



## BLACKFORD COUNTY SCHOOLS 2014-15

### Language Arts Instructional/Assessment Calendar

#### Third Grade

#### Quarter 1 A

#### Week 1, 2, 3

### FOCUS

#### 3.W.4: (v+) Apply the writing process to:

Generate a draft by **developing, selecting and organizing ideas relevant to topic**, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use technology to interact and collaborate with others to publish legible documents.

#### 3.W.6.1a: (v+) Nouns Writing sentences using abstract nouns (e.g., *hope, thought*).

#### 3.W.6.1e: (v+) Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative sentences.

**3.RF.1:** Apply foundational reading skills to build reading fluency and comprehension. Establish Daily Five and Cafe

**3.RF.5: (v+)** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**3.RL.2.1: (v+)** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RV.1:** Build and use accurately conversational, general academic, and content-specific words and phrases.

**3.RV.2.1: (v+)** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words

**3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**3.W.2.1: (v)** Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper

**3.W.3.3: (v+)** Write narrative compositions in a variety of forms that – Establish an introduction (e.g., situation, narrator, characters).

Include specific descriptive details and clear event sequences. Include dialogue. Connect ideas and events using introduction and transition words. Provide an ending.

**3.SL.2.1: (V-)** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade- appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

**3.SL.2.2: (V-)** Explore ideas under discussion by drawing on readings and other information.

**3.SL.2.3: (V-)** Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

**3.SL.2.5: (V-)** Explain personal ideas and understanding in reference to the discussion.

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 1 B            Week 4, 5, 6**

**Focus**

- 3.RF.5: (V+)** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 3.RL.1: (V+)** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
- 3.RL.2.1: (V+)** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RV.1:** Build and use accurately conversational, general academic, and content-specific words and phrases.
- 3.RV.3.3: (V)** Distinguish one's own perspective from that of the author of the text (text to self)
- 3.RN.4.2: (V)** Compare and contrast the most important points and key details presented in two texts on the same topic. (text to text)
- 3.W.3.3: (V+)** Write narrative compositions in a variety of forms that – Establish an introduction (e.g., situation, narrator, characters).  
 Include specific descriptive details and clear event sequences. Include dialogue. Connect ideas and events using introduction and transition words. Provide an ending.
- 3.W.4: (V+)** Apply the writing process to –  
 Generate a draft by developing, selecting and organizing ideas relevant to topic, **purpose, and genre**; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, **organization**, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use technology to interact and collaborate with others to publish legible documents.
- 3.W.6.1.a: nouns(V+)** – plural, irregular nouns – abstract, common, and proper nouns (weeks 3&4)
- 3.W.6.1.b: verbs(V+)** – present, singular, and plural (week 5, 6)
- 3.W.6.1e: Usage –(V+)** Writing correctly complete simple, compound, and complex exclamatory sentences, using coordinating and subordinating conjunctions (e.g., *and, for, but, or*).
- 3.SL.2.1: (V-)** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
- 3.SL.2.2: (V-)** Explore ideas under discussion by drawing on readings and other information.
- 3.SL.2.3: (V-)** Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

**3.SL.2.5: (v-)** Explain personal ideas and understanding in reference to the discussion.

**3.RF.1:** Apply foundational reading skills to build reading fluency and comprehension. Establish Daily Five and Cafe

**3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 1 C            Week 7, 8, 9**  
**Focus**

**3.RF.5: (v+)** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level. Cafe Fluency

**3.RV.2.2(v)** - antonyms

**3.W.3.3: (v+)** Write narrative compositions in a variety of forms that – Establish an introduction (e.g., situation, narrator, characters). Include specific descriptive details and clear event sequences. Include dialogue. Connect ideas and events using introduction and transition words. Provide an ending.

**3.W.4: (v+)** Apply the writing process to –Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). Use technology to interact and collaborate with others to publish legible documents.

**3.W.6.1.b: verbs** – past tense

**3.W.6.1e: (v+)** Usage –Writing correctly complete simple, compound, and complex exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

**3.SL.2.1: (v-)** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

**3.SL.2.2: (v-)** Explore ideas under discussion by drawing on readings and other information.

**3.SL.2.3: (v-)** Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

**3.SL.2.5: (v-)** Explain personal ideas and understanding in reference to the discussion.

**3.RF.1:** Apply foundational reading skills to build reading fluency and comprehension. Establish Daily Five and Cafe

**3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**3.RV.3.1: (v+)** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes). (Week 8)

**3.RV.3.3: (v-)** Recognize the meanings of idioms in context.



**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 2 A      Week 10, 11, 12**

**Focus:**

**3.RF.4.6: (v+)** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). **prefixes: un, re, dis, in, ir** **suffixes: er, ful, less**

**3.RN.4.1: (v+)** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

**3.W.6.1.b – (v+)** verbs (linking verbs)

**3.RL.2.3: (v+)** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. **3.RN.2.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (old standard 3.2.4a)

**3.W.3.2: (v+)** Write informative compositions on a variety of topics that –

\*State the topic, develop a main idea for the introductory paragraph, and group related information together.

\*Develop the topic with facts and details.

\*Connect ideas within categories of information using words and phrases.

\*Use text features (e.g., pictures, graphics) when useful to aid comprehension.

\*Provide a concluding statement or section.

