

Topic	Standard	"I can..." statements	roducv	iew	astere	Vocabulary	Resources	Resources	Assessment	Time Frame
3rd Grade						(Kids need to know)	(school approved)	(used)		
Strand:	Writing									
Text Types and Purposes	W3.1	Write opinion pieces using LC checklist.	I can write an opinion piece. I can introduce a topic, or name of a book, state an opinion, and organize the structure of the paper. I can provide reasons that support their opinion. I can use prepositions to connect the reasons in my written opinion. (because, therefore, since) I can provide a concluding section or statement.			Opinion, Point of View, Organizational Structure, Reason, Link, Introduction, Conclusion, Paragraph, Sentence, Fact, topic, Support, Linking Words/Phrases Prepositions	LC, Journeys, Writing Strategies	LC, NSW graphic organizers & mentor texts	LC	2 months
	W3.2	Write informative and explanatory pieces using LC checklist	I can write an informative piece. I can introduce a topic and group related information. I can use facts, definitions, and details to develop an idea. I can use prepositions to connect ideas. (also, another, and, more, but) I can provide a concluding statement or section.			Conclusion, Topic, Inform, Explain, Topic Sentence, Examples, Quotations, Statement, Paragraph, Sentence Fact, Definition, Detail, Linking words/phrases, Preposition	LC (The district has not purchased any specific graphic organizers and Lucy Calkins does not come with any. However, I believe it is ESSENTIAL to use several when teaching this unit. Should I list them?), Journeys, Writing Strategies	LC, NSW graphic organizers & mentor texts	LC	2 months
	W3.3	Write narrative pieces using LC Checklist.	I can write a narrative piece. I can establish a setting, introduce the narrator, and sequence events. I can use dialogue and descriptions to develop events. I can use transitional words and phrases to signal order. I can provide an ending to my story.			Narrative, Plot, Narrator, Character, Event, Sequence, Temporal Words, Problem, Solution, Descriptive Words, Information, Events, Conclusion, Experience, Detail, Sequence, Introduction, Narrator, Organize, Character, Dialogue, Description, Setting	LC, Journeys, Writing Strategies	LC, NSW graphic organizers & mentor texts	LC	2 months
Production and Distribution of Writing	W3.5	With guidance, respond to questions and suggestions from peers to add strength.	When someone helps me: I can recognize that a good piece of writing requires more than one draft. I can edit to make my writing clearer. I can revise my writing to make sure I stay on topic. I can prepare a new draft with changes that strengthens my writing.			Prewriting, Strategy, Formulate, Draft, Revise, Edit, Develop, Plan, Organize, Purpose, Proofreading, Feedback	Writing Strategies	LC		Included with Opinion, Informative & Narrative Units
Research to Build and Present Knowledge	W3.7	Conduct short research projects that build knowledge about a topic.	I can learn new things about a topic by doing research.			Research, Topic, Sources, Information, Key Words, Online, Cite	Writing Strategies	LC, NSW graphic organizers & mentor texts, Scholastic News, Journeys		Included with Opinion, Informative & Narrative Units
	W3.8	Recall info from experiences or gather info from sources. Take brief notes and sort into provided categories.	I can recall information from experiences or gather information from print and digital sources about a topic. I can take notes about a topic. I can sort the information from my notes into provided categories			Print source, Digital source, Notes, Category, List, Cite, Note-taking, Paraphrasing, Internet Search, Library Sources	Writing Strategies	LC, NSW & mentor texts, Scholastic News, Journeys		Included with Opinion, Informative & Narrative Units
Strand:	Language									
W3.10		Demonstrate command of the conventions of standard English grammar and usage in writing.	I can write using appropriate grammar.			Grammar	Journeys	NSWT (Could still be better) Shurley English?		
		b. experiment with nouns, pronouns, verbs, adj, and adverbs when writing, making note of how each functions to create meaning.	I can use nouns, pronouns, verbs, adjectives, and adverbs to make my writing stronger.			Nouns, Pronouns, Verbs, Adjectives, Adverbs	Journeys			
		c. form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs	I can use regular and irregular plural nouns to make my writing stronger.			Regular Plural Nouns, Irregular Plural Noun	Journeys			
		d. form and use the simple verb tenses.	I can write with simple verb tenses.			Verb Tenses, Past Tense, Present Tense, Future Tense	Journeys			
		e. ensure subject-verb and pronoun-antecedent agreement when writing.	I can make sure the subjects and verbs; pronouns and antecedents agree in my writing.			Subject, Verb, Pronouns, Antecedents	Journeys			

