

English Now! A/B

Units 1, 2, and 3

Upper Elementary

Common Core Standards

Grade 3



BASIC LANGUAGE LESSONS

UNIT 1 - LESSONS 1-3, 5-8, 16-18, 20-23, 31-33, 35-38

UNIT 2 - LESSONS 1-3, 5-8, 16-19, 21-23, 31-34, 36-38

UNIT 3 - LESSONS 1-4, 6-8, 16-19, 21-23, 31-33, 36-38

OBJECTIVES

- ___ Did I follow and give commands? (**Unit 1** and **Unit 2**)
- ___ Did I say the names of the objects?
- ___ Did I write words and sentences?
- ___ Did I read words and sentences?
- ___ Did I follow and give two-step commands? (**Unit 3**)
- ___ Did I ask and answer questions? (**Unit 2** and **Unit 3**)

Speaking and Listening Standards (K-5)

Comprehension and Collaboration

- SL.3.1 Engage effectively on 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.
- SL.3.1b 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.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3.1i Produce simple, compound, and complex sentences.
- Lan.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.
- Lan.3.2a Capitalize appropriate words in titles.

Language Standards (K-5) Continued

Conventions of Standard English

- Lan.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- Lan.3.2f Use spelling patterns and generalizations in writing words.

Knowledge of Language

- Lan.3.3 Use knowledge of language and its conventions when writing, speaking, and reading, or listening.
- Lan.3.3a Choose words and phrases for effect.
- Lan.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards: Foundational Skills (K-5)

Phonics and Word Recognition

- RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- RFS.3.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.3.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (K-5)

Production and Distribution of Writing

- WR.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Range of Writing

- WR.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

- CCR.3.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

GAME LESSONS

UNIT 1 - LESSONS 4, 9, 19, 24, 34, 39

UNIT 2 - LESSONS 4, 9, 20, 24, 35, 39

UNIT 3 - LESSONS 5, 9, 20, 24, 34, 39

OBJECTIVES

- ___ Did I follow and give commands?
- ___ Did I say the names of the objects?
- ___ Did I read the action words? (**Unit 1**)
- ___ Did I say “Please,” “Thank you,” and “You’re welcome!”?
- ___ Did I ask and answer questions? (**Unit 2** and **Unit 3**)

Speaking and Listening Standards (K-5)

Comprehension and Collaboration

- SL.3.1 Engage effectively on 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.
- SL.3.1b 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.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- CCR.3.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.3.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3.3.1i Produce simple, compound, and complex sentences.

Language Standards (K-5) Continued

Knowledge of Language

- Lan.3.3 Use knowledge of language and its conventions when writing, speaking, and reading, or listening.
- Lan.3.3a Choose words and phrases for effect.
- Lan.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- CCR.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ORAL COMPOSITION

UNIT 1 - LESSONS 10, 25, 40

UNIT 2 - LESSONS 10, 25, 40

UNIT 3 - LESSONS 10, 25, 40

OBJECTIVES

- ___ Did I listen attentively?
- ___ Did I identify the title and the title page?
- ___ Did I follow directions?
- ___ Did I speak in complete sentences?
- ___ Did I use other peoples' words to make my sentences longer?

Speaking and Listening Standards (K-5)

Comprehension and Collaboration

- SL.3.1 Engage effectively on 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.
- SL.3.1b 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.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3.1i Produce simple, compound, and complex sentences.
- Lan.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.
- Lan.3.2a Capitalize appropriate words in titles.

Language Standards (K-5) Continued

Conventions of Standard English

Lan.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

Lan.3.2f Use spelling patterns and generalizations in writing words.

Knowledge of Language

Lan.3.3 Use knowledge of language and its conventions when writing, speaking, and reading, or listening.

Lan.3.3a Choose words and phrases for effect.

