

Jan. : SW Reading: Nonfiction

Content Area: **English**
Course(s):
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Nonfiction is a rich, engaging genre offering a variety of topics that will entice any reader. Reading nonfiction is empowering, as it opens student's eyes to new worlds and different points of view. This unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas and learn new information about the topics they are reading about

Enduring Understandings

Students will understand the structures and features of nonfiction texts, strategies to use during reading, and how to ask questions, decipher vocabulary and identify big ideas within texts.

Essential Questions

How does a reader successfully approach and read a nonfiction text to understand and synthesize the information within the text?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: Getting to Know Nonfiction

uses all of the mentor texts from the unit.

Rationale: Readers of nonfiction understand why and how we read nonfiction: for enjoyment and to learn new information. Students will learn how to recognize the three different types of nonfiction texts: biography, literary nonfiction, and reference.

Common Core State Standards: RI.3.1, RI.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Looking at Features

uses Chimpanzees by Katie Marsico.

Rationale: Readers of nonfiction navigate the text and visual details to make meaning. Students will learn how to identify common nonfiction text features and use them to sort information and learn where to find answers to questions they generate.

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

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Fiction vs. Nonfiction

uses A Butterfly Is Patient by Dianna Hutts Aston.

Rationale: Readers of nonfiction read, think, question, and reread to make connections and deepen their understanding. Students will discover that nonfiction reading is often a slower, more deliberate process than reading fiction.

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

Skills and Strategies: Using Schema, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Organization Is the Key!

uses Look to the North: A Wolf Pup Diary by Jean Craighead George.

Rationale: Readers notice how writers organize their texts to communicate ideas. Students will learn how knowing the text structure of a nonfiction text can help them identify important information in the text and enhance their understanding.

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

Skills and Strategies: Visualizing, Making Inferences, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: What's the Problem?

uses Snowflake Bentley by Jacqueline Briggs Martin.

Rationale: Readers know that text structures help them focus on key ideas. Students will continue to explore how nonfiction text structures help readers determine important information and deepen their understanding of a topic or subject.

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

Skills and Strategies: Determining Importance, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Word Detectives

uses *Animal Tongues* by Dawn Cusick.

Rationale: Readers monitor their reading of a text and notice when meaning is breaking down. Students will learn

how to stop and use “fix-up” strategies when what they are reading does not make sense. They will learn how to

reread the text and use strategies to uncover the meaning of unfamiliar words or phrases.

Common Core State Standards: RI.3.1, R.3.4, RI.3.5, L.3.4, RI.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6,

W.3.10

Skills and Strategies: Using Schema, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: What’s the Purpose?

uses *Waiting for Ice* by Sandra Markle.

Rationale: Readers of nonfiction understand different perspectives and points of view about various topics or subjects. Students will identify the author’s purpose for writing a text in order to better analyze the content and make inferences.

Common Core State Standards: RI.3.1, RI.3.2, RI.3.6, RI.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Sum It Up!

uses *A Butterfly is Patient* by Dianna Hutts Aston.

Rationale: Readers answer who, what, where, when, why, and/or how questions about a text. Students will learn

how to summarize key ideas from a text in order to demonstrate their understanding.

Common Core State Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.6, RI.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Exploring Elements of Literary Nonfiction

uses *Waiting for Ice* by Sandra Markle.

Rationale: Readers use what they know about the types of nonfiction to enhance their reading. Students will

discuss how understanding the purpose(s) and elements of literary nonfiction can deepen their appreciation and understanding of these texts.

Common Core State Standards: RI.3.1, RI.3.2, RI.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10

Skills and Strategies: Visualizing, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Discovering Essential Ingredients in Biographies
uses *Snowflake Bentley* by Jacqueline Briggs Martin.

Rationale: Readers use what they know about the types of nonfiction to enhance their reading. Students will discuss how understanding the purpose and elements of a biography can deepen their understanding and appreciation of these texts.

Common Core State Standards: RI.3.1, RI.3.2, RI.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10

Skills and Strategies: Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Paying Attention to Text Features in Reference Nonfiction
uses “Great White Sharks” by R.L. LoRé from the Nonfiction Shared Texts.

Rationale: Readers use what they know about the types of nonfiction to enhance their reading. Students will learn how to use the text features found in reference nonfiction texts to deepen their understanding and appreciation of these texts.

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

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Reading Around the Page
uses “A Chimpanzee’s Body” from *Zoobooks®: Chimpanzees* from the Nonfiction Shared Texts.

Rationale: Readers of nonfiction use information gleaned from the words and graphic or visual details to make meaning. Students will learn how to use the text features and paragraph structures of nonfiction reference texts to help them understand and remember new information about a variety of topics.

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

Skills and Strategies: Determining Importance, Text and Genre Features/Structure, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Keeping Track

uses “John F. Kennedy” by Laken and Jordan Haynie from the Nonfiction Shared Texts.

Rationale: Readers use their knowledge of nonfiction text structures to help sort and chunk important information.

Students will learn how to use the chronological text structure to determine what is important to pay attention to when reading texts filled with many real-world facts.

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

Skills and Strategies: Determining Importance, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Let’s Compare!

uses “Chimpanzees and Humans” from Zoobooks®: Chimpanzees from the Nonfiction Shared Texts.