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Range of Writing	f. form and use comparative and superlative adj. and adverbs	I can use comparative and superlative adjectives and adverbs in my writing.		Comparative, Superlative, Adjectives, Adverbs	Journeys				
	g. use use coordinating and subordinating conjunctions	I can use conjunctions in my writing.		Conjunctions	Journeys				
	h. produce simple, compound, and complex sentences.	I can write simple, compound, and complex sentences in my writing.		Simple, Compound, Complex Sentences	Journeys				
	W3.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	I can write using appropriate punctuation.		Punctuation, period, comma, exclamation point, question mark	Journeys			
		a. Capitalize appropriate words in titles	I can capitalize the necessary words in titles.		Capitalize, Titles	Journeys			
		b. use commas in addresses.	I can use commas appropriately in addresses.		Commas, Address	Journeys			
		c. use commas and quotes in dialogue	I can use commas appropriately in dialogue.		Commas, Dialogue	Journeys			
		d. form and use possessives	I can use possessives.		Possessives	Journeys			
		e. spell high-frequency words for adding suffixes to bases	I can spell high frequency words to add suffixes to.		Suffix, Base Word	Journeys, Words Their Way?			180 days
f. use spelling patterns and generalizations when writing words		I can use spelling patterns when writing.			Journeys, Words Their Way?			180 days	
g. consult reference materials	I can use reference materials when writing.		Dictionary, Thesarus, Reference Material	Dictionaries, Thesaurus, Google, Journeys					
Strand:									
Speaking and Listening									
Comprehension and Collaboration	SL3.1	Engage effectively in a range of collaborative discussions.		I can bring the correct information to a discussion. I can give ideas about that information to the group. I can follow the rules by respecting and listening to others, taking turns during a discussion. I can ask and answer questions about the topic. I can add to the discussion after listening. I can stay on topic by making comments about the information being discussed. I can make connections between the comments of others.	Discussion, Collaboration, Coversation, Group Work, Understanding Role, Comments, Suggestion			180 days	
	SL3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		I can identify inforamtion from a text being read aloud. I can identify information that is presented in different formats. I can use the information gathered to determine the main idea and support details of a presentation. I can compre the main idea with supporting details from different media forms with similar topics.	Format, Main Idea, Supporting Details, Oral, Media, Video, Graph, Graphics, Charts, Summarize	Journeys		180 days	
	SL3.3	Ask and answer questions about what a speaker says in order to gather additional info or clarify something that is not understood.		I can stay focused on the topic. I can ask the speaker appropriate questions. I can answer questions that the speaker asks.	Presentation, Detail, Elaborate, Reasons, Speaker, Support, Evidence, Points, Opinions, Conclusions			180 days	
	SL3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		I can present a topic, text, story, or experience with facts and relevant descriptive details. I can share information by speaking in a clear and understandable way.	Details, Relevant, Descriptive, Pace, Theme, Relate, Recount, Recall			180 days	
	SL3.5	Create engaging audio recordings of stories or poems that deonstrate fluid reading at an understandble pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		I can create audio records to show fluency in my reading.	Presentation, Display, Visual, Theme, Enhance, Emphasizing			180 days	
	SL3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification		I can recognize a complete sentence. I can speak using complete sentences when asked to provide details or clarification.	Complete sentences, Clarification, Audience, Formal English, Informal English, Presentation, Respond			180 days	

