

Select Reading Standards for Literature**Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (*interpreted through an artwork)
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (*interpreted through an artwork)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (*interpreted through an artwork)

Select Reading Standards for Informational Text**Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (*interpreted through a photo)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (*interpreted through a photo)

Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic. (*interpreted through a photo)

Speaking and Listening Standards**Comprehension and Collaboration**

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.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (N/A)
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
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.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

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.
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. (N/A)
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 on pages 28 and 29 for specific expectations.)

Discussions4Learning Theme 1: Things We See and Use

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
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Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (N/A)
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs (and choose between them depending on what is to be modified.)* (N/A)
 - h. Use coordinating and subordinating conjunctions. (N/A)
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written standard English. (N/A)

Vocabulary Acquisition and Use

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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase. (*interpreted through an image)
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (*interpreted through an image)
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (*interpreted through an image)
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (N/A)
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
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.*)

Select Reading Standards for Literature

Key Ideas and Details

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3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (*interpreted through an artwork)

Craft and Structure

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Select Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (*interpreted through a photo)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (*interpreted through a photo)

Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic. (*interpreted through a photo)

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Comprehension and Collaboration

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 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, (and choose between them depending on what is to be modified.)* (N/A)
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written standard English. (N/A)

Vocabulary Acquisition and Use

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.
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 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (*interpreted through an image)
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (*interpreted through an image)
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (N/A)
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (N/A)
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.*)

Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
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Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (*interpreted through an artwork)

Select Reading Standards for Informational Text**Key Ideas and Details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (*interpreted through a photo)

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (*interpreted through a photo)

Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic. (*interpreted through a photo)

Speaking and Listening Standards**Comprehension and Collaboration**

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Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18							
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 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, (and choose between them depending on what is to be modified.)* (N/A)
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)* (N/A)
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Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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Craft and Structure

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Select Reading Standards for Informational Text

Key Ideas and Details

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Integration of Knowledge and Ideas

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Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
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 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written standard English. (N/A)

Vocabulary Acquisition and Use

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.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase. (*interpreted through an image)
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (*interpreted through an image)
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (*interpreted through an image)
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (N/A)
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (N/A)
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.*)

Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
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