

DCSD Grade 3 ELA Curriculum Guide

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
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Reading Foundational Skills

	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	We will decode words using word analysis skills.		<ul style="list-style-type: none"> • Affix • Root word • Base word • Chunks • Syllables 		<i>Words Their Way</i>
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	<p>We will identify common prefixes (e.g. -in, -un, -dis, -mis) and how they change the meaning of the word.</p> <p>We will identify common suffixes (e.g., -tion,-able, -ment, ,-ly) and how they change the meaning of the word.</p>		<ul style="list-style-type: none"> • Root Word • Base Word • Prefix • Suffix • Syllables 		<p><i>Words Their Way, 4th ed. Ch. 8, pg. 230; page 328-329; Level D Word Study Notebook</i></p> <p>Base Words and Inflections</p>
	RF.3.3b Decode words with common Latin suffixes.	We will decode words with common Latin suffixes.		<ul style="list-style-type: none"> • Root Word • Base Word • Prefix • Suffix • Affix 		<p><i>Words Their Way</i></p> <p>Root Words, Roots and Affixes</p>
	RF.3.3c Decode multi-syllable words.	We will decode multi-syllable words.		<ul style="list-style-type: none"> • Affix • Context • Root/base word • Multi-syllabic • Chunk 		<p>Multi-syllabic Word Game</p> <p>Rules for Decoding Syllables-Video</p> <p>Six Syllable Types</p> <p><i>Words Their Way</i></p>

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	RF.3.3d Read grade-appropriate irregularly spelled words.	We will fluently read words that do not follow a particular pattern.				Dolch High Frequency Third Grade Word List and Activities

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	RF. 3.4a Read on-level texts with purpose and understanding.	We will read grade level text using comprehension strategies.		<ul style="list-style-type: none"> • Comprehension • Text • Fluency 		Resources for Reader's Theater Reader's Theater
	RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>We will read grade level prose orally with accuracy, expression and at an appropriate rate.</p> <p>We will read grade level poetry orally with accuracy, expression and at an appropriate rate.</p>	Shared Reading	<ul style="list-style-type: none"> • Organization • Phrasing • Poetry • Prose • Recite 		Reading with Exclamation Points- Video Using Questioning for Expression-Video
	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>We will use context clues to comprehend unknown words.</p> <p>We will self-correct and re-read unknown words in text, to improve understanding.</p>	Guided Reading Shared Reading Independent Reading	<ul style="list-style-type: none"> • confirm • context • context clues • decode • self-correct 		

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Reading Informational Text

R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	We will ask and answer questions about a text, using evidence from the text to support our answers.		<ul style="list-style-type: none"> • Evidence • Explicit • Informational text • Reference/refer 		Response to Literature Guided Comprehension Navigating Informational Text QAR Framework-Article Student Led Book Clubs Using QAR Comprehension Strategy for Guided Reading 7 Strategies to Teach Comprehension
R. CCR.2 Determine central idea or themes of a text and analyze their development ; summarize the key supporting details and ideas.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	We will identify the main topic of a multi-paragraph informational passage through speaking, reading and/or writing. We will identify the focus/main idea of specific paragraphs within an informational text through speaking, reading, and/or writing.		<ul style="list-style-type: none"> • Explicit • Key details • Main idea • Recount/retell • Signal words 		Thinking Maps Response to Literature Comprehension resources

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<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>	<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>			<ul style="list-style-type: none"> • Cause • Effect • Historical event • Sequence • Procedure 		<p>Content Area Reading Skills-article</p> <p>Cause/Effect Science Lesson Plan</p> <p>Response to Literature</p> <p>Thinking Maps- Multi- flow Map Flow Map</p>
<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone. whole.</p>	<p>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.</p>	<p>We will use context clues to determine the meaning of unfamiliar words and phrases in a text, through speaking, reading and/or writing.</p>		<ul style="list-style-type: none"> • Affix • Content words context clues • Glossary • Prefix • Root • Suffix 		<p>Martin's Big Words</p> <p>Rainforest Study</p> <p>Building Vocabulary</p>