**3.W.4: (v+)** Apply the writing

process to –

\*Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).

\*Use technology to interact and collaborate with others to publish legible documents.

**3.ML.1:** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 2 B      Week 13, 14, 15**

**Focus:**

**3.W.3.2: (V+)** Write informative compositions on a variety of topics that –

\*State the topic, develop a main idea for the introductory paragraph, and group related information together.

\*Develop the topic with facts and details.

\*Connect ideas within categories of information using words and phrases.

\*Use text features (e.g., pictures, graphics) when useful to aid comprehension.

\*Provide a concluding statement or section.

**3.ML1: (V)** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

**3.RF.4.6: (V+)** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's). **Irregular contractions**

**3.W.6.1b: (V+)** Verbs –Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions. **week 13 past, week 14 present, week 15 future tenses**

**3.RV.2.2: (V)** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

**3.RV.2.5: (V-)** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases. **Glossary, index**

**3.W.5: (V)** Conduct short research on a topic.

\*Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).

\*Locate information in reference texts, electronic resources, or through interviews.

\*Recognize that some sources may be more reliable than others.

\*Record relevant information in their own words.

\*Present the information, choosing from a variety of formats.



**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 2 C      Week 16, 17, 18**

**Focus:**

**3.W.3.2: (V+)** Write informative compositions on a variety of topics that –

- \*State the topic, develop a main idea for the introductory paragraph, and group related information together.
- \*Develop the topic with facts and details.
- \*Connect ideas within categories of information using words and phrases.
- \*Use text features (e.g., pictures, graphics) when useful to aid comprehension.
- \*Provide a concluding statement or section.

**3.W.5: (V)** Conduct short research on a topic.

- \*Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).
- \*Locate information in reference texts, electronic resources, or through interviews.
- \*Recognize that some sources may be more reliable than others.
- \*Record relevant information in their own words.
- \*Present the information, choosing from a variety of formats.

**3.RF.4.4: (V)** Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).

**3.RN.3.1: (V)** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format). **IREAD captions, photos, subheadings**  
 Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

**3.RL.3.2: (V)** Distinguish personal point of view from that of the narrator or those of the characters. (1<sup>st</sup> grade narrator, 2<sup>nd</sup> dialogue, 3<sup>rd</sup> grade **point of view**)

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 3 A      Week 19, 20, 21**

**Focus:**

- 3.RL.2.2: (v+)** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. Fractured fairytale compare/contrast
- 3.RV.2.2: (v+)** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire). (noticing sentences-pulled from authentic text)
- 3.RV.3.3 (v+)** Recognize the meanings of idioms in context
- 3.W.6.1.C (v+)** Adjectives/Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
- 3.W.6.2 (v+)** Demonstrate command of capitalization, punctuation, and spelling, focusing on homophones
- 3.ML.2.1: (v)** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. Relate to folktale
- 3.RV.2.1: (v+)** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 3 B      Week 22, 23, 24**

**Focus:**

**3.RV.2.1: (v+)** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

**3.ML.2.1: (v)** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. **Relate to folktale**

**3.RN.2.3: (v)** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different. **Historical events**

**3.RV.2.1: (v+)** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

**3.RV.2.4: (v)** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

**3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**3.W.6.1 (v+)** Demonstrate command of capitalization, punctuation, and spelling, focusing on: **compound words, articles**

**3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently. **Biographies**

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 3 C    Week 25, 26, 27**

**Focus:**

- 3.RV.2.1: (v+)** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- 3.ML.2.1: (v)** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. **Relate to folktale**
- 3.RV.2.1: (v+)** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
- 3.RN.2.1: (v+)** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RN.3.2: (v)** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
- 3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
- 3.W.6.2a: (v+)** Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.
- 3.W.6.2b: (v+)** Punctuation –
- \*Correctly using apostrophes to form contractions and singular and plural possessives.
  - \*Using quotation marks to mark direct speech.
  - \*Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). **Commas in a series, contractions**

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 4 A      Week 28, 29, 30**

**Focus**

**3.SL.2.4: (v-)** Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.

**3.SL.3.1 (v-)** Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.

**3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.  
(Letter writing)

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 4 B      Week 31, 32, 33**

**Focus**

**3.RL.3.1: (v+)** Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. Line breaks, alliteration, white space, punctuation, metaphor/simile, imagery, onomatopoeia

**3.W.2.1: (v)** Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

**3.W.3.1 (v+)** Write persuasive compositions in a variety of forms that – persuasive letters

- State the opinion in an introductory statement or section
- Support the opinion with reasons in an organized way
- Connect opinion and reasons using words and phrases.
- Provide a concluding statement or section.

**3.W.6.1: (v+)** Demonstrate command of English grammar and usage, focusing on: onomatopoeia

**3.SL.4.1 (v-)** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner. Poetry

**3.SL.4.3:** Students are expected to build upon and continue applying conventions learned previously. Give and follow multistep directions 3.ML1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

**3.ML.2.1: (v+)** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture. Text to world Wax Museum

**Language Arts Instructional/Assessment Calendar**  
**Third Grade**  
**Quarter 4 C      Week 34, 35, 36**

**Focus:**

**3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Literary narrative text vs informational non-narrative

**3.W.2.1: (v-)** Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

**3.SL.4.1 (v-)** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.