Lan.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

CCR.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Knowledge of Language

CCR.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards: Foundational Skills (K-5)

Phonics and Word Recognition

RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

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

RFS.3.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (K-5)

Production and Distribution of Writing

WR.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Range of Writing

WR.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

CCR.3.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

WRITTEN COMPOSITION I

UNIT 1 - LESSONS 11, 26, 41

UNIT 2 - LESSONS 11, 26, 41

UNIT 3 - LESSONS 11, 26, 41

OBJECTIVES

- ___ Did I point to the title and the title page?
- ___ Did I make up sentences about the pictures?
- ___ Did I recast my sentences?
- ___ Did I help write the story?
- ___ Did I read the story aloud?

Speaking and Listening Standards (K-5)

Comprehension and Collaboration

- SL.3.1 Engage effectively on 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.
- SL.3.1b 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.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3.1i Produce simple, compound, and complex sentences.
- Lan.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.
- Lan.3.2a Capitalize appropriate words in titles.

Language Standards (K-5) Continued

Conventions of Standard English

- Lan.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- Lan.3.2f Use spelling patterns and generalizations in writing words.

Knowledge of Language

- Lan.3.3 Use knowledge of language and its conventions when writing, speaking, and reading, or listening.
- Lan.3.3a Choose words and phrases for effect.
- Lan.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards: Foundational Skills (K-5)

Phonics and Word Recognition

- RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- RFS.3.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.3.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (K-5)

Production and Distribution of Writing

- WR.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- WR.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Production and Distribution of Writing

CCR.3.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

CCR.3.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

WRITTEN COMPOSITION II

UNIT 1 - LESSONS 12, 27, 42

UNIT 2 - LESSONS 12, 27, 42

UNIT 3 - LESSONS 12, 27, 42

OBJECTIVES

- ___ Did I identify the authors?
- ___ Did I read the story with expression?
- ___ Did I read the words aloud?
- ___ Did I identify the capital letters and the periods?
- ___ Did I write my own story?
- ___ Did I speak in complete sentences?

Speaking and Listening Standards (K-5)

Comprehension and Collaboration

- SL.3.1 Engage effectively on 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.
- SL.3.1b 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.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3.1i Produce simple, compound, and complex sentences.
- Lan.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.
- Lan.3.2a Capitalize appropriate words in titles.

Language Standards (K-5) Continued

Conventions of Standard English

Lan.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

Lan.3.2f Use spelling patterns and generalizations in writing words.

Knowledge of Language

Lan.3.3 Use knowledge of language and its conventions when writing, speaking, and reading, or listening.

Lan.3.3a Choose words and phrases for effect.

Lan.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

CCR.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Knowledge of Language

CCR.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards: Foundational Skills (K-5)

Phonics and Word Recognition

RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

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

RFS.3.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (K-5)

Text Types and Purposes

WR.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WR.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

WR.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

WR.3.3c Use temporal words and phrases to signal event order.

WR.3.3d Provide a sense of closure.

Writing Standards (K-5) Continued

Production and Distribution of Writing

- WR.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- WR.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Range of Writing

- WR.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

Production and Distribution of Writing

- CCR.3.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Range of Writing

- CCR.3.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

VOCALIZED READING

UNIT 1 - LESSONS 13, 28, 43

UNIT 2 - LESSONS 13, 28, 43

UNIT 3 - LESSONS 13, 28, 43

OBJECTIVES

- ___ Did I say the names of the letters?
- ___ Did I say the names of the objects?
- ___ Did I read the words aloud?
- ___ Did I identify the title and the author?
- ___ Did I read the story with expression?
- ___ Did I self-correct my errors while reading aloud?

Speaking and Listening Standards (K-5)

Comprehension and Collaboration

- SL.3.1 Engage effectively on 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.
- SL.3.1b 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.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3.1i Produce simple, compound, and complex sentences.
- Lan.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.
- Lan.3.2a Capitalize appropriate words in titles.

Language Standards (K-5) Continued

Conventions of Standard English

Lan.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

Lan.3.2f Use spelling patterns and generalizations in writing words.