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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>We can use various text features (e.g. key words, sidebars, hyperlinks) to locate information from printed and/or digital text.</p>		<ul style="list-style-type: none"> • Diagram • Hyperlinks • Internet • Search engine • Sidebars • text features efficiently • relevant 		<p>Traveling Terrain: Comprehending Nonfiction Text on the Web</p> <p>Text Feature: Headings Lesson Plan</p> <p>Organizational Features of Non-Fiction</p>
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RI. 3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>We can identify the author's point of view in the text.</p> <p>We can compare our own points of view with the author's to determine similarities and differences.</p>		<ul style="list-style-type: none"> • Point of view • Viewpoint 		<p>Books for Teaching Point of View</p> <p>Understanding Another Point of View</p>

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<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>We can explain how we used illustrations and words in a text to better understand the key events.</p>		<ul style="list-style-type: none"> • Diagrams • Illustrations • maps • Photographs 		<p>Landmarks of the World- Research lesson plan</p> <p>Increase Understanding with Pictures</p> <p>National Geographic Kids-Photos</p> <p>Question the Author (QtA) Strategy</p> <p>Response to Literature</p> <p>Write From the Beginning</p>
<p>R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/ third in a sequence).</p>	<p>We can explain how we used illustrations and words in a text to better understand the key events.</p>		<ul style="list-style-type: none"> • Diagrams • Illustrations • maps • Photographs 		<p>Landmarks of the World- Research lesson plan</p> <p>Increase Understanding with Pictures</p> <p>National Geographic Kids-Photos</p> <p>Question the Author (QtA) Strategy</p> <p>Response to Literature</p> <p>Write From the Beginning</p>

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<p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>We will compare and contrast how two informational texts on the same topic present the most important points.</p> <p>We will compare and contrast how two informational texts on the same topic present the key details.</p>		<ul style="list-style-type: none"> • Compare/contrast • Facts • Important points • Key details • Topic 		<p>Compare/Contrast: Alligators & Crocodiles-Video</p> <p>Write From the Beginning: Compare and Contrast</p> <p>Response to Literature</p>
<p>R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>We will read and comprehend grade-level informational texts.</p>				

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Reading Literature

R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	We will ask and answer questions about a text, using evidence from the text to support our answers.		<ul style="list-style-type: none"> • Evidence • Explicit/explicitly • Literary text • Reference/refer • support 		Response to Literature Applying Question Answer Relationships Lesson using <i>Henry and Mudge</i> Article: QAR: Enhancing Comprehension Comprehension Strategy for Guided Reading Seven Strategies for Comprehension
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<p>R.CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p>	<p>We will determine the central message, lesson, or moral from fables, folktales and myths.</p> <p>We will explain how the central message, lesson, or moral of a story is conveyed through details in a text.</p>		<ul style="list-style-type: none"> • analyze • central message • determine • explicit • fable • folktale • implicit/IMPLIED • lesson • myth • moral • recount • retell 		<p>Thinking Maps Response to Literature Identifying the Theme</p> <p>American Folklore: Character Study</p> <p>Literary Elements: Tanzanian Folktale</p> <p>Guided Comprehension: Knowing How Words Work</p> <p>Story Retelling-Article</p>
<p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text</p>	<p>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.</p>	<p>We will identify character actions in a story.</p> <p>We will identify the sequence of events in a story.</p> <p>We will describe how a character's actions contribute to the sequence of events in a story.</p>		<ul style="list-style-type: none"> • interaction • motivation • sequence of events • trait 		<p>Response to Literature</p>

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<p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.</p>	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>We will use context clues to determine the meaning of unfamiliar words and phrases in a text.</p> <p>We will identify literal and figurative language in a text.</p>		<ul style="list-style-type: none"> • Context clues • Explicit • Literal language • Nonliteral language • Phrase • Prior knowledge 		<p>Response to Literature</p> <p>Teaching Idioms</p> <p>Simile, Metaphor, Personification Lessons</p> <p>Teaching Vocabulary</p> <p>Word Consciousness</p>

