

# COMMON CORE Standards Plus®



# Language Arts GRADE 3 Teacher Edition



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# Common Core Standards Plus® - Language Arts Grade 3

## ***What is Common Core Standards Plus?***

### **Research Behind Standards Plus:**

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

### **What is Standards Plus?**

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

### **Benefits:**

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

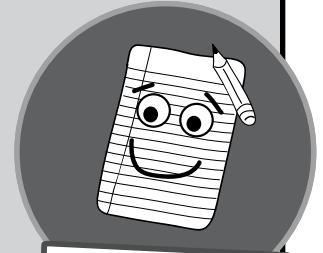
### **Three Types of Lessons:**

#### **Daily Lessons and Weekly Assessments (Evaluations):**

*(15-20 minutes daily)*

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

**A week of instruction** is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



**Daily Lessons & Weekly Assessments**

#### **Performance Lessons:**

*(3-5 days 30 minutes each day)*

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.

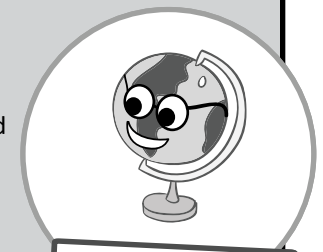


**Performance Lessons**

#### **Integrated Projects:**

*(Multiple class sessions over several days or weeks)*

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



**Integrated Projects**

# Common Core Standards Plus® - Language Arts Grade 3

## *Delivering the Daily Lessons*

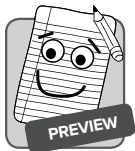


### Prepare to Teach/Plan Instruction

**Select the week of instruction you will be teaching.** View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.

#### Helpful Hint

A **week of instruction** is a set of four daily lessons and a weekly assessment.



### Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



### Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



### Teach a Daily Lesson (15-20 minutes)

**Every Day**

1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**  
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
  - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
  - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
  - Differentiate instruction for struggling students by assigning fewer items.
  - Prompt and praise students for making attempts.
7. **Complete the Review**
  - Review answers when all students have completed Independent Practice or when your timeframe has expired.
  - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
  - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

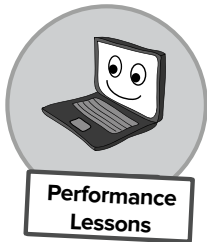
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## *Delivering the Lessons*



### Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



### Prepare to Teach a Performance Lesson

*Allocate 30 minutes a day for 3-5 days to complete a performance lesson.*

**Periodically**



### Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

**NOTE:** Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson **has a large guided practice section.** This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



### Prepare to Teach an Integrated Project

*Multiple class sessions over several days or weeks.*

**3 Times a Year**



### Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

**NOTE:** Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

### Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**



# Common Core Standards Plus® - Language Arts Grade 3

## Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides instruction of the **most heavily-weighted standards in the 26 weeks prior to state testing.**

