

Crook County School District # 1 Curriculum Guide

Grade 3 Language Arts

2011-2012

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
3rd Grade			
Reading Literature			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	<p>Key ideas and Details(1-3)</p> <p>Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.</p> <p>Use questions and prompts such as:</p> <p>Who are the characters in this story? What are the most important events that happened in the story? How do you know? (details/sequence/plot) *What lesson is this story teaching you? (theme) Where did the story take place? How do you know? (setting) *Can you tell me how the character is feeling is this part of the story? *Can you find the reasons why the character acted this way? **How does this character affect what happens in the beginning or at the end of the story?</p>	Level 1 (recall)	Setting Plot Characters Details Sequence Theme
3.RL.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		*Level 2 (skill/concept)	
3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		**Level 3 (Strategic thinking)	

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Reading Literature				
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3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<p>Craft and Structure (4-6)</p> <p>Third grade students are required to tell the meaning of words and phrases in a text, noting the differences between literal and non-literal language. They continue to build on story structure when writing or speaking by describing how various parts build on one another not only in stories, but in dramas and poems. At this level, students are required not only to establish the point of view but tell how their own point of view is different from the narrator’s or the characters.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words you do not know? (use context clues) • Why did the author choose this word? Does this word have other meanings than the way the author used it? (synonyms/multiple meanings) • Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or organized (time order, topic)? • *Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? How do you know? 	Level 2 (skill/Concept)	Key Details Prompting Retell Characters Setting Point of view Chapter Scene Stanza Sequence Context clues	
3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza ; describe how each successive part builds on earlier sections				
3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters				*Level 4 (Extended thinking)

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Reading Literature				
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3.RL.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<p style="text-align: center;">Integration of Knowledge and Ideas</p> <p>Third grade students must integrate pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters. Students are required to find similarities and differences in books with the same author and characters.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do the illustrations tell you about the mood of this book? Can you find where the mood is described in the story? How do the pictures help you understand the description of the mood? • *Look at these two books in the same series. What is the same about the setting in the two stories?(compare) What is different?(contrast) • How did these specific characters solve the problem in different ways across this series of stories? (contrast) • How are the problems these specific characters face similar across this series of stories? (compare) 	Level 2 (Skill/concept)	Mood Setting Characters Similarities (compare) Differences (contrast) Book Series	
3.RL.8 N/A to Literature				
3.RL.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).			*Level 3 (Strategic thinking)	

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Reading Literature			
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<p>3.RL.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>Third grade students are capable of reading and understanding a variety of literature at the higher end of grades 2 and 3 instructional reading level independently. (Guided reading Level O-P; 500-790 Lexile)</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade scaffolding of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to make fuller use of text including:</p> <ul style="list-style-type: none"> • making an increasing number of connections among ideas and between texts, • considering a wider range of textual evidence, and becoming more aware of inconsistencies, vagueness, and poor reasoning in texts.” <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p>		<p>Connections: text-to-text Text-to-self Text-to-world</p>

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 3rd Grade Reading Informational Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
3.RIT.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Key Ideas and Details</p> <p>Third grade students are required to refer to the text to support their answers. Students must identify the main idea and find the most important details that strengthen the main idea. At this level, students tell how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own questions about an important idea. (being sure to give examples from the text) • What is the main idea of this text? How do you know? • What are the important ideas in this text? How do you know? • How are the important ideas connected to the main idea? (supporting details) What happened first? After that? (transition words) • What happened first?(cause) What happened after that? (effect) • Can you tell me how these ideas are the same?(Compare) Can you tell me how they are different? (Contrast) 	Level 2 (Skill/Concept)	Supporting details Compare/Contrast Cause/effect Transition words: first, next, etc.
3.RIT.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.			
3.RIT.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.			