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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>We will refer to specific parts of a text using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>.</p> <p>We will describe how each part of a story, play, or poem builds on each earlier section.</p>		<ul style="list-style-type: none"> • Chapter • Drama/play • Paragraph • Poem • Scene • Stanza • Verse 		<p>Response to Literature</p> <p>Poetry: Exploring Line Breaks</p> <p>Examining Characters</p>
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL. 3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>We can compare our own points of view with the narrator's or the characters' points of view.</p>		<ul style="list-style-type: none"> • Character • Distinguish • Narrator • Perspective • Point of view 		<p>Response to Literature</p> <p>Character Perspective</p> <p>Teaching Point of View with <i>Two Bad Ants</i></p> <p>Identify the Narrator</p> <p>Point of View-3 Lesson Unit</p>

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R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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).	We can explain how an illustration creates a mood, depicts a setting, and emphasizes character traits.		<ul style="list-style-type: none"> • Illustrations • Character traits • Mood • Setting 		Response to Literature Illustrations Used for Central Meaning-<i>Dear Mrs. LaRue</i> Questioning Strategies with Pictures-Tuesday Reading Through the Arts
R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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).	We will compare stories written by the same author.		<ul style="list-style-type: none"> • Compare/contrast • Culture • Plot • Setting • theme 		Response to Literature Write From the Beginning: Compare and Contrast Author Study Toolkit Building Schema-<i>Chicken Sunday</i> and <i>Rechenka's Eggs</i> Compare a Character Mapping Characters Across a Series

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R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.3.10 Actively engage in group reading activities with purpose and understanding.	<p>We will use our reading strategies during read-alouds to help us understand the text.</p> <p>We will use our reading strategies during shared reading to help us understand the text.</p> <p>We will use our reading strategies during guided reading to help us understand the text.</p>				Response to Literature

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Writing and Language

<p>W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p>We will choose an opinion topic that supports our thoughts and feelings.</p> <p>We will introduce a topic, state an opinion and give reasons to support the opinion.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p style="text-align: center;">_____ Genre Date</p> <p style="color: red;">*Expectation is students will write a minimum of 5 paragraphs by the end of third grade. *</p>	<ul style="list-style-type: none"> • Organization • Text • Introduction • Opinion • reasons 	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1b Form and use regular and irregular plural nouns.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Brainstorming Topics</p> <p>Writing a Persuasive Letter-Lesson</p> <p>DCSD Spelling Continuum</p> <p>Write From the Beginning</p> <p>Story Works-Scholastic consumable</p>
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W.CCR1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1b Provide reasons that support the opinion.	We will provide reasons that support and prove our opinions.		<ul style="list-style-type: none"> • opinion • reasons • facts • details • 	<p>L.3.1i Produce simple, compound and complex sentences.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Persuasive Lesson</p> <p>Write From the Beginning</p> <p>DCSD Spelling Continuum</p>
W.CCR1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	We will use linking words and phrases to connect our opinions and supporting reasons.		<ul style="list-style-type: none"> • linking words/phrases • reasons • connect 	<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>Transitions and Linking Words</p> <p>More Transition Words</p> <p>Transitions Video Lesson</p> <p>Write From the Beginning</p>

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W.CCR1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1d Provide a concluding statement or section.	<p>We will write a conclusion that revisits the introduction, summarizes the middle, and provides a sense of closure.</p> <p>We will read a piece and be able to determine the connection between the introduction and conclusion.</p>		<ul style="list-style-type: none"> • concluding statement • conclusion • summarizes • closure 	L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	Write From the Beginning Strong Conclusions-Video Lesson

