Vol. 1, p. 197 	T419 Weekly Phonics Test 15.8-15.9

<p>Spelling Words: (Basic) nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm (Review) her, girl (Challenge) perfect, hamburger</p>				Vowel + /r/ Sounds in <i>nurse</i>	<ul style="list-style-type: none"> • T372 Vowel + /r/ Sounds in nurse/Pretest • T392 Word Sort • T400 Build Words • T408 PB: Vol. 1, p. 209 	T414 Spelling Assessment
<p>Spelling Words: (Basic) nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm (Review) her, girl (Challenge) perfect, hamburger</p>				<p>J-L16 Words with er, ir, ur, or</p> <p>Spelling: Vowel + /r/ Sounds in <i>nurse</i></p>	<p>J-L16 Detailed Spelling Plan T358-T359 T370-T371 Spelling</p> <ul style="list-style-type: none"> • PB: Vol. 1, p. 197 • T372 Pretest • T392 Word Sort • T400 Build Words • T408 PB: Vol. 1, p. 209 	<p>T419 Weekly Phonics Test 15.8-15.9</p> <p>T414 Spelling Assessment</p>
<p>Grammar</p>				J-L16	J-L16 Detailed Grammar Plan T6-T7	
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1a <u>Explain</u> the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences. (Rigor of this standard is not addressed in Journeys lesson.)</p>	<ul style="list-style-type: none"> • I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	Functions	http://languagearts.p.pst.com/index.html MM2-3 MM4-5 MI EE	Adjectives	<ul style="list-style-type: none"> • T20-What is an Adjective? • Teach/Model- Projectable 16.2 • T38- identify adjectives- Projectable 16.6 • T46- Adjective describes nouns • T54- spiral review- more plural nouns PB – p. 12 	
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1g Form & use comparative & superlative adjectives & adverbs, & choose between them depending on what is to be modified.</p>	I will use comparative and superlative adjectives and adverbs appropriately.	Comparative Superlative	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE		<p>J-L17 Detailed Grammar Plan</p> <ul style="list-style-type: none"> • T106- Adjectives and Articles • T126- Capitalizing Adjectives- Projectable 17.6 • T134- Comparing with Adjectives-practice book Vol.2, p.23 • T142- Spiral Review- Writing Proper Nouns- Practice Book Vol.2, p.26 • T148- Articles, Student Book, p. 64; word choice 	<p>(OPTIONAL) Grammar- T149 (Articles)</p>

Writing				<p>Refer to Journeys Lesson 3-5, 12, 21-25</p> <p>Reflective Narrative</p> <p>Text Types & Purposes W.3.3</p> <p>Production/Distribution W.3.5 W.3.6</p> <p>L.3.1c L.3.2c</p>
<p>CC.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>CC.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<ul style="list-style-type: none"> I will write information texts where I introduce a topic and group related information together. 	Topic	<p>LC: Book 4, Writing Units p. 59, p. 85 p.115</p> <p>LC: Narrative Writing, p. 69</p>	
<p>CC.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<ul style="list-style-type: none"> I will use dialogue and descriptions to develop events. 	Dialogue	<p>LC: Writing Fiction, Big Dreams, p. 27, 43, 73</p> <p>CL: p. 48, 53, 55</p>	
<p>CC.W.3.3c Use temporal words and phrases to signal even order.</p>	<ul style="list-style-type: none"> I will use linking words and phrases to connect my opinion with its reasons. 	Linking Phrases Opinion	<p>MM2-3: p. 88</p>	
<p>CC.W.3.3d Provide a sense of closure.</p>	<ul style="list-style-type: none"> I will provide a sense of closure. 	Closure	<p>LC: Book 4, p.133</p> <p>LC: Book 2, p.137</p> <p>CL: p. 68-71</p>	
<p>CC.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 on pages 28 and 29.)</p>	<ul style="list-style-type: none"> I will use guidance from my peers to plan, revise, and edit my writing. 	<ul style="list-style-type: none"> Revising Editing 	<p>LC: Book 4, p.133</p> <p>LC: Book 2, p.137</p> <p>CL: p. 68-71</p>	
<p>CC.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.</p>	<ul style="list-style-type: none"> I will use digital tools to produce and publish my work. 	<ul style="list-style-type: none"> Digital 	<p>LC: Book 4, p.133</p> <p>LC: Book 2, p.137</p> <p>CL: p. 68-71</p>	
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1c Use abstract nouns (e.g., childhood).</p>	<ul style="list-style-type: none"> I will use abstract nouns. 	Abstract	<p>http://languagearts.pppst.com/index.html</p> <p>MM2-3 MM4-5 MI EE</p>	
<p>CC.L.3.2c Use commas and quotation marks in dialogue.</p>	<ul style="list-style-type: none"> I will use commas and quotation marks in dialogue. 	Dialogue	<p>http://grammar.ccc.commnet.edu/grammar/powerpoint.htm</p> <p>MI TP MM2-3 WP: p.52-53</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections <ul style="list-style-type: none"> Teacher may choose standards that best match the Research Connections genre. Refer to FSPS Research Connections Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details RI.3.3</p> <p>Craft & Structure RI.3.5</p> <p>Integration of Knowledge & Ideas RI.3.8 RI.3.9</p>				Teacher-selected Materials for Research Connections Refer to Year at a Glance for standards		
CC.RI.3.3 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.	<ul style="list-style-type: none"> I will use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure. 	Sequence Cause/Effect Connection Historical Scientific Procedure	http://www.learner.org/jnorth/humm/index.html http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/LiteracyElem/SBG%20P5-RI3.3.%203.4%20teacher.pdf	<div> <p>Compare/Contrast Question</p> <p>Text Structure Visualize</p> </div>		
CC.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> I will use various text features to locate information. 	Text Features	CT: Book 2, Lesson 4, p. 2, Book 4, Lesson 13, p. 36 GRW: p. 402-404 (T)			
CC.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).	<ul style="list-style-type: none"> I will explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing. 	Text Comparison Cause/Effect Sequencing	GRW: p. 403-404 CT: Book 4, Lesson 11, p. 24 TDC: p. 44			
CC.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> I will compare and contrast the most important points. 	Compare Contrast	CT: Book 6, p. 14, Lesson 23, p. 24, Lesson 24			

