

# 3<sup>rd</sup> Grade English Language Arts BLUEPRINT – IF4

**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 Quarter/Time	Instructional Focus 4 (E3IF4)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
1 <sup>st</sup> / 6 weeks	<p>This instructional focus expands upon information learned in previous units. In this unit, students will use informational text and technology to read and research a specific topic (see RI.3.3). They will learn about and use a variety of text features and search engines to facilitate the research. After researching the topic through at least two sources (again see RI.3.3), students will then use the information compiled to write and publish a research paper. All writing will be done using correct grammar and conventions. See the SL standards for specifics on orally discussing and presenting research.</p> <p>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,</p>	<p><b>EXPLICIT STANDARDS</b></p> <p><a href="#">RI.3.1</a> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><a href="#">RI.3.2</a> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><a href="#">RI.3.3</a> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><a href="#">RI.3.4</a> 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><a href="#">RI.3.5</a> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <p><b>R.CCR.1</b> 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><b>R.CCR.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R.CCR.3</b> Analyze how and why individuals, events, and</p>	<p><b>myOER:</b></p> <p><a href="#">Building Background Knowledge: Learning to Become an Expert (About Frogs)</a></p> <p>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 <b>Advanced Search</b> and type the keyword – <b>E3IF4</b>.</p>



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



	<p>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><b><u>Possible Focus Title: Research</u></b></p>	<p><a href="#">RI.3.7</a> 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><a href="#">RI.3.9</a> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><a href="#">RI.3.10</a> <b>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.</b></p> <p><a href="#">W.3.2</a> Writing informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol> <p><a href="#">W.3.4</a> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><a href="#">W.3.5</a> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><a href="#">W.3.6</a> 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><a href="#">W.3.7</a> Conduct short research projects that build knowledge about a topic.</p> <p><a href="#">W.3.8</a> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><a href="#">W.3.10</a> Write routinely over extended time</p>	<p>ideas develop and interact over the course of a text.</p> <p><b><u>Craft and Structure</u></b></p> <p><b><u>R.CCR.4</u></b> 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><b><u>R.CCR.5</u></b> 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><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b><u>R.CCR.7</u></b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b><u>R.CCR.9</u></b> 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><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b><u>R.CCR.10</u></b> Read and comprehend complex literary</p>	<p><b><u>Teacher Ideas/Links:</u></b></p>
--	--	---	---	---

		<p>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><b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p> <p><b>SL.3.4</b> 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><b>SL.3.6</b> 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><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>and informational texts independently and proficiently.</p> <p><b>Writing:</b></p> <p><b>Text Types and Purposes</b></p> <p><b>W.CCR. 2</b> 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><b>Production and Distribution of Writing</b></p> <p><b>W.CCR.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.CCR.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W.CCR.6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge</b></p>	
--	--	---	---	--

		<p><u>L.3.2a-b,d-g</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.  b. Use commas in addresses.  d. Form and use possessives.  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.  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</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.*  b. Recognize and observe differences between the conventions of spoken and written standard English.</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.  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><u>L.3.5</u> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b><u>W.CCR.7</u></b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b><u>W.CCR.8</u></b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b><u>W.CCR.10</u></b> 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 tasks, purposes, and audiences.</p> <p><b><u>Speaking and Listening:</u></b></p> <p><b>Comprehension and Collaboration</b></p> <p><b><u>SL.CCR.2</u></b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b><u>SL.CCR.3</u></b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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>L.3.6</u> 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., After dinner that night we went looking for them).</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><b>IMPLICIT STANDARDS</b></p>	<p><b><u>Presentation of Knowledge and Ideas</u></b></p> <p><b><u>SL.CCR.4</u></b> 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><b><u>SL.CCR.6</u></b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b><u>Language</u></b></p> <p><b><u>Conventions of Standard English</u></b></p> <p><b><u>L.CCR.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b><u>L.CCR.2</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b><u>Knowledge of Language</u></b></p> <p><b><u>L.CCR.3</u></b> Apply knowledge of language to understand how</p>	
--	--	--	--	--

			<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b><u>L.CCR.4</u></b> 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><b><u>L.CCR.5</u></b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b><u>L.CCR.6</u></b> 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.</p>	
--	--	--	---	--