GRADE THREE ELA
MARKING PERIOD 2

Key Terms for Students		**Genres**	**Key to Essential Components of Reading:**
Cause and Effect Time Order Author's Purpose Persuasive Genre Pronoun Singular	Contractions Compare Caption Contrast Sequence Possessive	Narrative (Imaginative) Informational	**PA** Phonemic Awareness **P** Phonics **V** Vocabulary Development **F** Fluency **C** Comprehension Strategies

	PERFORMANCE INDICATORS	RESOURCES	ASSESSMENTS
READING			
Strategic Actions **<u>Thinking Within Text</u>** *Searching for and Using Information*	• **(C)** Identify main ideas and supporting details in informational texts.	HQ2 Literature & Informational Text Continuum Science Ch #12	Guided Reading Notes Reader Response Journal
	• **(C)** Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance.	HQ2 Literature & Informational Text Continuum Science Ch #12	Independent Reading Conferring Notes Guided Reading Notes
	• **(C)** Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance.	HQ2 Literature & Informational Text Continuum Science Ch #12	Guided Reading Notes Reader Response Journal Writer's Notebook
	• **(C)** Read and understand written directions.	HQ2 Literature & Informational Text Continuum Science Ch #12	Reader Response Journal
Summarizing	• **(C)** Summarize main ideas and supporting details from imaginative texts, both orally	HQ2 Literature & Informational Text	Guided Reading Notes Independent Reading Conferring

	and in writing.	Continuum Science Ch #12	Notes Reader Response Journal
Maintaining Fluency and Adjusting	• **(C)** Read grade-level texts with comprehension and for different purposes.	HQ2 Literature & Informational Continuum Compass Learning	Guided Reading Notes Reader Response Journal
Solving Words	• **(V)** Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.	HQ2 Literature & Informational Continuum	Running Records Guided Reading Notes Independent Conferring Notes
	• **(P)** Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning.	HQ2 Literature & Informational Continuum	Running Records Guided Reading Notes Independent Conferring Notes
	• **(C)** Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning.	HQ2 Literature & Informational Continuum Graphic Organizer (Vocabulary)	Running Records Guided Reading Notes Independent Conferring Notes
Monitoring & Correcting	• **(V)** Identify specific words causing comprehension difficulties in oral or written language.	HQ2 Literature & Informational Continuum	Running Records Guided Reading Notes Independent Conferring Notes
Thinking Beyond Text *Predicting*	• Use details from stories or informational texts to predict or explain relationships between information and events.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Notes Reader Response Journal
Making Connections	• **(F,C)** Connect words and ideas in books to spoken language vocabulary and background knowledge.	HQ2 Literature & Informational Continuum	Reader Response Journal
	• **(V,F,C)** Recognize and share cross-cultural experiences and ideas, and connect with those of others.	HQ2 Literature & Informational Continuum	Guided Reading Notes Reader Response Journal
	• **(C)** Use previous reading and life	HQ2	Guided Reading Notes

	experiences to understand and compare literature.	Literature & Informational Continuum	Independent Reading Conferring Notes Reader Response Journal
Inferring	• **(C)** Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect), fact and opinion, directions, and time sequence).	HQ2 Literature & Informational Continuum Science Graphic Organizer Compass Learning	Guided Reading Notes Independent Reading Conferring Notes Reader Response Journal
	• **(C)** Use knowledge of story structure, story elements, and key vocabulary to interpret stories.	HQ2 Literature & Informational Continuum Compass Learning	Guided Reading Notes Reader Response Journal
Synthesizing	• **(C)** Explain the difference between fact and fiction.	HQ2 Literature & Informational Continuum Compass Learning	Guided Reading Notes Reader Response Journal
Thinking About Text *Analyzing*	• **(C)** Analyze information on the basis of new or prior knowledge and/or personal experiences.	HQ2 Literature & Informational Continuum	Guided Reading Notes Reader Response Journal
	• **(C)** Identify purpose for reading.	HQ2 Literature & Informational Continuum Compass Learning	Guided Reading Notes Reader Response Journal
	• **(C)** Respect the age, gender, social position, and cultural traditions of the writer.	HQ2 Literature & Informational Continuum	Guided Reading Notes Reader Response Journal
Critiquing	• **(C)** Evaluate the content by identifying the author's purpose.	HQ2 Literature & Informational Continuum Compass Learning	Guided Reading Notes Reader Response Journal

	• Identify elements of character, plot, and setting to understand the author's message or intent.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes
WRITING **<u>Craft (Traits)</u>** *Organization* *Idea Development* *Language Use* *Word Choice* *Voice* *Convention*	• Support interpretations and explanations with evidence from text.	HQ2 Literature & Informational Continuum Compass Learning	Reader Response Journal Compass Learning
	• Write interpretive and responsive essays that compare and contrast elements of texts, with assistance.	HQ2 Literature & Informational Continuum Compass Learning Science	Student Writing Samples
	• State a main idea, theme, or opinion and provide supporting details from the text.	HQ2 Literature & Informational Continuum	Reader Response Journal Student Writing Samples Middletown Writing Rubric
	• Produce texts that show development, organization, and effective language.	HQ2 Literature & Informational Continuum	Middletown Writing Rubric
	• Use organizational patterns such as compare/contrast and time/order for expository writing.	HQ2 Literature & Informational Continuum Science Compass Learning	Writing Journal Writing Samples Middletown Writing Rubric
	• Write sentences in logical order and use paragraphs to organize topics.	HQ2 Literature & Informational Continuum Compass Learning	Writing Journal Reading Response Journal
	• Take notes to record data, facts, and ideas, following teacher direction.	HQ2 Literature & Informational Continuum Compass Learning	Writing Journal Reading Response Journal