Spelling						
<p>Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling.</p> <p>CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p align="center">Spelling Words:</p> <p align="center">(Basic) age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge</p> <p align="center">(Review) nice, place</p> <p align="center">(Challenge) excited, gigantic</p>				<p>J-L17</p> <p>Words with /j/ & /s/</p> <p>Words with the VCCCV pattern</p> <p>Spelling:</p> <p>Words with /j/ and /s/</p>	<p>J-L17 Detailed Spelling Plan T92-T93</p> <ul style="list-style-type: none"> • T104-T105 Cards for /j/ and /s/ PB: Vol. 2, p. 15 • T106 Pretest • T126 Word Sort • T134 Build Words • T142 PB: Vol. 2, p. 27 	<p>Weekly- T153</p> <p>Phonics Test 17.8-17.11</p> <p>T148 Spelling Assessment</p>
<p align="center">Spelling Words:</p> <p align="center">(Basic) shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico</p> <p align="center">(Review) black, thank</p> <p align="center">(Challenge) correct, question</p>				<p>J-L18</p> <p>Words with /k/ & /kw/</p> <p>Spelling:</p> <p>Spelling the /k/ and /kw/ Sounds</p>	<p>J-L18 Detailed Spelling Plan T180-T181</p> <ul style="list-style-type: none"> • T192-T193 Cards PB: Vol. 2, p. 29 • T194 Pretest • T216 Word Sort • T224 Build Words • T232 PB: Vol.2, p.41 	<p>T243</p> <p>Weekly</p> <p>Phonics Test 18.11-18.12</p> <p>T238 Spelling Assessment</p>
Grammar						
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1g Form & use comparative & superlative adjectives & adverbs, & choose between them depending on what is to be modified.</p>	<p>I will use comparative and superlative adjectives and adverbs appropriately.</p>	<p>Comparative Superlative</p>	<p>http://languagearts.pppst.com/index.html</p> <p>MM2-3</p> <p>MM4-5</p> <p>MI</p> <p>EE</p>	<p>Adjectives</p> <p>Comparative-Superlative</p>	<p>Teacher Selected Materials for Grammar Study</p>	
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>	<p>I will use simple verb tenses.</p>	<p>Tenses</p>	<p>http://languagearts.pppst.com/index.html</p> <p>MM2-3</p> <p>MM4-5</p> <p>MI</p> <p>EE</p>	<p>J-L18</p> <p>Using the Verb <i>be</i> & Helping Verbs</p>	<p>J-L18 Detailed Grammar Plan T180-T181</p> <ul style="list-style-type: none"> • T194 The Special Verb BE Projectable 18.2 PB: Vol. 2, p. 30 • T216 Helping Verbs Projectable 18.6 PB: Vol. 2, p. 32 T224 Using Verbs PB: Vol. 2, p. 37 • T232 Spiral Review: Subject-Verb Agreement PB: Vol. 2, p. 41 • T238-T239 Review Using the Verb <i>be</i> and Helping Verbs Connect to Writing: Sentence Fluency • PB: Vol. 2, p. 42 	<p>(OPTIONAL)</p> <p>T243 Weekly Test 18.13-18.15</p>

Writing				<p>Refer to Journeys Lessons 26-27, 29-30 Lesson 26:C/C</p> <p>Analytical Inform/Explain *short research writing product *compare/contrast paragraph</p> <p>Text Types & Purposes W.3.2 Research to Build & Present Knowledge W.3.7 W.3.8</p>
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<ul style="list-style-type: none"> • I will introduce a topic by grouping related information together. • I will include illustrations to help with comprehension. 	Related Information Illustrations Comprehension	GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2	
W.3.2b Develop the topic with facts, definitions, and details.	<ul style="list-style-type: none"> • I will develop the topic with facts. • I will develop the topic with definitions. • I will develop the topic with details. 	Topic Definitions Details	Is That a Fact?	
CC.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<ul style="list-style-type: none"> • I will use linking words. • I will use phrases. 	Linking words Phrases	Is That a Fact?	
W.3.2d Provide a concluding section or statement.	<ul style="list-style-type: none"> • I will provide a conclusion. 	Concluding	NCL Is That a Fact?	
CC.W.3.7 Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> • I will conduct short research projects that build knowledge about a topic. 	Research	20 great research sites: http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T)	Squidoo: http://www.squidoo.com/k12interactiveresearch (T) LC: Book 3, p. 161-165 NetTracker : http://www.nettrekker.com/us/http://www.fortsmithlibrary.org/ Squidoo: http://www.squidoo.com/k12interactiveresearch (T)
CC.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.	<ul style="list-style-type: none"> • I will use provided sources to find information, take notes on sources, and categorize my notes. 	Sources Categorize	CT: Book 6, Lesson 22, p. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVES	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				J-L19 <u>Comprehension/ Fluency</u> Skill: Point of View Strategy: Infer/Predict Genre: Realistic Fiction/ Informational Text <u>Essential Question:</u> How can a new invention cause people's lives to change? AL: cause, effect, infer	J-L19 Weekly Plan T 272-T273 <u>Read Aloud</u> “The Magical Art of Mime” T280-T281 •Projectable 9.1 (Model Fluency) •CLLG: p. 57 • Target Vocabulary T281 <u>Main Selection “Kamishibai Man”</u> T294-T306 •CLLG p. 56 • Introduce Comprehension T292-T293 Cause & Effect/ Monitor/Clarify • Projectable 9.4 (Cause & Effect; Monitor/Clarify) • PB: Vol. 1, p. 115 • Projectables 9.5a, 9.5b, 9.5c (Cause & Effect) • Stop & Think: T299, T301, T305 • Deepen Comprehension T314-T315 Cause & Effect • Projectable 9.8 (Cause & Effect Deepen Comprehension Question 1) PB: Vol. 1, p. 120 <u>Connect To “The True Story of Kamishibai”</u> T320-T321 Genre: Informational Text • MC: T321 CLLG: p. 57	(OPTIONAL) T334 Weekly Test 9.4 – 9.6
CC.RL.3.5 Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections. CC.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	• I will use various text features to locate information. • I will describe when there are different characters telling a story.	Text features Characters	GRW: p. 441-443 TDC: p. 19-22 (T) GRW: p. 395-396 (T) TDC: p. 156 GRW: p. 397 (T) CT: Book 5, Lesson 20, p.44			
Vocabulary				J-L19 <u>Vocabulary</u> VOCABULARY STRATEGIES: Dictionary/ Glossary Entry WORD CARDS: Cards 65-72 TARGET VOCABULARY: familiar, applause, blurry, blasted, vacant, rickety, jerky, rude	J-L19 Weekly Plan T272-T273 <u>Introduce Vocabulary</u> T282-T283 Daily Vocabulary Boost T289, T311, T319, T327 <u>Develop Background</u> “The Magical Art of Mime” T280-T281 “Storytelling” T290-T291 Vocabulary Strategies Dictionary/Glossary Entry T322-T323 •Projectable 9.9 • PB: Vol 1, p. 123 AL: dictionary, glossary	(OPTIONAL) T334 Weekly Test 9.2-9.3 Target Vocabulary Dictionary/ Glossary Entry
CC.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	I can distinguish shades of meaning among words.	Shades	http://www.readwritethink.org/ http://www.readworks.org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175			

