

Bloomingtondale School District

Bloomingtondale, NJ



**ELA
Grade 3**

Adopted: September

2017

Revised August 2018

Grade 3 English Language Arts Curriculum is aligned to the Grade 3 NJSL-ELA and Anchor Standards for College and Career Readiness.

**English
Language Arts
Department**

Philosophy

Teaching is an art. The artist inspires young minds to enjoy exciting literature and to be expressive and articulate through pen and speech. English Language Arts Education is an integrative, interactive ways of communicating that develops through reading, writing, speaking, listening, and viewing.

English Language Arts is an interdependent processes that inform and enrich each other, more often than not merging in an integrated act of learning and knowing. Learners achieve language arts literacy not by adding skills one- by-one to their repertoire, but rather by using and exploring language in its many dimensions. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Goals

To become productive members of society, students will need to develop social and self- awareness and the ability to communicate effectively through all components of language arts. The goals of the English Language Arts Curriculum are for students to become lifelong readers, acquire knowledge, express themselves creatively, and develop skills in critical thinking and 21st Century Career and Life Skills.

Our students will read, write, speak, listen, and view for various purposes from a variety of materials. Students will use non-textual visual information as well as technology to acquire and share information. Students will develop self- management skills that will enable them to use these abilities throughout their daily lives. In order to accomplish these goals, the language arts classroom should be purposeful, stimulating to the senses, and engaging for all types of learners. It should include varied activities, materials, and technology for visual, auditory, and kinesthetic learners. Classroom organization should provide opportunities for individual work as well as partner and group collaboration. The classroom environment should be responsive to students' personal and academic goals.

Holocaust Education

The Bloomington Public School District addresses the act regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes. This is accomplished through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, AntiBullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.






2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.

2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

- K-4 Curriculum Guide:
 - o  [Caring Makes a Difference](#)
- 5-8 Curriculum Guide:
 - o  [To Honor All Children, part one](#) (1.81 MB, PDF)
 - o  [To Honor All Children, part two](#) (5.82 MB, PDF)
 - o  [To Honor All Children, part three](#) (2.34 MB, PDF)
 - o  [To Honor All Children, part four](#) (6.15 MB, PDF)

MATERIALS FOR INSTRUCTION:

- I. Leveled readers
- II. Reading Street Program-2013
- III. Newspapers/magazines
- IV. Media center/classroom libraries/public library
- V. Novels
- VI. Reader's Notebooks
- VII. Writer's Notebooks
- VIII. Smartboard
- IX. Authentic literature

METHODS OF EVALUATION:

- I. Attitude
- II. Effort
- III. Participation in class work
 - A. Class discussion (including turn and talk)
 - B. Work (group, partner, and individual)
 - C. Reports
 - D. Writing samples
 - E. Journals/portfolios
 - F. Centers
 - G. Peer sharing
- IV. Homework
- V. Test and quizzes
 - A. Unit tests
 - B. Teacher prepared tests
 - C. Supplementary materials
 - D. Standardized and/or norm referenced tests
- VI. On-going informal assessment
 - A. Independent writing
 - B. Reader's and Writer's Notebooks
 - C. Anecdotal records
 - D. Running Records
 - E. Guided Reading
 - F. Student/teacher conferences

Grade 3 Instructional Units

Unit 1

Pacing: 5 - 6 Weeks

Interdisciplinary Connections: Social Studies, Science, Visual and Performing Arts, Mathematics

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *Charlie McButton*
- *What About Me?*
- *Kumak's Fish*
- *Supermarket*
- *My Rons and Piles of Coins*

Writing Unit

- Personal Narrative and Narrative

Transfer Goal

- Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Students will be able to refer back to texts they've read as a guide when solving real world problems.

Essential Question

- Which skills help us make our way in the world?

