

Chariho Grade 3 ELA Table of Contents

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Grade 3, Module 1
What A Character!

Overview

Number of Instructional Days: 15

Essential Question: What makes a character interesting?

Writing Type: Personal Narrative

In this module, students will listen to, read, and view a variety of texts and media that present them with information about bold, interesting characters.

A genre focus on realistic fiction provides students with opportunities to identify point of view, literary elements, and theme in order to better understand unfamiliar texts. Students will also encounter fantasy to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn that each protagonist is a unique individual, just as they are.

Essential Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Point of View ● Make and Confirm Predictions ● Monitor and Clarify ● Make Inferences ● Literary Elements ● Theme ● Figurative Language ● Text and Graphic Features ● 	<p>Decoding: Short Vowels a, e, i, o, u, Long Vowels a, e, i, o, u (VCe), More Long a, Long e Spelling, Multisyllabic words</p> <p>Spelling: Short vowels <i>a,e,i,o,u</i>, VCe Spellings, More Long a, Long e Spellings, Multisyllabic words</p> <p>Fluency: Accuracy and Self-Correction, Expression, Reading Rate</p>	<p>Personal Narrative</p> <p>Grammar: Simple Sentences, Kinds of Sentences, Compound Sentences</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

[RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RL.3.2](#) Retell 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 a text.

For example, students read versions of classic fables attributed to Aesop, discussing how the stories can be told differently, yet have the same moral. Then they read a collection of modern fables, told mostly in dialogue, by Arnold Lobel. Students practice reading the fables aloud in pairs to develop fluency and expression, and then write a script from a fable to perform. By the end of the unit, students can explain what fables are, why they have endured over thousands of years, and how they reflect human experience. (RL.3.2, RL.3.9, RF.3.4, W.3.10, L.3.6)

[RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

[RL.3.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.3.5](#) Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.

[RL.3.6](#) Distinguish their own point of view from that of a text’s narrator or those of its characters.

[RL.3.7](#) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

[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).

[RL.3.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RI.3.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RF.3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.

[RF3.4](#) Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.

- b. Read grade-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.

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

- a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
- ~~b. Develop the topic with facts, definitions, and details.~~
- ~~e. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.~~
- ~~d. Provide a concluding statement or section.~~

In “Visions of Helen Keller,” a solid example of biographical writing, a third grader presents details that reveal the significance of Keller’s accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

W.3.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

- a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
- ~~b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.~~
- ~~c. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)~~
- d. Use temporal words and phrases to signal order where appropriate.
- e. Provide a sense of closure.
- ~~f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.~~

With sentences of various types, precise word choice, and appropriate figures of speech, a student paints a clear picture of the narrator’s spirited response to the problem posed by a

W.3.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 Develop and strengthen writing as needed by planning, revising, and editing.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 3).
- b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

Connections to the Standards for Mathematical Practice
 6. Attend to precision.
 See Rhode Island Mathematics Standards.

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

[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.

- [SL.3.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
 - 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).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics Standards.

[SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

6. Attend to precision.

See Rhode Island Mathematics Standards.

[SL.3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[SL.3.4](#) Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

*For example, in a science and literacy unit, students study weather and weather-related hazards. The unit focuses on developing general academic and science-specific vocabulary using books such as *Inside Weather* by Mary Kay Carson, *Weather Words and What They Mean* by Gail Gibbons, and *Extreme Weather* by Michael Mogil and Barbara Levine.*

Students generate questions, conduct research, and analyze weather data from their own observations. They write up their findings and present them in oral reports. (W.3.7, SL.3.4, L.3.6)

Connections to the Standards for Mathematical Practice

- 2. Reason abstractly and quantitatively
- 3. Construct viable arguments and respond to the reasoning of others
- 6. Attend to precision See Rhode Island Mathematics Standards.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

- ~~a. Produce, expand, and rearrange complete simple, compound, and complex sentences.~~
- ~~b. Ensure subject verb and pronoun antecedent agreement.~~⁷
- c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
- ~~d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.~~
- e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.

Word Usage

- f. Use abstract nouns.
- g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.

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

- a. Write legibly and fluently by hand, using either printing or cursive handwriting.
- ~~b. Capitalize appropriate words in titles.~~
- ~~c. Use commas in addresses.~~
- ~~d. Use commas and quotation marks in dialogue.~~
- ~~e. Form and use possessives.~~
- ~~f. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, eries, happiness).~~
- ~~g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).~~
- h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ~~i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~

L.3.4 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).~~

- ~~e. 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.
- ~~e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~
- ~~f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- ~~e. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).~~

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

For example, as third graders are introduced to fractions in math, they learn to apply general academic vocabulary (e.g., half, part, equal). They also learn domain-specific words and phrases (e.g., numerator, denominator, number line). They use both kinds of vocabulary to explain the reasoning behind their solutions to word problems.

