TRIMESTER	UNIT	COMMON CORE CLUSTERS AND STANDARDS	Assessments
		Curriculum ELA grade3NorthSmithfield.docx	
		Reading	
		Drawing Inferences RL 3.1, RI 3.1 The second Second RL 3.2 RI 3.2 The second R	September:
	Unit 1	Theme and Summary RL 3.2, RI 3.2	<u> </u>
	Onit 1	• Cause and Effect RL 3.3, RI 3.3	
		Determine the meaning of words RL 3.4, RI 3.4	Reading
	Theme:	Structure and Organization RL 3.5, RI 3.5	Informal
	Our World	Point of View RL 3.6, RI 3.6 And view in all depends BL 3.7, BL	Running
	Our World	Analyzing visual elements RL 3.7, RI 3.7 Course and Content RI 3.0	
		Compare and Contrast RI 3.9 Broad reading of to that the appropriate Leville rate (450,700)	Record
		 Broad reading of text at the appropriate Lexile rate (450-790) RL 3.10, RI 3.10 	(Rigby)
		• Decoding RF 3.3	
		Accuracy, Fluency, and Comprehension RF 3.4	Navanahan.
		Writing	November:
		Opinion Writing W 3.1	
		Informative Writing W 3.2	Reading
		Narrative Writing W 3.3	_
		Clear and Coherent Writing W 3.4	• DRA-
		Develop and Strengthen Writing W 3.5	Expected
		Publish using Technology W 3.6	Level N (30)
		Short research project W 3.7	Text: Tiger's
		Summarize or Paraphrase Information W 3.8	
		Write Routinely W 3.10	Whirlwind Day
		Speaking and Listening	
		Conduct Discussions SL 3.1	Writing
		Summarize Information SL 3.2	•
		 Oral Presentations SL 3.3 	Narrative:
H		 Report Findings SL 3.4-6 	Think about a
		<u>Language</u>	fantastic time you
ë		• Conventions L 3.1-3.3	enjoyed spending
Trimester #		 Word Meaning and Relationships L 3.4-3.6 	
Ĕ		Reading	with a good friend or
Ē		 Drawing Inferences RL 3.1, RI 3.1 	relative.
	Linit 3	Theme and Summary RL 3.2, RI 3.2	
	Unit 2	• Cause and Effect RL 3.3, RI 3.3	Write a nerconal
		 Determine the meaning of words RL 3.4, RI 3.4 	Write a personal
	Theme:	Structure and Organization RL 3.5, RI 3.5	narrative describing
	Investigations	Compare and Contrast RI 3.9	what it was about
	investigations	Broad reading of text at the appropriate Lexile rate (450-790) RL 3.10, PL 3.10	the time that has
		RI 3.10	
		Decoding RF 3.3 Accuracy Fluorey and Comprehension RF 3.4	created a good
		Accuracy, Fluency, and Comprehension RF 3.4 Writing	memory for you? Be
		Opinion Writing W 3.1	sure to include the
		Informative Writing W 3.2	wonderful feelings
		Narrative Writing W 3.3	
		Clear and Coherent Writing W 3.4	and things you did
		 Develop and Strengthen Writing W 3.5 	together. Include
		Publish using Technology W 3.6	your personal
		 Summarize or Paraphrase Information W 3.8 	1 4
		Write Routinely W 3.10	thoughts, feelings,
		Speaking and Listening	and details that help
		Conduct Discussions SL 3.1	the reader feel that
		Summarize Information SL 3.2	he or she was there!
		Oral Presentations SL 3.3	ne or she was there!
		• Report Findings SL 3.4-6	
		Language	 Constructed
		• Conventions L 3.1-3.3	
		 Word Meaning and Relationships L 3.4-3.6 	Response

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		ading	
		Drawing Inferences RL 3.1, RI 3.1	
	He!s 3	Theme and Summary RL 3.2, RI 3.2	
	Unit 3	Cause and Effect RL 3.3, RI 3.3	
		Determine the meaning of words RL 3.4, RI 3.4	
	Theme:	• Point of View RI 3.6	
	Discoveries	Analyzing visual elements RL 3.7, RI 3.7	
	Discoveries	Compare and Contrast RI 3.9	
		Broad reading of text at the appropriate Lexile rate (450-790)	
		RL 3.10, RI 3.10	
		Decoding RF 3.3 Accuracy Flyanguand Comprehension RF 3.4	
		Accuracy, Fluency, and Comprehension RF 3.4 Meriting	
		Writing Opinion Writing W 3.1	
		 Opinion Writing W 3.1 Informative Writing W 3.2 	
		Narrative Writing W 3.3	
		Clear and Coherent Writing W 3.4	
		Develop and Strengthen Writing W 3.5	
		Publish using Technology W 3.6	
		Short research project W 3.7 (optional)	
		Summarize or Paraphrase Information W 3.8	
		Write Routinely W 3.10	
		Speaking and Listening	
		Conduct Discussions SL 3.1	
		Summarize Information SL 3.2	
		Oral Presentations SL 3.3	
		• Report Findings SL 3.4-6	
7		<u>Language</u>	
#		• Conventions L 3.1-3.3	
ē		 Word Meaning and Relationships L 3.4-3.6 	
Trimester #		Post Pos	
Ē		Reading	
<u> </u>		Drawing Inferences RL 3.1, RI 3.1 Thomas and Summary, RI 3.2, RI 3.2 Thomas and Summary, RI 3.2, RI 3.2	
=	Unit 4	Theme and Summary RL 3.2, RI 3.2 Cause and Effort, PL 3.2, RI 3.2 Cause and Effort, PL 3.2, RI 3.2	
	Oint 4	 Cause and Effect RL 3.3, RI 3.3 Determine the meaning of words RL 3.4, RI 3.4 	
		Structure and Organization RL 3.5, RI 3.5	
	Theme:	Point of View RI 3.6	
	Determination	Analyzing visual elements RI 3.7	
		Compare and Contrast RI 3.9	
		 Broad reading of text at the appropriate Lexile rate (450-790) RL 3.10, 	
		RI 3.10	
		• Decoding RF 3.3	
		Accuracy, Fluency, and Comprehension RF 3.4	
		Writing	
		Opinion Writing W 3.1	
		Informative Writing W 3.2	N. aa.la
		Narrative Writing W 3.3	<u>March</u>
		 Clear and Coherent Writing W 3.4 	
		 Develop and Strengthen Writing W 3.5 	Reading
		 Publish using Technology W 3.6 	_
		 Summarize or Paraphrase Information W 3.8 	• DRA-
		Write Routinely W 3.10	Expected
		Speaking and Listening	Level O (34)
		Conduct Discussions SL 3.1	Text: The Mystery
		Summarize Information SL 3.2	
		Oral Presentations SL 3.3	at May's House
		Report Findings SL 3.4-6	
		Language	
		 Conventions L 3.1-3.3Word Meaning and Relationships L 3.4-3.6 	

