

3rd Grade English Language Arts BLUEPRINT – IF3

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 3 (E3IF3)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	<p>This instructional focus continues to build upon skills and concepts learned in the previous units. During this IF, students will focus on the main idea and key details in informational text. Students will ask and answer questions, read and discuss the main purpose and details in grade appropriate informational text. A variety of texts with varying features (including illustrations) can be used to facilitate the understanding of informational text features (particularly comparing historical events—or—scientific ideas/concepts —or—steps in technical procedures in text that specifically show cause/effect). Students will share ideas verbally with a partner or group making sure to speak clearly and at an appropriate pace. Students will be introduced to and begin practicing the writing of informational/explanatory text.</p>	<p>EXPLICIT STANDARDS RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 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>Reading: Key Ideas and Details 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. R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Craft and Structure</p>	<p>myOER: Accessing Books Around the World: Unit Plan Overview Paragraph Writing about "Waiting for the Biblioburro" Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the Advanced Search</p>



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



	<p>All writing will be done using correct grammar and conventions. Students will use technology to publish their writing (to include a speaking component). See all the L standards as grammar is a large factor in IF3, IF4 and IF6. 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 explicit instruction, but may still be assessed.</p> <p><u>Possible Focus Title: <i>Main Ideas and Details in Informational Texts</i></u></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>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>W.3.2 Writing informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section. <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>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>	<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 choices shape meaning or tone.</p> <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.</p> <p><u>Integration of Knowledge and Ideas</u></p> <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>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>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><u>Range of Reading and Level of Text Complexity</u></p>	<p>and type the keyword – E3IF3.</p> <p><u>Teacher Ideas/Links:</u></p>
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			an unknown term important to comprehension or expression.	
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