### Suggested Pacing Guide

WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK LEVEL
1	Grammar & Usage L1-4, E1	L.3.1a, b, c	130-139	1-2
2	Grammar & Usage L5-8, E2	L.3.1a, d, e	140-149	1-2
3	Grammar & Usage L9-12, E3	L.3.1a, f	150-159	1-2
4	Knowledge of Language L1-4 & E1	L.3.3a, b	202-211	1-2
5	Vocabulary Acquisition & Use L1-4, E1	L.3.4a	220-229	1-2
6	Reading Informational Text L1-4, E1	RI.3.1, RI.3.3	360-369	1-2
<i>Performance Lesson 7 – Literal and Inferred Questions</i>		RI.3.1, RI.3.3	370-374	3
7	Reading Informational Text L5-8, E2	RI.3.2	376-385	1-2
<i>Performance Lesson 8 – Main Idea Graphic Organizer and Poster</i>		RI.3.2	386-390	3
8	Writing – Informative/Explanatory L9-12, E3	W.3.2 – Inf. / Exp.	458-467	1-2
9	Writing – Informative/Explanatory L13-16, E4	W.3.2 – Inf. / Exp.	468-477	1-2
<i>Performance Lesson 11 – Compare 2<sup>nd</sup> and 3<sup>rd</sup> Grade</i>		W.3.2a-d	478-481	3
10	Vocab Acquisition & Use L5-8, E2	L.3.4b, c	230-239	1-2
11	Vocabulary Acquisition & Use L9-12, E3	L.3.5a, b	240-249	1-2
12	Reading Literature L1-4, E1	RL.3.1, RL.3.3	272-281	1-2
13	Reading Literature L5-8, E2	RL.3.5	282-291	1-2
14	Reading Literature L9-12, E3	RL.3.7	292-301	1-2
<i>Performance Lesson 5 – Character Study and Comic Strip</i>		RL.3.1, RL.3.3, RL.3.5, RL.3.7	302-307	3
15	Grammar & Usage L13-16, E4	L.3.1a, g	160-169	1-2
16	Grammar & Usage L17-20, E5	L.3.1h, i	170-179	1-2
<i>Performance Lesson 3 – Writing Varied Sentences</i>		L.3.1a - L.3.1i	180-183	3
17	Vocab. Acquisition & Use L13-16, E4	L.3.5c	250-259	1-2
<i>Performance Lesson 4 – Context and Word Relationships</i>		L.3.4a-c, L.3.5a-c	260-264	3
18	Writing – Narrative L17-20, E5	W.3.3 – Narrative	482-491	1-2
19	Writing – Narrative L21-24, E6	W.3.3 – Narrative	492-501	1-2
<i>Performance Lesson 12 – Rewriting a Fairy Tale</i>		W.3.3a-d	502-505	3
20	Reading Literature L13-16, E4	RL.3.2, RL.3.4	308-317	1-2
21	Reading Literature L17-20, E5	RL.3.6	318-327	1-2
<i>Performance Lesson 6 – Point of View Movie Poster</i>		RL.3.2, RL.3.4, RL.3.6	328-333	3
22	Reading Info. Text L9-12, E3	RI.3.6, RI.3.8	392-401	1-2
23	Reading Info. Text L13-16, E4	RI.3.5	402-411	1-2
<i>Performance Lesson 9 – Point of View and Text Connections</i>		RI.3.5, RI.3.6, RI.3.8	412-414	3
24	Reading Informational Text L17-20, E5	RI.3.7	416-425	1-2
25	Writing – Opinion L1-4, E1	W.3.1 – Opinion	434-443	1-2
26	Writing – Opinion L5-8, E2	W.3.1 – Opinion	444-453	1-2
<i>Performance Lesson 10 – The Best Super Power</i>		W.3.1, W.3.1a-d	454-455	3
<b>STATE TESTING BEGINS</b>				



Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes four daily lessons (L) and a weekly formative assessment/evaluation (E).



Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

→ Suggested pacing continues at the top of the next page.



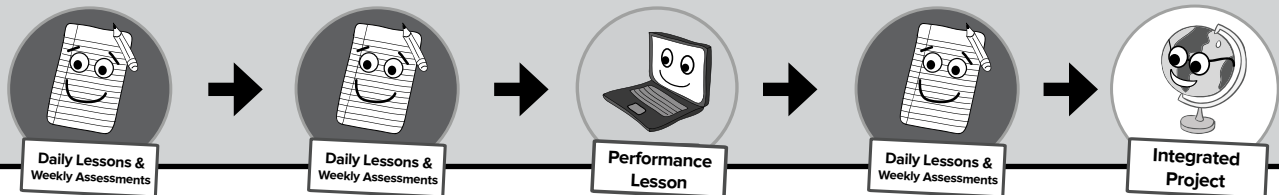
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## ***Suggested Pacing Continued***

### Suggested Pacing Guide Continued

	↓ These lessons are scheduled to be taught after state testing begins or they may be taught as needed throughout the year to support instruction. ↓			
WEEK	STRAND/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK LEVEL
27	Spelling L1-4, E1	L.3.2e	26-35	1-2
28	Spelling L5-8, E2	L.3.2 f	36-45	1-2
29	Capitalization L1-4, E1	L.3.2a	52-61	1-2
30	Capitalization L5-8, E2	L.3.2a	62-71	1-2
31	Capitalization L9-12, E3	L.3.2	72-81	1-2
<i>Performance Lesson 1 – Writing an Autobiography</i>		L.3.2, L.3.2.a	82-84	3
32	Punctuation L1-4, E1	L.3.2b	90-99	1-2
33	Punctuation L5-8, E2	L.3.2 c	100-109	1-2
34	Punctuation L9-12, E3	L.3.2d	110-119	1-2
<i>Performance Lesson 2 – Envelope and Friendly Letter</i>		L.3.2b, c, d	120-122	3

## ***Developing Your Own Standards Plus Pacing is Easy***



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

**Here's How:**

The Lesson Index found on pages **12-19** lists the Strand, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

## Common Core Standards Plus® - Language Arts Grade 3

### ***Project-Based Learning Pacing***

#### **Pacing Explanation:**

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

**If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>21</b>	<i>Reading Literature Lesson 9</i>	<i>Reading Literature Lesson 10</i>	<i>Reading Literature Lesson 11</i>	<i>Reading Literature Lesson 12</i>	<i>Reading Literature Evaluation 3</i>
	<i>Performance Lesson 5: Character Study and Comic Strip</i>				
	<i>Project Component: Moving from Prose to Play – Finalizing the Script Students work on to complete writing their plays with stage directions, character assignments, and props.</i>				