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Reading Informational Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
3.RIT.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<p style="text-align: center;">Craft and Structure</p> <p>Third grade students continue to find the meanings of general vocabulary words specific to third grade topics or subjects. Students will continue to use text features and search tools to find and manage information specific to the topic. Students in grade 3 must be able to compare their point of view with the author’s point of view.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words you do not know? (glossary, use context clues) • What features in the text help you find important information about what you are reading? (titles, headings, captions, bolded words, graphic organizers, hyperlinks) • How do the key words help you as you read this text? • How do sidebars help you? • What does the author want the reader to understand about this topic? • *Think about what the author is telling you in this text. Do you agree or disagree with the author’s thinking? (point of view) 	Level 2 (Skill/concept)	Text features (glossary, context clues, title, heading, captions, bolded words, sidebars, hyperlinks, graphic organizers such as maps, graphs, etc.) Search tools Point of view
3.RIT.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
3.RIT.6 Distinguish their own point of view from that of the author of a text.		*Level 4 (Extended Thinking)	

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 3rd Grade Reading Informational Text			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
3.RIT.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<p>Integration of Knowledge and Ideas</p> <p>Students are required to integrate visual and print information to clarify understanding.</p> <p>At this level, students should also be able describe the author’s reasoning (purpose) by finding support within the text.</p> <p>Third grade students are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have identified when reading about two texts that share the same topic. (compare/contrast)</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? • Give examples of the ways the author uses specific information in a text to help you understand. • Can you find the reason why the author thinks that...? (Author’s reasoning) Can you find the reason why the author believes...? (Author’s purpose) • Look at these two texts about the same topic. What is the same about the points presented in these two texts? (compare) What is different? (contrast) 	Level 3 (Strategic thinking)	Author’s reasoning/purpose Different (contrast) Similar (compare) Diagram/image
3.RIT.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)			
3.RIT.9 Compare and contrast the most important points and key details presented in two texts on the same topic.			

<p>3.RIT.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p style="text-align: center;">Range of Reading and Level of Text Complexity</p> <p>Students are required to read and understand a wide range of informational texts, within the higher end of second to third grade text level efficiently, by the end of the year. (Guided Reading level O-P; Lexile 500-790)</p>		
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 3rd Grade Foundational Skills Phonics and Word Recognition			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>Note: No 3.RFS.1-2</p> <p>3.RFS.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words</p>	<p>Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes helps with decoding, spelling ability, and vocabulary development.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the end of the word and try that again. • Look for chunks you know and say them. • Look at the word, does it look like ...? • You said ...does it look like ...? 	Level 1 (Recall)	Prefix Suffix

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Foundational Skills			
Fluency			
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<p>3.RFS.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Go back and reread when it doesn't sound right, look right, or make sense. 	Level 1 (Recall)	

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3rd Grade			
Writing			
Text Types and Purpose			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Third grade students should write opinion pieces that clearly state their preferences and give reasoning for their thinking. In doing so, students need to understand how their reasoning supports their opinion and be able to share this thinking. Students also begin to build an argument by linking their ideas together.</p> <p>Students need to engage in behaviors that lead to the expression of ideas both verbally and in writing. (turn and talk, small group discussion, and writing/speaking activities) Students will also need a purposeful focus on choice-making. For example, third grade students need to be able to choose facts, definitions, examples, and details to use within their writing that clarify their thinking about a topic.</p>		Fact/opinion Narrative Dialogue Transition words (first, next, etc) Introduction Conclusion
<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>Third grade students are required to include both an introduction and a concluding statement or section in their writing.</p> <ul style="list-style-type: none"> • continue to build strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) • conclude their thoughts (learning to write summary statements using then, last, etc) • use transitional words to show order of events • write with complex sentences to link the parts of their writing together. <p>Third grade students write informative/explanatory pieces as well. In order to do so:</p> <ul style="list-style-type: none"> • students need strategies for researching a topic 		

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	<ul style="list-style-type: none"> • gathering data • selecting relevant information (note taking) • grouping like ideas • develop a way to present the ideas from beginning to end (format and organization of written presentation). 		
<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>Third grade students write real and imaginative stories and are expected to use description to:</p> <ul style="list-style-type: none"> • show characters’ thoughts and feelings • details of characters’ interaction through dialogue • develop characters and use dialogue (they will need to understand how to introduce characters and how to engage characters in conversation in their writing). 		