		Science	
	• Develop an idea within a brief text.	HQ2 Literature & Informational Continuum	Writer's Journal
	• Use relevant examples, reasons, and explanations to support ideas.	HQ2 Literature & Informational Continuum	Writing Samples Reader Response Journal
	• Use, in writing simple, compound sentences, and various parts of speech, including personal pronouns.	HQ2 Literature & Informational Continuum	Writing Samples Reader Response Journal
	• Development original literary texts that use vivid language.	HQ2 Literature & Informational Continuum	Writing Samples Middletown Writing Rubric
	• Use the tone, vocabulary, and sentence structure of informal conversation.	HQ2 Literature & Informational Continuum	Reader Response Journal
	• Use effective vocabulary in expository writing.	HQ2 Literature & Informational Continuum	Writing Samples
	• Capitalize words such as literary titles, holidays, and product names.	HQ2 Literature & Informational Continuum	Reader Response Journal Writing Samples Middletown Writing Rubric
	• Use basic punctuation correctly, such as commas in a series, in simple/compound sentences, and in friendly letters.	HQ2 Literature & Informational Continuum	Reader Response Journal Writing Samples Middletown Writing Rubric
	• Use basic punctuation correctly, such as periods, exclamation points, and question marks.	HQ2 Literature & Informational Continuum	Reader Response Journal Writing Samples Middletown Writing Rubric
	• Spell frequently used words correctly.	Magnetic Letters	Reader Response Journal

		Literacy In Action (Buddy Study)	Writing Samples Middletown Writing Rubric
	• Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing.	HQ2 Literature & Informational Continuum	Reader Response Journal Writing Samples Writer's Notebook
	• Write legibly all uppercase and lowercase cursive letters (second half of the year).	Continuum	Reader Response Journal Writing Samples Writer's Notebook
	• Use resources such as personal experiences and elements from other texts and performances to stimulate own writing.	HQ2 Literature & Informational Continuum	Reader Response Journal Writing Samples Writer's Notebook
	• Write voluntarily for different purposes (e.g., tell stories, share information, give directions).	HQ2 Literature & Informational Continuum	Reader Response Journal Writing Samples Writer's Notebook
LISTENING & SPEAKING			
Listening & Understanding *Social Interaction* *Extended Discussion* *Content*	• Determine a sequence of steps given.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Attend to a listening activity for an extended period of time.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Listen attentively to books read aloud.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Listen attentively for different purposes.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Use age-appropriate vocabulary.	HQ2	Observational Notes

		Literature & Informational Continuum	Oral Response and Retelling
	• Speak in grammatically correct sentences.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Use grade-level vocabulary to communicate orally, ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing).	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Respect the age, gender, social position, and culture of the speaker.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Listen respectfully and responsively.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Respond appropriately to what is heard.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Listen respectfully without interrupting, when others speak.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Respect the age, gender, social position, and cultural traditions of the listener when speaking.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Establish eye contact, when appropriate, to engage the audience.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Speak loudly enough to be heard by the audience.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling

	• Recognize what is relevant and irrelevant for a particular audience.	HQ2 Literature & Informational Continuum	Observational Notes Oral Response and Retelling
	• Communicate ideas in an organized and cohesive manner.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes Observational Checklist
	• Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults).	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes Observational Checklist
	• Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes Observational Checklist
	• Take turns in conversation and respond respectfully when speaking in a group.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes Observational Checklist
	• Identify a conclusion that summarizes the main idea, with assistance.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes Observational Checklist
	• Discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experience.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes
	• Explain cultural and ethnic features in literary texts, with assistance.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes

	• Speak in response to reading of imaginative and informational texts.	HQ2 Literature & Informational Continuum	Guided Reading Notes Independent Reading Conferring Notes

GRADE THREE ELA
MARKING PERIOD 2

HQ2	Literature & Informational	Compass Learning & Science Resources
– Wild Shot's They're My Life – Creature Clicks – Little Grunt and The Big Egg – The Dinosaur's Brunch – Ocean Animals – Family Day – Rosie, A Visiting Dog's Story – A Special Pup – The Stories Julian Tells – A New Best Friend – The Talent Show – Star Time – Centerfield Ballhawk – The Five Senses – Winter, Spring, Summer, Fall – The Speech – Practice Makes Perfect – Ramona Fever – Room to Share – Sayings We Share: Proverbs and Fables – The Lazy Horse – A Visit to the Doctor – It's Raining Cats and Dogs	– My House of the North	CL: Community (fact & opinion, capitalization, expository and narrative writing) CL: Author's Purpose CL: Cause and Effect CL: Fact & Opinion CL: Folktales (main idea, possessive nouns, helping verbs, writing) CL: Interpreting Charts & Graphs CL: Think Aloud – Fiction State Simulation Test 1 CL: Live Odyssey Link S: Summarize – Chapter 12 "Forces and Motion" S: Make Inferences – Chapter 6 "Weather" S: Compare and Contrast – Chapter 7 "Rocks and Soil" S: Cause and Effect – Chapter 5 "Water" S: Sequence – Chapter 8 "Changes on Earth"