Spelling				Phonics/Spelling J-L19	J-L19 Detailed Spelling Plan T270-271	Weekly Tests 19.8-19.9
<p>Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling.</p> <p>CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p align="center">Spelling Words: (Basic) mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, coal, food, poach Review: blew, foot Challenge: loose, jewel</p>				<p>Spelling: Words with vowel sounds in spoon and wood</p>	<ul style="list-style-type: none"> • T280-281: Routine 3 and 6; projectable S1 • T304: word sort • T308- phonics review, instructional routine 3 card; • T309- fluency; projectable- 19.7 • T312- review alphabetical order, practice book-p. 51 • T320- pronoun/verb • T326- vowel sounds in spoon and wood 	<p>Cause/Effect Weekly Tests 19.5-19.7</p>
Grammar				J-L19	J-L19 Detailed Grammar Plan T270-271	
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1d Form and use regular and irregular verbs.</p>	<ul style="list-style-type: none"> • I will use regular and irregular verbs. 	<p>Regular Irregular</p>	<p>http://languagearts.ppst.com/index.html MM2-3 MM4-5 MI</p>	<p>Irregular Verbs</p>	<ul style="list-style-type: none"> • T284-Irregular verbs; past tense; projectable 19.2 • T304-Special spellings in past tense verbs, projectable 19.6 • T312-Review • T320- pronoun/verb agreement; PB: Vol. 2, p. 54 • T326- Review student book, p.132 	
Writing				<p align="center">Refer to Journeys Lessons 26-27, 29-30 Lesson 26:C/C</p> <p align="center">Analytical Inform/Explain</p> <p align="center">*short research writing product *compare/contrast paragraph</p> <p align="center">Text Types & Purposes W.3.2</p>		
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> • I will introduce a topic by grouping related information together. • I will include illustrations to help with comprehension. 	<p>Related Information Illustrations Comprehension</p>	<p>GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2</p>			
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p>	<ul style="list-style-type: none"> • I will develop the topic with facts. • I will develop the topic with definitions. • I will develop the topic with details. 	<p>Topic Definitions Details</p>	<p>Is That a Fact?</p>			

<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<ul style="list-style-type: none"> • I will use linking words. • I will use phrases. 	Linking words Phrases	Is That a Fact?	<p align="center">Research to Build & Present Knowledge</p> <p align="center">W.3.7</p> <p align="center">W.3.8</p>
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2d Provide a concluding section or statement.</p>	<ul style="list-style-type: none"> • I will provide a conclusion. 	Concluding	NCL Is That a Fact?	
<p>CC.W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<ul style="list-style-type: none"> • I will conduct short research projects that build knowledge about a topic. 	Research	<p>20 great research sites:</p> <p>http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T)</p>	
<p>CC.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.</p>	<ul style="list-style-type: none"> • I will use provided sources to find information. 	Sources Categorize	CT: Book 6, Lesson 22, p. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Extended Text Study <ul style="list-style-type: none"> Teacher may choose standards that best match the extended text study genre. Refer to FSPS Extended Text Study Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details RI.3.3</p> <p>Craft & Structure RI.3.6</p> <p>Integration of Knowledge & Ideas RI.3.7 RI.3.9</p>				<p>Teacher-selected Materials for Extended Text Study Refer to Year at a Glance for more details with Standards</p> <div> <p>Cause/Effect Monitor/Clarify</p> <p>Point of View Analyze/Evaluate</p> <p>Comparison Analyze/ Summarize</p> </div>		
CC.RI.3.3 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.	<ul style="list-style-type: none"> I will use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure. 	Sequence Cause/Effect Connection Historical Scientific Procedure	http://www.learner.org/north/humm/index.html http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/Literacy/Elem/SBGP5-RI3.3.%203.4%20teacher.pdf			
CC.RI.3.6 Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> I will tell the difference between my point of view and the author's point of view. 	Point of view	CT: Book 5, Lesson 20, p. 44			
CC.RI.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., where, when, why, and how key events occur).	<ul style="list-style-type: none"> I will explain how charts, diagrams, or illustrations are helpful in clarifying text. 	Diagrams Illustrations	GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2			