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See Rhode Island Mathematics Standards.

For example, as third graders are introduced to fractions in math, they learn to apply general academic vocabulary (e.g., half, part, equal). They also learn domain-specific words and phrases (e.g., numerator, denominator, number line). They use both kinds of vocabulary to explain the reasoning behind their solutions to word problems.

Connections to the Standards for Mathematical Practice 6. Attend to precision.

See Rhode Island Mathematics Standards.

Grade 3, Module 2
Use Your Words

Overview

Number of Instructional Days: 15

Essential Question: How do people use words to express themselves?

Writing Type: Letter

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings.

A genre focus on letters and poetry provides students with opportunities to identify elements of poetry and figurative language in order to better understand unfamiliar texts. Students will also encounter memoir and fantasy to build knowledge across genres.

As students build vocabulary and synthesize topic knowledge, they will learn that words can take them on an adventure or teach them something new.

Essential Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Text and Graphic Features ● Retell ● Point of View ● Character ● Ask and Answer Questions ● Elements of Poetry ● Visualize 	<p>Decoding: More Long o Spellings, More Long i Spellings, Review Short and Long Vowels</p> <p>Spelling: More Long o Spellings, More Long i Spellings, Review Short and Long Vowels</p> <p>Fluency: Phrasing, Reading Rate, Expression</p>	<p>Letter</p> <p>Grammar: Common and Proper Nouns, Plural Nouns with –s and –es, Types of Verbs</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

[RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RL.3.2](#) Retell 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 a text.

For example, students read versions of classic fables attributed to Aesop, discussing how the stories can be told differently, yet have the same moral. Then they read a collection of modern fables, told mostly in dialogue, by Arnold Lobel. Students practice reading the fables aloud in pairs to develop fluency and expression, and then write a script from a fable to perform. By the end of the unit, students can explain what fables are, why they have endured over thousands of years, and how they reflect human experience. (RL.3.2, RL.3.9, RF.3.4, W.3.10, L.3.6)

[RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

[RL.3.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.3.5](#) Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.

[RL.3.6](#) Distinguish their own point of view from that of a text’s narrator or those of its characters.

[RL.3.7](#) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

[RL.3.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[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. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading)

[RI.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

For example, students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied—such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7)

[RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

6. Attend to precision.

See Rhode Island Mathematics Standards.

[RI.3.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RF.3.3](#) 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.

b. ~~Decode words with common Latin suffixes.~~

c. Decode multisyllable words.

d. ~~Read grade-appropriate irregularly spelled words.~~

[RF.3.4](#) Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-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.~~

[W.3.1](#) Write opinion pieces on topics or texts, supporting an opinion with reasons.

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

b. Provide reasons that support the opinion.

c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

d. Provide a concluding statement or section.

*For example, as they study the colonial period, students read and view print and digital resources on the colonists' conflicting views about separating from Britain. Sources include *Liberty! How the Revolutionary War Began* by Lucille Recht Penner, the PBS website *History of US* based on Joy Hakim's book series, and *Colonial Voices: Hear Them Speak*, a collection of primary sources by Kay Winter. Students choose a character from the period and write a letter from the character's point of view, giving an opinion and supporting either the revolutionary or the loyalist cause with reasons. (RI.3.6, RI.3.9, W.3.1).*

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.

[W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

b. ~~Develop the topic with facts, definitions, and details.~~

e. ~~Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.~~

Provide a concluding statement or section.

In “Visions of Helen Keller,” a solid example of biographical writing, a third grader presents details that reveal the significance of Keller’s accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

[W.3.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[W.3.5](#) Develop and strengthen writing as needed by planning, revising, and editing.

a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 3).

b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

[W.3.7](#) Conduct short research projects that build knowledge about a topic.

[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.

[W.3.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time.

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

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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

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).

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

[SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Connections to the Standards for Mathematical Practice

- 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and respond to the reasoning of others.
- 6. Attend to precision.

See Rhode Island Mathematics Standards.

[SL.3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[SL.3.4](#) Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

*For example, in a science and literacy unit, students study weather and weather-related hazards. The unit focuses on developing general academic and science-specific vocabulary using books such as *Inside Weather* by Mary Kay Carson, *Weather Words and What They Mean* by Gail Gibbons, and *Extreme Weather* by Michael Mogil and Barbara Levine. Students generate questions, conduct research, and analyze weather data from their own observations. They write up their findings and present them in oral reports. (W.3.7, SL.3.4, L.3.6)*

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

[L.3.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- ~~a. Write legibly and fluently by hand, using either printing or cursive handwriting.~~
- ~~b. Capitalize appropriate words in titles.~~
- ~~e. Use commas in addresses.~~
- ~~d. Use commas and quotation marks in dialogue.~~
- ~~e. Form and use possessives.~~
- ~~f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).~~
- ~~g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).~~
- h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ~~i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~

- [L.3.4](#) 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.
- 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - ~~Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).~~
 - ~~Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.~~
 - ~~Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~
 - ~~Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

- [L.3.5](#) Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - ~~Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).~~

- [L.3.6](#) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

For example, as third graders are introduced to fractions in math, they learn to apply general academic vocabulary (e.g., half, part, equal). They also learn domain-specific words and phrases (e.g., numerator, denominator, number line). They use both kinds of vocabulary to explain the reasoning behind their solutions to word problems.

