

Texas' English Language Arts Standards – Third Grade

Reading: Foundational Language Skills

Knowledge and skills	Spalding Teacher's Guide	Comments	Spalding Resource Center
		*WRTR 6 <sup>th</sup> Revised Edition	
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;	<u>Planning Section</u> p. 73 Comprehension #1-5 ( <i>teach and practice</i> ) <u>Delivering Section</u> p. 86-89 ( <i>teach</i> )	<b>Listen actively</b> p. 96 Delivering Integrated Writing Instruction ( <i>teach</i> ) <b>Ask relevant questions</b> p. 173 last paragraph regarding reading comprehension strategies continued on page 174 ( <i>teach</i> ) p. 27 Aligning Questions and Responses to Each Objective: Examples ( <i>teach</i> ) <b>Make pertinent comments</b> p. 35 Articulation and Reflection ( <i>teach</i> )	Downloadable > All Grades > Collins Model of Instruction ( <i>teach</i> )
(B) follow, restate, and give oral instructions that	<b>Follow</b> <u>Delivering Section</u> p. 6 ( <i>teach and practice</i> )	<b>Follow instructions</b> p. 181 Attention Management continued on p. 182 ( <i>teach</i> )	

<p>involve a series of related sequences of action;</p>	<p>p. 24-25 (<i>teach and practice</i>)  p. 40-41 (<i>teach and practice</i>)  <b>Restate</b>  <u>Delivering Section</u>  p. 8 (<i>teach and practice</i>)  p. 10-12 (<i>teach and practice</i>)  p. 34 (<i>teach and practice</i>)  p. 38 (<i>teach and practice</i>)  p. 40-41 (<i>teach and practice</i>)  p. 44 (<i>teach and practice</i>)  p. 48 (<i>teach and practice</i>)  p. 52 (<i>teach and practice</i>)  p. 55 (<i>teach and practice</i>)  p. 59 (<i>teach and practice</i>)  p. 63 (<i>teach and practice</i>)  p. 66 (<i>teach and practice</i>)  p. 70 (<i>teach and practice</i>)  p. 74 (<i>teach and practice</i>)  p. 77 (<i>teach and practice</i>)  p. 81 (<i>teach and practice</i>)  p. 85 (<i>teach and practice</i>)  p. 89 (<i>teach and practice</i>)  <b>Give</b>  <u>Delivering Section</u>  p. 20 (<i>teach and practice</i>)  p. 27-28 (<i>teach and practice</i>)</p>	<p><b>Restate instructions</b> p. 184  Articulation (<i>teach</i>)  <b>Give oral instructions</b> p. 184  Articulation (<i>teach</i>)</p>	
<p>(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language</p>	<p><u>Delivering Section</u>  Fluent and Expressive Reading Procedures p. 84-85 (<i>teach</i>)</p>		<p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms &amp; Analyses &gt; Oral Presentation Rubric (<i>practice</i>)</p> <p>Teacher's Guides &gt; Third Grade  Teacher's Guides &gt; Oral Reading</p>

<p>to communicate ideas effectively</p>			<p>Fluency Manual p. 348-349 (<i>teach and practice</i>)</p> <p><b>Employing speaking rate</b>  Teacher's Guides &gt; Third Grade  Teacher's Guides &gt; Oral Reading  Fluency Manual p. 202 Weekly  Expressive Reading Focus  Pacing/Tempo (<i>teach and practice</i>)</p> <p><b>Employing volume</b>  Teacher's Guides &gt; Third Grade  Teacher's Guides &gt; Oral Reading  Fluency Manual p. 202 Weekly  Expressive Reading Focus  Intonation (<i>teach and practice</i>)</p> <p><b>Employing enunciation</b>  Teacher's Guides &gt; Third Grade  Teacher's Guides &gt; Oral Reading  Fluency Manual p. 202 Weekly  Expressive Reading Focus  Enunciation/Stress (<i>teach and practice</i>)</p> <p><b>Employing the conventions of language</b>  Teacher's Guides &gt; Third Grade  Teacher's Guides &gt; Oral Reading  Fluency Manual p. 202 Weekly  Expressive Reading Focus Phrasing  (<i>teach and practice</i>)</p>
---	--	--	---

<p>(D) work collaboratively with others by following agreed upon rules, norms, and protocols</p>			<p>Downloadable All Grades &gt; Writing &gt; Group Project Organizer Template &amp; Group Project Organizer Example</p> <p><i>(Teach and Practice)</i></p>
<p>E) develop social communication such as conversing politely in all situations</p>		<p>p. 35 Articulation and Reflection <i>(teach)</i></p>	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>			

<p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding multisyllabic words with multiple sound spelling patterns such as eigh, ough, and en;</p> <p>(ii) decoding multisyllabic words with closed syllables;</p> <p>open syllables; VCe syllables; vowel teams, including</p> <p>digraphs and diphthongs; r-controlled syllables; and final</p> <p>stable syllables;</p> <p>(iii) decoding compound words, contractions, and</p>	<p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns</b>  <u>Planning Section</u>  p. 76 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns</b>  <u>Planning Section</u>  p. 76 High Frequency Vocabulary #5 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables</b>  <u>Planning Section</u>  p. 62 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding multisyllabic words with closed syllables</b>  <u>Planning Section</u>  p. 62 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with open syllables</b>  <u>Planning Section</u>  p. 66 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p>	<p>p. 170 Orthographic Unit Recognition (<i>teach</i>)  p. 220-223 Rules of Pronunciation, Spelling, and Language (<i>teach</i>)  p. 172 Spatial Placement (<i>teach</i>)</p> <p><b>Decoding words with syllable patterns</b>  p. 225-226 (<i>teach</i>)</p> <p><b>Decoding words with prefixes and suffixes</b>  p. 224 Morphology (<i>teach</i>)</p> <p><b>Identifying high frequency words</b>  p. 172 Lexical Subprocess (Vocabulary) (<i>teach</i>)  p. 252 first two paragraphs (<i>teach</i>)</p> <p><b>Reading high frequency words</b>  p. 152 Reading for Spelling and Reading for Reading (<i>teach</i>)</p> <p>Spelling/Vocabulary High Frequency Word List p. 252-394</p>	<p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Syllable Division Patterns Chart &amp; Worksheet (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Activities (<i>practice</i>)</p> <p><b>Closed Syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p><b>Open Syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 2 (<i>teach and practice</i>)</p> <p><b>VCE</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 3 (<i>teach and practice</i>)</p> <p><b>Final stable syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 4 (<i>teach and practice</i>)</p> <p><b>Compound word</b></p>
---	---	--	--

<p>abbreviations;</p> <p>(iv) decoding words using knowledge of syllable division</p> <p>patterns such as VCCV, VCV, and VCCCV with accent</p> <p>shifts;</p> <p>(v) decoding words using knowledge of prefixes;</p> <p>(vi) decoding words using knowledge of suffixes, including</p> <p>how they can change base words such as dropping e,</p> <p>changing y to i, and doubling final consonants; and</p>	<p><b>Apply phonetic knowledge by decoding multisyllabic words with open syllables</b>  <u>Planning Section</u>  p. 66 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables</b>  <u>Planning Section</u>  p. 68 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding multisyllabic words with VCe syllables</b>  <u>Planning Section</u>  p. 68 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #5 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 7 (<i>teach and practice</i>)</p> <p><b>Advanced knowledge of syllable division</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 14-33 (<i>teach and practice</i>)</p> <p><b>Decoding words using knowledge of prefixes</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 11 (<i>teach and practice</i>)</p> <p><b>Suffixes</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 11 (<i>teach and practice</i>)</p> <p><b>Identifying high-frequency words</b>  Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Construction Model Lesson Template (<i>teach</i>)  Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence</p>
---	---	--	--