CC.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	• I will compare and contrast the most important points.	Compare Contrast	CT: Book 6, p. 14, Lesson 23, p. 24, Lesson 24			
Spelling				J-L20	J-L20 Detailed Spelling Plan T358-359	Phonics Compound Words: weekly tests, 20.8-20.9
<p>Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling.</p> <p>CC.RF.3.4c Use context to confirm or self</p> <p>CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position ending rules, meaningful word parts) in writing words.</p> <p><i>Include this standard for this week:</i></p> <p>CC.L.3.4c Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>Spelling Words:</p> <p>(Basic) birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight</p> <p>Review: someone, cannot</p> <p>Challenge: scorekeeper, everybody</p>				<p>Spelling:</p> <p>Compound Words</p>	<p>T372- pretest</p> <p>T392- compounds with word sorts</p> <p>T396- Phonics review; compound words review</p> <p>T400- Build compound words</p> <p>T408- connect to writing</p> <p>T414- assessment</p>	
<p>Spelling Words:</p> <p>(Basic) coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted</p> <p>Review: making, stopped</p> <p>Challenge: freezing, scared</p>				<p>J-L21</p> <p>Possessive Nouns and Possessive Pronouns</p> <p>Spelling:</p> <p>Words with –ed and –ing</p>	<p>J-L21 Detailed Spelling Plan</p> <p>7T20- Words with –ed and –ing, pretest</p> <p>T40- Words with –ed and –ing, word sort</p> <p>T44-45; Base words and –ed,-ing; fluency; intonation, projectable 21.7</p> <p>T48- words with –ed & –ing; practice book p. 78</p> <p>T62- Assessment</p>	Phonics; base words and –ed and –ing; weekly tests 21.7 – 21.8
Grammar				J-L20	Refer to J-L-20 for review	
CC.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• I will use conventional spelling for high-frequency and other words I've studied.	Conventional	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm	Contractions	Refer to Teacher Selected Materials for Grammar Study.	

CC.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.3.2d Form and use possessives.	<ul style="list-style-type: none"> I will form and use possessives. 	Possessives	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm MI TP MM2-3 MM4-5	J-L21 Possessive Nouns & Pronouns	Refer to J-L-21 for review Refer to Teacher Selected Materials for Grammar Study.
Writing				Refer to Journeys Lessons 26-27, 29-30 Analytical Inform/Explain *descriptive paragraph Text Types & Purposes W.3.2 Production/Distribution W.3.5 W.3.6 L.3.4b	
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<ul style="list-style-type: none"> I will introduce a topic by grouping related information together. I will include illustrations to help with comprehension. 	Related Information Illustrations Comprehension	GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2		
W.3.2b Develop the topic with facts, definitions, and details.	<ul style="list-style-type: none"> I will develop the topic with facts. I will develop the topic with definitions. I will develop the topic with details. 	Topic Definitions Details	Is That a Fact?		
CC.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<ul style="list-style-type: none"> I will use linking words. I will use phrases. 	Linking words Phrases	Is That a Fact?		
W.3.2d Provide a concluding section or statement.	<ul style="list-style-type: none"> I will provide a conclusion. 	Concluding	NCL Is That a Fact?		
CC.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"> I will use guidance and support from my peers to plan, revise, and edit my writing. 	Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 169-173 LC: Book 1, pg.37-45	Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read_Write_Think.html (T)	
CC.W.3.6 With guidance & support from adults, use technology to produce & publish writing as well as to interact & collaborate with others.	<ul style="list-style-type: none"> I will use digital tools to produce and publish my writing. 	Digital Publish	Tikatot http://www.tikatok.com/ Storybird http://storybird.com/		

<p>CC.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.</p> <p>CC.L.3.4b 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).</p>	<ul style="list-style-type: none"> I can determine the meaning a word by using its prefix or suffix. 	<p>Prefix Suffix</p>	<p>http://dictionary.reference.com/ <i>WTW</i>: p.253 & 265 <i>BWL</i> <i>WJ</i>: Chapter 6</p>	
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Research Connections <ul style="list-style-type: none"> Teacher may choose standards that best match the Research Connections genre. Refer to FSPS Research Connections Criteria Refer to FSPS Vocabulary Instruction Guidelines K-6 <p>Key Ideas & Details RI.3.2</p> <p>Craft & Structure RI.3.5</p> <p>Integration of Knowledge & Ideas RI.3.8</p>				<p>Teacher Selected Materials for Research Connections Refer to Year at a Glance for more details with Standards</p> <div> <p>Key Details Draw Generalizations</p> <p>Text Features Cause/Effect</p> </div>		
CC.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> I will determine the main idea and supporting details of a text. I can explain how the supporting details specifically relate to the main idea. 	Main idea Supporting details	<i>CT</i> : Book 5, Lesson 18 p. 24, Lesson 19. P. 56, Lesson 21, p. 56 <i>STW</i> : p. 166 (T)			
CC.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> I will use various text features to locate information. 	Text Features	<i>CT</i> : Book 2, Lesson 4, p. 2, Book 4, Lesson 13, p. 36 <i>GRW</i> : p. 402-404 (T)			
CC.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).	<ul style="list-style-type: none"> I will explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing. 	Text Comparison Cause/Effect Sequencing	<i>GRW</i> : p. 403-404 <i>CT</i> : Book 4, Lesson 11, p. 24 <i>TDC</i> : p. 44			