Connections to the Standards for Mathematical Practice

6. Attend to precision.

See Rhode Island Mathematics Standards.

Grade 3, Module 3
Let Freedom Ring!

Overview

Number of Instructional Days: 15

Essential Question: How do historic places, documents, and symbols represent our nation?

Writing Type: Descriptive Essay

In this module, students will listen to, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols.

A genre focus on nonfiction provides students with opportunities to identify central idea, text structure, and media techniques in order to better understand unfamiliar texts. Students will also encounter video to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about our country’s history and how various symbols came to represent the values and ideals of the United States.

Essential Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Author’s Purpose ● Summarize ● Central Idea ● Text Structure ● Text and Graphic Features ● Media Techniques ● Retell ● Content-Area Words ● Ask and Answer Questions ● Literary Elements 	<p>Decoding: Three Letter Blends, Words with /j/, /k/, and /kw/, Silent consonants</p> <p>Spelling: Three Letter Blends, Words with /j/, /k/, and /kw/, Silent consonants</p> <p>Fluency: Reading Rate, Phrasing, Expression</p>	<p>Descriptive Essay</p> <p>Grammar: Verb Tenses 1, Using Commas, Abstract Nouns</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

the same or similar characters (e.g., in books from a series).

[RI.3.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

[RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[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. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RI.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

For example, students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied—such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7)

[RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Connections to the Standards for Mathematical Practice
2. Reason abstractly and quantitatively.
6. Attend to precision.
See Rhode Island Mathematics Standards.

[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).

[RI.3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.

[RI.3.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity

[RF.3.3](#) 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.
- b. ~~Decode words with common Latin suffixes.~~
- c. Decode multisyllable words.
- d. ~~Read grade-appropriate irregularly spelled words.~~

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-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.~~

W.3.1 Write opinion pieces on topics or texts, supporting an opinion with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. ~~Provide reasons that support the opinion.~~
- c. ~~Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.~~
- d. ~~Provide a concluding statement or section~~

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

- a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

W.3.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 Develop and strengthen writing as needed by planning, revising, and editing.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 3).
- b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3)

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

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time.

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

- 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
- 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

- ~~a. Write legibly and fluently by hand, using either printing or cursive handwriting.~~
- ~~b. Capitalize appropriate words in titles.~~
- ~~c. Use commas in addresses.~~
- ~~d. Use commas and quotation marks in dialogue.~~
- ~~e. Form and use possessives.~~
- ~~f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).~~
- ~~g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).~~
- h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ~~i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~

L.3.4 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- ~~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.
- ~~e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~

~~f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

~~a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).~~

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

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

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. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 3, Module 4
Stories on Stage

Overview

Number of Instructional Days: 15

Essential Question: Why might some stories be better told as plays?

Writing Type: Narrative Writing: Story

In this module, students will listen to, read, and view a variety of texts and media that give them information about the features of drama.

A genre focus on drama provides students with opportunities to identify elements of drama and literary elements in order to better understand unfamiliar texts. Students will also encounter fables and video to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the value of drama and the key differences between stories and plays.

Essential Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Ideas and Support ● Visualize ● Elements of Drama ● Literary Elements ● Figurative Language ● Summarize ● Media Techniques ● Retell ● Theme ● Monitor and Clarify 	<p>Decoding: Consonant Digraphs, Vowel Diphthongs ow,ou, Vowel au, aw, al, o</p> <p>Spelling: Spelling the /ch/ sound, Spelling the /ou/ sound, Spelling the /aw/ sound</p> <p>Fluency: Reading Rate, Intonation, Expression</p>	<p>Narrative Story</p> <p>Grammar: Pronouns and Antecedents, More Plural Nouns, Writing Quotations</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[Click on the standard to view the progression of standards.](#)

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

- [RL 3.2](#) Retell 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 a text.
For example, students read versions of classic fables attributed to Aesop, discussing how the stories can be told differently, yet have the same moral. Then they read a collection of modern fables, told mostly in dialogue, by Arnold Lobel. Students practice reading the fables aloud in pairs to develop fluency and expression, and then write a script from a fable to perform. By the end of the unit, students can explain what fables are, why they have endured over thousands of years, and how they reflect human experience. (RL.3.2, RL.3.9, RF.3.4, W.3.10, L.3.6)
- [RL 3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- [RL 3.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RL 3.5](#) Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
- [RL 3.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)
- [RI 3.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)
- [RI 3.6](#) Distinguish their own point of view from that of the author of a text.
- [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).
- [RI 3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.
- [RF 3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - ~~Read grade-appropriate irregularly spelled words.~~
- [RF 3.4](#) Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - ~~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~

- W 3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.