<p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #3-4 (<i>teach</i> and <i>practice</i>)</p> <p><b>Apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #3-4 (<i>teach</i> and <i>practice</i>)</p> <p><b>Apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables</b>  <u>Planning Section</u></p>		<p>Sample Model Lesson Template (<i>teach</i>)</p> <p><b>Identifying and Reading high-frequency words</b>  Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Decoding Assessment and Resources (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Construction Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Sample Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginning Fluency Practice (<i>practice</i>)</p>
--	---	--	--

	<p>p. 70 High Frequency Vocabulary #3-4 (<i>teach</i> and <i>practice</i>) <b>Apply phonetic knowledge by decoding multisyllabic words with final stable syllables</b> <u>Planning Section</u></p> <p>p. 70 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>) <b>Demonstrate phonetic knowledge by decoding compound words</b> <u>Planning Section</u></p> <p>p. 76 High Frequency Vocabulary #3-4 (<i>teach</i> and <i>practice</i>) <b>Apply phonetic knowledge by decoding compound Words</b> <u>Planning Section</u></p> <p>p. 76 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>) <b>Demonstrate phonetic knowledge by decoding contractions</b> <u>Planning Section</u></p> <p>p. 86 Sentence Construction with Vocabulary Development #5 (<i>teach</i> and <i>practice</i>) <b>Apply phonetic knowledge by decoding contractions</b> <u>Planning Section</u></p> <p>p. 90 Sentence Construction with Vocabulary Development #7 (<i>teach</i> and <i>practice</i>)</p>		
--	---	--	--



	<p><b>Demonstrate phonetic knowledge by decoding abbreviations</b> <u>Planning Section</u> p. 74 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding abbreviations</b> <u>Planning Section</u> p. 74 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns</b> <u>Planning Section</u> p. 80 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by decoding words using knowledge of syllable division patterns</b> <u>Planning Section</u> p. 80 High Frequency Vocabulary #5 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by decoding words using knowledge of prefixes</b> <u>Planning Section</u> p. 78 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)</p>		
--	---	--	--

	<p>p. 108 Sentence Construction with Vocabulary Development #5-6 <i>(teach and practice)</i></p> <p><b>Apply phonetic knowledge by decoding words using knowledge of prefixes</b></p> <p><u>Planning Section</u></p> <p>p. 78 High Frequency Vocabulary #5 <i>(teach and practice)</i></p> <p>p. 84 Sentence Construction with Vocabulary Development #5-6 <i>(teach and practice)</i></p> <p><b>Demonstrate phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words</b></p> <p><u>Planning Section</u></p> <p>p. 72 High Frequency Vocabulary #3-4 <i>(teach and practice)</i></p> <p>p. 72 Sentence Construction with Vocabulary Development #2-4 <i>(teach and practice)</i></p> <p><b>Apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words</b></p> <p><u>Planning Section</u></p> <p>p. 72 High Frequency Vocabulary #5 <i>(teach and practice)</i></p> <p>p. 106 Sentence Construction with Vocabulary Development #2-5 <i>(teach and practice)</i></p>		
--	---	--	--

	<p><b>Demonstrate phonetic knowledge by identifying high-frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Word Practice (Read for Spelling and for Reading) High Frequency Objectives #1-2 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by identifying high-frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Word Practice (Read for Spelling and for Reading) High Frequency Objectives #1-2 (<i>teach and practice</i>)</p> <p><b>Demonstrate phonetic knowledge by reading high frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Word Practice (Read for Spelling and for Reading) High Frequency Objectives #1-2 (<i>teach and practice</i>)</p> <p><b>Apply phonetic knowledge by reading high frequency words from a research-based list</b></p>		
--	---	--	--

	<p><b>Planning Section</b> Daily High Frequency Word Practice (Read for Spelling and for Reading) High Frequency Objectives #1-2 (<i>teach</i> and <i>practice</i>)</p>		
--	---	--	--

<p>(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>1. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>2. spelling homophones;</li> <li>3. spelling multisyllabic words with multiple sound-spelling patterns;</li> <li>4. spelling words using advanced knowledge of syllable division patterns;</li> <li>5. spelling words using knowledge of prefixes; and</li> <li>6. spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</li> </ul>	<p><b>Demonstrate spelling knowledge by spelling multisyllabic words with closed syllables</b>  <u>Planning Section</u>  p. 62 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by spelling multisyllabic words with closed syllables</b>  <u>Planning Section</u>  p. 62 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by spelling multisyllabic words with open syllables</b>  <u>Planning Section</u>  p. 66 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by spelling multisyllabic words with open syllables</b>  <u>Planning Section</u>  p. 66 High Frequency Vocabulary #6 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables</b>  <u>Planning Section</u>  p. 68 High Frequency Vocabulary #4-5 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by spelling multisyllabic words with VCe syllables</b>  <u>Planning Section</u></p>	<p>p. 170 Orthographic Unit Recognition (<i>teach</i>)  p. 220-223 Rules of Pronunciation, Spelling, and Language (<i>teach</i>)  p. 172 Spatial Placement (<i>teach</i>)</p> <p><b>Decoding words with syllable patterns</b>  p. 225-226 (<i>teach</i>)</p> <p><b>Decoding words with prefixes and suffixes</b>  p. 224 Morphology (<i>teach</i>)</p> <p><b>Identifying high frequency words</b>  p. 172 Lexical Subprocess (Vocabulary) (<i>teach</i>)  p. 252 first two paragraphs (<i>teach</i>)</p> <p><b>Reading high frequency words</b>  p. 152 Reading for Spelling and Reading for Reading (<i>teach</i>)</p> <p>Spelling/Vocabulary High Frequency Word List p. 252-394</p>	<p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Syllable Division Patterns Chart &amp; Worksheet (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Activities (<i>practice</i>)</p> <p><b>Closed Syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 1 (<i>teach and practice</i>)</p> <p><b>Open Syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 2 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 01 &gt; Spelling &gt; G3D2HFV356 (<i>practice</i>)</p> <p><b>VCE</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide p. 3 (<i>teach and practice</i>)</p> <p><b>Final stable syllables</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication</p>
--	---	--	--

	<p>p. 68 High Frequency Vocabulary #6 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)  <b>Apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #5 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)  <b>Apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs</b>  <u>Planning Section</u>  p. 74 High Frequency Vocabulary #5 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables</b>  <u>Planning Section</u></p>		<p>Pacing Guide p. 4 (<i>teach and practice</i>)</p> <p><b>Compound word</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication  Pacing Guide p. 7 (<i>teach and practice</i>)</p> <p><b>Advanced knowledge of syllable division</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication  Pacing Guide p. 14-33 (<i>teach and practice</i>)</p> <p><b>Decoding words using knowledge of prefixes</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication  Pacing Guide p. 11 (<i>teach and practice</i>)</p> <p><b>Suffixes</b>  Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication  Pacing Guide p. 11 (<i>teach and practice</i>)</p> <p><b>Identifying high-frequency words</b>  Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence</p>
--	---	--	---

	<p>p. 74 High Frequency Vocabulary #3-4 (<i>teach</i> and <i>practice</i>)  <b>Apply spelling knowledge by spelling multisyllabic words with r-controlled syllables</b>  <u>Planning Section</u></p> <p>p. 74 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>)  <b>Demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables</b>  <u>Planning Section</u></p> <p>p. 70 High Frequency Vocabulary #3-4 (<i>teach</i> and <i>practice</i>)  <b>Apply spelling knowledge by spelling multisyllabic words with final stable syllables</b>  <u>Planning Section</u></p> <p>p. 70 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>)  <b>Demonstrate spelling knowledge by spelling compound words</b>  <u>Planning Section</u></p> <p>p. 76 High Frequency Vocabulary #3-4 (<i>teach</i> and <i>practice</i>)  <b>Apply spelling knowledge by spelling compound words</b>  <u>Planning Section</u></p> <p>p. 76 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>)  <b>Demonstrate spelling knowledge by spelling</b></p>		<p>Construction Model Lesson Template (<i>teach</i>)  Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Sample Model Lesson Template (<i>teach</i>)</p> <p><b>Identifying and Reading high-frequency words</b>  Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Decoding Assessment and Resources (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Construction Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Sentence Construction with High Frequency Vocabulary &gt; Sentence Sample Coach Lesson Template (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginning Fluency Practice (<i>practice</i>)</p>
--	--	--	--