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<p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.3.2 Write informative/explanatory texts to determine a topic and convey ideas and information clearly.</p>	<p>We will write clearly to inform/explain on a specific topic.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p style="text-align: center;">____ ____ Genre Date</p> <p style="color: red;">*Expectation is students will write a minimum of 5 paragraphs by the end of third grade.*</p>	<ul style="list-style-type: none"> • Categories • Illustration • Introduction • Topic • Specific 	<p>L.3.1c Use abstract nouns (e.g., <i>childhood</i>).</p> <p>L.3.1d Form and use regular and irregular nouns.</p> <p>L.3.1i Produce simple, compound and complex sentences.</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 3 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Write From the Beginning-Tree Map</p>

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<p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>We will introduce a specific topic, and group related information together.</p> <p>We will include illustrations to help the reader understand text.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p style="text-align: center;">_____ Genre Date</p> <p style="color: red;">*Expectation is students will write a minimum of 5 paragraphs by the end of third grade.*</p>	<ul style="list-style-type: none"> • definition • supporting detail • fact 	<p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.1d Form and use regular and irregular nouns.</p> <p>L.3.1i Produce simple, compound and complex sentences.</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 3 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Adding Transitional Words & Phrases- video</p> <p>Transitional Words</p>

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College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Writing and Language Crosswalk	Resources
<p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.3.2b Develop the topic with facts, definitions, and details.</p>	<p>We will write about the topic with facts, definitions, and supporting details.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p style="text-align: center;">____ ____ Genre Date</p> <p style="color: red;">*Expectation is students will write a minimum of 5 paragraphs by the end of third grade.*</p>	<ul style="list-style-type: none"> • categories • linking words • linking phrases • logical 	<p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.1d Form and use regular and irregular nouns.</p> <p>L.3.1i Produce simple, compound and complex sentences.</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 3 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Adding Transitional Words & Phrases- video</p> <p>Transitional Words</p>

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<p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.3.2c Use linking words and phrases (e.g., also, another, and more, but) to connect ideas within categories of information.</p>	<p>We will use linking words and phrases to connect our ideas and information in a logical way.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p style="text-align: center;">_____ Genre Date</p> <p style="color: red;">*Expectation is students will write a minimum of 5 paragraphs by the end of third grade.*</p>	<ul style="list-style-type: none"> • categories • linking words • linking phrases • logical 	<p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.1d Form and use regular and irregular nouns.</p> <p>L.3.1i Produce simple, compound and complex sentences.</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 3 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Adding Transitional Words & Phrases- video</p> <p>Transitional Words</p>

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<p>W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.3.2d Provide a concluding statement or section.</p>	<p>We will write a conclusion that revisits the introduction, summarizes the middle, and provides a sense of closure.</p> <p>We will read a piece and be able to determine the connection between the introduction and conclusion.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p style="text-align: center;">_____ Genre Date</p> <p style="color: red;">*Expectation is students will write a minimum of 5 paragraphs by the end of third grade.*</p>	<ul style="list-style-type: none"> • Conclusion • Concluding statement • Summarizes • Closure 	<p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Writing a Conclusion - video</p> <p>Write From the Beginning</p>

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<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p>	<p>We will establish a situation in a narrative which involves introducing the setting, the main event and/or problem, and the characters of the story.</p> <p>We will write a narrative that is sequenced naturally, with a beginning, middle, and end.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p>_____ Genre Date</p> <p><i>*Expectation is students will write a minimum of 5 paragraphs by the end of third grade.*</i></p>	<ul style="list-style-type: none"> • Character • Narrator • Establish • Main event • Setting • Sequence 	<p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Comics in the Classroom</p> <p>Story Starters</p> <p>Write From the Beginning</p>

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<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>We will establish a situation in a narrative which involves introducing the setting, the main event and/or problem, and the characters of the story.</p> <p>We will write a narrative that is sequenced naturally, with a beginning, middle, and end.</p>	<p>One genre of writing (opinion, expository, or narrative) will be assessed each trimester.</p> <p style="text-align: center;">_____ Genre Date</p> <p style="color: red;">*Expectation is students will write a minimum of 5 paragraphs by the end of third grade.*</p>	<ul style="list-style-type: none"> • Character • Narrator • Establish • Main event • Setting • Sequence 	<p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Comics in the Classroom</p> <p>Story Starters</p> <p>Write From the Beginning</p>