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
3rd Grade			
Writing			
Production and Distribution of Writing			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>With assistance, third grade students are expected to produce writing that is clear and understandable to the reader.</p> <ul style="list-style-type: none"> Task and purpose should be reflected in the student’s organization and development of a topic. Task- type of writing assignment; purpose -the writer’s designated reason for writing <p>With assistance from adults and peers, students should develop revising and editing skills.</p> <ul style="list-style-type: none"> students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They need assistance with planning for writing using graphic organizers (story frames, story mountains, story maps). They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing). <p>Students in third grade are developing strategies with peers and adults to use digital tools. At this grade level, they should not only use technology for producing and publishing writing to collaborate with others. Third grade students are required to use keyboarding skills to publish their writing.</p>		
<p>3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			
<p>3.W.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>			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
3rd Grade			
Writing			
Research to Build and Present Knowledge			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
3.W.7 Conduct short research projects that build knowledge about a topic.	Third grade students are required to expand upon the shared research experience in grade 2 by researching a topic on their own. In grade 3, students learn how to locate information from print and digital sources as well as integrate information from their own experiences. They take notes and organize their information into categories provided by the teacher.		
3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	At this level, students are gathering information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes. Third grade students need to know how to choose online sources and how to select the information they need from each source. They also need to know how to link the new information they learn online with offline sources. Items such as, graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate technical tools will be helpful to students.		
3.W.9 Begins in 4 th			
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.	Third grade students write routinely over: <ul style="list-style-type: none"> extended time frames time for research, reflection, and revision shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Students are required to produce numerous pieces of writing over various time frames to develop skills in research and allow time for reflection and revision. Task (type of writing assignment), audience (the intended reader), and purpose (the writer’s designated reason for writing) should be reflected in the student’s development of a topic related to the content area for which they are writing about.		

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS			
3rd Grade			
Speaking and Listening Comprehension and Collaboration			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>Students in grade three will engage in conversations about grade-appropriate topics and texts. In order to do so:</p> <ul style="list-style-type: none"> • students will need ample opportunities to take part in a variety of rich, structured conversations. • Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. • Students should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). • students will also determine the main idea and supporting details of a text read aloud or information presented in multiple formats. • students should also be able to listen carefully to what a speaker says and then ask questions to clarify what they heard. If something is not understood, students should be able to elaborate and provide details to build upon the speaker's response 		

<p>3.SL.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.</p>			
<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>			

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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 3rd Grade Speaking and Listening Presentation of Knowledge and ideas			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
3.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>Third graders move from describing and storytelling to reporting on a topic or a grade-appropriate text. This should be done orally and in coherent, spoken sentences at an appropriate and understandable <i>pace</i>.</p> <p>Students in the third grade should also be able to utilize digital media to make <i>engaging</i> audio recordings of stories or poems. Engaging might mean focusing on inflection and volume instead of just reading out loud. At this level, audio recordings should demonstrate fluid and well-paced reading. Visual displays should be added to illuminate chosen facts or details.</p>		
3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<p>Students will need to engage in behaviors (turn and talk, small group discussion, computer use, and writing and speaking learning activities) that lead to the expression of complete ideas both verbally and in writing.</p> <p>Students will also need a purposeful focus on choice-making. For example, third grade students need to be able to choose visual displays that add to and enhance their thinking about a topic. Students must be able to articulate their ideas in complete sentences.</p>		
3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 3rd Grade Language			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>Conventions of Standard English An understanding of language is essential for effective communication.</p> <p>Third grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include subject-verb agreement, comparative and superlative adjectives and adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, comma usage, appropriate use of capitalization, and are using spelling patterns and generalizations in writing.</p>		<p>Noun Verb Pronoun Adjective Adverb Singular Plural Irregular Verb tense Subject/verb agreement Comparative/superlative Compound/complex sentences</p>

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3rd Grade			
Language			
Conventions of Standard English			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>	<p>Conventions of Standard English Demonstrate control of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations in writing words. (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		

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<p>3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Students in grade 3 will use what they know about HOW language works when they write, speak, read, and listen.</p> <p>Students at this level will develop strategies for choosing words for effect and comparing written and spoken Standard English. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.</p>		
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS 3rd Grade Language Vocabulary Acquisition and Use			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>As students at this level focus on word acquisition and use, the intent is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices (in writing and speaking) in order to communicate effectively in a wide range of print and digital texts.</p> <p>Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes.</p> <p>Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p>		<p>dialect</p>