This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

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## ***Project-Based Learning Pacing***

### 13-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	Spelling 1-4, E1	<b><i>Integrated Project #1 Where in the World?</i></b>
2	Spelling 5-8, E2	
3	Capitalization 1-4, E1	Choosing a Topic for Study
4	Capitalization 5-8, E2	Determining Information to Gather
5	Capitalization 9-12, E3 / <i>*Performance Lesson 1</i>	Research
6	Punctuation 1-4, E1	Research
7	Punctuation 5-8, A2	Presenting Information in Writing
8	Punctuation 9-12, E3 / <i>*Performance Lesson 2</i>	Writing the Text / Gathering Images
9	Grammar & Usage 1-4, E1	Presenting Information Orally
10	Grammar & Usage 5-8, E2	Designing the Brochure Layout
11	Grammar & Usage 9-12, E3	Editing Content for Conventions
12	Grammar & Usage 13-16, E4	Finalizing Product/Rehearsing
13	Grammar & Usage 17-20, E5 / <i>*Performance Lesson 3</i>	Oral Presentations



**Integrated Project**

Each project component may take up to two weeks of instruction.

### 10-Week PBL Plan

14	Knowledge of Language 1-4, E1	<b><i>Integrated Project #2 The Play's the Thing</i></b>
15	Vocabulary Acquisition & Use 1-4, E1	
16	Vocabulary Acquisition & Use 5-8, E2	Choosing a Tale to Convert to a Play
17	Vocabulary Acquisition & Use 9-12, E3	Writing Dialogue
18	Vocab. Acquisition & Use 13-16, E4 / <i>*Perform. Lesson 4</i>	Writing
19	Reading Literature 1-4, E1	Use of Narration
20	Reading Literature 5-8, E2	Moving from Prose to Play
21	Reading Literature 9-12, E3 / <i>*Performance Lesson 5</i>	Finalizing the Script
22	Reading Literature 13-16, E4	Audience Behaviors / Rehearsal
23	Reading Literature 17-20, E5 / <i>*Performance Lesson 6</i>	Presenting the Plays



### 11-Week PBL Plan

24	Reading Informational Text 1-4, E1 / <i>*Perform. Lesson 7</i>	<b><i>Integrated Project #3 Earth's Destructive Forces</i></b>
25	Reading Informational Text 5-8, E2 / <i>*Perform. Lesson 8</i>	
26	Reading Informational Text 9-12, E3	Choosing a Topic for Study
27	Reading Info. Text 13-16, E4 / <i>*Performance Lesson 9</i>	Determining Information to Look for
28	Reading Informational Text 17-20, E5	Research
29	Writing – Opinion 1-4, E1	Writing from Research
30	Writing – Opinion 5-8, E2 / <i>*Performance Lesson 10</i>	Writing
31	Writing – Informative/Explanatory 9-12, E3	Prepare an Oral Report from Writing
32	Writing – Inform./Explan. 13-16, E4 / <i>*Perform. Lesson 11</i>	Designing the Visual Aid
33	Writing – Narrative 17-20, E5	Rubrics: Oral Presentations / Rehearsing
34	Writing – Narrative 21-24, E6 / <i>*Performance Lesson 12</i>	Oral Presentations

# Common Core Standards Plus® - Language Arts Grade 3

## Lesson Index

Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Spelling</b> (Language Standards – L.3.2e-f)	1	Ending Rules	<b>L.3.2e:</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).	26	3	1-2
	2	Ending Rules		28	4	
	3	Adding Suffixes		30	5	
	4	Adding Suffixes	32	6		
	E1	Evaluation – Ending Rules and Suffixes	34	7		
	5	Compound Words	<b>L.3.2f:</b> Use spelling patterns and generalizations (e.g., <i>word families, position-based spelling, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.	36	9	1-2
	6	Adding Prefixes		38	10	
	7	Adding Suffixes		40	11	
	8	Word Families		42	12	
	E2	Evaluation – Meaningful Word Parts and Word Families		44	13	
<b>Capitalization</b> (Language Standards: L.3.2, L.3.2a)	1	Titles	<b>L.3.2a:</b> Capitalize appropriate words in titles.	52	15	1-2
	2	Titles		54	16	
	3	Titles		56	17	
	4	Titles		58	18	
	E1	Evaluation – Titles		60	19	
	5	Titles of People	<b>L.3.2a:</b> Capitalize appropriate words in titles.	62	21	1-2
	6	Titles of People		64	22	
	7	Titles of People		66	23	
	8	Titles of People		68	24	
	E2	Evaluation – Titles of People		70	25	
	9	Pronoun <i>I</i> , Dates, Names of People	<b>L.3.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	72	27	1-2
	10	Pronoun <i>I</i> , Dates, Names of People		74	28	
	11	Holidays, Product and Geographic Names		76	29	
	12	Holidays, Product and Geographic Names		78	30	
	E3	Evaluation – Review		80	31	
<b>P1</b>	<b>Performance – Capitalization: Writing an Autobiography (L.3.2, L.3.2a)</b>			82	33-34	3
<b>Punctuation</b> (Language Standards: L.3.2b-d)	1	Commas in Addresses	<b>L.3.2b:</b> Use commas in addresses.	90	35	1-2
	2	Commas in Addresses		92	36	
	3	Commas in Addresses		94	37	
	4	Commas in Addresses		96	38	
	E1	Evaluation – Commas in Addresses		98	39	