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<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>We will use dialogue that logically moves the events along in a narrative.</p> <p>We will use dialogue to show a character's thoughts and feelings in response to events in the narrative.</p> <p>We will use dialogue to describe a character's actions.</p>		<ul style="list-style-type: none"> • Dialogue • Plot/events • Narrative 	<p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Write From the Beginning</p>

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<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3c Use temporal words and phrases to signal event order.</p>	<p>We will use appropriate transition words and phrases to logically move the order of events.</p>		<ul style="list-style-type: none"> • Transitions • Transitional phrases 	<p>L.3.3a Choose words and phrases for effect. L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.1h Use coordinating and subordinating conjunctions. L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.3a Choose words and phrases for effect. L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Writing a Conclusion - video</p> <p>Write From the Beginning</p>

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<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.3.3d Provide a sense of closure.</p>	<p>We will write an effective closing that shows some type of observation, opinion, reaction or feeling.</p>		<ul style="list-style-type: none"> • closure • conclusion • concluding statement/ paragraph 	<p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>L.3.1h Use coordinating and subordinating conjunctions. L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Writing a Conclusion - video</p> <p>Write From the Beginning</p>

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W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W. 3.4 <i>With guidance and support from adults,</i> produce writing in which the development and organization are appropriate to task and purpose.	We will produce an organized piece of writing that is appropriate to task and purpose.		<ul style="list-style-type: none"> • organization • purpose • task 	<p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p>	<p>Write From the Beginning-</p> <p>Writing Conferences</p>

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W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 <i>With guidance and support from peers and adults</i> , develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of L.3.1-3).	We will conference with peers and/or adults to revise and edit to make changes and improve our writing.	WFTB- Oral Rehearse	<ul style="list-style-type: none"> • edit • revise • peer • conference 	<p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.2a Capitalize appropriate words in titles.</p> <p>L.3.2b Use commas in addresses.</p> <p>L.3.2c Use commas and quotation marks in dialogue.</p> <p>L.3.2d Form and use possessives.</p> <p>L.3.2e use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	Rereading to Revise-video

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W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.3.6 <i>With guidance and support from adults</i> , use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	We will use keyboarding skills to produce and publish our writing. We will interact and collaborate with others to produce and publish writing.		<ul style="list-style-type: none"> • Peer collaboration • Publish • Technology • Keyboarding 	<p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.2c Use commas and quotation marks in dialogue.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Fractured Fairytales PowerPoint</p> <p>DCSD Spelling Continuum</p> <p>Write From the Beginning</p>

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W. CCR. 7 Conduct short, as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.3.7 Conduct short research projects that build knowledge about a topic.	We will write short (5 paragraph) research papers that build knowledge about a topic.		<ul style="list-style-type: none"> • organize • plagiarism • resources • research 	<p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/reheat</i>).</p> <p>L.3.4c Use a known root word as clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Research Round Up</p> <p>Writing a Table of Contents</p> <p>Write From the Beginning</p>

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W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<p>We will recall information from experiences or gather information from print and digital sources.</p> <p>We will take brief notes on sources using our own words and sort evidence into provided categories.</p>		<ul style="list-style-type: none"> • categories • evidence • facts • summarize • digital sources • plagiarism 	<p>L.3.3a Choose words and phrases for effect.</p> <p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Adventures in Non-Fiction</p> <p>Write From the Beginning-Expository/Informative</p>

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W.CCR.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.	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.	<p>We will understand that writing can be completed in extended or short time periods.</p> <p>We will build endurance by writing both short (single sitting) and longer pieces.</p>		<ul style="list-style-type: none"> • Research • Reflection • Revision • Task • Purpose • Audience • Endurance 	<p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Write From the Beginning</p> <p>Adding Transitional Words & Phrases- video</p> <p>Transitional Words</p> <p>Write From the Beginning</p>

