Yearlong - Writing: Nonfiction

Content Area: **English**
Course(s):
Time Period: **September**
Length: **8 - 10**
Status: **Published**

Unit Overview

Text Type: Informational/Explanatory
A nonfiction book can be a reference book, or it can share information through a story. This unit serves as an introduction to the purpose, style, and structure of the literary or narrative nonfiction genre. The books chosen for this unit offer excellent examples of how a variety of fact-based texts can be conceptualized, organized, developed, revised, and published.
In this unit students will discover the features of nonfiction writing, including that nonfiction is fact based, has an informative purpose, uses data and specific details, involves and compiles research, uses graphics and other visual aids, and employs content-specific vocabulary. Students will also explore their own interests, passions, and areas of expertise to generate ideas for writing; use creative devices to entertain as well as inform readers; and collect information on their topics from multiple sources including books, magazines, and web sites.

Enduring Understandings

Nonfiction texts include formatting and features that organize information logically, emphasize key ideas, and list sources used to research the topic.

Nonfiction writing contains primary source information.

Essential Questions

How do non-fiction writers research and organize their information to emphasize key ideas?

How do non-fiction writers list thier sources?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1:
Nonfiction Writers Write What Is Real!
uses Are You a Snail? by Judith Allen.

Rationale: Preview all the new books to get students excited about what they will read and learn and introduce them to some of the distinguishing characteristics of nonfiction writing. Students will listen to Are You a Snail? by Judith Allen to explore how one author examines her subject deeply.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 2:
Illustrations That Inform
uses Red-Eyed Tree Frog by Joy Cowley and The Beetle Alphabet Book by Jerry Pallotta.
Rationale: Read Red-Eyed Tree Frog and selections from The Beetle Alphabet Book to examine with students how visuals such as photographs, realistic drawings, and diagrams help convey ideas and information clearly. Students will explain how a variety of visual aids help readers get a deeper understanding of the topic presented.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 3:
Precise Language & Vocabulary
uses How Big Were the Dinosaurs? by Bernard Most and The Beetle Alphabet Book by Jerry Pallotta.
Rationale: Read How Big Were the Dinosaurs? by Bernard Most and refer to pages of The Beetle Alphabet Book by Jerry Pallotta. Students will examine how writers use precise language and domain-specific vocabulary for the purpose of educating their audience.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 4:
Nonfiction Writers Tell Stories
uses Tigress by Nick Dowson.
Rationale: Read Tigress by Nick Dowson to show how nonfiction writers may provide factual information using a narrative or story structure. Students will observe how sensory and descriptive details are used to engage readers and bring a subject to life.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Day 5
Organizational Features of Nonfiction
uses Dinosaur by Sarah Walker and Samantha Gray.
Rationale: Use Dinosaur by Sarah Walker and Samantha Gray as an example of a nonfiction reference text. Students will examine the reference function of much nonfiction writing and the features found in this type of informative text.

Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Mini-Lessons
Generating Ideas I: Nonfiction Writers Wonder About Their World
uses The Honey Makers by Gail Gibbons.
Rationale: Nonfiction writers wonder about the world and use their own questions as inspiration for writing. Students will ask questions about topics and subjects that pique their curiosity and make them wonder.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Generating Ideas II: Nonfiction Writers Write Their Passions
uses Into the Sea by Brenda Guiberson.
Rationale: Nonfiction writers, like all writers, write what they know and what they love. Students will explore how
the writers they read exhibit passion for their subjects and explore their own passions through writing.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.5,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Generating Ideas III: Nature & Living Things
uses Bat Loves the Night by Nicola Davies.
Rationale: Nonfiction writers are often experts in subjects having to do with science and the natural world, having
studied it formally or done extensive research. Students will use their knowledge and curiosity of nature and living
things to generate ideas for writing.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Generating Ideas IV: Write What You Find Fascinating
uses Tigress by Nick Dowson.
Rationale: Nonfiction writers choose topics they personally find fascinating and interesting. Students will identify
what fascinates them as learners in order to engage in purposeful, informative writing.
Common Core State Standards: W.3.1, W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3,
SL.3.4, SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Generating Ideas V: Writing Literary Nonfiction
uses Are You a Snail? by Judy Allen.
Rationale: Literary nonfiction writers choose to convey their factual information in creative ways (e.g., by creating