Spelling	J-L22, J-23	J-L22, J-L23 Detailed	
<p>Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling.</p> <p>CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>Spelling Words:</p> <p>(Basic) cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies</p> <p>(Review) pretty, very</p> <p>(Challenge) countries, libraries</p>	<p>Spelling Changes: -s, -es, -ed, -ing</p> <p>Spelling: Changing Final y to i</p>	<p>Spelling Plan T94-T95</p> <ul style="list-style-type: none"> • T108-Pretest • Phonics- spelling changes: -s,-es,-ed,-ing, PB- Vol. 2. P. 85 • T128- Changing final y to i; word sort • T132- less common plurals; practice book , Vol. 2, p. 91 • T136- changing final y to i- building words • T144- connect to writing; practice book, Vol. 2, p. 97 • T150- Assessment 	<p>T155 Phonics; weekly tests 22.8-22.10</p>
<p><i>Use this standard for the week:</i></p> <p>CC.RF.3.3a Identify and know the meaning of the most common prefixes & derivational suffixes.</p> <p>Spelling Words:</p> <p>(Basic) unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure</p> <p>(Review) Reread, unsafe</p> <p>(Challenge) Unbuckle, unknown</p>	<p>J-L24</p> <p>Prefixes: un-, pre-, re-, bi-</p> <p>Spelling: Prefixes re- & un-</p> <p>-</p>	<p>J-L24 Detailed Spelling Plan T272-273</p> <ul style="list-style-type: none"> • T286- prefixes re- and un-; administer the pretest • T306- prefixes re- and un-; word sort • T310- Phonics Review; prefixes un-, pre-, re-, bi-; review sound/spellings. PB, Vol. 2. p.119 • Fluency; accuracy; words in connected text; projectable 24.7 • T314- prefixes re- and un-; build words with prefixes • T322- prefixes re- and un-; connect • T328- Assessment 	<p>Phonics- weekly tests 24.7-24.9</p>

Grammar					
CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.	• I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs.	Functions	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	J-L22 Proper Nouns	Refer to J-L-22 for review Refer to Teacher Selected Materials for Grammar Study.
CC.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.3.2a Capitalize appropriate words in titles.	• I will capitalize appropriate words in titles.	Capitalize	http://grammar.ccc.commnet.edu/grammar/powerpoint.htm MI TP MM2-3 MM4-5	J-L23 Abbreviations with Titles	Refer to J-L-23 for review Refer to Teacher Selected Materials for Grammar Study.
CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1g Form & use comparative & superlative adjectives & adverbs, & choose between them depending on what is to be modified.	• I will use comparative and superlative adjectives and adverbs appropriately.	Comparative Superlative	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	J-L24 Adverbs	Refer to J-L-24 for review Refer to Teacher Selected Materials for Grammar Study
Writing				<p>Refer to Journeys Lessons 16-20 Opinion *short research writing product</p> <p>Text Types & Purposes W.3.1</p> <p>Research to Build & Present Knowledge W.3.7 W.3.8</p>	
CC.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	• I will write information texts where I introduce a topic and group related information together.	Topic	LC: Book 4, Writing Units p. 59, p. 85 p.115 LC: Raising the Quality of Narrative Writing, p. 69		
CC.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	• I will use dialogue and descriptions to develop events.	Dialogue	LC: Writing Fiction, Big Dreams, p. 27, 43, 73 CL: p. 48, 53, 55		
CC.W.3.3c Use temporal words and phrases to signal even order.	• I will use linking words and phrases to connect my opinion with its reasons.	Linking Phrases Opinion	MM2-3: p. 88		

CC.W.3.3d Provide a sense of closure.	<ul style="list-style-type: none"> I will provide a sense of closure. 	Closure	LC: Book 4, p.133 LC: Book 2, p.137 CL: p. 68-71	
CC.W.3.7 Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> I will conduct short research projects that build knowledge about a topic. 	Research	20 great research sites: http://askatechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T) Squidoo: http://www.squidoo.com/k12interactive-research (T) LC: Book 3, p. 161-165	NetTracker : http://www.nettrekker.com/us http://www.fortsmithlibrary.org/ Squidoo: http://www.squidoo.com/k12interactive-research (T)
CC.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.	<ul style="list-style-type: none"> I will use provided sources to find information, take notes on sources, and categorize my notes. 	Sources Categorize	CT: Book 6, Lesson 22, p. 2-13	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Use FSPS K-6 Vocabulary Criteria				J-L12	J-L12 Weekly Plan T94 –T95	(OPTIONAL) T154 Weekly Test 12.5-12.7
CC.RL.3.5 Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections.	• I will use various text features to locate information.	Text features	GRW: p. 441-443 TDC: p. 19-22 (T) GRW: p. 395-396 (T) TDC: p. 156	<u>Comprehension/Fluency</u> Skill: Story Structure Strategy: Visualize Genre: Realistic Fiction/Poetry <u>Essential Question:</u> How do characters affect the plot of a story? Academic Language: story structure, visualize	<u>Read Aloud “The Art Contest”</u> T102-T103 • Projectable 12.1 (Model Fluency) • CLLG p. 63 Vocabulary T103 <u>Main Selection “The Science Fair”</u> T116-T126 • CLLG: p.62 Introduce T114-115 • Projectable 12.4 (Story Structure; Visualize) • PB: Vol. 1, p. 157 • Projectable 12.5a, 12.5b, 12.5c (Story Structure) • Stop & Think T119, T122, T125 • Deepen T134-135 (Story Structure) • Projectable 12.8 (Story Structure) • PB: Vol. 1, p. 162 <u>Connect To “Poems About Science”</u> T140-141 MC: T141 CLLG: p. 63	
CC.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/setting).	• I will explain how aspects of the illustrations contribute.	Illustrations	TDC: p. 19-22 GRW: p. 395-396			
CC.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. CC.L.3.4c Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	• I will use a root word as a clue of an unknown word.	Root word	LC: Book 6, Lesson 13 & 14, p. 175 & 187			
Spelling				Phonics/Spelling	J-L25 Detailed Spelling Plan	Suffixes- weekly tests; 25.7-25.9
Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling. CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Spelling Words: (Basic): painless, sickness, sadness, helpless, thankless, kindness hopeless, darkness, fearless, thickness, carelessness, goodness, spotless, softness, (Review) Useful, weakly (Challenge) Breathless, eagerness				J-L25 Suffixes: -less, -ness, and -able	J-L25 Detailed Spelling Plan T360-361 T372- Phonics: suffixes: -less, -ness, -able: recognize common suffixes: projectable, S1 PB- Vol. 2 p. 127 T374- suffixes -less and -ness; administer the pretest • T394- suffixes: -less, -ness; word sort, PB-p. 131 • T398- Phonics Review; suffixes -less, -ness, -able; word sort: • PB- Vol. 2, p. 133 T399- Fluency; expression	Comprehension; Weekly tests 25.4-25.6