Enduring Understandings

- Students will be able to discuss, write, and share ideas about what skills help us be capable citizens.
- Students will be able to produce personal narratives and narratives in which the development and organization are appropriate to task and purpose.
- Students will be able to demonstrate through discussion that there are skills we need in this world in order to uncover scientific truths, help people, and manage money.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will produce personal narrative.
- Students will create a narrative writing piece.
- Students will develop and present a project proposal for a small business they might want to create, keeping in mind the skills we learned are necessary to be a capable and caring citizen.

ELA NJ Student Learning Standards

RL 2, 3, 1, 7, 5	RI 3, 1, 8	RF 3 RF3.a RF3.c RF 4.a RF 4.b RF 4.c	W 2 W 2.a W 2.b W 2.c W 3 W 3.a W 3.c W 7	L 1 L 1.f L 1.i L 2 L 2.e L 2.f L 4 L 4.a L 4.c L 4.d L 5 L 6	SL 1 SL 1.a SL 1.b SL3 . 5 S L 4
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Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
 8.1.5.A.6 Create and use a database to answer basic questions.
 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

21st Century Life and Career Skills

9.1.4.A.2 Identify potential sources of income
 9.1.4.A.3 Explain how income affects spending and take home pay
 9.1.4.B.1 Differentiate between financial wants and needs
 9.1.4.B.5
 9.1.4.D.1
 9.1.4.F.2
 9.2.4.A.1
 9.2.4.A.2

Unit 2

Pacing: 5 – 6 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *Penguin Chick*
- *I Wanna Iguana*
- *Prudy's Problem*
- *Tops and Bottoms*
- *Amazing Bird Nests*

Writing Unit

- How-to Report

Transfer Goal

- Students will independently and proficiently write a how-to essay.
- Students write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Students ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers.

Essential Question

- What are smart ways that problems are solved?

Enduring Understandings

- Students discuss, write, and share ideas about smart ways that problems are solved.
- Students produce a how-to essay.
- Students demonstrate through discussion that we adapt to solve problems, we cooperate to solve problems, there are appropriate times to seek out a solution, and that it is important to be fair when finding a solution.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will choose a topic of their own in which they create a personal how-to essay.
- Students will complete an e-mail story exchange. Display the inbox of a classroom friendly e-mail program on a projector.
- Students will write a how-to and email it to their teacher.

ELA NJ Student Learning Standards

RL.3.1	RI 3.6	W 3.2	SL.3.1	RF.3.3	L.3.1
RL.3.2		W 3.3	SL.3.2	RF.3.4	L.3.2
RL.3.3		W.3.4	SL.3.3		L.3.3
RL.3.4		W.3.10	SL.3.6		L.3.4
RL.3.5			SL.3.5		L.3.5
RL.3.7					L.3.6
RL.3.1 0					

Career Readiness Practices

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

Technology

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.6 Create and use a database to answer basic questions.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

21st Century Life and Career Skills

9.1.4.B.5
 9.1.4.C.1
 9.1.4.C.5
 9.1.4.D.1

Unit 3

Pacing: 5 – 6 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *How Do You Raise a Raisin?*
- *Pushing Up the Sky*
- *Seeing Stars*
- *Symphony of Whales*
- *Around One Cactus*

Writing Unit

- Cause and Effect Essay

Transfer Goal

- Students will be able to write a cause and effect essay.
- Students will be able to use graphic sources and text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Students will be able to use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur).

Essential Question

- How are people and nature connected?

Enduring Understandings

- Students will be able to discuss, write, and share ideas about how people and nature are connected.
- Students will be able to independently and proficiently write a cause and effect essay.
- Students will be able to demonstrate through discussion that people use myths to explain nature, nature contains patterns, people teach about conservation, and environments need to be protected.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will be able to write a cause and effect essay in which they describe an event, explain what causes the event, presents the cause and effects in logical order, and uses words and phrases that make cause and effect relationships clear.
- Students will be able to complete a photo writing task.
- Students will be given a photo or photos in which they analyze and then explain the relationship between people and nature.