characters and telling stories). Students will recognize the narrative techniques in the literary nonfiction they read
and attempt to construct their own literary nonfiction piece.
Common Core State Standards: W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Selecting: Choosing an Idea to Publish
uses students' Writers' Notebooks.
Rationale: Emulating the decision-making process of the writers they read, students will choose a topic from among those collected in their Writers' Notebooks to develop into a published piece.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Collecting I: A Plan for Research
uses Into the Sea by Brenda Guiberson.
Rationale: Nonfiction writers rely on research to develop their topics. Students will examine the research done by a
favorite author and begin to conduct their own research to build knowledge about their topics.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Collecting II: Nonfiction Writers Ask Questions
uses How Big Were the Dinosaurs? by Bernard Most.
Rationale: Nonfiction writers ask questions and collect answers about their topics. Students will investigate how
authors use questions to collect information and then formulate questions of their own.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Collecting III: Organizing Information Under Content Headings
uses Dinosaur by Sarah Walker and Samantha Gray.
Rationale: Nonfiction writers use content headings to organize and present information. Students will recognize the
utility of headings in the nonfiction they read and explore how to use headings as they organize and collect their
ideas.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Collecting IV: Nonfiction Writers Use Illustrations and Diagrams
uses The Honey Makers by Gail Gibbons.
Rationale: Nonfiction writers rely on illustrations and diagrams to support their texts and convey their ideas

clearly.
Students will examine how one writer does this and begin to sketch various images or graphics that contain additional information about their topics.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Collecting V: Finding a Purpose
uses How Big Were the Dinosaurs? by Bernard Most and Dinosaur by Sarah Walker and Samantha Gray.
Rationale: Writers plan and envision their pieces with their purposes in mind. Students will examine how an author's purpose guides the structure, language, and tone of his or her writing by comparing two very different styles of nonfiction books written on the same subject.
Common Core State Standards: W.3.1, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Drafting I: Choosing a Text Structure
uses How Big Were the Dinosaurs? by Bernard Most, Red-Eyed Tree Frog by Joy Cowley, and students' drafts.
Rationale: Writers often structure their works as lists or narratives, depending on what works best for their topics.
Students will explore organizational choices made by the writers of the literature they read and make similar choices
in organizing and outlining their own writings.
Common Core State Standards: W.3.2, W.3.3, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Drafting II: Organizing Our Information
uses students' Writers' Notebooks and drafts.
Rationale: Writers look at previous writing they've done to decide what to incorporate into their finished product.
Students will reread their notebook entries and information they collected on their topics as they continue to work
on and organize their drafts.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.6

Drafting III: Using Linking Words to Connect Ideas
uses Bats! Strange and Wonderful by Laurence Pringle and students' drafts.
Rationale: When finalizing a draft, all writers read their pieces over to ensure sense and clarity. Students will reread
their pieces, checking to ensure that their information and ideas are presented clearly. They will add linking words
or phrases to help readers move easily from one idea to the next.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,

L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Revising I: A Close Look at Introductions
uses Are You a Snail? by Judy Allen, Tigress by Nick Dowson, Bat Loves the Night by Nicola Davies, Red-Eyed Tree
Frog by Joy Cowley, and students' drafts.
Rationale: Nonfiction writers aim to introduce their topics in clear and engaging ways. Students will analyze the
introductions of the mentor texts so they can revise their own pieces using these effective techniques.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Revising II: Revising for Strong Voice
uses The Beetle Alphabet Book by Jerry Pallotta and students' drafts.
Rationale: Writers of nonfiction use different "voices" to narrate their works. Students will examine how the writers
they read create voice and will explore how they too can present factual information in their own voices.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Revising III: Revising for Word Choice
uses Tigress by Nick Dowson and students' drafts.
Rationale: Good writers choose words that are active and descriptive and delete words that are not critical to the
piece. Students will incorporate strong verbs and descriptive words as a revision strategy.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Revising IV: Content-Specific Vocabulary
uses The Honey Makers by Gail Gibbons and students' drafts.
Rationale: Nonfiction writers often incorporate unique terms and content-specific vocabulary. Students will revise
their piece to include precise, content-specific words and definitions.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Editing I: Inspect Your Spelling
uses students' drafts.
Rationale: Writers edit to ensure the clarity and accuracy of their wording. Students will inspect the spelling in their
drafts and use alternate spelling patterns, generalizations, and syllabication strategies to ensure accuracy.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,

SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.6

Editing II: Using an Editing Checklist
uses students' drafts.
Rationale: Writers edit all aspects of their work, rereading portions at various times to ensure accurate grammar
and mechanics. Students will work with partners to inspect their writing for accuracy and clarity.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6,
L.3.1, L.3.2, L.3.3, L.3.6

Publishing: Adding "About the Author" Information
uses selections from the unit with "About the Author" notes and students' final pieces.
Rationale: Writers include biographical details about themselves in their writing to personally connect with readers.
Students will add biographical notes to their writing to further identify themselves as nonfiction authors.
Common Core State Standards: W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, SL.3.1, SL.3.2, SL.3.3, SL.3.4,
SL.3.5, SL.3.6, L.3.1, L.3.2, L.3.3, L.3.4, L.3.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will explore different career choices through the nonfiction mentor texts.