	<p><b>contractions</b>  <u>Planning Section</u>  p. 86 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by spelling contractions</b>  <u>Planning Section</u>  p. 90 Sentence Construction with Vocabulary Development #7 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by spelling abbreviations</b>  <u>Planning Section</u>  p. 74 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by spelling abbreviations</b>  <u>Planning Section</u>  p. 74 Sentence Construction with Vocabulary Development #2 (<i>teach and practice</i>)</p> <p><b>Demonstrate spelling knowledge by spelling words using knowledge of syllable division patterns</b>  <u>Planning Section</u>  p. 80 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by spelling words using knowledge of syllable division patterns</b></p>		<p>Downloadable &gt; All Grades &gt; Intervention and Enrichment &gt; Beginner Readers (<i>practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 6 &gt; Spelling &gt; G3W6HFV4_5 (<i>practice</i>)</p>
--	---	--	---



	<p><u>Planning Section</u>  p. 80 High Frequency Vocabulary #5 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by spelling words using knowledge of prefixes</b>  <u>Planning Section</u>  p. 78 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)  p. 108 Sentence Construction with Vocabulary Development #5-6 (<i>teach and practice</i>)  <b>Apply spelling knowledge by spelling words using knowledge of prefixes</b>  <u>Planning Section</u>  p. 78 High Frequency Vocabulary #5 (<i>teach and practice</i>)  p. 84 Sentence Construction with Vocabulary Development #5-6 (<i>teach and practice</i>)  <b>Demonstrate spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words</b>  <u>Planning Section</u>  p. 72 High Frequency Vocabulary #3-4 (<i>teach and practice</i>)  p. 72 Sentence Construction with Vocabulary Development #2-4 (<i>teach and practice</i>)  <b>Apply spelling knowledge by spelling words using knowledge of suffixes, including how they</b></p>		
--	--	--	--

	<p><b>can change base words</b> <u>Planning Section</u> p. 72 High Frequency Vocabulary #5 (<i>teach</i> and <i>practice</i>) p. 106 Sentence Construction with Vocabulary Development #2-5 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by identifying high-frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Word Practice (Read for Spelling and for Reading) High Frequency Objectives #1-2 (<i>teach</i> and <i>practice</i>)</p> <p><b>Apply spelling knowledge by identifying high-frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Word Practice (Read for Spelling and for Reading) High Frequency Objectives #1-2 (<i>teach</i> and <i>practice</i>)</p> <p><b>Demonstrate spelling knowledge by reading high frequency words from a research-based list</b> <u>Planning Section</u> Daily High Frequency Word Practice (Read for Spelling and for Reading) High Frequency</p>		
--	--	--	--

	<p>Objectives #1-2 (<i>teach and practice</i>)</p> <p><b>Apply spelling knowledge by reading high frequency words from a research-based list</b></p> <p><u>Planning Section</u></p> <p>Daily High Frequency Word Practice (Read for Spelling and for Reading) High Frequency</p> <p>Objectives #1-2 (<i>teach and practice</i>)</p>		
--	---	--	--

(C) alphabetize a series of words to the third letter

**Planning Section**

p. 70 Sentence Construction with High Frequency Vocabulary #2  
(*practice*)

p. 62 Sentence Construction with High Frequency Vocabulary #4  
(*teach and practice*)

<p>(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words</p>	<p><b>Planning Section</b>  p. 70 Systematic Phonics #3 (<i>teach and practice</i>)  p. 64 Systematic Phonics #5 (<i>teach and practice</i>)</p>	<p>p. 47 Instructional Strategy #6</p> <p>p. 66 Introducing Cursive Lowercase Handwriting, Grade-Level Sequence, and Instructional Strategies continued until p. 75 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Phonogram Introduction with Handwriting &gt; PI Overview &amp; Procedures (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Phonogram Introduction with Handwriting &gt; Additional Phonograms Introduction with Cursive Handwriting Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Capital Letters Dialogue &gt; Cursive Handwriting Capital Letters Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Written Phonogram Review &gt; Handwriting Focus Procedures &amp; Signs &gt; Handwriting Focus Signs Cursive (<i>teach</i>)</p>
<p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary</p>			

expressively. The student is expected to:			
(A) use print or digital resources to determine meaning, syllabication, and pronunciation;	<p><b>Meaning</b>  <u>Planning Section</u>  Daily Sentence Construction Objective #1 (<i>teach and practice</i>) i.e., p. 54 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)  <u>Delivering Section</u>  p. 39-44 (<i>teach and practice</i>)</p> <p><b>Syllabication</b>  <u>Delivering Section</u>  p. 33-38 (<i>teach and practice</i>)  <u>Planning Section</u>  Daily High Frequency Vocabulary Objectives (<i>teach and practice</i>) i.e., p. 62 High Frequency Vocabulary #1-6 (<i>teach and practice</i>)</p> <p><b>Pronunciation</b>  <u>Delivering Section</u>  p. 23-38 (<i>teach and practice</i>)  <u>Planning Section</u>  Daily High Frequency Vocabulary Objectives (<i>teach and practice</i>) i.e., p. 70 High Frequency Vocabulary #1-5 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Word Analysis &gt; Third Grade Syllabication Pacing Guide (<i>teach and practice</i>)</p>
(B) use context within and beyond a sentence to determine the meaning of	<p><b>Within a sentence—unfamiliar</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)</p>	p. 174 Last two paragraphs ( <i>teach</i> )	

<p>unfamiliar words and multiple meaning words</p>	<p><u>Planning Section</u>  p. 71 Comprehension #1-5 (<i>teach and practice</i>)  <b>Within a sentence—multiple meanings</b>  p. 58 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)  p. 56 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)  <b>Beyond a sentence—unfamiliar</b>  <u>Planning Section</u>  p. 79 Comprehension # 1-5 (<i>teach and practice</i>)  <b>Beyond a sentence—multiple meanings</b>  p. 73 Comprehension # 1-5 (<i>teach and practice</i>)  p. 62 Sentence Construction with Vocabulary Development #1 (<i>teach and practice</i>)</p>		
<p>(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</p>	<p><b>Identify</b>  <u>Planning Section</u>  p. 45 Writing Skills Trace (<i>teach</i>)  p. 60 Sentence Construction with Vocabulary Development #3 (<i>teach and practice</i>)  p. 70 Sentence Construction with Vocabulary Development #5 (<i>teach and practice</i>)</p>	<p>p. 15 English Spelling, Pronunciation, and Language Rules (<i>teach</i>)</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: General Resources &gt; Spelling &gt; 3<sup>rd</sup> Grade Prefix-Suffix Chart</p>