Grammar				J-L24	Refer to J-L-24 for review	
CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.3.1g Form & use comparative & superlative adjectives & adverbs, & choose between them depending on what is to be modified.	I will use comparative and superlative adjectives and adverbs appropriately.	Comparative Superlative	http://languagearts.pppst.com/index.html MM2-3 MM4-5 MI EE	Continue Adverbs Review Prepositions	Refer to Teacher Selected Materials for Grammar Study	
Writing				Review & Analyze Writing Prompts and Purpose		
CC.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	• I will use guidance and support from my peers to plan, revise, and edit my writing.	Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 169-173 LC: Book 1, pg. 37-45	Production/Distribution W.3.5 W.3.6		
CC.W.3.6 With guidance & support from adults, use technology to produce & publish writing as well as to interact & collaborate with others.	• I will use digital tools to produce and publish my writing.	Digital Publish	Tikatot http://www.tikatot.com/ Storybird http://storybird.com/	Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read_Write_Think.html (T)		

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M5-WEEK 1-2

Reference FSPS Year at a Glance		Week 3: Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.				
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Refer to FSPS K-6 Vocabulary Criteria				<p>Teacher Selected Read-Aloud and Resources (Fables, Folktales or Myth)</p> <p style="color: red; text-align: center;">Recount</p> <p style="color: blue; text-align: center;">Key Details</p> <p style="color: red; text-align: center;">Point of View</p> <p style="color: blue; text-align: center;">Compare/Contrast</p>		
CC.RL.3.2 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.	<ul style="list-style-type: none"> I will retell a story. I will tell the central message of a story, and identify how the message is conveyed. 	Message Conveyed	STW2: p. 181-182 (T) CT: Book 5, Lesson 18, p. 24, Lesson 19, p. 32; Lesson 21, p. 56 TDC: p. 14-16 (T)			
CC.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> I will determine the main idea and supporting details of a text. I can explain how the supporting details specifically relate to the main idea. 	Main idea Supporting details	CT: Book 5, Lesson 18 p. 24, Lesson 19. P. 56, Lesson 21, p. 56 STW: p. 166 (T)			
CC.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> I will describe when there are different characters telling a story. 	Characters	GRW: p. 397 (T) CT: Book 5, Lesson 20, p.44			
CC.RI.3.6 Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> I will tell the difference between my point of view and the author's point of view. 	Point of view	CT: Book 5, Lesson 20, p. 44			
CC.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).	<ul style="list-style-type: none"> I will compare and contrast themes, characters, and plots of two stories by the same author. 	Compare Contrast Themes Plot	GRW: p. 445 TDC: p. 143-146 (T) STW1: p. 197-206			

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M5-WEEK 1-2

<div>Spelling</div> <div>Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling. CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</div> <div>Spelling Words: (Basic) person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself (Review) after, under, (Challenge) expect, wisdom</div>				<div>J-L26</div> <div>Common Final Syllables:</div> <div>Spelling: Common Final Syllables: -tion, -sion, -ture</div>	<div>J-L26 Detailed Spelling Plan</div> <div>T4-T5 T36-T37</div> <div>• T31- Common Final Syllables; -tion, -sion, -ture • Connect sounds to letters; PB- p. 141 • T36- Words with the VCCV; pretest • T36- word sort • T37- word families • T37- connect to writing; PB, p. 144 • T37- assessment</div>	T44-45
Grammar				<div>J-L26</div> <div>Quotations</div>	Teacher Selected Materials for Grammar Study	
CC.L.3.2c Use commas and quotation marks in dialogue.	<div>• I will use commas in dialogue. • I will use quotation marks in dialogue.</div>	Dialogue	<div>http://grammar.cc.comnet.edu/grammar/powerpoint.htm MI TP MM2-3 WP: p.52-53 (dialogue)</div>			
Writing					<div>Refer to Journeys Lesson 21, 24-25</div> <div>Narrative</div> <div>*Story starter prompts</div> <div>Text Types & Purposes</div> <div>W.3.3</div> <div>Production/Distribution</div> <div>W.3.5</div> <div>W.3.6</div> <div>L.3.4d</div>	
CC.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.W.3.3a Establish a situation & introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<div>• I will write a narrative where I establish a situation and introduce a narrator.</div>	Introduce Narrator Narrative	<div>LC: Book 4, p. 59, 85, 115 LC: Raising the Quality of Narrative Writing, p. 69</div>			
CC.W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<div>• I will use dialogue and descriptions to develop events.</div>	Dialogue	<div>LC: Book 2, Book 4 (T) LC: Book 4, pp. 27, 43, 73 CL: pp. 48, 53, 55</div>			
CC.W.3.3c Use temporal words and phrases to signal even order.	<div>• I will use linking words and phrases to connect my opinion with its reasons.</div>	Linking Phrases Opinion	<div>MM2-3: p. 88</div>			