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<b>Punctuation</b> (Language Standards: L.3.2b-d)	<b>5</b>	Commas and Quotation Marks in Dialogue	<b>L.3.2c:</b> Use commas and quotation marks in dialogue.	<b>100</b>	<b>41</b>	1-2
	<b>6</b>	Commas and Quotation Marks in Dialogue		<b>102</b>	<b>42</b>	
	<b>7</b>	Commas and Quotation Marks in Dialogue		<b>104</b>	<b>43</b>	
	<b>8</b>	Commas and Quotation Marks in Dialogue		<b>106</b>	<b>44</b>	
	<b>E2</b>	Evaluation – Commas and Quotation Marks in Dialogue		<b>108</b>	<b>45</b>	
	<b>9</b>	Form and Use Possessives	<b>L.3.2d:</b> Form and use possessives.	<b>110</b>	<b>47</b>	1-2
	<b>10</b>	Form and Use Possessives		<b>112</b>	<b>48</b>	
	<b>11</b>	Form and Use Possessives		<b>114</b>	<b>49</b>	
	<b>12</b>	Form and Use Possessives		<b>116</b>	<b>50</b>	
	<b>E3</b>	Evaluation – Form and Use Possessives		<b>118</b>	<b>51</b>	
<b>P2</b>	<b>Performance – Punctuation: Envelope and Friendly Letter (L.3.2b, L.3.2c, L.3.2d)</b>		<b>120</b>	<b>53-54</b>	<b>3</b>	
<b>Grammar and Usage</b> (Language Standards: L.3.1a-i)	<b>1</b>	Parts of Speech	<b>L.3.1a:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<b>130</b>	<b>55</b>	1-2
	<b>2</b>	Regular and Irregular Plural Nouns	<b>L.3.1a, L.3.1b:</b> Form and use regular and irregular plural nouns.	<b>132</b>	<b>56</b>	
	<b>3</b>	Abstract Nouns	<b>L.3.1a, L.3.1c:</b> Use abstract nouns (e.g., <i>childhood</i> ).	<b>134</b>	<b>57</b>	
	<b>4</b>	Nouns: Irregular, Regular, Abstract	<b>L.3.1a, L.3.1b, L.3.1c</b>	<b>136</b>	<b>58</b>	
	<b>E1</b>	Evaluation – Nouns-Irregular, Regular, and Abstract		<b>138</b>	<b>59</b>	
	<b>5</b>	Regular and Irregular Verbs	<b>L.3.1a, L.3.1d:</b> Form and use regular and irregular verbs.	<b>140</b>	<b>61</b>	1-2
	<b>6</b>	Regular and Irregular Verbs		<b>142</b>	<b>62</b>	
	<b>7</b>	Simple Verb Tenses	<b>L.3.1a, L.3.1d, L.3.1e:</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.	<b>144</b>	<b>63</b>	
	<b>8</b>	Simple Verb Tenses		<b>146</b>	<b>64</b>	
	<b>E2</b>	Evaluation – Regular and irregular Verbs, Simple Verb Tenses		<b>148</b>	<b>65</b>	
	<b>9</b>	Subject-Verb Agreement	<b>L.3.1a:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  <b>L.3.1f:</b> Ensure subject-verb agreement and pronoun-antecedent agreement.	<b>150</b>	<b>67</b>	1-2
	<b>10</b>	Subject-Verb Agreement		<b>152</b>	<b>68</b>	
	<b>11</b>	Pronoun-Antecedent Agreement		<b>154</b>	<b>69</b>	
	<b>12</b>	Pronoun-Antecedent Agreement		<b>156</b>	<b>70</b>	
	<b>E3</b>	Evaluation – Subject-Verb and Pronoun-Antecedent Agreement		<b>158</b>	<b>71</b>	
	<b>13</b>	Comparative Adjectives	<b>L.3.1a:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	<b>160</b>	<b>73</b>	1-2
<b>14</b>	Comparative Adjectives	<b>162</b>		<b>74</b>		
<b>15</b>	Superlative Adjectives	<b>L.3.1g:</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>164</b>	<b>75</b>		
<b>16</b>	Comparative/Superlative Adverbs		<b>166</b>	<b>76</b>		
<b>E4</b>	Evaluation – Adverbs and Adjectives		<b>168</b>	<b>77</b>		