Writing Informational: Think about the weather in Rhode Island during the winter. It is different from the winter months in a southern state such as Florida. Write 2-3 paragraphs comparing and contrasting Rhode Island and Florida in the winter months. Constructed
Response

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		Reading	
	Unit 5	Drawing Inferences RL 3.1, RI 3.1	
	Oille 5	Theme and Summary RL 3.2, RI 3.2	
		Cause and Effect RL 3.3, RI 3.3	
		 Determine the meaning of words RL 3.4, RI 3.4 	
	Theme:	 Structure and Organization RL 3.5, RI 3.5 	
		 Point of View RL 3.6, RI 3.6 	
	Challenges	Analyzing visual elements RI 3.7	
		Connections/Comparisons RI 3.8	
		Compare and Contrast RL 3.9, RI 3.9	
		Broad reading of text at the appropriate Lexile rate (450-790) BL 2 10 BL 2 10 BL 2	
		RL 3.10, RI 3.10	
		Decoding RF 3.3 According The second Consequence DF 3.4	
		Accuracy, Fluency, and Comprehension RF 3.4 Medicing	
		Writing ■ Opinion Writing W 3.1	
		Informative Writing W 3.2	
		Narrative Writing W 3.2 Narrative Writing W 3.3	
		Clear and Coherent Writing W 3.4	
		 Develop and Strengthen Writing W 3.5 	
		Publish using Technology W 3.6	
		Summarize or Paraphrase Information W 3.8	
		Write Routinely W 3.10	
		Speaking and Listening	
		Conduct Discussions SL 3.1	
		Summarize Information SL 3.2	
		Oral Presentations SL 3.3	
m		• Report Findings SL 3.4-6	
		<u>Language</u>	
ē		• Conventions L 3.1-3.3	
est		Word Meaning and Relationships L 3.4-3.6	
Trimester #	Unit 6	Reading	
Έ		Drawing Inferences RL 3.1, RI 3.1	<u>June</u>
'		Theme and Summary RL 3.2	<u> </u>
		Cause and Effect RL 3.3	
	Theme:	Determine the meaning of words RL 3.4, RI 3.4 Standard and Operation RI 3.5, RI 3.5	Reading
	Achievements	• Structure and Organization RL 3.5, RI 3.5	• DRA-
		Point of View RL 3.6 Applying visual elements RL 3.7 RL 3.7	Expected
		 Analyzing visual elements RL 3.7, RI 3.7 Connections/Comparisons RI 3.8 	
		•	Level P(38)
		 Broad reading of text at the appropriate Lexile rate (450-790) RL 3.10, RI 3.10 	Nonfiction Text:
		• Decoding RF 3.3	Mae Jamison:
		Accuracy, Fluency, and Comprehension RF 3.4	Shooting for the
		Writing	_
		Opinion Writing W 3.1	Stars
		Informative Writing W 3.2	
		Narrative Writing W 3.3	Writing
		Clear and Coherent Writing W 3.4	
		Develop and Strengthen Writing W 3.5	Opinion:
		 Publish using Technology W 3.6 	Scientists like to
		Summarize or Paraphrase Information W 3.8	study animals in
		Write Routinely W 3.10	their natural habitat.
		Speaking and Listening	
		Conduct Discussions SL 3.1	That means that a
		Summarize Information SL 3.2	shark scientist has to
		Oral Presentations SL 3.3	study sharks in the
		Report Findings SL 3.4-6 .	<u> </u>
		Language	oceans where they
		• Conventions L 3.1-3.3	live. Shark scientists
		 Word Meaning and Relationships L 3.4-3.6 	

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			are scuba divers who go deep into the ocean to learn more about sharks. Read and discuss "Facts about Sharks" by Susanna Batchelor. Think about how these two types of sharks are the same and also how they are different. Which shark would you study if you were a shark scientist and why? 1. Decide which shark you would want to study. 2. Find the best shark facts to support your reasons. 3. Explain your reasons. 4. Explain your reasons. Be sure to use facts about hammerhead sharks and whale sharks to explain why you would study the shark you chose and not the other shark. • Constructed Response

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