

The following CCSS are embedded throughout the year, and are present in all applicable units:

**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.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**CCSS.ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**CCSS.ELA-Literacy.SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**CCSS.ELA-Literacy.SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

**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.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**CCSS.ELA-Literacy.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**CCSS.ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**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*)

Unit	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<b>Personal Narrative</b>	<p><b>CCSS.ELA-Literacy.W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>CCSS.ELA-Literacy.W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>CCSS.ELA-Literacy.W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 <a href="#">here</a>.)</p> <p><b>CCSS.ELA-Literacy.W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>I can write a narrative using details and sequencing events.</p> <p>I can write with guidance and support from adults to develop and organize my writing.</p> <p>I can write with guidance from peers and adults to strengthen my writing.</p> <p>I can use technology to produce and publish my writing.</p>	<p>Crafting True Stories- Lucy Calkins Units of Study</p> <p>Vocabulary for Making Meaning: Strategies That Build Comprehension &amp; Meaning</p>	<p>On Demand writing piece</p>

<p><b>Non Fiction</b></p>	<p><b>CCSS.ELA-Literacy.W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>CCSS.ELA-Literacy.W.3.10</b> 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.</p> <p><b>CCSS.ELA-Literacy.W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CCSS.ELA-Literacy.W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>CCSS.ELA-Literacy.W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3</p>	<p>I can gather information from print and digital resources.</p> <p>I can build writing stamina by writing for varying amounts of time.</p> <p>I can write an informational piece.</p> <p>I can write with guidance and support from adults to develop and organize my writing.</p> <p>I can write with guidance from peers and adults to strengthen my writing.</p>	<p>The Art of Information Writing - Lucy Calkins Units of Study</p> <p>Vocabulary for Making Meaning: Strategies That Build Comprehension &amp; Meaning</p>	<p>On Demand Writing piece</p>
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<p>Opinion Writing</p>	<p>up to and including grade 3 <a href="#">here.</a>)</p> <p><b>CCSS.ELA-Literacy.W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others</p> <p><b>CCSS.ELA-Literacy.W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>CCSS.ELA-Literacy.W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>CCSS.ELA-Literacy.W.3.10</b> 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.</p> <p><b>CCSS.ELA-Literacy.W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>CCSS.ELA-Literacy.W.3.4</b> With guidance and support from adults,</p>	<p>I can use technology to produce and publish my writing.</p> <p>I can conduct research to build my knowledge of a topic.</p> <p>I can gather information from print and digital resources.</p> <p>I can build writing stamina by writing for varying amounts of time.</p> <p>I can write an opinion piece with supporting reasons.</p> <p>I can write with guidance and support</p>	<p>Changing the World: Persuasive Speeches, Petition, and Editorials - Lucy Calkins Units of Study</p> <p>Vocabulary for</p>	
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	<p>produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>CCSS.ELA-Literacy.W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 <a href="#">here</a>.)</p> <p><b>CCSS.ELA-Literacy.W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>CCSS.ELA-Literacy.W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>CCSS.ELA-Literacy.W.3.10</b> 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.</p>	<p>from adults to develop and organize my writing.</p> <p>I can write with guidance from peers and adults to strengthen my writing.</p> <p>I can conduct research to build my knowledge of a topic.</p> <p>I can gather information from print and digital resources.</p> <p>I can build writing stamina by writing for varying amounts of time.</p>	<p>Making Meaning: Strategies That Build</p>	
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<p><b>Narrative Fiction</b></p>	<p><b>CCSS.ELA-Literacy.W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>CCSS.ELA-Literacy.W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><b>CCSS.ELA-Literacy.W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 <a href="#">here</a>.)</p> <p><b>CCSS.ELA-Literacy.W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>CCSS.ELA-Literacy.W.3.7</b> Conduct short research projects that build knowledge about a topic.</p>	<p>I can write a narrative using details and sequencing events.</p> <p>I can write with guidance and support from adults to develop and organize my writing.</p> <p>I can write with guidance from peers and adults to strengthen my writing.</p> <p>I can use technology to produce and publish my writing.</p> <p>I can conduct research to build my knowledge of a topic.</p>	<p>Once Upon a Time: Adapting and Writing Fairy Tales - Lucy Calkins Units of Study</p> <p>Vocabulary for Making Meaning: Strategies That Build Comprehension &amp; Meaning</p>	
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	<p><b>CCSS.ELA-Literacy.W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>CCSS.ELA-Literacy.W.3.10</b> 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.</p>	<p>I can gather information from print and digital resources.</p> <p>I can build writing stamina by writing for varying amounts of time.</p>		
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