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<b>Grammar and Usage</b> <small>(Language Standards: L.3.1a-i)</small>	<b>17</b>	Compound Sentences and Coordinating Conjunctions	<b>L.3.1h:</b> Use coordinating and subordinating conjunctions. <b>L.3.1i:</b> Produce simple, compound, and complex sentences.	<b>170</b>	<b>79</b>	<b>1-2</b>
	<b>18</b>	Compound Sentences and Coordinating Conjunctions		<b>172</b>	<b>80</b>	
	<b>19</b>	Complex Sentences and Coordinating Conjunctions		<b>174</b>	<b>81</b>	
	<b>20</b>	Complex Sentences and Subordinating Conjunctions		<b>176</b>	<b>82</b>	
	<b>E5</b>	Evaluation – Compound and Complex Sentences		<b>178</b>	<b>83</b>	
	<b>P3</b>	<b>Performance</b> – Grammar and Usage: Writing Varied Sentences ( <b>L.3.1a, L.3.1b, L.3.1c, L.3.1d, L.3.1e, L.3.1f, L.3.1g, L.3.1h, L.3.1i</b> )		<b>180</b>	<b>85-86</b>	<b>3</b>
<b>Integrated Project # 1: <i>Where in the World?</i></b> (L.3.1, L.3.1a, L.3.1b, L.3.1c, L.3.1d, L.3.1e, L.3.1f, L.3.1g, L.3.1h, L.3.1i, L.3.2, L.3.2a, L.3.2b, L.3.2c, L.3.2d, L.3.2e, L.3.2f, L.3.6, SL.3.1, SL.3.1b, SL.3.1c, SL.3.3, SL.3.4, SL.3.6, W.3.2, W.3.2a, W.3.2b, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10)			186-193	87-89	4	
<p><b>Prerequisite <i>Common Core Standards Plus</i> Strands:</b> Spelling, Capitalization, Punctuation, and Grammar &amp; Usage</p> <p><b>Product:</b> A fully edited, print-ready brochure with an oral presentation of the product.</p> <p><b>Overview:</b> In this project, the students will learn about a continent. They will relate facts and information about the continent that they choose to investigate. They will create a brochure complete with text, pictures, and a map to present their learning. They will orally present what they have learned. You may choose to have students work individually, in pairs, or in small groups (3-5 students). Since this is a learning activity, all components will be completed in class.</p>						

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Strand	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
<b>Knowledge of Language</b> (Language Standards: L.3.3a-b)	1	Words for Effect	<b>L.3.3a:</b> Choose words and phrases for effect.	202	91	1-2
	2	Words for Effect		204	92	
	3	Written vs. Spoken	<b>L.3.3b:</b> Recognize and observe differences between the conventions of spoken and written standard English.	206	93	
	4	Written vs. Spoken		208	94	
	E1	Evaluation – Words for Effect and Written vs. Spoken	<b>L.3.3a, L.3.3b</b>	210	95	
<b>Vocabulary Acquisition and Use</b> (Language Standards: L.3.4a-c, L.3.5a-c)	1	Using Context Clues	<b>L.3.4a:</b> Use sentence-level context as a clue to the meaning of a word or phrase.	220	97	1-2
	2	Using Context Clues		222	98	
	3	Using Context Clues		224	99	
	4	Using Context Clues		226	100	
	E1	Evaluation – Using Context Clues		228	101	
	5	Affixes	<b>L.3.4b:</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/ disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat</i> ).	230	103	1-2
	6	Affixes		232	104	
	7	Root Words	<b>L.3.4c:</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).	234	105	
	8	Root Words		236	106	
	E2	Evaluation – Roots and Affixes	<b>L.3.4b, L.3.4c</b>	238	107	
	9	Literal and Nonliteral Meanings	<b>L.3.5a:</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	240	109	1-2
	10	Literal and Nonliteral Meanings		242	110	
	11	Word Connections	<b>L.3.5b:</b> Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i> ).	244	111	
	12	Word Connections		246	112	
	E3	Evaluation – Literal and Nonliteral Meanings; Word Connections	<b>L.3.5a, L.3.5b</b>	248	113	
	13	Shades of Meaning	<b>L.3.5c:</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	250	115	1-2
14	Shades of Meaning	252		116		
15	Shades of Meaning	254		117		
16	Word Relationships	256		118		
E4	Evaluation – Shades of Meaning	258		119		
P4	<b>Performance – Vocabulary Acquisition and Use: Context and Word Relationships (L.3.4a, L.3.4b, L.3.4c, L.3.5a, L.3.5b, L.3.5c)</b>			260-261	121-123	3
<b>Reading Literature</b> (Reading Lit. Standards: RL.3.1-3.7)	1	Understanding Text, Character Traits, and Actions	<b>RL.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.  <b>RL.3.3:</b> Describe the characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.	272	125	1-2
	2	Understanding Text, Character Traits, and Actions		274	126	
	3	Understanding Text, Character Traits, and Actions		276	127	
	4	Understanding Text, Character Traits, and Actions		278	128	
	E1	Evaluation – Understanding Text, Character Traits, and Actions		280	129	