In “Visions of Helen Keller,” a solid example of biographical writing, a third grader presents details that reveal the significance of Keller’s accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

- W3.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

- Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
- ~~Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)~~
- Use temporal words and phrases to signal order where appropriate.
- Provide a sense of closure.
- ~~For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.~~

With sentences of various types, precise word choice, and appropriate figures of speech, a student paints a clear picture of the narrator’s spirited response to the problem posed by a pet Guinea pig’s escape from its cage. See “Runaway Rachel,” from Writing Standards in Action. (W.3.3, W.3.4, L.3.1, L.3.2, L.3.3)

- W 3.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- W 3.5 Develop and strengthen writing as needed by planning, revising, and editing.
- Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 3).
 - Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

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

- 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.

- W 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time.

- [SL 3.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
 - 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).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- [SL 3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [SL 3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- [SL 3.4](#) Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
- [L 3.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Write legibly and fluently by hand, using either printing or cursive handwriting.
 - Capitalize appropriate words in titles.
 - ~~Use commas in addresses.~~
 - ~~Use commas and quotation marks in dialogue.~~
 - ~~Form and use possessives.~~
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - ~~Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove.").~~
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- [L 3.4](#) 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- 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.
- e. ~~Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~
- f. ~~Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

L 3.5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 3, Module 5
Teamwork

Overview

Number of Instructional Days: 15

Essential Question: What can sports teach us about working together?

Writing Type: Narrative Writing: Story

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the concept of teamwork.

A genre focus on realistic fiction provides students with opportunities to identify literary elements, author’s craft, and theme in order to better understand unfamiliar texts. Students will also encounter narrative nonfiction and video to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the way that sports can bring people together to work as a team.

Essential Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Author’s Purpose ● Ask and Answer Questions ● Literary Elements ● Theme ● Author’s Craft ● Monitor and Clarify ● Media Techniques ● Make and Confirm Predictions ● Text Structure ● Point of View ● Figurative Language 	<p>Decoding: Vowel :Diphthongs oi, oy, Homophones, Contractions with n’t, ‘d, ‘ve</p> <p>Spelling: /oi/ sound spelling, Homophones, Contractions</p> <p>Fluency: Accuracy and Self-Correction, Intonation, Reading Rate</p>	<p>Persuasive Letter</p> <p>Grammar: Subject-Verb Agreement, Pronoun-Verb Agreement, Verb Tenses II</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

- RL 3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL 3.2** Retell 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 a text.
For example, students read versions of classic fables attributed to Aesop, discussing how the stories can be told differently, yet have the same moral. Then they read a collection of modern fables, told mostly in dialogue, by Arnold Lobel. Students practice reading the fables aloud in pairs to develop fluency and expression, and then write a script from a fable to perform. By the end of the unit, students can explain what fables are, why they have endured over thousands of years, and how they reflect human experience.
(*RL.3.2 RL.3.9, RF.3.4, W.3.10, L.3.6*)
- RL 3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL 3.5** Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
- RL 3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 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).
- RL 3.10** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)
- RI 3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI 3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 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. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- RI 3.6** Distinguish their own point of view from that of the author of a text.
- RI 3.7** Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 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).

[RI 3.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RF 3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- ~~Read grade-appropriate irregularly spelled word~~

[RF 3.4](#) Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[W 3.1](#) Write opinion pieces on topics or texts, supporting an opinion with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

For example, as they study the colonial period, students read and view print and digital resources on the colonists' conflicting views about separating from Britain. Sources include Liberty! How the Revolutionary War Began by Lucille Recht Penner, the PBS website History of US based on Joy Hakim's book series, and Colonial Voices: Hear Them Speak, a collection of primary sources by Kay Winter. Students choose a character from the period and write a letter from the character's point of view, giving an opinion and supporting either the revolutionary or the loyalist cause with reasons. (RI.3.6, RI.3.9, W.3.1).

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.

[W 3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a concluding statement or section.

In “Visions of Helen Keller,” a solid example of biographical writing, a third grader presents details that reveal the significance of Keller’s accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

W 3.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

~~b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.~~

~~c. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)~~

~~d. Use temporal words and phrases to signal order where appropriate.~~

~~e. Provide a sense of closure.~~

~~f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.~~

With sentences of various types, precise word choice, and appropriate figures of speech, a student paints a clear picture of the narrator’s spirited response to the problem posed by a pet Guinea pig’s escape from its cage. See “Runaway Rachel,” from Writing Standards in Action. (W.3.3, W.3.4, L.3.1, L.3.2, L.3.3)

W 3.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 3.5 Develop and strengthen writing as needed by planning, revising, and editing.

a. Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 3).

b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

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

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.