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Language			
Vocabulary Acquisition and Use			
CC STANDARD	Declarative Knowledge Procedural knowledge	Level of Rigor	Academic Vocabulary
<p>3.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>Learning words at this stage includes:</p> <ul style="list-style-type: none"> • exploring different shades of meaning <ul style="list-style-type: none"> • literal/ nonliteral meanings for words and phrases • growing vocabulary by using known word parts (affix, root) to acquire unknown words • developing print and digital reference use (glossary and dictionary). <p>Tier One words are the words of everyday speech usually learned in the early grades, but not at the same rate by all children.</p> <p>General academic vocabulary (Tier 2) words appear in all sorts of texts; informational, technical texts, and literary texts.</p>		
<p>3.L.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., <i>After dinner that night we went looking for them</i>).</p>	<p>Domain-specific vocabulary (Tier 3) words are specific to a domain or field of study and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature.</p>		

Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155

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Common Core Language Arts Vocabulary

2012-2013 Version

Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Key Details	Central message	Moral	text-to-text	Stanza	Figurative	Explicitly inferences figurative analyze quantitatively
Prompting	Theme	Alliteration	Text-to-self	Meter	Chapter	
Retell	Fiction	Stanza	Text-to-world	Rhythm	Scene	
Characters	Nonfiction	Pattern (AABB)	Dialect	Verse	Stanza	
Setting	Narrator	Rhythm		Dialogue	Heading	
Plot	Poetry	Inflection		Chapters	Sections	
Illustrator	Dictionary	Scaffolding		Narrator	Illustrations	
Role	Reference materials	Schema		First person	Multi-media	
Context Clues	Heading	Fiction		Third person	Complex	
Author	Table of Contents	Informational Text		Drama	Sentences	
Genre	Glossary	Fiction		Myths	Informative	
Text Clues	Icons	Nonfiction		Categorize	Exclamatory	
Relationship	Chart	Main Idea		Collaboration	Strategies	
Illustration	Table	Transitions		Paraphrase	Relevant	
Visual Cues	Caption	Subheadings		Metaphor	Information	
Compare/Contrast	Syllables	Caption		Idiom	Writer's purpose	
Lit.	Sounds	Bold Print		Antonyms	Prepositions	
Conflict	Vowels	Venn Diagram		Synonyms	Conjunctions	
Resolution	Consonants	Prefix			Interjections	
Connections	Blends	Suffix			Verb-tenses	
Textual Evidence	Fluency	Revise			Diversity	
Visual Cues	Voice	Edit			Formal v. Informal	
Inferring	Expression	Volume			Simile	
Rhymes	Context Clues	Articulate				
Syllables	Self-correct	Enunciate				
Phonemes	Opinion	Collective Nouns				
Voice	Fact	Plural Nouns				
Echo Reading	Transition words	Irregular Plurals				
Cross Checking	Introduction	Adjectives				
Opinion	Details	Adverbs				
Informative	Conclusion	Simple Sentence				
Explanatory	Sequence	Compound Sentence				
		Reflexive Pronouns				

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Narrative	Rough Draft	Connections			
Expression	Final Draft	Adverbs			
Purpose for	Publishing				
Writing	Project				
Editing	Role				
Spelling	Research				
Grammar	Graphic Organizer				
Punctuation	Schema				
Digital Tools	Listening				
Roles	Speaking				
Cooperation	Observing				
Group Projects	Questioning				
Structured	Discussion				
Conversation	Conversation				
Ask questions	Leader				
Oral Response	Observer				
Comprehension	Participant				
Visual Displays	Grammar				
Audibly	Singular Nouns				
Uppercase Letters	Plural Nouns				
Lower case	Conventions				
Letters	Verb tense				
Noun	Past				
Verb	Present				
Plurals	Future				
Interrogatives	Adjectives				
(Questions words)	Conjunction				
Preposition	Statement				
Prepositions	Question				
Conventions	Exclamation				
Punctuation	Punctuation				
Capitalization	Proper Nouns				
Spelling	Comma				
Inflections	Sight words				
Affixes	Root words				
Word Acquisition	Context Clues				
Formal	Connections				

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Voice/Dialects Informal Voice/Registers Inflections Common Concepts Homophones Antonyms	Voice Synonyms Adjectives					
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