Rationale: Readers use their knowledge of nonfiction text structures to help sort and chunk important information.

Students will learn how to use a comparison text structure to make connections and deepen their understanding.

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

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: What’s the Problem?

uses “New Hope for Beauty” by Karen Smith and Carey Moore from the Nonfiction Shared Texts.

Rationale: Readers use their knowledge of nonfiction text structures to help sort and chunk important information.

Students will learn how to use the problem/solution text structure to focus their attention when reading and deepen their understanding.

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

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Describe It to Me!

uses “Chimpanzees Use Many Different Objects as Tools” from Zoobooks®: Chimpanzees from the Nonfiction Shared Texts.

Rationale: Readers use their knowledge of nonfiction text structures to help sort and chunk important

information.

Students will learn how to use the description text structure to summarize the main idea(s) and supporting details to demonstrate understanding.

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

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Unlocking Meaning: Using What I Know

uses “New Hope for Beauty” by Karen Smith and Carey Moore from the Nonfiction Shared Texts.

Rationale: Readers monitor for meaning and use “fix-up” strategies when what they are reading does not make sense or includes unfamiliar words or phrases. Students will learn how to notice when meaning is breaking down

and figure out the meaning of unfamiliar words by using context clues.

Common Core State Standards: RI.3.1, RI.3.4, L.3.4, RI.3.10, SL.3.1, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10

Skills and Strategies: Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: What’s the Author’s Message?

uses “The Chimpanzee’s Future” from Zoobooks®: Chimpanzees from the Nonfiction Shared Texts.

Rationale: Readers of nonfiction understand different perspectives and points of view about various topics and subjects. Students will learn how to determine the author’s purpose to better understand the content and make inferences about the message.

Common Core State Standards: RI.3.1, RI.3.2, RI.3.6, RI.3.10, SL.3.1, SL.3.2, SL.3.6, L.3.1, L.3.3, L.3.6, W.3.10

Skills and Strategies: Determining Importance, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Integration of Career Readiness, Life Literacies and Key Skills

Students will be exposed to different career choices in the selections for Nonfiction reading.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the

	development of creativity and innovation skills.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations. Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

Technology and Design Integration

Students will interact with the lesson through the use of the Smartboard, document camera and chromebooks.

CS.3-5.8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks. Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information). Shared features allow for common troubleshooting strategies that can be effective for many systems.
CS.3-5.8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Mentor Texts and individual leveled reading choices in the nonfiction genre make natural connections to the disciplines in science, social studies, technology, math and the arts.

Nonfictional connections to STEM will be explored by the teacher in collaboration with the STEM teacher.

	Engaging in Argument from Evidence Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.
SCI.3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard.
SOC.6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members. Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

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:

Leveled readers

Individual book choices

Higher level questioning

grouping

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

Student Strengths and weaknesses will be assessed and monitored, and individualized/differentiated learning will be assigned as appropriate.

IEP and 504 accommodations

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:

DRA

Aimsweb

Linkit testing 3 times a year.

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:

Worksheets associated with the unit

Discussion

Teacher conference

Teacher made assessments

Anecdotal records

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:

Students will read the articles “Owls Are Mysterious Creatures” and “Different Kinds of Owls” from Zoobooks®:

Owls in order to answer selected and constructed response questions.

Assessments associated with unit

Teacher made assessments

Instructional Materials

Schoolwide, Inc. "READING: Nonfiction" teacher unit of instruction

Mentor Texts

Animal Tongues

by Dawn Cusick

A Butterfly Is Patient

by Dianna Hutts Aston

Chimpanzees

by Katie Marsico

Look to the North: A Wolf Pup

Diary

by Jean Craighead George

Snowflake Bentley

by Jacqueline Briggs Martin

Waiting for Ice

by Sandra Markle

Nonfiction Shared Texts

“A Chimpanzee’s Body”

from Zoobooks®:

**Chimpanzees (Lexile Level:
890L)**

“The Chimpanzee’s Future”

from Zoobooks®:

**Chimpanzees (Lexile Level:
1010L)**

**“Chimpanzees and Humans”
from Zoobooks®:**

**Chimpanzees (Lexile Level:
890L)**

**“Chimpanzees Use Many
Different Objects as Tools”
from Zoobooks®:**

**Chimpanzees (Lexile Level:
840L)**

“George Washington”

**by Laken and Jordan Haynie
(Lexile Level: 780L)**

“Great White Sharks”

**by R.L. LoRé (Lexile Level:
910L)**

“John F. Kennedy”

**by Laken and Jordan Haynie
(Lexile Level: 880L)**

“Maple Syrup”

**by Tom Kerr (Lexile Level:
1000L)**

“New Hope for Beauty”

**by Karen Smith and Carey
Moore (Lexile Level: 1280L)**

“Why Leaves Change Colors”

**by Tina Musial (Lexile Level:
800L)**

Leveled readers to accommodate choice and differentiation

Standards

CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.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 builds on earlier sections.
CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.

CCSS.ELA-Literacy.RL.3.7	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).
CCSS.ELA-Literacy.RL.3.8	(Not applicable to literature)
CCSS.ELA-Literacy.RL.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.
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.3.10	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.3.4	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.3.6	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.b	Use commas in addresses.
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.3.4	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.3.6	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).