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Strand	Lesson Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
Reading Literature (Reading Literature Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7)	5	Parts of Stories	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.	282	131	1-2
	6	Parts of Dramas		284	132	
	7	Parts of a Poem		286	133	
	8	Parts of a Poem		288	134	
	E2	Evaluation – Stories, Poems, and Dramas		290	135	
	9	Illustration and Mood	RL.3.7: Explain how specific aspects of a text’s illustration contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting.)	292	137	1-2
	10	Illustration and Setting		294	138	
	11	Illustration and Character		296	139	
	12	Illustrations		298	140	
	E3	Evaluation – Illustrations		300	141	
	P5	Performance – Reading Literature: Character Study and Comic Strip (RL.3.1, RL.3.3, RL.3.5, RL.3.7)		302-303	143-146	3
	13	Fables, Folktales, Myths, and Word Meanings	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.	308	147	1-2
	14	Fables, Folktales, and Myths		310	148	
	15	Fables, Folktales, and Myths		312	149	
	16	Fables, Folktales, and Myths	RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	314	150	
	E4	Evaluation – Fables, Folktales, Myths, and Vocabulary	316	151		
	17	Point of View	RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.	318	153	1-2
	18	Point of View		320	154	
	19	Point of View		322	155	
	20	Point of View		324	156	
E5	Evaluation – Point of View	326		157		
P6	Performance – Reading Literature: Point of View Movie Poster (RL.3.2, RL.3.4, RL.3.6)		328-329	159-162	3	
Integrated Project # 2: <i>The Play’s the Thing</i> (RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.10, L.3.1, L.3.2, L.3.3, L.3.3a, L.3.3b, L.3.4, L.3.4a, L.3.4b, L.3.4c, L.3.5, L.3.5a, L.3.5b, L.3.5c, L.3.6, SL.3.1, SL.3.1b, SL.3.1c, SL.3.4, SL.3.6, W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.4, W.3.5, W.3.6, W.3.10)			337-342	163-169	4	
<p><b>Prerequisite Common Core Standards Plus Strands:</b>            Knowledge of Language, Vocabulary Acquisition and Use, and Reading Literature</p> <p><b>Product:</b> Writing and performing an original play.</p> <p><b>Overview:</b> In this project, the students will choose one of the following tales to rewrite as a play:</p> <ul style="list-style-type: none"> <li><i>The Three Little Pigs, Jack and the Beanstalk, Goldilocks and the Three Bears, Town Mouse and Country Mouse, Little Red Riding Hood, or The Tortoise and the Hare</i></li> </ul> <p>The students will work in groups to re-write, stage, and present the tale as a play. If they choose a tale with just two characters, they will need to add more characters and/or a narrator to provide each group member with a role. The group size must match the number of roles in the play. Since this is a learning activity, all components will be completed in class.</p>						