Glossary of Writing Terms

academic language—vocabulary and phrasing used in textbooks, in classrooms, and on tests; a way of saying or writing something using different words and structure from everyday spoken English

alternate claim—different view of an issue or topic; ideas or opinions that differ

ambiguous—something that is unclear, confusing, or can be understood in more than one way

analyze—to examine carefully and in detail to identify causes, key factors, possible results, etc.; to study something closely

argumentative writing— a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; using persuasive strategies to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

appeals to emotion—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action

audience awareness—the degree to which the writer understands the intended readers of the work, and their particular characteristics and needs

audience—the intended readers of a particular piece of writing

balance—the arrangement of words, phrases, or ideas so that two or more concepts or sections are given equal emphasis

citation—reference to a published or unpublished source with name, date, and/or page; to mention something as an example, especially one that supports, proves, or explains an idea or situation; to give the exact words or ideas of something that has been written; direct quotation, summarizing, paraphrasing, mentioning the source briefly, or using the ideas from a source

claim—saying that something is true; the main idea or thesis statement in argumentative writing and is supported by evidence

closure—when an event or problem is brought to an end, or the feeling that something has been completely dealt with; a feeling that something is finished

cohesion—when the ideas or parts of a written piece are connected in a reasonable way and form a united whole

completeness—a sense that all parts, details, facts, etc. are included and nothing is missing; brought to an end

conclusion—the end portion of an essay where the writer supplies a good sense of closure; a creative re-statement of the thesis statement, controlling idea, or theme; a brief review of the main points of the essay

content—the subject or topic covered in a piece of writing (also see ideas)

controlling idea—the main idea or thesis that a writer develops, expressing a definite opinion or attitude about a topic

context— the situation, events, or information that are related to something and help you to understand it; the social or cultural situation in which a written message occurs

conventions—the agreed upon ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read

counter claim—the opposite view of an issue or topic; a contradicting idea or opinion

credible sources—relevant journals, books, articles, websites, newspapers, and other places of information that are reliable and trustworthy

detail—a single feature, fact, or piece of information about something

development—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer's depth of understanding, and offer insight to readers; common patterns of development include narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process

dialogue—written conversation between two or more persons; an exchange of ideas and opinions

domain-specific vocabulary—words and phrases specific to a particular field of study, such as the human body

drift in focus—moving away from the purpose or intent; to deviate or vary from the original statement of purpose

edit—to improve the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience

elaborative techniques—using sensory details, facts and statistics, incidents, specific examples, quotations, and charts or graphs to prove the argument and make your writing more interesting

engages reader—attracting and keeping the attention of the audience; the audience is likely to think the writing is interesting; the audience becomes involved in order to better understand

even development—depth and balance in the exploration or examination of the topic (i.e., even development from beginning to middle to end, or even development between main idea and supporting details, or even development between supporting ideas with examples and details)

evidence—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; anything that makes you believe something is true

extraneous ideas—something that does not belong or is not proper; not pertinent; irrelevant

fact—a piece of information that can be proven true

figurative language—language enriched by word images and figures of speech

flaw—a mistake or a weakness that makes something imperfect

focus—relationship of supporting details to the main idea(s), theme, or unifying point

formatting—the aspects of the physical appearance of written work (i.e., font size, titles, headings, subheadings, citations)

formal style—objective and precise language used in scholarly books and articles, technical reports, and research papers

ideas—the interesting, important, and informative details the writer includes; the main message, the content of the piece, and the main theme, together with all the supporting details; the unusual, the unique, and the bits and pieces that a writer includes

imagery—the use of language to create sensory impressions

informative/explanatory writing—writing that conveys information accurately; this kind of writing serves to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept

insight—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner

integrated—combining, organizing, or structuring many ideas or parts that work well together