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Technology and Design Integration

Students will interact with the SmartBoards, Chromebooks, and Document Camera.

Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

Societal needs and wants determine which new tools are developed to address real-world problems.

The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.

Interdisciplinary Connections

Mentor texts and personal choices for research provide interdisciplinary connects to math, science, social studies, technology and the arts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differentiated through topic selection, paragraph construction, additional challenges as needed, support as needed.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Modifications and accommodations in accordance with individual IEP's.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Completed year nonfiction writing piece

Completed end of year nondiction writing piece

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Pre-writing activities embedded in the lessons.

Rough draft construction.

successful writing process progression

teacher conferencing

anecdotal notes

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection
uses a self-reflection questionnaire.
Rationale: All writers engage in self-reflection to learn and grow as writers. Students will reflect on and self-assess
their learning by completing a self-assessment questionnaire.

Assessments in unit

teacher made assessments

Instructional Materials

Schoolwide, Inc. Unit "Writing Nonfiction gr. 3"

and materials provided by the unit

Mentor Texts

Are You a Snail?
by Judy Allen
Bat Loves the Night
by Nicola Davies
Bats! Strange and Wonderful
by Laurence Pringle
The Beetle Alphabet Book

by Jerry Pallotta
Dinosaur
by Sarah Walker and
Samantha Gray
The Honey Makers
by Gail Gibbons
How Big Were the Dinosaurs?
by Bernard Most
Into the Sea
by Brenda Z. Guiberson
Red-Eyed Tree Frog
by Joy Cowley
Tigress
by Nick Dowson

Standards

CCSS.ELA-Literacy.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
CCSS.ELA-Literacy.W.3.1.a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
CCSS.ELA-Literacy.W.3.1.b	Provide reasons that support the opinion.
CCSS.ELA-Literacy.W.3.1.c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
CCSS.ELA-Literacy.W.3.1.d	Provide a concluding statement or section.
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.3.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CCSS.ELA-Literacy.W.3.2.b	Develop the topic with facts, definitions, and details.
CCSS.ELA-Literacy.W.3.2.c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
CCSS.ELA-Literacy.W.3.2.d	Provide a concluding statement or section.
CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSS.ELA-Literacy.W.3.3.a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSS.ELA-Literacy.W.3.3.b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
CCSS.ELA-Literacy.W.3.3.c	Use temporal words and phrases to signal event order.
CCSS.ELA-Literacy.W.3.3.d	Provide a sense of closure.
CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.3.7	Conduct short research projects that build knowledge about a topic.
CCSS.ELA-Literacy.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.3.1	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.
CCSS.ELA-Literacy.SL.3.1.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 ideas under discussion.
CCSS.ELA-Literacy.SL.3.1.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).
CCSS.ELA-Literacy.SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.3.2	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.
CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCSS.ELA-Literacy.SL.3.4	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.
CCSS.ELA-Literacy.SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
CCSS.ELA-Literacy.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCSS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-Literacy.L.3.1.b	Form and use regular and irregular plural nouns.
CCSS.ELA-Literacy.L.3.1.c	Use abstract nouns (e.g., childhood).
CCSS.ELA-Literacy.L.3.1.d	Form and use regular and irregular verbs.
CCSS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCSS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.3.1.h	Use coordinating and subordinating conjunctions.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.3.2.a	Capitalize appropriate words in titles.
CCSS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
CCSS.ELA-Literacy.L.3.2.d	Form and use possessives.
CCSS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
CCSS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CCSS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCSS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.3.3.a	Choose words and phrases for effect.
CCSS.ELA-Literacy.L.3.3.b	Recognize and observe differences between the conventions of spoken and written standard English.
CCSS.ELA-Literacy.L.3.4	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.
CCSS.ELA-Literacy.L.3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.3.4.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).
CCSS.ELA-Literacy.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
CCSS.ELA-Literacy.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CCSS.ELA-Literacy.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-Literacy.L.3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
CCSS.ELA-Literacy.L.3.6	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).