	<p><b>Use</b>  <u>Planning Section</u>  p. 45 Writing Skills Trace (<i>teach</i>)  p. 106 Sentence Construction with Vocabulary Development #2-7 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 18 &gt; Writing &gt; G3W18SCV2 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 20 &gt; Writing &gt; G3W20SCV2 (<i>teach and practice</i>)</p>
<p>(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text</p>	<p><u>Delivering Section</u>  p. 44  <b>Idioms</b>  <u>Planning Section</u>  p. 103 Literary Appreciation/Fluency #2-3 (<i>teach and practice</i>)</p>	<p>p. 102 Word Meaning (<i>teach</i>)  p. 306 example for instruction: pair (two), pear (eat), pare (cut) (<i>teach</i>)  <b>Homophones</b>  Daily High Frequency Vocabulary Objectives paired with daily Sentence Construction with Vocabulary Development Objective #1 paired with Spelling/Vocabulary list  i.e., p. 312 eight/ate, p. 313 weather/whether, p. 319 waist/waste  <b>Homographs</b>  Daily High Frequency Vocabulary Objectives paired with daily Sentence Construction with Vocabulary Development Objective #1 paired with Spelling/Vocabulary list  i.e., p. 325 excuse/excuse, p. 328 progress/progress</p>	<p><b>Idioms</b></p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 21 &gt; Writing &gt; G3W21SCV6 (<i>teach and practice</i>)</p>



<p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p><u>Delivering Section</u> p. 82-85 (<i>teach</i>) <u>Planning Section</u> Daily Literary Appreciation/Fluency Practice Objectives i.e., p. 59 LA/F #1 (<i>teach and practice</i>)</p>	<p>p. 21 Fluent and Expressive Reading (<i>teach</i>) p. 175 Text Fluency and Decodable Books (<i>teach</i>) p. 135 Fluent and Expressive Reading (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, &amp; Analyses &gt; Fluent and Expressive Reading Checklist (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, &amp; Analyses &gt; Practicing and Assessing Fluency Forms (<i>teach</i>)</p> <p><b>Appropriate rate</b></p> <p>Teacher's Guides &gt; Third Grade Teacher's Guides &gt; Oral Reading Fluency Manual p. 202 Weekly Expressive Reading Focus Pacing/Tempo (<i>teach and practice</i>)</p> <p><b>Appropriate accuracy</b></p> <p>Teacher's Guides &gt; Third Grade Teacher's Guides &gt; Oral Reading Fluency Manual p. 13-15 (<i>teach and practice</i>)</p> <p><b>Appropriate prosody</b></p> <p>Teacher's Guides &gt; Third Grade Teacher's Guides &gt; Oral Reading</p>
---	--	--	---

			Fluency Manual p. 202 Weekly Expressive Reading Focus Enunciation/Stress ( <i>teach</i> and <i>practice</i> )
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	<u>Delivering Section</u> p. 75-81 ( <i>teach</i> ) <u>Planning Section</u> p. 99 Comprehension #1 ( <i>teach</i> ) and ( <i>practice</i> )	<b>Read independently</b> p. 21 Fluent and Expressive Reading ( <i>teach</i> )	<b>Self-select text</b> Downloadable > Third Grade: General Resources > Reading > 3 <sup>rd</sup> Grade Fluency Recommended Literature List ( <i>teach</i> )
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			

<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p><b>Assigned</b>  <u>Planning Section</u>  p. 18 Framework for Designing Lessons (<i>teach</i>)  p. 53 Text Structure #1-7 (<i>teach and practice</i>)  <b>Self-Selected</b>  <u>Planning Section</u>  p. 10 Fluency: Literary Appreciation (<i>teach</i>)</p>	<p>p. 20 Reading: What to Teach, Literary Appreciation, and Attributes of Fine Literature (<i>teach</i>)</p>	<p><b>Assigned</b></p> <p>Teacher’s Guides &gt; Practicing and Assessing Comprehension Guides (<i>teach and practice</i>)</p>
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p><b>Before reading to deepen understanding</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  Daily Comprehension Objectives i.e., p. 79 Comprehension #1-5 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)  p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p> <p><b>After Reading</b></p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 10 &gt; Reading &gt; G3W10LAF2_6 (<i>teach and practice</i>)</p>

<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><b>Make predictions using text features</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 69 Comprehension # 1-6 (<i>teach</i> and <i>practice</i>)  <u>Planning Section</u>  <b>Make predictions using characteristics of genre</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  p. 71 Comprehension #1-5 (<i>teach</i> and <i>practice</i>)  <b>Make predictions using structures</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. p. 67 Text Structure #1-8 (<i>teach</i> and <i>practice</i>)  <b>Correct or confirm predictions using text features</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  p. 73 Text Structure #1-3 (<i>teach</i> and <i>practice</i>)  <b>Correct or confirm predictions using characteristics of genre</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 91 Comprehension #1-4 (<i>teach</i> and <i>practice</i>)</p>	<p>p. 21 Text structure continued on p. 22</p> <p>p. 145-148</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
---	--	--	---

	<p><b>Correct or confirm predictions using structures</b>  <u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  p. 63 Text Structure #1-7 (<i>teach and practice</i>)</p>		
(D) create mental images to deepen understanding;	<p><u>Planning Section</u>  p. 53 Literary Appreciation/Fluency #2 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 1 &gt; Reading &gt; G3D1LAF2_6 p.4 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 29 &gt; Reading &gt; G3W29MA2_3 (<i>teach and practice</i>)</p>
(E) make connections to personal experiences, ideas in other texts, and society;	<p><u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <b>Personal experiences</b>  <u>Planning Section</u>  p. 71 Comprehension #1-3 (<i>teach and practice</i>)  <b>Ideas in other texts</b>  p. 79 Composition #1 (<i>teach and practice</i>)  <b>Society</b>  p. 77 Comprehension #3 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
(F) make inferences and use evidence to support understanding;	<p><u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <b>Make inferences</b>  <u>Planning Section</u>  p. 87 Comprehension #1-2 (<i>practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23 (<i>teach</i>)</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade Resources &gt; Third Grade: Week 02 &gt; Reading &gt; G3W2TS6_7LAF9 (<i>teach and practice</i>)</p>

	<p>p. 55 Literary Appreciation/Fluency #1-4 (<i>teach and practice</i>)</p> <p><b>Use evidence</b></p> <p>p. 79 Comprehension #1-5 (<i>teach and practice</i>)</p> <p>p. 83 Literary Appreciation/Fluency #7 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
(G) evaluate details read to determine key ideas;	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 79 Comprehension #1-4 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
(H) synthesize information to create new understanding; and	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p> <p><u>Planning Section</u></p> <p>p. 79 Composition #1 (<i>teach and practice</i>)</p> <p>p. 109 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 17 &gt; Reading &gt; G3W17C1 (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt;</p>

			<p>Informative Compare/Contrast PDF (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 3 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading</p>
(I) monitor comprehension and make adjustments when understanding breaks down.	<p><b>Monitor comprehension</b> <u>Planning Section</u> p. 69 Comprehension #1-6 (<i>teach and practice</i>)</p> <p><b>Make adjustments</b> <u>Planning Section</u> p. 75 Comprehension #1-6 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an			

increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
(A) describe personal connections to a variety of sources, including self-selected texts;	<u>Planning Section</u> p. 77 Comprehension 1-5 ( <i>teach and practice</i> )	p. 22 Mental actions continued on p. 23 ( <i>teach</i> )	Downloadable > 3 <sup>rd</sup> Grade > Third Grade: Week 28 > G3W28MA2_3
(B) write a response to a literary or informational text that demonstrates an understanding of a text	<u>Planning Section</u> p. 125 Composition #2 ( <i>teach and practice</i> ) p. 109 Composition #1 ( <i>teach and practice</i> ) p. 95 Composition #1 ( <i>teach and practice</i> )		Downloadable > All Grades > Graphic Organizers > Writing > Informative Compare-Contrast ( <i>practice</i> )  Downloadable > 3 <sup>rd</sup> Grade > Third Grade: Week 27 > Reading > G3W27LAF1_2 ( <i>practice</i> )
(C) use text evidence to support an appropriate response;	<u>Planning Section</u> p. 92 Composition #1 ( <i>teach and practice</i> ) p. 87 Composition #1 ( <i>teach and practice</i> ) p. 83 Composition #1 ( <i>teach and practice</i> ) p. 101 Composition #2 ( <i>teach and practice</i> )	p. 22 Mental actions continued on p. 23 ( <i>teach</i> )	Downloadable > 3 <sup>rd</sup> Grade > Third Grade: Week 02 > Reading > G3W2LAF9 ( <i>teach and practice</i> )