introduction—the beginning portion of an essay where the writer captures the readers' attention, provides background information about the topic, motivates readers to continue reading and, for more formal essays, contains the thesis statement

irrelevant—something that is not useful or not connected to the topic

logical progression—when the reader can follow the writer's ideas; ordering paragraphs so that there is a meaningful beginning, bridging one paragraph or idea to the next, and ending with a sense of closure

main idea (controlling idea)—the primary topic of a passage, whether explicitly expressed or implied

mode—types of writing generally centered on the writer's purpose, including opinion/argument, informative/descriptive, and narrative in the Common Core Standards

narrative techniques—procedures or methods an author uses to convey an experience (i.e., pacing, description, reflection, narration, dialogue, point of view, foreshadow, flashback)

narrative writing—conveys experience, either real or imaginary, and uses time as its deep structure; can be used for many purposes (to inform, instruct, persuade, or entertain)

obscure meaning—to make it difficult to know or understand; to prevent something from being understood clearly

opening—the beginning or first part (also see introduction)

opinion writing—a developing form of argument where the writer expresses ideas or states what is believed about a subject; providing examples, offering reasons, and explaining cause and effect to extend a belief, attitude, or judgment

opposing claim—the other side of an issue or topic; ideas or opinions that are completely different

organizational structure—a writing pattern that connects ideas, including comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns

organization—the way the writer moves from one idea to the next; information is given to the reader in the right amount and at the right time so that the reader does not lose interest

orients reader—introduce the subject to the audience

pacing—the rate at which main ideas and development are presented in a piece of writing

paraphrase—expressing what others have said or written in a different way; a restatement or rewording

persuasive strategies/techniques—writing methods that appeal to a reader's emotions, ethics, or logics

plagiarism—to steal the ideas and words of another and pass them off as his/her own; using another person's words, ideas, or work as his/her own; an idea, phrase, or story that has been copied from another person's work without stating the source

plot—events that make up a story

precise language—using the right wording; avoiding too many words or unnecessary figurative language

purpose—the reason or reasons a person writes something (to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, or to mediate)

quotation—a sentence or phrase from a book, speech, etc. that is repeated in a piece of writing; to repeat exactly what someone else has said or written

reasoning—a process of thinking carefully about something in order to make a judgment; the explanation for why a claim is made; the links between evidence and claim

reasons—the cause or explanation for something that happens; why someone decides to do something

relevant—directly relating to the subject

response—writing that is stimulated by a question, task, or prompt

sensory detail—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing

sentence formation—one of five basic patterns around which most English sentences are built (Subject-Verb, Subject-Verb-Object, Subject-Verb-Adjective, Subject-Verb-Adverb, Subject-Verb-Noun)

sequencing—the arrangement or ordering of ideas and content in a piece of writing, including chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part

stance—the attitude on a particular matter; point of view

source—a person, book, or document used largely for information, as in research

structure—the organization of ideas and content within a piece of writing at the sentence, paragraph, or essay level

support—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement

sustained—keeping the controlling or main idea, theme, or focus going throughout the writing; not interrupting or weakening

syntactic variety—having different types of sentences

syntax—the rules of grammar which control the ways words are arranged to form sentences or phrases

thesis statement—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing (also see controlling idea)

tone—the author's attitude toward a topic as reflected in his or her writing

topic—the subject matter with which a writer is working in a particular piece of writing

transitional strategies—methods of connecting sentences, paragraphs, and ideas; words, phrases, clauses, or full sentences that signal relationships; cues that help the reader see the logic of how ideas fit together

transitions—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas (i.e., next, and then, in the end, another reason, after that we went, on the other hand)

uneven—not regular or constant; not uniform or varying in number or quality

unity—combining or ordering parts of writing so that it has an undivided effect; singleness of effect or symmetry and consistency of style

usage—the way words are used in a language (see also syntax)

word choice—the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader; to use everyday words well