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Presentation of Knowledge and Ideas	SL3.7	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. a. choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, maing note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses (e.g. I walked, I walk, I will walk). e. Ensure subject-verb and pronoun-antecedent agreement when speaking. F. Form and use comparative and superlative adjectives and adverbs; and choose between them depending on what is to be modified. g. use goordinating and subordinating conjunctions. h. Produce simple, compound, and complex sentences.	I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs. I can make and use regular and irregular plural nouns correctly. I can use abstract nouns. I can make and use irregular verbs correctly. I can make and use simple verb tenses correctly. I can make setnences wher ethe subject and verb agree. I can make sentences where pronouns agree with nouns. I can correctly use comparative and superlative adjectives and adverbs. I can correctly use coordinating and subordinating conjunctions. I can produce simpoe, compound, and complex sentences.		Comparative, Superlative, Specific, Object, Siimple, Compound, Complex Sentences, Analogies, Generalization, Dictionary, Root, Affixes, Prefix, Suffix, Base Word, Conjunction, Quotes, Purpose, Presentation, Audience, Tone, Style, Punctuation, Grammar, Precise, Thesaurus, Speech, Definition, Shades of meaning, Literal, Non-literal, Context	Journeys		180 days
	SL3.8	Acquire and use accurately grade appropriate general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.	I can use understand and use grade level academic language.		Academic, Specific, General, Emotions, Actions, Shades of Meaning			180 days
Strand:		Reading: Foundational Skills						
Phonics and Word Recognition	RF3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful). b. Decode words with common Latin suffixes (e.g., -able, -ation, -ible). c. Decode multisyllabic words. d. Read grade - appropriate irregularly spelled words.	I can identify an dknow meanings of common prefixes and suffixes. I can decode words with common Latin suffixes. I can decode multi-syllable words. I can read thrid grade irregularly-spelled words.		Derivational, Suffix, Base Word, Root Word, Prefix, Syllable, Decode, Irregular	Journeys, Pathways, Words Their Way, Freckle Word Study		
Fluency	RF3.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can read third grade text with purpose and understanding. I can read third grade text aloud with acuracy, expression, and appropriate rate. I can use strategies to understand unknown words.		Fluency, Context Clue	Journeys, Pathways, Words Their Way, Freckle Word Study		180 days
Strand:		Reading: Literature						
Key Ideas and Details	RL3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can answer questions to show I understand important details in a story. I can ask questions to show I understand important details in a story. I can ask and answer questions before, during, and after reading a text.		Question, Deomonstrate, Understanding, Text, Answer, Details, Sequence	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies		
	RL3.2	Recount stories, including fables, foktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.	I can recount/retell (put in my own words) stories. I can retell a fable or folktale and explain the lesson in the story.		Recount, Retell, Fables, Folktales, Myths, Diverse, Culture, Central Message, Moral, Lesson, Convey, Key Detail, Text	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies		
	RL3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can use the characters actions to help me understand what happens in the story. I can describe what characters do. I can describe why characters do particular things. I can describe how characters feel. I can describe what characters are like.		Describe, Interpretation of Characters, Characters, Character Traits, Motivation, Emotion, Feelings, Contribute, Problem, Resolution, Physical Traits, Emotional Traits, Action, Event, Sequence	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies		

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Craft and Structure	RL3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can tell the meaning of words and phrases. I can tell the difference between true or factual and exaggerated text. I can understand sentences that may have idioms, similes, metaphors, or exaggerations.	Determine, Phrases, Distinguish, Literal, Non-literal, Figurative Language, Context Clues	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			
	RL3.6	Distinguish their own point of view from that of the narrator or those of the characters.	I can define point of view. I can determine the point of view of the narrator or character of a story. I can tell my own point of view from the narrator or characters of a story. I can explain how my point of view is similar or different from a narrator or character in a story.	Distinguish, Points of View, First Person, Third Person, Narrator, Character	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			
	RL3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	I can compare and contrast themes, characters, and plots of two stories by the same author.	Compare, Contrast, Characters, Plot, Author	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			
Range of Reading and Level of Text Complexity	RL3.10	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.	I can read and understand stories at my grade level. I can slowly read complex grade level texts. I can reread a text to find more information or clarify ideas. I can use reading strategies to help me understand difficult complete text.	Reading Strategies, Comprehend, Literature, Story, Drama, Poetry, Independently, Chart	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			
	RL3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	I can use context clues to determine the meaning of a word. I can determine the meaning of a word by its affix. I can use what I know about common root words to learn new words. I can use glossaries and dictionaries to find the meaning of words.	Shades of Meaning, Context Clues, Synonym, Antonym	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			
	RL3.12	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in context. b. Identify real-life connections between words and their uses. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	I can how words relate to each other and can affect the meaning of one another. I can determine literal and figurative meanings. I can make real-life connections to words and how they are used. I can determine the shades of meanings of words.	Determine, Phrases, Distinguish, Literal, Non-literal, Figurative Language, Context Clues	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			
Strand:		Reading: Information						
Key Ideas and	RI3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask and answer questions, using the text for support, to show my understanding.	Details, Question, Answer, Demonstrate Understanding, Text	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			