<p>(D) retell and paraphrase texts in ways that maintain meaning and logical order</p>	<p><b>Retell maintain meaning</b>  <u>Planning Section</u>  p. 81 Composition #1 (<i>teach and practice</i>)  <b>Retell maintain logical order</b>  p. 99 Composition #1 (<i>teach and practice</i>)  <b>Paraphrase maintain meaning</b>  p. 105 Composition #1 (<i>teach and practice</i>)  p. 105 Comprehension #1 (<i>teach and practice</i>)  p. 121 Composition #2 (<i>teach and practice</i>)  <b>Paraphrase logical order</b>  p. 110 Composition #1 (<i>teach and practice</i>)  p. 111 Comprehension #1-2 (<i>teach and practice</i>)</p>	<p>p. 22 Mental actions continued on p. 23</p> <p>p. 145-148 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sentence Starters (<i>practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Reading &gt; 5 Mental Actions Sample Model Dialogue (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Reading (<i>practice</i>)</p>
<p>(E) interact with sources in meaningful ways</p>	<p><u>Delivering Section</u>  p. 86-89 (<i>teach</i>)  <u>Planning Section</u>  p. 115 Comprehension #1 (<i>teach and practice</i>)  p. 127 Comprehension #1-6  p. 93 Comprehension #4 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 10 &gt; Reading &gt; G3W10LAF2_6 (<i>practice</i>)</p>
<p>(F) respond using newly acquired vocabulary as appropriate; and</p>	<p><u>Delivering Section</u></p> <p>p. 86-89 (<i>teach</i>)</p>	<p>p. 96 Teaching Sentence Construction with Vocabulary Development and Word Usage (<i>teach</i>)</p>	

	<p><u>Planning Section</u></p> <p>Daily Sentence Construction with High Frequency Vocabulary Objective #1 (<i>teach and practice</i>)</p>		
(G) discuss specific ideas in the text that are important to the meaning.	<p><u>Planning Section</u></p> <p>p. 107 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)</p> <p>p. 81 Literary Appreciation/Fluency #2-6 (<i>teach and practice</i>)</p>	p. 22 Mental actions continued on p. 23 ( <i>teach</i> )	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			

<p>(A) infer the theme of a work, distinguishing theme from topic</p>	<p><b>Planning Section</b> p. 67 Text Structure #7-8 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	
<p>(B) explain the relationships among the major and minor characters</p>	<p><b>Planning Section</b> p. 113 Literary Appreciation/Fluency #2 (<i>teach and practice</i>) p. 77 Literary Appreciation/Fluency #3 (<i>teach and practice</i>) p. 64 Literary Appreciation/Fluency #4-5, 8-9 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	
<p>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution</p>	<p><b>Sequence of events</b> <b>Planning Section</b> p. 113 Literary Appreciation/Fluency #4 (<i>teach and practice</i>) p. 115 Literary Appreciation/Fluency #3 (<i>teach and practice</i>) <b>Conflict</b> p. 115 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>) <b>Resolution</b> p. 121 Literary Appreciation/Fluency #3 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 01 &gt; Reading &gt; G3D1-5W2LAF1-8 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 03 &gt; Reading &gt; G3W2TS6-7LAF9 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 05 &gt; Reading &gt; G3W5LAF2-7 (<i>teach and practice</i>)</p>
<p>(D) explain the influence of the setting on the plot</p>	<p><b>Planning Section</b> p. 83 Literary Appreciation/Fluency #4 (<i>teach and practice</i>)</p>	<p>p. 21 Expanding Understanding of Narrative Elements (<i>teach</i>)</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 05 &gt; Reading &gt;</p>

			<p>G3W5LAF2-7 p.4 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 11 &gt; Reading &gt; G3W11LAF2-6 p.3 (<i>teach and practice</i>)</p>
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>			
<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as</p>	<p><u>Planning Section</u>  p. 63 Text Structure #1-7 (<i>teach and practice</i>)  p. 64 Literary Appreciation/Fluency #9 (<i>teach and practice</i>)  p. 53 Text Structure #7 (<i>teach and practice</i>)</p>		

<p>folktales, fables, fairy tales, legends, and myths</p>	<p>p. 113 Literary Appreciation/Fluency #6-7 (<i>teach and practice</i>)</p>		
<p>(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems</p>	<p><b>Rhyme scheme</b>  p. 124 Composition #1 (<i>teach and practice</i>)  p. 120 Composition #1 (<i>teach and practice</i>)  <b>Sound devices</b>  <u>Planning Section</u>  p. 107 Literary Appreciation/Fluency #2-4 (<i>teach and practice</i>)  p. 111 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>)  <b>Structural elements</b>  p. 118 Composition #1 (<i>teach and practice</i>)  p. 116 Composition #1 (<i>teach and practice</i>)</p>		
<p>(C) discuss elements of drama such as characters, dialogue, setting, and acts</p>			<p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Reading &gt; Characteristics of Drama</p> <p>(<i>Teach and Practice</i>)</p>
<p>i.(D) recognize characteristics and structures of informational text, including: (i) the central</p>	<p><b>Characteristics including central idea</b>  <u>Planning Section</u>  p. 57 Text Structure #2-5 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 28 &gt; Reading &gt; G3W28MA2-3 (<i>teach and practice</i>)</p>

<p>idea with supporting evidence; (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and (iii) organizational patterns such as cause and effect and problem and solution</p>	<p><b>Characteristics including features to support understanding</b>  <u>Planning Section</u>  p. 59 Text Structure #2-5 (<i>teach and practice</i>)</p> <p><b>Characteristics including organizational patterns</b>  <u>Planning Section</u>  p. 79 Comprehension #5 (<i>teach and practice</i>)</p> <p><b>Structures including central idea</b>  <u>Planning Section</u>  p. 61 Text Structure #1-3 <i>teach and practice</i>)</p> <p><b>Structures including features to support understanding</b>  <u>Planning Section</u>  p. 57 Text Structure #4-5 (<i>teach and practice</i>)</p> <p><b>Structures including organizational patterns</b>  <u>Planning Section</u>  p. 91 Comprehension #5 (<i>teach and practice</i>)</p>		
<p>(E) recognize characteristics and structures of argumentative text by:</p> <p>i. identifying the claim;</p>	<p><b>Recognize characteristics by identifying the claim</b>  <u>Planning Section</u>  p. 63 Composition #3 (<i>teach and practice</i>)</p> <p><b>Recognize structures by identifying the claim</b></p>		<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative-Narrative (<i>teach and practice</i>)</p>

<p>i. explaining how the author has used facts for an argument; and</p> <p>ii. identifying the intended audience or reader; and</p>	<p><u>Planning Section</u>  p. 77 Composition #2 (<i>teach and practice</i>)</p> <p><b>Recognize characteristics by distinguishing fact from opinion</b>  <u>Planning Section</u>  p. 85 Literary Appreciation/Fluency #4 (<i>teach and practice</i>)</p> <p><b>Recognize structures by distinguishing fact from opinion</b>  <b>Recognize characteristics by identifying the audience</b>  <u>Planning Section</u>  p. 77 Comprehension #3 with SRC Resource #7 → (<i>teach and practice</i>)</p> <p><b>Recognize structures by identifying the audience</b></p>		<p>Teacher's Guides &gt; 3<sup>rd</sup> Grade &gt; McCall Crabbs/McCall Harby Book B Story #7</p>
<p>(F) recognize characteristics of multimodal and digital texts.</p>	<p><b>Digital Multimodal</b></p>		
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts.</p>			

