| **FCPS Unit 3 Standards** | **Units 5 & 6 Benchmark Advance Resources** | **Spiral Opportunities** |
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| **RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words. | * Phonics and Word Study Lessons
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| **RF.3.4** Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Supports all RL/RI Essential Standards |
| **RL.3.2** Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures. | Fables, Folktales, and MythsUnit 6 Week 1 Lesson 10: pp. 152-153 (stories)Unit 6 Week 2 Lesson 4: pp. 174-175 (stories)Unit 6 Week 3 Lesson 1: pp. 200-201 (stories)Determine the Central Message, Lesson, or MoralUnit 6 Week 1 Lesson 12: pp. 156-157Unit 6 Week 2 Lesson 10: pp. 186-187Unit 6 Week 3 Lesson 7: pp. 212-213Unit 6 Week 3 Lesson 12: pp. 222-223 | Fables, Folktales, and MythsUnit 2 Week 1 Lesson 4: pp. 140-141 (fables)Unit 2 Week 2 Lesson 4: pp. 174-175 (myths)Unit 4 Week 2 Lesson 4: pp. 174-175 (folktales)Unit 8 Week 2 Lesson 4: pp. 174-175 (stories)Unit 9 Week 2 Lesson 4: pp. 60-61 (stories)Unit 10 Week 2 Lesson 4: pp. 174-175 (stories)Determine the Central Message, Lesson, or MoralUnit 8 Week 1 Lesson 4: pp. 140-141Unit 8 Week 2 Lesson 10: pp. 186-187Unit 9 Week 1 Lesson 4: pp. 26-27 |
| **RI.3.2** Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text. | * RI.3.3- Students can effectively determine the central idea of a text by citing relevant information from a summary while also describing the relationships between individuals, historical events, scientific ideas, concepts, or technical procedures presented in the text. This integrated approach enhances students' comprehension of texts and their ability to analyze the connections that drive the narrative or informational content forward.
* RI.3.5- Students can effectively determine the central idea of a text by citing relevant information from a summary while also identifying and describing informational text structures and logical connections between sentences and paragraphs. This integrated approach enhances students' ability to interpret text structures, recognize logical relationships, and extract key information to understand the central themes and messages conveyed in the text.
* RI.3.8-Students can effectively determine the central idea of a text by citing relevant information from a summary while also describing how reasons and evidence support specific claims made by the author. This integrated approach enhances students' ability to analyze the author's arguments, evaluate the strength of their claims, and draw insightful conclusions based on the evidence presented in the text.
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| **RL.3.3** Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot. | Explain How Their Actions Affect the PlotUnit 6 Week 1 Lesson 7: pp. 146-147 Unit 6 Week 2 Lesson 8: pp. 182-183 Unit 6 Week 3 Lesson 4: pp. 206-207 | Describe Characters and Explain How Their Actions Affect the PlotUnit 2 Week 1 Lesson 2: pp. 136-137Unit 2 Week 1 Lesson 7: pp. 146-147 Unit 2 Week 2 Lesson 10: pp. 186-187Unit 2 Week 3 Lesson 7: pp. 212-213Unit 2 Week 3 Lesson 1: pp. 200-201Explain How Their Actions Affect the PlotUnit 7 Week 1 Lesson 12: pp. 42-43 Unit 7 Week 3 Lesson 7: pp. 98-99 |
| **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning. | Supports all RL/RI Essential Standards |
| **RI.3.4** Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning. | Supports all RL/RI Essential Standards |
| **RI.3.3** Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. | Unit 5 Week 3 Lesson 4: pp. 92-93 (Scientific Concepts/Cause and Effect and Sequence)Unit 5 Week 2 Lesson 8: pp. 68-69 (Historical Events and Scientific Ideas/Time and Sequence) | Unit 3 Week 1 Lesson 4: pp. 26-27 (Historical Events/Cause and Effect)Unit 3 Week 2 Lesson 8: pp. 68-69 (Historical Events/Cause and Effect)Unit 8 Week 1 Lesson 13: pp. 158-159 (Scientific Ideas/Cause and Effect and Time)Unit 8 Week 3 Lesson 7: pp. 212-213 (Scientific Ideas/Cause and Effect)Unit 3 Week 1 Lesson 12: pp. 42-43 (Historical Events/Time and Sequence)Unit 3 Week 3 Lesson 4: pp. 92-93 (Historical Events/Time and Sequence)Unit 9 Week 1 Lesson 12: pp. 42-43 (Steps in a Procedure/Sequence)Unit 9 Week 3 Lesson 4: pp. 92-93 (Steps in a Procedure/Sequence)Unit 10 Week 1 Lesson 13: pp. 158-159 (Steps in a Procedure/Sequence and Cause and Effect)Unit 10 Week 3 Lesson 4: pp. (Steps in a Procedure/Sequence and Cause and Effect) |
| **RL.3.5** Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures. | * RL.3.2- Analyzing the structure of literary works such as poems, stories, and dramas, including linear, non-linear, and circular structures, helps students identify how the organization of events contributes to the development of themes. By examining how different structural elements impact the overall narrative, students can better understand and cite implicit and explicit information to determine the central theme of a text.