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

M5-WEEK 1-2

CC.W.3.3d Provide a sense of closure.	<ul style="list-style-type: none"> I will provide a sense of closure. 	Closure	LC: Book 4, p.133 LC: Book 2, p.137 CL: p. 68-71	
CC.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none"> I will use guidance and support from my peers to plan, revise, and edit my writing. 	Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 169-173 LC: Book 1, pg. 37-45	<i>Writing with Writers/Scholastic</i> http://teacher.scholastic.com/writewit/ <i>Stonesoup</i> http://www.stonesoup.com/ (T) <i>Read, Write, Think</i> http://tenkely.org/Read_Write_Think.html (T)
CC.W.3.6 With guidance & support from adults, use technology to produce & publish writing as well as to interact & collaborate with others.	<ul style="list-style-type: none"> I will use digital tools to produce and publish my writing. 	Digital Publish	Tikatot http://www.tikatot.com/ Storybird http://storybird.com/	
CC.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. CC.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"> I will use glossaries or dictionaries to determine the meanings of words. 	Glossaries Dictionaries	http://dictionary.reference.com/ WTW: p.253 & 265 BWL WJ: Chapter 6	

Reference FSPS Year at a Glance Week 3: Placeholder week for State Assessment Testing: The actual placement of this week will be determined by each school.

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

WEEK 4-5

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension: Refer to FSPS K-6 Vocabulary Criteria				Teacher Selected Read-Aloud and Resources (Series of Historical Events, Scientific Ideas, or Technical Procedure)		
CC.RI.3.3 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.	<ul style="list-style-type: none"> I will use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure. 	Sequence Cause/Effect Connection Historical Scientific Procedure	http://www.learner.org/jnorth/humm/index.html http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/LiteracyElem/SBGP5-RI3.3,%203.4%20teacher.pdf			
CC.RI.3.6 Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> I will tell the difference between my point of view and the author's point of view. 	Point of view	CT: Book 5, Lesson 20, p. 44			
CC.RI.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., where, when, why, and how key events occur).	<ul style="list-style-type: none"> I will explain how charts, diagrams, or illustrations are helpful in clarifying text. 	Diagrams Illustrations	GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2			
Spelling				J-L27 Double Consonants	J-L27 Detailed Spelling Plan T80-T81	T88-89
Refer to FSPS Ongoing CCSS Grade 3 for CC.RF.3.4c and CC.L.3.2f when teaching spelling. CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Spelling Words: (Basic) jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, rabbit, letter, button (Review) funny, better (Challenge) stubborn, mirror				Spelling: Double Consonants	<ul style="list-style-type: none"> T80- pretest; PB, p.152 Word sort: PB, p. 153 T81- Word families T81- Connect to writing; write to inform T81- Assessment 	
Spelling Words: (Basic) taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough (Review) brought, draw (Challenge) sought, naughty				J-L28 Words with ough and augh Spelling: Words with ough, augh	J-L28 Detailed Spelling Plan T124-T125 <ul style="list-style-type: none"> T124- pretest PB, p. 162 T124- word sort; PB, p. 163 T125- word families T125- connect to writing; PB, p.164 T125- Assessment 	Weekly tests: 28.14-28.15 Comprehension: weekly tests 28.11-28.13

Grammar				J-L27, J-L28 Commas in Sentences, Addresses	Teacher Selected Materials for Grammar Study Refer to J-L27, J-L28 as a resource
CC.L.3.2c Use commas and quotation marks in dialogue.			http://grammar.ccc.commnet.edu/grammar/powerpoint.htm MI TP MM2-3 WP: p.52-53		
Writing					
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<ul style="list-style-type: none">I will introduce a topic by grouping related information together.I will include illustrations to help with comprehension.	Related information Illustrations comprehension	GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2		
W.3.2b Develop the topic with facts, definitions, and details.	<ul style="list-style-type: none">I will develop the topic with facts.I will develop the topic with definitions.I will develop the topic with details.	Topic Definitions details	Is That a Fact?		
CC.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	<ul style="list-style-type: none">I will use linking words.I will use phrases.	Linking words phrases	Is That a Fact?		
W.3.2d Provide a concluding section or statement.	<ul style="list-style-type: none">I will provide a conclusion.	Concluding	NCL Is That a Fact?		
CC.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<ul style="list-style-type: none">I will use guidance and support from my peers to plan, revise, and edit my writing.	Revise Edit	GRW: p. 63-66 (T); p. 77-80 WP: p. 19-20 (T) LC: Book 1, p. 169-173 LC: Book 1,pg.37-45		
CC.W.3.6 With guidance & support from adults, use technology to produce & publish writing as well as to interact & collaborate with others.	<ul style="list-style-type: none">I will use digital tools to produce and publish my writing.	Digital Publish	Tikatot http://www.tikatok.com/ Storybird http://storybird.com/		

Refer to Journeys Lesson 28
Inform: Instruct
*Sequential paragraph
Text Types & Purposes W.3.2
Production/Distribution W.3.5 W.3.6

Writing with Writers/Scholastic http://teacher.scholastic.com/writewit/ Stonesoup http://www.stonesoup.com/ (T) Read, Write, Think http://tenkely.org/Read_Write_Think.html (T)
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FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