<p>The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>			
<p>(A) explain the author's purpose and message within a text;</p>	<p><b>Purpose</b>  <u>Planning Section</u>  p. 57 Text Structure #2-3 (<i>teach and practice</i>)  p. 59 Text Structure #1-3 (<i>teach and practice</i>)  <b>Message</b>  <u>Planning Section</u>  p. 63 Text Structure #1-3 p. 57 Text Structure #2-3 (<i>teach and practice</i>)  p. 79 Comprehension #1-4 p. 57 Text Structure #2-3 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 3 &gt; Reading &gt; G3W3TS2-6 (<i>teach and practice</i>)</p>
<p>(B) explain how the use of text structure contributes to the author's purpose;</p>	<p><u>Planning Section</u>  p. 57 Text Structure #1-5 (<i>teach and practice</i>)  p. 59 Text Structure #1-5 (<i>teach and practice</i>)  <u>Delivering Section</u>  p. 71-74 (<i>teach and practice</i>)</p>	<p>p. 136 Teaching Narrative Structure continued through p. 141 (<i>teach</i>)</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 3 &gt; Reading &gt; G3W3TS2-6 (<i>teach and practice</i>)</p>
<p>(C) analyze the author's use of print and graphic</p>	<p><b>Print features</b>  <u>Planning Section</u>  p. 59 Text Structure #3-5 (<i>teach and practice</i>)</p>		



<p>features to achieve specific purposes;</p>	<p><b>Graphic features</b>  <u>Planning Section</u>  p. 119 Comprehension #2 (<i>teach and practice</i>)</p>		
<p>(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes</p>	<p><b>Imagery</b>  <u>Planning Section</u>  p. 119 Comprehension #2 (<i>teach and practice</i>)  <b>Literal language</b>  <u>Planning Section</u>  p. 105 Literary Appreciation/Fluency #2-3 (<i>teach and practice</i>)  <b>Figurative language</b>  <u>Planning Section</u>  p. 98 Sentence Construction with Vocabulary Development #6 (<i>teach and practice</i>)  p. 103 Literary Appreciation/Fluency #2-3 (<i>teach and practice</i>)  <b>Sound devices</b>  p. 107 Sentence Construction with Vocabulary Development #8 (<i>teach and practice</i>)  p. 107 Literary Appreciation/Fluency #3-4 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 22 &gt; Reading &gt;G3W22LAF4-5 (<i>practice</i>)</p>
<p>(E) identify the use of literary devices, including first- or third-person point of view</p>	<p><u>Planning Section</u>  p. 55 Text Structure #6-7 (<i>teach and practice</i>)  p. 55 Literary Appreciation/Fluency #1-4 (<i>teach and practice</i>)</p>		<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 03 &gt; Reading &gt;G3W3TS2-6 (<i>practice</i>)</p>

	p. 101 Literary Appreciation/Fluency #2-5 ( <i>teach and practice</i> )		
(F) discuss how the author's use of language contributes to voice; and	<u>Planning Section</u> p. 107 Literary Appreciation/Fluency #2-4 ( <i>teach and practice</i> ) p. 53 Literary Appreciation/Fluency #1-2 ( <i>teach and practice</i> )	p. 21 Expanding Understanding of Narrative Elements ( <i>teach</i> )	Downloadable > 3 <sup>rd</sup> Grade > Third Grade: Week 20 > G3W20LAF3-5 ( <i>practice</i> )
(G) identify and explain the use of hyperbole	<b>Identify</b> <u>Planning Section</u> p. 113 Literary Appreciation/Fluency #6-7 ( <i>teach and practice</i> ) <b>Explain the use</b> p. 113 Literary Appreciation/Fluency #6-7 ( <i>teach and practice</i> )		
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			

<p>(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p>	<p><u>Delivering Section</u>  p. 69 Prewriting (<i>teach</i>)  <u>Planning Section</u>  p. 70 Composition #1 (<i>teach and practice</i>)  p. 87 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 119 Prewriting continued on p. 120 until Composing</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 07 &gt; Reading &gt; G3W7C1 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 17 &gt; Writing &gt; G3W17C1 (<i>teach and practice</i>)</p>
<p>(B)develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>i. organizing with purposeful structure, including an introduction, transitions, and a conclusion; and</p> <p>ii. developing an engaging idea with relevant details;</p>	<p><u>Delivering Section</u>  p. 69 Composing  <b>Focus writing by organizing with purposeful structure, including an introduction</b>  <u>Planning Section</u>  p. 83 Composition #1 (<i>teach and practice</i>)  <b>Structure writing by organizing with purposeful structure, including an introduction</b>  <u>Planning Section</u>  p. 95 Composition #1 (<i>teach and practice</i>)  <b>Make writing coherent by organizing with purposeful structure, including an introduction</b>  <u>Planning Section</u>  p. 99 Composition #1 (<i>teach and practice</i>)  <b>Focus writing by organizing with purposeful structure, including a conclusion</b>  <u>Planning Section</u></p>	<p>p. 120 Composing</p>	<p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 30 &gt; Writing &gt; G3W30C2 (<i>teach and practice</i>)</p>

	<p>p. 102 Composition #1 (<i>teach and practice</i>)  <b>Structure writing by organizing with purposeful structure, including a conclusion</b>  <u>Planning Section</u></p> <p>p. 105 Composition #1 (<i>teach and practice</i>)  <b>Make writing coherent by organizing with purposeful structure, including a conclusion</b>  <u>Planning Section</u></p> <p>p. 107 Composition #1 (<i>teach and practice</i>)  <b>Focus writing with an engaging idea and relevant details</b>  <u>Planning Section</u></p> <p>p. 60 Composition #1 (<i>teach and practice</i>)</p> <p>p. 79 Composition #1 (<i>teach and practice</i>)  <b>Structure writing with an engaging idea and relevant details</b>  <u>Planning Section</u></p> <p>p. 71 Composition #1 (<i>teach and practice</i>)</p> <p>p. 92 Composition #1 (<i>teach and practice</i>)  <b>Make writing coherent with an engaging idea and relevant details</b>  <u>Planning Section</u></p>		
--	--	--	--

	<p>p. 59 Composition #1 (<i>teach and practice</i>)</p> <p>p. 87 Composition #1 (<i>teach and practice</i>)</p>		
<p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p><u>Delivering Section</u></p> <p>p. 69 Revising (<i>teach</i>)</p> <p><b>Improve sentence structure by adding ideas</b></p> <p><u>Planning Section</u></p> <p>p. 84 Composition #1 (<i>teach and practice</i>)</p> <p><b>Improve sentence structure by deleting ideas</b></p> <p><b>Improve sentence structure by combining ideas</b></p> <p><u>Planning Section</u></p> <p>p. 97 Composition #1 (<i>teach and practice</i>)</p> <p><b>Improve sentence structure by rearranging ideas for coherence</b></p> <p><u>Planning Section</u></p> <p>p. 118 Composition #2 (<i>teach and practice</i>)</p> <p><b>Improve sentence structure by rearranging ideas for clarity</b></p> <p><u>Planning Section</u></p> <p>p. 107 Composition #1 (<i>teach and practice</i>)</p> <p><b>Improve word choice by adding ideas</b></p>	<p>p. 120 Revising continued on p. 121 until Editing</p>	<p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Writing &gt; Writing that Flows (<i>teach and practice</i>)</p> <p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Writing &gt; Revising and Editing Bingo (<i>practice</i>)</p>