W 3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time.

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

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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

- 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics Standards.

[SL 3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[SL 3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[SL 3.4](#) Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

[L 3.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Write legibly and fluently by hand, using either printing or cursive handwriting.
- b. Capitalize appropriate words in titles.
- ~~e. Use commas in addresses.~~
- ~~d. Use commas and quotation marks in dialogue.~~
- e. ~~Form and use possessives.~~
- f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- ~~g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).~~
- h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ~~i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~

[L 3.3](#) 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 English. Vocabulary Acquisition and Use~~

- [L 3.4](#) 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.
- 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 - ~~Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~
 - ~~Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

- [L 3.5](#) Demonstrate understanding of word relationships and nuances in word meanings.
- ~~Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).~~
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

- [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. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 3, Module 6
Animal Behaviors

Overview

Number of Instructional Days: 15

Essential Question: What behaviors help animals survive?

Writing Type: Informational Writing: Expository Essay

In this module, students will listen to, read, and view a variety of texts and media that present them with information about animal survival.

A genre focus on nonfiction provides students with opportunities to identify author’s purpose, central idea, and text structure in order to better understand unfamiliar texts.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the way animals utilize behaviors and characteristics, or traits, to help them survive.

Essential Skills

Vocabulary	Skills and Strategies	
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Text and Graphic Features ● Summarize ● Author’s Purpose ● Author’s Craft ● Ask and Answer Questions ● Central Idea ● Figurative Language ● Monitor And Clarify ● Text Structure 	<p>Decoding: Words with ar, or, ore, Words with er, ir, or, Words with /ar/, /ir/</p> <p>Spelling: Vowel + /r/ sounds, Vowel + /r/ sound in <i>nurse</i> , Vowel + /r/ sounds in <i>air</i> and <i>fear</i></p> <p>Fluency: Expression, Reading Rate, Accuracy and Self-Correction</p>	<p>Expository Essay</p> <p>Grammar: Adjectives and Articles, Adjectives that Compare, Verb Be and Helping Verbs</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[RI 3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RI 3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main

idea.

[RI 3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[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. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RI 3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

For example, students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied—such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7)

[RI 3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

6. Attend to precision.

See Rhode Island Mathematics Standards.

[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).

[RI 3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.

[RI.3.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RF 3.3](#) 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.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

[RF 3.4](#) Read with sufficient accuracy and fluency to support comprehension.

- a. ~~Read grade-level text with purpose and understanding.~~
- b. Read grade-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.

- [W.3.1](#) Write opinion pieces on topics or texts, supporting an opinion with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - ~~Provide reasons that support the opinion.~~
 - ~~Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.~~
 - ~~Provide a concluding statement or section.~~
- For example, as they study the colonial period, students read and view print and digital resources on the colonists' conflicting views about separating from Britain. Sources include Liberty! How the Revolutionary War Began by Lucille Recht Penner, the PBS website History of US based on Joy Hakim's book series, and Colonial Voices: Hear Them Speak, a collection of primary sources by Kay Winter. Students choose a character from the period and write a letter from the character's point of view, giving an opinion and supporting either the revolutionary or the loyalist cause with reasons. (RI.3.6, RI.3.9, W.3.1).*
- In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.*
- Connections to the Standards for Mathematical Practice*
- Reason abstractly and quantitatively.
 - Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.

- [W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- In "Visions of Helen Keller," a solid example of biographical writing, a third grader presents details that reveal the significance of Keller's accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)*

- [W.3.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- [W.3.5](#) Develop and strengthen writing as needed by planning, revising, and editing.
- Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
 - Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

- [W.3.6](#) Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

[W.3.7](#) Conduct short research projects that build knowledge about a topic.

[W.3.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time.

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

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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

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).

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

Explain their own ideas and understanding in light of the discussion.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics Standards.

[SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[SL.3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[SL.3.4](#) Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

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

[L.3.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Write legibly and fluently by hand, using either printing or cursive handwriting.

b. Capitalize appropriate words in titles.

~~c. Use commas in addresses.~~

~~d. Use commas and quotation marks in dialogue.~~

~~e. Form and use possessives.~~

f. Use conventional spelling for high-frequency and other studied words and for adding

suffixes to base words (e.g., sitting, smiled, cries, happiness).

- ~~g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).~~
- h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ~~i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~

L.3.4 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- ~~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.
- ~~e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~
- ~~f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 3, Module 7
Make a Difference

Overview

Number of Instructional Days: 15

Essential Question: How can one person make a meaningful difference in their local and global community?

Writing Type: Argument: Opinion Essay

In this module, students will listen to, read, and view a variety of texts and media that provide information about building communities.

A genre focus on narrative nonfiction provides students with opportunities to identify author’s purpose, text structure, and text and graphic features in order to better understand unfamiliar texts.