WEEK 1-4

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Comprehension				Comprehension/ Fluency Target Skill/Strategy Main Idea Cause/Effect Author's Method Problem/Solution Sequence of Events Main Idea Key Details Analyze Genre: (Series of Historical Events, Scientific Ideas, or Technical Procedure)	Teacher Selected Read-Aloud (Series of Historical Events, Scientific Ideas, or Technical Procedure) Key Ideas & Details RI.3.3 Craft & Structure RI.3.5 Integration of Knowledge & Ideas RI.3.7 RI.3.9	
CC.RI.3.3 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.	• I will use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure.	Sequence Cause/Effect Connection Historical Scientific Procedure	http://www.learner.org/north/hu/m/index.html http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/LiteracyElem/SBG P5-RI3.3,%203.4%20teacher.pdf			
CC.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• I will use various text features to locate information.	Text features	CT: Book 2, Lesson 4, p. 2, Book 4, Lesson 13, p. 36 GRW: p. 402-404 (T)			
CC.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) & the words in a text to demonstrate understanding of the text (e.g., where, when, why, & how key events occur).	• I will explain how the illustrations of a text contribute to the mood or story being told.	Illustrations Mood	GRW: p.403 (T) STW1: p. 117-121 (T) CT: Book 2, Lesson 4, p. 2			
CC.RI.3.9 Compare & contrast most important points & key details presented in 2 texts on the same topic.	• I will read and comprehend informational text appropriate for third grade.	Informational text	CT: Book 6, p. 14, Lesson 23, p. 24, Lesson 24 GRW: Appendix 34			
Vocabulary				Teacher Selected Vocabulary		
CC.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.3.5a Distinguish the literal and non-literal meaning of words and phrases in context (e.g., take steps). (Refer to FSPS Vocabulary Instruction Guidelines K-6)	• I will distinguish between literal and figurative meanings of words and phrases in context.	Literal Non-literal	http://www.readwritethink.org/ http://www.readworks.org/ GRW: (figurative language) WP: p. 45 (figurative language) LC: Book 6, Lesson 13, p. 175	Refer to FSPS Vocabulary Instruction Guidelines K-6		
CC.L.3.6 Acquire & use accurately grade-appropriate conversational, general academic, & domain- specific words and phrases, including those that signal spatial & temporal relationships (e.g., After dinner that night we went looking for them.) (Refer to FSPS Vocabulary Instruction Guidelines K-6)	• I will use words and phrases that I have learned through listening and reading.	Phrases	BWL MI: p. 90 WTW: Chapters 7, 8, 9			

FORT SMITH PUBLIC SCHOOLS – GRADE 3 Curriculum: Literacy & Integrated Content

WEEK 1-4

Spelling				J-L29	J-L29 Detailed Spelling Plan T170-171	Assessments T178-179
<p>Refer to FSPS ongoing CCSS Grade 3 for CC.RF.3.3c, CC.L.3.2e, and CC.L.3.2f when teaching spelling.</p> <p>CC.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.L.3.2e 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>CC.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p style="text-align: center;">Spelling Words:</p> <p>Basic Words: apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double</p> <p>Review Words: flower, people</p> <p>Challenge Words: whistle, character</p>				<p><u>Spelling:</u> Words Ending in -er or -le</p>	<ul style="list-style-type: none"> • T170- Teach the principle- pretest • PB-p. 172 • T170- Word Sort • PB-p. 173 • T171- Word Families • T171- Connect to Writing, PB-p. 174 • T171- Assess Spelling 	
<p style="text-align: center;">Spelling Words:</p> <p>Basic Words: below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before</p> <p>Review Words: away, want</p> <p>Challenge Words: awhile, beyond</p>				<p><u>Spelling: Schwa Sound</u></p>	<p>J-L30 Detailed Spelling Plan T216-217</p> <ul style="list-style-type: none"> • T216- Principle- pretest PB-p. 182 • T216- Word Sort PB-p. 183 • T217- Word Families • T217- Connect to Writing, PB-p. 184 • T217- Assess Spelling 	Assessments Weekly tests: T224-225
Grammar				<p>J-L29 Possessive Pronouns</p> <p>J-L30 Correct Pronouns</p> <p>Teacher Selected Materials for Grammar Study</p>		
<p>CC.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.L.3.2d Form and use possessives.</p>			<p>http://grammar.ccc.commnet.edu/grammar/powerpoint.htm</p> <p>MI TP MM2-3 MM4-5</p>			
<p>CC.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general and their functions in particular sentences.</p>	<ul style="list-style-type: none"> • I will explain functions of nouns, verbs, pronouns, adjectives, and adverbs. 	Functions	<p>http://languagearts.pppst.com/index.html</p> <p>MM2-3 MM4-5 MI EE</p>			

Writing				<p>Refer to <i>Journeys</i> Lessons 6-10, 29-30</p> <p>Research to Build and Present Knowledge</p> <p>*Brief Notes problem/solution paragraph</p> <p>Research to Build & Present Knowledge</p> <p>W.3.7</p> <p>W.3.8</p> <p>L.3.5c</p>
CC.W.3.7 Conduct short research projects that build knowledge about a topic.	<ul style="list-style-type: none"> I will conduct short research projects that build knowledge about a topic. 	Research	<p><i>20 great research websites</i></p> <p>atechteacher.wordpress.com/2009/11/02/20-great-research-websites-for-kids/ (T)</p> <p><i>Squidoo</i></p> <p>http://www.squidoo.com/k12interactiveresearch (T)</p> <p>LC: Book 3, p. 161-165</p> <p><i>NetTracker</i></p> <p>http://www.nettrekker.com/us</p> <p>http://www.fortsmithlibrary.org/</p> <p><i>Squidoo</i></p> <p>http://www.squidoo.com/k12interactiveresearch (T)</p>	
CC.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.	<ul style="list-style-type: none"> I will use provided sources to find information, take notes on sources, and categorize my notes. 	Sources Categorize	CT: Book 6, Lesson 22, p. 2-13	
CC.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	I can distinguish shades of meaning among words.	Shades	<p>http://www.readwritethink.org/</p> <p>http://www.readworks.org/</p> <p><i>GRW:</i> (figurative language)</p> <p><i>WP:</i> p. 45 (figurative language)</p> <p>LC: Book 6, Lesson 13, p. 175</p>	