	<p><u>Planning Section</u> p. 100 Composition #1 (<i>teach and practice</i>) <b>Improve word choice by deleting ideas</b></p> <p><u>Planning Section</u> p. 102 Composition #1 (<i>teach and practice</i>) <b>Improve word choice by combining ideas</b></p> <p><u>Planning Section</u> p. 77 Composition #1 (<i>teach and practice</i>) <b>Improve word choice by rearranging ideas for coherence</b></p> <p><u>Planning Section</u> p. 112 Composition #1 (<i>teach and practice</i>) <b>Improve word choice by rearranging ideas for clarity</b></p> <p><u>Planning Section</u> p. 73 Composition #1 (<i>teach and practice</i>)</p>		
<p>(D) edit drafts using standard English conventions, including:</p> <p>i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p><u>Delivering Section</u> p. 70 Editing</p> <p><b>Complete simple sentences with subject-verb agreement</b></p> <p><u>Delivering Section</u> p. 45-55 (<i>teach</i>)</p> <p><u>Planning Section</u> p. 52 Sentence Construction with High Frequency Vocabulary #4 (<i>teach and practice</i>)</p>	<p><b>Simple and compound sentences</b> p. 103 Simple Sentences, Teaching Attributes of Simple Sentences: Example Dialogue, and Teaching Compound Sentences: Example Dialogue continued until p. 107 (<i>teach</i>) p. 106 Teaching (<i>teach</i>) p. 121 Editing continued on p. 122 until Publishing (<i>teach</i>)</p>	<p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Writing &gt; Writing that Flows (<i>teach and practice</i>)</p> <p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Writing &gt; Revising and Editing Bingo (<i>practice</i>)</p>

<p>i. past tense of irregular verbs;</p> <p>i. singular, plural, common, and proper nouns;</p> <p>v. adjectives, including their comparative and superlative forms;</p> <p>v. adverbs that convey frequency and adverbs that convey degree;</p> <p>i. prepositions and prepositional phrases;</p> <p>i. pronouns, including reflexive;</p> <p>i. coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>k. capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;</p> <p>k. punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and</p> <p>i. correct spelling of words with grade-appropriate orthographic patterns and</p>	<p><u>Planning Section</u> p. 56 Composition #1-3 (<i>teach and practice</i>)</p> <p><b>Complete compound sentences with subject-verb agreement</b> <u>Delivering Section</u> p. 45-55 (<i>teach</i>) <u>Planning Section</u> p. 63 Composition #1-2 (<i>teach and practice</i>)</p> <p>Daily Sentence Construction Objective #1 i.e., p. 88</p> <p><b>Past verb tense</b> <u>Planning Section</u> p. 58 Sentence Construction with High Frequency Vocabulary #3 (<i>teach and practice</i>) p. 66 Sentence Construction with High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p><b>Present verb tense</b> <u>Planning Section</u> p. 60 Sentence Construction with High Frequency Vocabulary #3 (<i>teach and practice</i>)</p> <p><b>Future verb tense</b> <u>Planning Section</u> p. 68 Sentence Construction with High Frequency Vocabulary #4 (<i>teach and practice</i>)</p> <p><b>Singular nouns</b> <u>Planning Section</u></p>	<p><b>Parts of Speech</b> p. 108 continued through p. 116 (<i>teach</i>)</p> <p><b>English conventions</b> <u>Delivering Section</u> p. 21-38 (daily spelling <i>teaching and practice</i>)</p>	<p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms, and Analyses &gt; Writing Checklist s (<i>teach and practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Writing &gt; Writing Rubric Template (<i>teach and practice</i>)</p> <p>Downloadable &gt; All Grades &gt; Writing Noun Plurals Posters, Verb Tense Posters, and Personal Pronouns Posters (<i>teach</i>)</p> <p>Downloadable &gt; All Grades &gt; Spelling Dictation &gt; Primary Rule Page Posters (<i>teach</i>)</p> <p><b>Plural nouns</b> Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 01 &gt; Spelling &gt; G3D5SCV2 (<i>teach and practice</i>)</p> <p><b>Proper nouns</b> Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 01 &gt; Spelling &gt; G3DSCV2 (<i>teach and practice</i>)</p> <p><b>Adverbs</b> Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 10 &gt; Spelling &gt; G3W10SCV3 (<i>teach and practice</i>)</p>
--	--	---	---

<p>rules and high-frequency words; and</p>	<p>p. 52 Sentence Construction with High Frequency Vocabulary #3 (<i>teach and practice</i>) <b>Plural nouns</b> p. 60 Sentence Construction with High Frequency Vocabulary #2 (<i>teach and practice</i>) <b>Common nouns</b> <u>Planning Section</u> p. 52 Sentence Construction with High Frequency Vocabulary #3 (<i>teach and practice</i>) p. 56 Sentence Construction with High Frequency Vocabulary #2 (<i>teach and practice</i>) <b>Proper nouns</b> <u>Planning Section</u> p. 56 Sentence Construction with High Frequency Vocabulary #2 (<i>teach and practice</i>) <b>Comparative adjectives</b> <u>Planning Section</u> p. 76 Sentence Construction with High Frequency Vocabulary #3 (<i>teach and practice</i>) <b>Superlative adjectives</b> <u>Planning Section</u> p. 76 Sentence Construction with High Frequency Vocabulary #3 (<i>teach and practice</i>) <b>Adverbs that convey time</b> <u>Planning Section</u></p>		<p><b>Prepositional Phrases</b> Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 01 &gt; Spelling &gt; G3D4SCV5 (<i>teach and practice</i>)</p> <p><b>Possessive Nouns</b> Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 03 &gt; Spelling &gt; G3W3SCV2 (<i>teach and practice</i>)</p> <p><b>English conventions, including correct Spelling</b></p> <p>Downloadable &gt; All Grades &gt; Assessment Checklists, Forms and Analyses &gt; Writing Checklists (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 01 &gt; Spelling &gt; G3D2HFV356 (<i>teach and practice</i>)</p> <p>Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 06 &gt; Spelling &gt; G3W6HFV4 5 (<i>teach and practice</i>)</p>
--	--	--	---



	<p>p. 56 Sentence Construction with High Frequency Vocabulary #3 <i>(teach and practice)</i></p> <p><b>Adverbs that convey manner</b> <u>Planning Section</u></p> <p>p. 56 Sentence Construction with High Frequency Vocabulary #3 <i>(teach and practice)</i></p> <p>p. 80 Sentence Construction with High Frequency Vocabulary #3 <i>(teach and practice)</i></p> <p><b>Prepositions</b> <u>Planning Section</u></p> <p>p. 58 Sentence Construction with High Frequency Vocabulary #5 <i>(teach and practice)</i></p> <p><b>Prepositional phrases</b> <u>Planning Section</u></p> <p>p. 58 Sentence Construction with High Frequency Vocabulary #5 <i>(teach and practice)</i></p> <p><b>Subjective pronouns</b> <u>Planning Section</u></p> <p>p. 52 Sentence Construction with High Frequency Vocabulary #2 <i>(teach and practice)</i></p> <p>p. 54 Sentence Construction with High Frequency Vocabulary #3 <i>(teach and practice)</i></p> <p>p. 63 Sentence Construction with High Frequency Vocabulary #5 <i>(teach and practice)</i></p> <p><b>Objective pronouns</b> <u>Planning Section</u></p>		
--	--	--	--

