

3rd Grade English Language Arts BLUEPRINT – IF1

Anchor Standards= one set of broad standards applied K-12

Explicit Standards= explicitly addressed skills *assessed* for mastery during this specific instructional focus

Implicit Standards= underlying skills that students need to have in order to be successful with the explicit standards

“Together anchor and grade level standards define the skills and understanding that all students must demonstrate.”
(*Common Core Strategies Flip Chart*, 2010).

**** The red standard(s) mean the SD Disaggregated template is not complete.**

| Suggested Time | Instructional Focus 1 (E3IF1) | CCSS English Language Arts Content | Anchor Standards Specific to this Focus | Content |
|----------------|---|---|--|---|
| 6 weeks | This instructional focus provides foundational skills and practice that will lead directly into the next IF's. In this instructional focus, students will ask and answer questions, identify main idea or central message (including fables, folktales, and myths from diverse cultures) and the supporting details in literary text after reading or listening to the story. A variety of text will be used to help students identify and cite the main idea, moral, message and key details. Students will also describe characters in a story while determining words and meaning in text. Students will spend time discussing the main message and details (referring to the parts of a story when writing and speaking – see RL.3.5) with a partner or group, following the rules of discussion. After examining several different | <p>EXPLICIT STANDARDS</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</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>RL.3.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>RL.3.5 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</p> | <p>Reading:</p> <p>Key Ideas and Details</p> <p>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.</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.3 Analyze how and why individuals, events, and</p> | <p>myOER:</p> <p>Seeking the Power of Education and Reading</p> <p>Introducing Close Reading: Finding the Main Message and Taking Notes</p> <p>Close Reading of Nasreen's Secret School: How Do People Access Books in Afghanistan?</p> <p>Lesson examples above address at least one (or more) of the Common Core State</p> |



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



| | | | | |
|--|---|---|--|--|
| | <p>examples, students will write personal and fictional narratives including a situation, descriptions, transitions, dialogue, and a conclusion (see W.3.3). Students will use technology to publish writing. All writing will be done using proper grammar and conventions. Students will then illustrate the narrative to demonstrate how an illustration can add to the story.</p> <p>Students will participate in collaborative conversations with diverse partners and follow agreed upon rules for discussion, and will start the writing process (see W.1.5). Students throughout this IF will expand upon what they learned in IF1 about words and phrases in stories or poems that suggest feelings or appeal to the senses, while explaining verbally, in narrative writing, and through illustrations who are telling the story and what are the key details. Students will recall information from their own experiences or gather information from sources to write their answers to questions related to the text they are reading (with guidance). The RF's, Reading Foundation standards, help teachers know what skills are important components in an effective, comprehensive reading program. Teachers will assess all students to determine what RF standards need to be taught to each student. Students who need additional support will be provided explicit instruction on the RF standards grades K-5. Students who have already mastered RF standards, will not need</p> | <p>builds on earlier sections. <u>RL.3.6</u> Distinguish their own point of view from that of the narrator or those of the characters. <u>RL.3.7</u> 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). <u>RL.3.9</u> 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). <u>RL.3.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <u>W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <u>W.3.4</u> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <u>W.3.5</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>W.3.10</u> 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. <u>SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore</p> | <p>ideas develop and interact over the course of a text.</p> <p><u>Craft and Structure</u></p> <p><u>R.CCR.4</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><u>R.CCR.5</u> 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.</p> <p><u>R.CCR.6</u> Assess how point of view or purpose shapes the content and style of a text.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p><u>R.CCR.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>R.CCR.9</u> 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>Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the Advanced Search and type the keyword – E3IF1.</p> <p><u>Teacher Ideas/Links:</u></p> |
|--|---|---|--|--|

| | | | | |
|--|--|---|--|--|
| | <p>explicit instruction, but may still be assessed.</p> <p><u>Possible Focus Title: <i>Messages in Literary Texts</i></u></p> | <p>ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.</p> <p><u>SL.3.3</u> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p> <p><u>SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>SL.3.6</u> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p><u>L.3.2a,c-f</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles. c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).f. Use spelling patterns and generalizations e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p><u>L.3.3</u> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> | <p><u>Range of Reading and Level of Text Complexity</u></p> <p><u>R.CCR.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing:</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W.CCR.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>Production and Distribution of Writing</u></p> <p><u>W.CCR.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>W.CCR.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>W.CCR.10</u> 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</p> | |
|--|--|---|--|--|

| | | | | |
|--|--|---|---|--|
| | | <p><u>L.3.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><u>L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p><u>RF.3.3</u> a -d Know and apply grade-level phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.d. Read grade-appropriate irregularly spelled words.</p> <p><u>RF.3.4</u> a -c Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>IMPLICIT STANDARDS</p> | <p>tasks, purposes, and audiences.</p> <p><u>Speaking and Listening: Comprehension and Collaboration</u></p> <p><u>SL.CCR.1</u> 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.</p> <p><u>SL.CCR.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL.CCR.4</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><u>SL.CCR.6</u> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Language</u></p> <p><u>Vocabulary Acquisition and</u></p> | |
|--|--|---|---|--|

| | | | | |
|--|--|--|---|--|
| | | | <p><u>Use</u></p> <p><u>L.CCR.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Knowledge of Language</u></p> <p><u>L.CCR.3</u> 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.</p> <p><u>L.CCR.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><u>L.CCR.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><u>L.CCR.6</u> 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</p> | |
|--|--|--|---|--|

| | | | | |
|--|--|--|---|--|
| | | | knowledge when encountering an unknown term important to comprehension or expression. | |
|--|--|--|---|--|