Students will also encounter historical fiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the way a dedicated individual or group of people can help make a community stronger and better.

Essential Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Author’s Purpose ● Make and Confirm Predictions ● Text Structure ● Point of View ● Make Inferences ● Text and Graphic Features ● Synthesize ● Literary Elements ● Figurative Language 	<p>Decoding: Compound Words and Abbreviations, Irregular Plurals, Words with /oo/, /oo/</p> <p>Spelling: Compound Words and Abbreviations, Irregular Words, Words with 2 sound of /oo/</p> <p>Fluency: Phrasing, Intonation, Accuracy & Self-Correction</p>	<p>Opinion Essay</p> <p>Grammar: Irregular Verbs, Types of Adverbs, Adverbs that Compare</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

[RL.3.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal

from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.3.5](#) Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.

[RL.3.7](#) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

[RL.3.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RI.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

For example, students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied—such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7)

[RI.3.6](#) Distinguish their own point of view from that of the author of a text.

[RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

1. *Connections to the Standards for Mathematical Practice*

2. *Reason abstractly and quantitatively.*

3. *Attend to precision.*

See Rhode Island Mathematics Standards.

[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).

[RI.3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.

[RF.3.3](#) 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.~~

~~b. Decode words with common Latin suffixes.~~

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words.

- [RF.3.4](#) Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- [W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- In “Visions of Helen Keller,” a solid example of biographical writing, a third grader presents details that reveal the significance of Keller’s accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)*

- [W.3.3](#) Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
- ~~Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.~~
 - ~~Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.~~
 - ~~Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)~~
 - Use temporal words and phrases to signal order where appropriate.
 - Provide a sense of closure.
 - ~~For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.~~
- With sentences of various types, precise word choice, and appropriate figures of speech, a student paints a clear picture of the narrator’s spirited response to the problem posed by a pet Guinea pig’s escape from its cage. See “Runaway Rachel,” from Writing Standards in Action. (W.3.3, W.3.4, L.3.1, L.3.2, L.3.3)*

- [W.3.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- [W.3.5](#) Develop and strengthen writing as needed by planning, revising, and editing.
- Demonstrate command of standard English conventions (as described in Language Standards 1– 3 up to and including grade 3).
 - Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

- [W.3.7](#) Conduct short research projects that build knowledge about a topic.

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.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time.

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

- 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
- 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

1. Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics Standards.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

SL.3.4 Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

Sentence Structure and Meaning

~~a. Produce, expand, and rearrange complete simple, compound, and complex sentences.~~

~~b. Ensure subject-verb and pronoun-antecedent agreement.⁷~~

~~c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.~~

~~d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.~~

~~e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.~~

~~Word Usage~~

~~f. Use abstract nouns.~~

g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.

L.3.4 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

~~e. 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.

~~e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~

~~f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

~~a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).~~

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

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

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 3, Module 8
Imagine! Invent!

Overview

Number of Instructional Days: 15

Essential Question::What does it take to make a successful invention?

Writing Type: Informational Text: Research Report

In this module, students will listen to, read, and view a variety of texts and media that provide information about inventors and inventions.

A genre focus on nonfiction provides students with opportunities to identify author’s purpose and central idea in order to better understand unfamiliar texts. Students will also encounter narrative poetry and opinion text to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the way an idea, determination, support, and hard work can create an environment where anything is possible.

Essential Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Text and Graphic Features ● Make Inferences ● Text Structure ● Central Idea ● Make and Confirm Predictions ● Author’s Purpose ● Literary Elements ● Figurative language ● Summarize ● Identity Claim ● Ideas & Support 	<p>Decoding: Review of Prefixes and Suffixes, Prefixes re-, un-, Suffixes -less, -ness, Plurals</p> <p>Spelling: words with -ed,-ing, Prefixes re-,un-, Suffixes -less, -ness, Changing Final y to i</p> <p>Fluency: Reading Rate, Accuracy and Self-Correction</p>	<p>Research Report</p> <p>Grammar: Making Comparisons, Possessive Nouns and Pronouns, Complex Sentences</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

[RL.3.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.3.5](#) Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.

[RL.3.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See Appendix A & Appendix A New Research.)

[RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

[RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[RI.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

For example, students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied—such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7)

[RI.3.6](#) Distinguish their own point of view from that of the author of a text.

[RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

[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).

[RI.3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.

[RI.3.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

- [RF.3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - ~~Read grade-appropriate irregularly spelled words.~~

- [RF.3.4](#) Read with sufficient accuracy and fluency to support comprehension.
- ~~Read grade-level text with purpose and understanding.~~
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- [W.3.1](#) Write opinion pieces on topics or texts, supporting an opinion with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.