	<p>p. 63 Sentence Construction with High Frequency Vocabulary #6 <i>(teach and practice)</i></p> <p>p. 67 Sentence Construction with High Frequency Vocabulary #6 <i>(teach and practice)</i></p> <p><b>Possessive pronouns</b></p> <p>p. 70 Sentence Construction with High Frequency Vocabulary #3 <i>(teach and practice)</i></p> <p><b>Coordinating conjunctions (compound subjects)</b></p> <p><u>Planning Section</u></p> <p>p. 62 Sentence Construction with High Frequency Vocabulary #3 <i>(teach and practice)</i></p> <p><b>Coordinating conjunctions (compound predicates)</b></p> <p><u>Planning Section</u></p> <p>p. 62 Sentence Construction with High Frequency Vocabulary #3 <i>(teach and practice)</i></p> <p><b>Coordinating conjunctions (compound sentences)</b></p> <p>p. 63 Composition #1 <i>(teach and practice)</i></p> <p><b>Capitalization (official titles)</b></p> <p><u>Planning Section</u></p> <p>p. 74 Sentence Construction with High Frequency Vocabulary #3 <i>(teach and practice)</i></p> <p><b>Capitalization (holidays)</b></p> <p><b>Capitalization (geographic names)</b></p>		
--	--	--	--

	<p><b>Capitalization (geographic places)</b></p> <p><b>Punctuation (apostrophes in contractions)</b></p> <p><u>Planning Section</u></p> <p>p. 86 Sentence Construction with High Frequency Vocabulary #5 (<i>teach and practice</i>)</p> <p><b>Punctuation (apostrophes in possessives)</b></p> <p>p. 66 Sentence Construction with High Frequency Vocabulary #2 (<i>teach and practice</i>)</p> <p><b>Punctuation (commas in compound sentences)</b></p> <p><u>Planning Section</u></p> <p>p. 63 Composition #1-2 (<i>teach and practice</i>)</p> <p><b>Punctuation (commas in items in a series)</b></p> <p><b>Spelling—orthographic patterns</b></p> <p><u>Planning Section</u></p> <p>Daily High Frequency Vocabulary practice</p> <p>i.e., p. 58 #1-5 (<i>teach and practice</i>)</p> <p><b>Spelling—orthographic rules</b></p> <p><u>Planning Section</u></p> <p>Daily High Frequency Vocabulary practice</p> <p>i.e., p. 62 #1-8 (<i>teach and practice</i>)</p> <p><b>Spelling—high frequency words</b></p> <p><u>Planning Section</u></p> <p>Daily High Frequency Vocabulary Objectives</p>		
--	--	--	--

	i.e., <u>Planning Section</u> p. 52 Objective #1 ( <i>teach and practice</i> )		
(E) publish written work for appropriate audiences.	<u>Delivering Section</u> p. 70 Publishing ( <i>teach</i> ) <u>Planning Section</u> p. 114 Composition #1 ( <i>practice</i> ) p. 107 Composition #1 ( <i>practice</i> )	p. 122 Publishing ( <i>teach</i> )	Downloadable > All Grades > Graphic Organizers > Writing
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft;	<b>Narratives using genre characteristics</b> <u>Planning Section</u> p. 70 Composition #1 ( <i>teach and practice</i> ) <b>Narratives using craft</b> <u>Planning Section</u> p. 59 Composition #1 ( <i>teach and practice</i> )	p. 126 Teaching Narrative Paragraphs continued through Publishing on p. 129 ( <i>teach</i> )	Downloadable > All Grades > Graphic Organizers > Writing > Narrative ( <i>teach and practice</i> )

	<p><b>Poetry using genre characteristics</b>  <u>Planning Section</u>  p. 87 Composition #1 (<i>teach and practice</i>)</p> <p><b>Poetry using craft</b>  <u>Planning Section</u>  p. 116 Composition #1 (<i>teach and practice</i>)  p. 118 Composition #1 (<i>teach and practice</i>)</p>		
<p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>	<p><b>Using a clear central idea</b>  <u>Planning Section</u>  p. 95, 97 Composition #1 (<i>teach and practice</i>)</p> <p><b>Using genre characteristics</b>  <u>Planning Section</u>  p. 99, 100, 102 Composition #1 (<i>teach and practice</i>)</p> <p><b>Using craft</b>  <u>Planning Section</u>  p. 79, 81 Composition #1 (<i>teach and practice</i>)  p. 88 Composition #1 (<i>teach and practice</i>)</p>	<p>p. 123 Teaching Informative Paragraphs continued through Publishing on p. 126 (<i>teach</i>)</p>	<p>Downloadable &gt; All Grades &gt; Graphic Organizers &gt; Writing &gt; Informative (<i>teach and practice</i>)</p> <p><b>Genre characteristics</b>  Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 09 &gt; Spelling &gt; G3W9C1(<i>teach and practice</i>)</p> <p><b>Craft</b>  Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 30 &gt; Spelling &gt; G3W30C2 (<i>teach and practice</i>)</p>
<p>(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and</p>	<p><b>Using genre characteristics</b>  <u>Planning Section</u>  p. 77 Composition #2 (<i>teach and practice</i>)</p> <p><b>Using craft</b>  <u>Planning Section</u>  p. 114 Composition #1 (<i>teach and practice</i>)</p>		

<p>(D) compose correspondence such as thank you notes or letters</p>	<p><u>Planning Section</u>  p. 75 Composition #1 (<i>teach and practice</i>)  p. 110 Composition #1 (<i>teach and practice</i>)</p>		<p><b>Genre characteristics</b>  Downloadable &gt; 3<sup>rd</sup> Grade &gt; Third Grade: Week 07 &gt; Writing &gt; G3W7C1 (<i>teach and practice</i>)</p>
<p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>			
<p>(A) generate questions on a topic for formal and informal inquiry</p>	<p><b>Generate formal</b>  <u>Planning Section</u>  p. 75 Composition #1 (<i>teach and practice</i>)  <u>Planning Section</u>  p. 99 Composition #1 (<i>teach and practice</i>)  <u>Planning Section</u>  p. 105 Composition #1 (<i>teach and practice</i>)  <b>Generate informal</b>  <u>Planning Section</u>  p. 116 Composition #1 (<i>teach and practice</i>)</p>		

<p>(B) develop and follow a research plan with adult assistance;</p>	<p><b>Develop</b>  <u>Planning Section</u>  p. 116, 118 Composition #2 (<i>teach and practice</i>)  <b>Follow</b>  <u>Planning Section</u>  p. 99, 100, 102 Composition #1 (<i>teach and practice</i>)</p>		
<p>(C) identify and gather relevant information from a variety of sources;</p>	<p><b>Identify</b>  <u>Planning Section</u>  p. 116, 118 Composition #2 (<i>teach and practice</i>)  <b>Gather</b>  <u>Planning Section</u>  p. 99, 100, 102 Composition #1 (<i>teach and practice</i>)</p>		
<p>(D) identify primary and secondary sources;</p>	<p><b>Primary sources</b>  <b>Secondary sources</b>  <u>Planning Section</u>  p. 109 Comprehension #1 (<i>teach and practice</i>)  p. 125 Literary Appreciation/Fluency #1 (<i>teach and practice</i>)</p>		
<p>(E) demonstrate understanding of information gathered;</p>	<p><u>Planning Section</u>  p. 81 Composition #1 (<i>teach and practice</i>)  p. 121 Composition #2 p. 81 Composition #1 (<i>teach and practice</i>)</p>		
<p>(F) recognize the difference between paraphrasing and</p>	<p><u>Planning Section</u>  p. 79 Comprehension #1-4</p>		<p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt;</p>

<p>plagiarism when using source materials;</p>	<p>p. 103 Comprehension #1, p. 105 &amp; 107 Composition #1 (<i>teach and practice</i>)</p>		<p>Reading &gt; Making References (<i>Teach and Practice</i>)</p>
<p>(G) create a works cited page</p>			<p>Downloadable &gt; Select Grade Level (3-6 only) &gt; General Resources &gt; Reading &gt; Making References and Creating Bibliographies (<i>Teach and Practice</i>)</p>
<p>(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p><u>Delivering Section</u> p. 70 Publishing (<i>Teach</i>) <u>Planning Section</u> p. 102 Composition #1</p>		