* RL.3.3-Students can effectively analyze how the parts of a text contribute to its overall structure, whether linear, non-linear, or circular, while also exploring how characters in a story impact the plot through their traits, motivations, actions, and feelings. This integrated approach enhances students' comprehension of literary works and their ability to interpret and appreciate the complexities of poems, stories, and dramas.
* RL.3.9-Students can effectively analyze how different parts of a text contribute to its overall structure while also comparing and contrasting stories by the same author to explore common themes, settings, and plots. This integrated approach enhances students' literary analysis skills and deepens their understanding of an author's storytelling techniques and thematic explorations across multiple works.
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| **RI.3.5** Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. | Unit 5 Week 1 Lesson 12: pp. 42-43Unit 5 Week 2 Lesson 8: pp. 68-69Unit 5 Week 3 Lesson 4: pp. 92-93 | Unit 1 Week 1 Lesson 12: pp. 42-43Unit 1 Week 2 Lesson 8: pp. 68-69Unit 1 Week 2 Lesson 10: pp. 72-73Unit 3 Week 1 Lesson 4: pp. 26-27Unit 3 Week 1 Lesson 12: pp. 42-43Unit 3 Week 3 Lesson 4: pp. 92-93 |
| **RL.3.6** Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.  | * RL.3.2- When students can distinguish their own viewpoint from that of the narrator or characters, as required by RL.3.6, they develop a deeper awareness of how different perspectives influence the interpretation of a text. This skill is crucial when analyzing stories from diverse cultures, as outlined in RL.3.2.
* RL.3.3- By differentiating their viewpoint from the narrator or characters as in RL.3.6, students grasp characters' motivations and feelings, enabling them to see how these perspectives influence the story's events, supporting RL.3.3 objectives.
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| **RI.3.6** Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.  | * RI.3.3- Encourage students to analyze how diverse perspectives influence the portrayal of historical events, scientific concepts, or technical procedures in the text, providing a broader context for understanding.
* RI.3.5- Describing how different perspectives shape content enhances students' awareness of the text's overall structure, enabling them to recognize patterns, sequences, and relationships between information.
* RI.3.8- Students can effectively distinguish their own perspective from that of the author, analyze how various perspectives shape the content and style of a text, and describe how reasons and evidence support specific claims made by the author. This integrated approach strengthens students' ability to engage with texts critically, consider multiple viewpoints, and evaluate the author's arguments within the broader context of varying perspectives presented in the text.
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| **RI.3.8** Describe how reasons and evidence support specific claims the author makes in a text. | Unit 5 Week 1 Lesson 4: pp. 26-27Unit 5 Week 2 Lesson 10: pp. 72-73 | Unit 5 Week 1 Lesson 4: pp. 26-27Unit 5 Week 2 Lesson 10: pp. 72-73Unit 7 Week 1 Lesson 7: pp. 32-33Unit 7 Week 2 Lesson 10: pp. 72-73 |
| **RL.3.9** Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters. | Unit 6 Week 1 Lesson 13: pp. 158-159 Unit 6 Week 1 Lesson 13: pp. 158-159 Unit 6 Week 2 Lesson 12: pp. 190-191 Unit 6 Week 3 Lesson 9: pp. 216-217  | Unit 2 Week 1 Lesson 13: pp. 158-159 Unit 2 Week 2 Lesson 12: pp. 190-191 Unit 2 Week 3 Lesson 9: pp. 216-217 Unit 4 Week 2 Lesson 12: pp. 190-191 Unit 4 Week 3 Lesson 9: pp. 216-217 Unit 9 Week 2 Lesson 12: pp. 76-77  |
| **RL.3.10/RI.3.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary and informational texts independently and proficiently.  | Supports all RL/RI Essential Standards |
| **HW.3.1** Legibly form cursive letters, words, and sentences with accepted norms. | Units 1, 3, 5, 7, 9 Week 1 Lesson 3: p. 25Units 1, 3, 5, 7, 9 Week 2 Lesson 3: p. 59Units 1, 3, 5, 7, 9 Week 3 Lesson 3: p. 91Units 2, 4, 6, 8, 10 Week 1 Lesson 3: p. 139Units 2, 4, 6, 8,10 Week 2 Lesson 3: p. 173Units 2, 4, 6, 8, 10 Week 3 Lesson 3: p. 205 |
| **C.3.1** Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by an opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing | * Unit 5 Writing Lessons
 | * Unit 2 Writing Lessons
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| **C.3.3** Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  | * *While this standard is not essential in this unit, teachers may choose to also work on this type of writing.*
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| **L.3.1** When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences | * Writing and Language Lessons
 | * Writing and Language Lessons
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| **L.3.2** When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.  | * Writing and Language Lessons
 | * Writing and Language Lessons
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| **L.3.3** Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect.b. Recognize and observe differences between the conventions of spoken and written Standard English. |  Supports all RL/RI essential standards and Composition standards. |
| **L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root.d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. | * Writing and Language Lessons
 | * Writing and Language Lessons
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| **L.3.5** Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context.b. Demonstrate understanding of words by relating them to their synonyms and antonyms.c. Distinguish shades of meaning among related words that describe degrees of certainty. | Supports all RL, RI, and C essential standards |