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	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can determine the main idea and supporting details of a text. I can explain how the supporting details relate to the main idea.	Main idea, topic, key detail, account, determine, support, recount	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
Craft and Structure	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of words and phrases I do not know.	relationship, event, technical, scientific, historical, procedure, idea, concept, time, sequence, cause/effect, determine, greek, latin, prefix, suffix, root word, dictionary, thesaurus, glossary, figurative language, multiple meanings,	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
	RI.3.5	Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I can use various text features to locate information.	text features, search tool, locate, keywords, information, relevant, importance, organized	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
	RI.3.6	Distinguish their own point of view from that of the author of a text.	I can tell the difference between my point of view and the author's point of view.	point of view, valid, information, text, authors, provide, accounts	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
	RI.3.7	Use information gained from illustrations, other visual elements (maps/photos) and the words in a text to demonstrate understanding of the text (where, when, why, how key events occur)	I can explain how charts, diagrams, or illustrations are helpful in making sense of a text.	informational, text, determine, convey, map, map key/legend, event, occur, illustration	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
Integration of Knowledge and Ideas	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence)	I can describe how the sentences and paragraphs in nonfiction follow a logical sequence.	logical, connection, sentence, paragraph, determine, author, author's message, author's claim, author's purpose, detail, comparison, cause/effect, sequential order	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	I can compare and contrast important points, on a topic, from different texts.	compare, contrast, important point, significant point, key detail, topics, similar, different, points	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			

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RI3.10	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.	I can read a third grade non-fiction text.		Science, History, Information, Non-fiction, text	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
RI3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibility from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known affix is added to a known word. Use a known root word as a clue to the meaning of an unknown word with the same root. Use glossaries or beginning dictionaries, both with print and digital, to determine or clarify the precise meaning of key words and phrases.	I can use context clues to determine the meaning of a word. I can determine the meaning of a word by its affix. I can use what I know about common root words to learn new words. I can use glossaries and dictionaries to find the meaning of words.		Context Clues, Definition, Affix, Prefix, Suffix, Base Word, Root Word, Glossaries, Dictionaries	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
RI3.12	Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and figurative meanings of words and phrases in context. Identify real-life connections between words and their uses. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	I can how words relate to each other and can affect the meaning of one another. I can determine literal and figurative meanings. I can make real-life connections to words and how they are used. I can determine the shades of meanings of words.		literal, figurative language, shades of meaning	Journeys, Reading A-Z, Freckle, Study Island, Newsela, Balanced Literacy Kagan Structures, Read Works, Reading Strategies,			
Strand: Foundational Skills								
Phonics and Word Recognition	RF3.3	Know and apply grade-level phonics and word analysis skills in decoding	I can find prefixes and suffixes in words.	Derivation, suffixes, latin suffixes, root word, syllable, decode, irregular	Journeys, Pathways, Words Their Way, Freckle Word Study			
		a. identify and know the meaning of the most common prefixes and derivational suffixes	I know the meanings of some prefixes and suffixes.	prefix, suffix, root word, base word	Journeys, Pathways, Words Their Way, Freckle Word Study			
		b. decode words with common latin suffixes		prefix, suffix, root word, base word	Journeys, Pathways, Words Their Way, Freckle Word Study			
		c. Decode multisyllabic words	I can break apart words into syllable segments to help me decode words I do not know.	syllables, word parts	Journeys, Pathways, Words Their Way, Freckle Word Study			
		d. read grade-appropriate irregularly spelled words.	I can read words with suffixes. I can read longer words and words that are spelled irregularly.	prefix, suffix, root word, base word	Journeys, Pathways, Words Their Way, Freckle Word Study			
RF3.4		Read with sufficient accuracy and fluency to support comprehension.	I can read grade level text with accuracy.I can recognize when a word I have read does not make sense within the text.	Fluency, Context Clue, Selection, Strategies, Paragraph, Fluently, Expression, Skimming, Scanning, Self-Monitor	Journeys, Reading Strategies,			
		a. Read grade-level text with purpose and understanding.	I can read grade level text and understand it.	Reader's Purpose, Comprehension,	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			

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Fluency	b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	I can make my reading sound like a conversation.	accuracy, fluency, speed, expression, prosody,	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I can self-correct misread or misunderstood words using context clues. I can reread with corrections when necessary.	Context Clues, Self-Correct, Recognize, Understand	Journeys, Reading A-Z, Freckle, Study Island, Balanced Literacy Kagan Structures, Read Works, Reading Strategies			