ELA NJ Student Learning Standards

RL.3.1	RI.3.1	W. 3.1	SL.3.1	L 3.1.a	RF.3 RF.3.d
RL.3.2	RI.3.2	W.3.1.a	SL.3.2	L 3.1.d	RF. 4.b
RL.3.3	RI.3.5	W.3.1.c W.3.2	SL 3 . 5	L 3.1.e	
RL.3.4	RI.3.7	W.3.4 W	SL.4	L 3.2.f	
RL.3.5	RI. 8	3.7		L.3.a	
RL.3.9				L.3.1	

L.3.2
L.3.3
L.3.4
L.3.5
L.3.6 L
3.4 L
3.4.a
L 3.4.b
L 3.5
L.6

Career Readiness Practices

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6.

Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Technology

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.6 Create and use a database to answer basic questions.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

21st Century Life and Career Skills

9.2.4.A.1

Unit 4

Pacing: 5 - 6 Weeks

Interdisciplinary Connections: Science, Social Studies, Mathematics

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *The Man Who Invented Basketball*
- *Hottest, Coldest, Highest, Deepest*
- *Rocks in His Head*
- *America's Champion Swimmer*
- *Fly Eagle, Fly*

Writing Unit

- Cause and Effect Essay

Transfer Goal

- Students will be able to write a problem-solution essay.
- Students will be able to describe the relationship between a series of historical events and scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.
- Students will be able to use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur).

Essential Question

- What does it mean to be unique?

Enduring Understandings

- Students will be able to discuss, write, and share ideas about what it means to be unique using background knowledge and information from texts we have read.
- Students will be able to independently and proficiently write a problem-solution essay where they explain a problem and offer one or more solutions to the problem.
- Students will be able to demonstrate through discussion that people have many talents, people should allow their talents to develop, interests are valuable and lead to learning and research, pursuing talents and interests means you need determination and perseverance.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will be able to write a problem-solution essay in which a student identifies and explains a problem, offers one or more solutions to the problem, uses evidence to support their solution, and uses descriptive details and persuasive words to convince readers of their solution.
- Students will be able to create a classroom profile with information about the people and features that make up your classroom. Students will include lists, charts, and articles about student interests and activities, displays photographs of activities, and is designed to share with the class and families.

ELA NJ Student Learning Standards

RL.1	RI.3.1	W.1.a	RF.3.	SL.3.1	L.3.1
RL.2	RI.3.2	W.1.b	d	SL 3. 5	L.3.1.a
RL.3. 3	RI.3.3	W.3.2	RF 3 . 3. a	SL.4	L.3.1.b
RL.3.7	RI.3.4	W.3.4	RF 3 . 3. b		L.3.2
	RI.3.7	W.3.5	RF.4		L.3.4
					L.3.5 L.4
					L.4.a
					L.6

Career Readiness Practices

- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.

Technology

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.6 Create and use a database to answer basic questions.
- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

21st Century Life and Career Skills

- 9.2.4.A.1
- 9.2.4.A.2
- 9.2.4.A.3

Unit 5

Pacing: 5 - 6 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, World Language

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *Suki's Kimono*
- *I Love Saturdays Y Domingos*
- *381 Shin Dang Dong*
- *Jalapeno Bagels*
- *Me and Uncle Romie*

Writing Unit

- Persuasive Essay

Transfer Goal

- Students will be able to write persuasive essay.
- Students will be able to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Students will be able to compare and contrast the themes, settings, and plots of similar stories and/or similar characters.

Essential Question

- What happens when two ways of life come together?

Enduring Understandings

- Students will be able to discuss, write, and share ideas about how different ways of life and ideas can come together in many ways.
- Students will be able to independently and proficiently write a persuasive essay.
- Students will be able to demonstrate through discussion that students will understand that cultures have similarities and differences, traditions in America are a mixture of various cultures, a new culture means new traditions.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will be able to write a persuasive essay in which they establish a clear position on an issue or question, support the position with details, reasons and facts, and convince readers to think or act in a certain way using persuasive words.
- Students will be able to draft and edit an argument for which they will be using in a debate. Students will choose a topic to debate that could affect their daily life, write an introduction, at least three parts to an argument, and a conclusion. Students will present.