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<b>Reading Informational Text</b> (Reading Informational Text Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.5, RI.3.6, RI.3.7, RI.3.8)	<b>1</b>	Understanding Text	<b>RI.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>360</b>	<b>171</b>	<b>1-2</b>
	<b>2</b>	Understanding Text and Using Sequence Words	<b>RI.3.1, RI.3.3:</b> 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.	<b>362</b>	<b>172</b>	
	<b>3</b>	Understanding Text and Cause and Effect		<b>364</b>	<b>173</b>	
	<b>4</b>	Understanding Text and Steps in a Text		<b>366</b>	<b>174</b>	
	<b>E1</b>	Evaluation – Understanding Text and Relationships	<b>RI.3.1, RI.3.3</b>	<b>368</b>	<b>175</b>	
	<b>P7</b>	<b>Performance – Reading Informational Text: Literal and Inferred Questions (RI.3.1, RI.3.3)</b>		370-371	177-179	<b>3</b>
	<b>5</b>	Main Ideas and Supporting Details	<b>RI.3.2:</b> Determine the main idea of a text; recount the key details, and explain how they support the main idea.	<b>376</b>	<b>181</b>	<b>1-2</b>
	<b>6</b>	Main Ideas and Supporting Details		<b>378</b>	<b>182</b>	
	<b>7</b>	Main Ideas and Supporting Details		<b>380</b>	<b>183</b>	
	<b>8</b>	Main Ideas and Supporting Details		<b>382</b>	<b>184</b>	
	<b>E2</b>	Evaluation – Main Ideas and Supporting Details		<b>384</b>	<b>185</b>	
	<b>P8</b>	<b>Performance – Reading Informational Text: Main Idea Graphic Organizer and Poster (RI.3.2)</b>		386-387	187-189	<b>3</b>
	<b>9</b>	Point of View	<b>RI.3.6:</b> Distinguish their own point of view from that of the author of a text.	<b>392</b>	<b>191</b>	<b>1-2</b>
	<b>10</b>	Point of View		<b>394</b>	<b>192</b>	
	<b>11</b>	Text Connections	<b>RI.3.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g. <i>comparison, cause/effect, first/second/third in a sequence</i> ).	<b>396</b>	<b>193</b>	
	<b>12</b>	Text Connections		<b>398</b>	<b>194</b>	
	<b>E3</b>	Evaluation – Point of View and Text Connections	<b>RI.3.6, RI.3.8</b>	<b>400</b>	<b>195</b>	
	<b>13</b>	Text Features	<b>RI.3.5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>402</b>	<b>197</b>	<b>1-2</b>
	<b>14</b>	Text Features		<b>404</b>	<b>198</b>	
	<b>15</b>	Search Tools		<b>406</b>	<b>199</b>	
<b>16</b>	Search Tools	<b>408</b>		<b>200</b>		
<b>E4</b>	Evaluation – Text Features and Search Tools	<b>410</b>		<b>201</b>		
<b>P9</b>	<b>Performance – Reading Informational Text: Point of View and Text Connections (RI.3.5, RI.3.6, RI.3.8)</b>		412	203-204	<b>3</b>	
<b>17</b>	Using Illustrations	<b>RI.3.7:</b> 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).	<b>416</b>	<b>205</b>	<b>1-2</b>	
<b>18</b>	Using Illustrations		<b>418</b>	<b>206</b>		
<b>19</b>	Using Illustrations		<b>420</b>	<b>207</b>		
<b>20</b>	Using Illustrations		<b>422</b>	<b>208</b>		
<b>E5</b>	Evaluation – Using Illustrations		<b>424</b>	<b>209</b>		

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<b>Writing</b> <small>(Writing Standards: W.3.1, W.3.1a-d, W.3.2, W.3.2a-d, W.3.3, W.3.3a-d)</small>	<b>1</b>	Opinion Pieces – Supporting Reasons	<b>W.3.1a:</b> Introduce the topic or text they are writing about; state an opinion, and create an organizational structure that lists reasons. <b>W.3.1b:</b> Provide reasons that support the opinion.	<b>434</b>	<b>211</b>	1-2
	<b>2</b>	Opinion Pieces – Topic Sentences and Supporting Reasons	<b>W.3.1a, W.3.1b, W.3.1d:</b> Provide a concluding statement or section.	<b>436</b>	<b>212</b>	
	<b>3</b>	Opinion Pieces – Linking Words and Phrases	<b>W.3.1a, W.3.1b, W.3.1c:</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <b>W.3.1d</b>	<b>438</b>	<b>213</b>	
	<b>4</b>	Opinion Pieces – Paragraphs	<b>W.3.1a, W.3.1b, W.3.1c, W.3.1d</b>	<b>440</b>	<b>214</b>	
	<b>E1</b>	Evaluation - Opinion Pieces		<b>442</b>	<b>215</b>	
	<b>5</b>	Opinion Pieces – Expanding Ideas	<b>W.3.1a, W.3.1b, W.3.1c, W.3.1d</b>	<b>444</b>	<b>217</b>	1-2
	<b>6</b>	Opinion Pieces – Expanding Ideas		<b>446</b>	<b>218</b>	
	<b>7</b>	Opinion Pieces – Linking Words and Phrases	<b>W.3.1a, W.3.1b, W.3.1c</b>	<b>448</b>	<b>219</b>	
	<b>8</b>	Opinion Pieces – Concluding Paragraph	<b>W.3.1a, W.3.1b, W.3.1c, W.3.1d</b>	<b>450</b>	<b>220</b>	
	<b>E2</b>	Evaluation – Opinion Pieces		<b>452</b>	<b>221</b>	
	<b>P10</b>	<b>Performance – Writing: Opinion – The Best Super Power (W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d)</b>		454-455	223-224	<b>3</b>
	<b>9</b>	Informative/Explanatory Texts – Topic Sentence and Illustrations	<b>W.3.2a:</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<b>458</b>	<b>225</b>	1-2
	<b>10</b>	Informative/Explanatory Texts – Topic Sentence and Details	<b>W.3.2a, W.3.2b:</b> Develop the topic with facts, definitions, and details.	<b>460</b>	<b>226</b>	
	<b>11</b>	Informative/Explanatory Texts – Details, Illustrations, and Conclusions	<b>W.3.2a, W.3.2b, W.3.2d:</b> Provide a concluding statement or section.	<b>462</b>	<b>227</b>	
	<b>12</b>	Informative/Explanatory Texts – Paragraph		<b>464</b>	<b>228</b>	
	<b>E3</b>	Evaluation – Informative/Explanatory Texts		<b>466</b>	<b>229</b>	
	<b>13</b>	Informative/Explanatory Texts – Linking Words and Phrases	<b>W.3.2a, W.3.2b, W.3.2c:</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <b>W.3.2d</b>	<b>468</b>	<b>231</b>	1-2
	<b>14</b>	Informative/Explanatory Texts – Expanding Ideas		<b>470</b>	<b>232</b>	
	<b>15</b>	Informative/Explanatory Texts – Linking Words and Phrases		<b>472</b>	<b>233</b>	
<b>16</b>	Informative/Explanatory Texts – Conclusions	<b>474</b>		<b>234</b>		
<b>E4</b>	Evaluation – Informative/Explanatory Texts	<b>476</b>		<b>235</b>		
<b>P11</b>	<b>Performance – Writing: Informative/Explanatory – Compare 2<sup>nd</sup> and 3<sup>rd</sup> Grade (W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d)</b>		478-479	237-238	<b>3</b>	