Knowledge of Language

Lan.3.3 Use knowledge of language and its conventions when writing, speaking, and reading, or listening.

Lan.3.3a Choose words and phrases for effect.

Lan.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

CCR.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Knowledge of Language

CCR.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

CCR.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards: Foundational Skills (K-5)

Phonics and Word Recognition

RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

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

RFS.3.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards (CCR) (K-5)

Key Ideas and Details

CCR.3.1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR.3.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

READING COMPREHENSION I

UNIT 1 - LESSONS 14, 29, 44

UNIT 2 - LESSONS 14, 29, 44

UNIT 3 - LESSONS 14, 29, 44

OBJECTIVES

- ___ Did I speak in complete sentences?
- ___ Did I say the names of the letters?
- ___ Did I read aloud with expression?
- ___ Did I self-correct my errors while reading aloud?
- ___ Did I ask and answer questions about the story?

Speaking and Listening Standards (K-5)

Comprehension and Collaboration

- SL.3.1 Engage effectively on 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.
- SL.3.1b 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.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3.1i Produce simple, compound, and complex sentences.
- Lan.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.
- Lan.3.2a Capitalize appropriate words in titles.

Language Standards (K-5) Continued

Conventions of Standard English

- Lan.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- Lan.3.2f Use spelling patterns and generalizations in writing words.

Knowledge of Language

- Lan.3.3 Use knowledge of language and its conventions when writing, speaking, and reading, or listening.
- Lan.3.3a Choose words and phrases for effect.
- Lan.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards: Foundational Skills (K-5)

Phonics and Word Recognition

- RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- RFS.3.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.3.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards (CCR) (K-5)

Key Ideas and Details

- CCR.3.1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.3.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

READING COMPREHENSION II

UNIT 1 - LESSONS 15, 30, 45

UNIT 2 - LESSONS 15, 30, 45

UNIT 3 - LESSONS 15, 30, 45

OBJECTIVES

- ___ Did I speak in complete sentences?
- ___ Did I read the words aloud?
- ___ Did I retell the story using many words?
- ___ Did I self-correct my errors while retelling the story? (**Unit 2** and **Unit 3**)

Speaking and Listening Standards (K-5)

Comprehension and Collaboration

- SL.3.1 Engage effectively on 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.
- SL.3.1b 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).
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Speaking and Listening (CCR) (K-5)

Comprehension and Collaboration

- CCR.3.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCR.3.2 Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
- CCR.3.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language Standards (K-5)

Conventions of Standard English

- Lan.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Lan.3.1i Produce simple, compound, and complex sentences.
- Lan.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, spelling when writing.
- Lan.3.2a Capitalize appropriate words in titles.

Language Standards (K-5) Continued

Conventions of Standard English

- Lan.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- Lan.3.2f Use spelling patterns and generalizations in writing words.

Knowledge of Language

- Lan.3.3 Use knowledge of language and its conventions when writing, speaking, and reading, or listening.
- Lan.3.3a Choose words and phrases for effect.
- Lan.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

College and Career Readiness Anchor Standards for Language (CCR) (K-5)

Conventions of Standard English

- CCR.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- CCR.3.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- CCR.3.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Standards: Foundational Skills (K-5)

Phonics and Word Recognition

- RFS.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- RFS.3.4 Read with sufficient accuracy and fluency to support comprehension.
- RFS.3.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (K-5)

Text Types and Purposes

- WR.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- WR.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- WR.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- WR.3.3c Use temporal words and phrases to signal event order.
- WR.3.3d Provide a sense of closure.

College and Career Readiness Anchor Standards (CCR) (K-5)

Key Ideas and Details

- CCR.3.1 Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.3.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing Standards (K-5)

Text Types and Purposes

- WR.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- WR.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- WR.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- WR.3.3c Use temporal words and phrases to signal event order.
- WR.3.3d Provide a sense of closure.

Production and Distribution of Writing

- WR.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Range of Writing

- WR.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Writing (CCR) (K-5)

- CCR.3.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.