ELA NJ Student Learning Standards

RL 3.1	RI 3.6	W 3.1 W	RF.3.c	L 3.1 L	SL 3.1 SL
RL.3.		3.1.a	RF	3.1.a	3.1.b SL
2		W 3.1.b	3.4.b	L. 3.2	3.2
RL.3.		W 3.2		L	SL 3.3
3 RL		W.3.4		3.3	SL 3.4
3.4		W.3.5		L.3.4	SL.3.5
RL 3.5		W. 3.6		L 3.5	SL.3.6
RL.3.7 RL		W.3.7		L 3.5.c	
3.10		W.3.10		L 3.6	

Career Readiness Practices

- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence.

Technology

- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- 8.1.5.A.6 Create and use a database to answer basic questions.
- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

21st Century Life and Career Skills

- 9.2.4.A.1
- 9.2.4.A.2
- 9.2.4.A.3
- 9.2.4.A.4

Unit 6					
Pacing: 5 - 6 Weeks					
Interdisciplinary Connections: Science, Social Studies					
Supplemental Texts and Resources (teacher discretion)					
Anchor Texts Available from RS 2013					
<ul style="list-style-type: none"> • <i>Story of Statue of Liberty</i> • <i>Happy Birthday Mr. Kang</i> • <i>Talking Walks</i> • <i>Two Bad Ants</i> • <i>Atlantis</i> 					
Writing Unit					
<ul style="list-style-type: none"> • Research Report 					
Transfer Goal					
<ul style="list-style-type: none"> • Students will be able to write research report. • Students will be able to refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • Students will be able to compare and contrast the themes, settings, and plots of similar stories and/or similar characters. 					
Essential Question					
<ul style="list-style-type: none"> • What does freedom mean? 					
Enduring Understandings					
<ul style="list-style-type: none"> • Students will be able to discuss, write, and share ideas about what freedom means and why it is important. • Students will be able to independently and proficiently write a research report. • Students will be able to demonstrate through discussion that rules and laws keep us safe and keep order, laws are necessary, freedom can be granted through laws, symbols remind us of history and unity, and stand for freedom. 					
Formative Assessment Tasks					
Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer					
Assessment Transfer Tasks					
<ul style="list-style-type: none"> • Students will be able to write a research report in which they, present complete accurate information based on research, organizes information into paragraphs with topic sentences, established a central idea, supports with facts, details, and explanations. • Students will complete a discussion forum. Students will write some questions about freedom and write responses to these questions to promote discussion and comments by other students. We will use the Internet to post our questions and responses, read ones posted by other students, and make appropriate comments and responses to their postings. Responses can also be written and responded to using a hard copy if necessary. 					
ELA NJ Student Learning Standards					
RL.3.1	RI.3.1	W.3.1	RF.3.3	L.3.1	SL.3.1
RL.3.2	RI.3.2	W.3.2	RF.3.4 RF	L.3.2	SL.3.2
RL.3.3	RI.3.3	W 3.3	3.4.b	L 3.2.c	SL.3.6
RL 3.4	RI.3.4	W.3.4		L. 3.2.f	
RL.3.6	RI.3.7 RI.3.10	W.3.5		L.3.3	
RL.3.7		W.3.7		L 3.3.a	
		W.3.8		L.3.4	
				L.3.5	
				L.3.6	
Career Readiness Practices					
CRP1. Act as a responsible and contributing citizen and employee. CRP2.					
Apply appropriate academic and technical skills.					
CRP7. Employ valid and reliable research strategies.					
CRP11. Use technology to enhance productivity.					
Technology					

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.6 Create and use a database to answer basic questions.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
8.1.5.E.1

21st Century Life and Career Skills

9.2.4.A.1
9.2.4.A.2

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 3

Progress Indicators for Language

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., *childhood*).
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - 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*).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- 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*).

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