# Common Core Standards Plus® - Language Arts Grade 3

## *Lesson Index*

Strand	Lesson Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
<b>Writing</b>	<b>17</b>	Narrative Texts – Story Map	<b>W.3.3a:</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>482</b>	<b>239</b>	<b>1-2</b>
	<b>18</b>	Narrative Texts – Introduction		<b>484</b>	<b>240</b>	
	<b>19</b>	Narrative Texts – Temporal Words and Phrases	<b>W.3.3a, W.3.3c:</b> Use temporal words and phrases to signal event order.	<b>486</b>	<b>241</b>	
	<b>20</b>	Narrative Texts – Conclusions	<b>W.3.3d:</b> Provide a sense of closure.	<b>488</b>	<b>242</b>	
	<b>E5</b>	Evaluation – Narrative Texts	<b>W.3.3a, W.3.3c, W.3.3d</b>	<b>490</b>	<b>243</b>	
	<b>21</b>	Narrative Texts – Thoughts, Actions, and Feelings	<b>W.3.3b:</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	<b>492</b>	<b>245</b>	<b>1-2</b>
	<b>22</b>	Narrative Texts – Character Development		<b>494</b>	<b>246</b>	
	<b>23</b>	Narrative Texts – Using Dialogue		<b>496</b>	<b>247</b>	
	<b>24</b>	Narrative Texts – Using Dialogue		<b>498</b>	<b>248</b>	
	<b>E6</b>	Evaluation – Narrative Texts		<b>500</b>	<b>249</b>	
	<b>P12</b>	<b>Performance</b> – Writing: Narrative – Rewriting a Fairy Tale ( <b>W.3.3, W.3.3a, W.3.3b, W.3.3c, W.3.3d</b> )		<b>502-503</b>	<b>251-252</b>	<b>3</b>
	<b>Integrated Project # 3: Earth’s Destructive Forces</b> ( <i>RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.10, L.3.1, L.3.2, L.3.6, SL.3.1, SL.3.1b, SL.3.1c, SL.3.3, SL.3.4, SL.3.6, W.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10</i> )			<b>509-516</b>	<b>253-255</b>	<b>4</b>
<b>Prerequisite Common Core Standards Plus Strands:</b>						
Reading Informational Text and Writing						
<b>Product:</b> Researching, writing, and presenting about a natural phenomenon that can be destructive.						
<b>Overview:</b> The students will investigate one of the following:						
<ul style="list-style-type: none"> <li>• Earthquakes, Glaciers, Floods, Tsunamis, Volcanos, Tornados, or Hurricanes</li> </ul>						
They will write and present an oral report with a visual aid (poster) about what they have learned. They may write either an opinion piece that tells why the topic they chose is the most destructive force on Earth or an informative/explanatory piece that teaches the audience about the topic. Since this is a learning activity, all components will be completed in class.						