

<p><b>Reading Comprehension</b></p>	<p><b>RI.3.1, RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the bases for the answers.</p> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>Questions Stems from ACT Aspire:</b>          What is the main idea of the passage? <b>RI.3.2</b></p> <p>What is the main purpose of the highlighted paragraph? <b>Anchor standard 5, RI.2.2</b></p> <p>According to the passage, there were several steps to getting a covered wagon across a deep river. Drag the steps so they are ordered correctly from what happened first to what happened last. <b>RI.3.1 RI.3.2</b></p>
<p><b>Grammar</b></p>	<p><b>L.3.1.H</b> Demonstrate command of simple sentences and produce compound sentences.</p> <p><b>L.3.2.C</b> Use commas according to the conventions of standard English</p> <ul style="list-style-type: none"> <li>* Use a comma before a coordinating conjunction in a compound sentence</li> <li>* Use commas and quotation marks in dialogue</li> </ul>
<p><b>Writing</b></p>	<p><b>W.2.2</b> Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p><b>W.2.2b</b> Develop the topic with facts, definitions, and details.</p> <p>Resource: Lucy Calkins 3<sup>rd</sup> Grade Unit 2 The Art of Informational Writing</p>

<p><b>Reading Comprehension</b></p>	<p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p><i>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</i></p> <p><b>Question Stems from ACT Aspire:</b>  Why does the author decide to find the snake a home instead of buying a guitar that day? <b>RL.3.1 RL.3.3</b></p> <p>Describe one way Ella’s personality in “A Sticky Problem” is similar to Jess’s personality in “Snake Surprise”. Use one detail from the passage and one detail from the selection to support your answer. <b>RL.3.1 RL.3.3 RL.3.4</b></p> <p><b>RI.3.6</b> Distinguish their own perspective from that of the author of a text.</p>
<p><b>Grammar</b></p>	<p><b>L.3.1.A</b> Explain the functions of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.</p> <p><b>L.3.2.A</b> Capitalize appropriate words in titles.</p>
<p><b>Writing</b></p>	<p><b>W.2.2</b> Write informative/explanatory text to examine a topic and convey ideas and information clearly.</p> <p><b>W.2.2b</b> Develop the topic with facts, definitions, and details.</p> <p>Resource: Lucy Calkins 2<sup>nd</sup> Grade Unit 2 Lab Reports and Science Books</p>

<p><b>Reading Comprehension</b></p>	<p><b>RL.3.6</b> Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first and third person point of view and narrations.</p> <p><b>RL.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Question Stems from ACT Aspire:</b> Who is telling the story? <b>RL.1.6</b> (first grade)</p> <p>Which of the following best describes the narrator’s reaction to the garter snake? <b>RL.3.3 RL.3.6</b></p>
<p><b>Grammar</b></p>	<p><b>L.3.1.B</b> Form and use regular and irregular plural nouns. * Use abstract nouns (e.g., childhood)</p> <p><b>L.3.1.C</b> Form and use simple verb tenses (e.g., I walk; I walked; I will walk) * Form and use the past tense of frequently occurring irregular verbs.</p> <p><b>L.3.1.D</b> Ensure subject-verb and pronoun antecedent agreement.</p>
<p><b>Writing</b></p>	<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Resource: Lucy Calkins 3<sup>rd</sup> Grade Unit 1 Crafting True Stories</p>

<b>Reading Comprehension</b>	<b>RL.3.2</b> 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.  <b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.
<b>Grammar</b>	
<b>Writing</b>	<b>RL.3.2</b> 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.