For example, as they study the colonial period, students read and view print and digital resources on the colonists' conflicting views about separating from Britain. Sources include Liberty! How the Revolutionary War Began by Lucille Recht Penner, the PBS website History of US based on Joy Hakim's book series, and Colonial Voices: Hear Them Speak, a collection of primary sources by Kay Winter. Students choose a character from the period and write a letter from the character's point of view, giving an opinion and supporting either the revolutionary or the loyalist cause with reasons. (RI.3.6, RI.3.9, W.3.1).

In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.

- [W.3.2](#) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
 - ~~Develop the topic with facts, definitions, and details.~~
 - ~~Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.~~
 - ~~Provide a concluding statement or section.~~

In "Visions of Helen Keller," a solid example of biographical writing, a third grader presents details that reveal the significance of Keller's accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing

Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

W.3.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

- a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
- ~~b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.~~
- ~~c. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)~~
- ~~d. Use temporal words and phrases to signal order where appropriate.~~
- ~~e. Provide a sense of closure.~~
- ~~f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.~~

With sentences of various types, precise word choice, and appropriate figures of speech, a student paints a clear picture of the narrator's spirited response to the problem posed by a pet Guinea pig's escape from its cage. See "Runaway Rachel," from Writing Standards in Action. (W.3.3, W.3.4, L.3.1, L.3.2, L.3.3)

W.3.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 Develop and strengthen writing as needed by planning, revising, and editing.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
- b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

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

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.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time.

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

- 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
- 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).

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

[SL.3.2](#) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[SL.3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

[SL.3.4](#) Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

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

[L.3.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Write legibly and fluently by hand, using either printing or cursive handwriting.
- ~~b. Capitalize appropriate words in titles.~~
- ~~c. Use commas in addresses.~~
- ~~d. Use commas and quotation marks in dialogue.~~
- e. Form and use possessives.
- f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- g. ~~Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).~~
- h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ~~i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~

[L.3.3](#) 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 English. Vocabulary Acquisition and Use

[L.3.4](#) 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- 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.
- ~~e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~
- ~~f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- ~~e. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).~~

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 3, Module 9
From Farm to Table

Overview

Number of Instructional Days: 15

Essential Question: How does food get to your table?

Writing Type: Poetry

In this module, students will listen to, read, and view a variety of texts and media that present them with information about where our food comes from.

A genre focus on informational text provides students with opportunities to identify text structure, central idea, and text and graphic features in order to better understand unfamiliar texts.

Students will also encounter video to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that food’s journey to our table often begins on a farm.

Essential Skills

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> ● Critical Vocabulary ● Generative Vocabulary ● Vocabulary Strategy ● Ideas and Support ● Synthesize ● Text Structure ● Text and Graphic Features ● Central Idea ● Ask & Answer Questions ● Media Techniques ● Figurative Language ● Monitor & Clarify ● Content-Area Words ● Point of View 	<p>Decoding: Suffixes -ful, -y, -ly, -er, -or, Words with ough, augh, Words with /j/ & /s/</p> <p>Spelling: Suffixes -ful, -ly, -er, , Words with ough, augh, Words with /j/, /s/</p> <p>Fluency: Intonation, Accuracy and Self-Correction, Reading Rate</p>	<p>Poetry</p> <p>Grammar: Abbreviations, Contractions, Commas in Sentences and Series</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- [RL.3.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RL.3.7](#) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- [RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.
- [RI.3.3](#) Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- [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. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [RI.3.5](#) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
For example, students study the characteristics and text features of informational text. Then they develop a research question about a topic of interest, conduct research to locate information, and write a report that uses the text features they have studied—such as a table of contents, headings and subheadings, informative illustrations, an index, and a glossary. (RI.3.5, W.3.2, W.3.7)
- [RI.3.6](#) Distinguish their own point of view from that of the author of a text.
- [RI.3.7](#) Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- [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).
- [RI.3.9](#) Compare and contrast the most important points and key details presented in two texts on the same topic.
- [RF.3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.

~~— d. Read grade-appropriate irregularly spelled words.~~

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- a. ~~Read grade-level text with purpose and understanding.~~
- b. Read grade-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.

W.3.1 Write opinion pieces on topics or texts, supporting an opinion with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. ~~Provide reasons that support the opinion.~~
- c. ~~Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.~~
- d. ~~Provide a concluding statement or section~~

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

- a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
- b. ~~Develop the topic with facts, definitions, and details.~~
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

In “Visions of Helen Keller,” a solid example of biographical writing, a third grader presents details that reveal the significance of Keller’s accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

W.3.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5 Develop and strengthen writing as needed by planning, revising, and editing.

- a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
- b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

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

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.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time.

- [SL3.1](#) 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.
- 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
 - 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).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- [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.
- [SL3.3](#) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- [SL3.4](#) Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
- [L.3.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Write legibly and fluently by hand, using either printing or cursive handwriting.
 - ~~Capitalize appropriate words in titles.~~
 - ~~Use commas in addresses.~~
 - ~~Use commas and quotation marks in dialogue.~~
 - ~~Form and use possessives.~~
 - ~~Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).~~
 - ~~Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "Three pandas could be seen eating leaves high in the bamboo grove.").~~
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- [L.3.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
 - ~~Recognize and observe differences between the conventions of spoken and written~~

- L.3.4 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.
- 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 - ~~Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~
 - ~~Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
- ~~Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).~~
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - ~~Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)~~
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Grade 3, Module 10

Tell a Tale

Overview

Number of Instructional Days: 15

Essential Question: Why is it important to pass stories down to the next generation?

Writing Type: Narrative: Imaginative Story

In this module, students will listen to, read, and view a variety of texts and media that present them with information about stories that are worth retelling.

A genre focus on tales provides students with opportunities to identify author’s craft, theme, and figurative language in order to better understand unfamiliar texts.

As students build their vocabulary and synthesize topic knowledge, they will learn more about how people pass their culture’s tales from one generation to the next.

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none">● Critical Vocabulary● Generative Vocabulary● Vocabulary Strategy● Central Idea● Make Inferences● Author’s Craft● Theme● Figurative Language● Visualize● Retell● Literary Elements	<p>Decoding: Final Stable Syllables-tion, -sure, -ture, VCCV Syllable Division Pattern, Words Ending in -le, -al, -el, -er</p> <p>Spelling: VCCV Pattern, Words with Double Consonants, Words Ending in -er or -le</p> <p>Fluency: Phrasing, Expression, Intonation</p>	<p>Imaginative Story</p> <p>Grammar: Prepositions and Prepositional Phrases, Correct Pronouns, Frequently Misspelled Words</p>

Handwriting in Grades 3, 4, and 5 follows a parallel path. In a given week at these grades, teachers may use the following components as tools to provide students with the handwriting instruction and practice they need: **Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Writing Workshop Teacher’s Guide** (instruction, practice opportunities, reproducible models), **Anchor Chart: Cursive Handwriting**, **Writer’s Notebook**, and **myBook**.

Standards

[RL.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RL.3.2](#) Retell 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 a text.

For example, students read versions of classic fables attributed to Aesop, discussing how the stories can be told differently, yet have the same moral. Then they read a collection of modern fables, told mostly in dialogue, by Arnold Lobel. Students practice reading the fables aloud in pairs to develop fluency and expression, and then write a script from a fable to perform. By the end of the unit, students can explain what fables are, why they have endured over

thousands of years, and how they reflect human experience. (RL.3.2, RL.3.9, RF.3.4, W.3.10, L.3.6)

[RL.3.3](#) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

[RL.3.4](#) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.3.5](#) Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.

[RL.3.7](#) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

[RL.3.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.

[RI.3.1](#) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[RI.3.2](#) Determine the main idea of a text; recount the key details and explain how they support the main idea.

[RI.3.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

[RF.3.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- ~~Decode words with common Latin suffixes.~~
- Decode multisyllable words.
- ~~Read grade-appropriate irregularly spelled words.~~

[RF.3.4](#) Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- ~~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~

[W.3.1](#) Write opinion pieces on topics or texts, supporting an opinion with reasons.

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

- ~~b. Provide reasons that support the opinion.~~
- ~~e. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.~~
- ~~d. Provide a concluding statement or section.~~

For example, as they study the colonial period, students read and view print and digital resources on the colonists' conflicting views about separating from Britain. Sources include Liberty! How the Revolutionary War Began by Lucille Recht Penner, the PBS website History of US based on Joy Hakim's book series, and Colonial Voices: Hear Them Speak, a collection of primary sources by Kay Winter. Students choose a character from the period and write a letter from the character's point of view, giving an opinion and supporting either the revolutionary or the loyalist cause with reasons. (RI.3.6, RI.3.9, W.3.1).

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

- a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
- ~~b. Develop the topic with facts, definitions, and details.~~
- ~~e. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.~~
- ~~d. Provide a concluding statement or section.~~

In "Visions of Helen Keller," a solid example of biographical writing, a third grader presents details that reveal the significance of Keller's accomplishments as well as admiration and empathy for her life. See this example of informational writing at Writing Standards in Action. (W.3.2, W.3.4, W.3.7, W.3.8, RI.3.2, RI.3.3, L.3.2, L.3.3)

W.3.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time.

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

- 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. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
- 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).

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See Rhode Island Mathematics Standards.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

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

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

- a. Write legibly and fluently by hand, using either printing or cursive handwriting.
- ~~b. Capitalize appropriate words in titles.~~
- ~~c. Use commas in addresses.~~
- ~~d. Use commas and quotation marks in dialogue.~~
- ~~e. Form and use possessives.~~
- ~~f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).~~
- ~~g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).~~
- h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ~~i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~

L.3.3 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 English. Vocabulary Acquisition and Use.~~

L.3.4 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).~~
- 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.~~
- ~~e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).~~
- ~~f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).~~

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)