



TERM 1	
Term 1 Dates/ myView Units	MS College and Career Readiness Standards
August 6-9	Back to School/Diagnostic Assessments
August 12-16 myView Unit 1 Week 1	<p>Reading RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RI.3.7 Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Writing W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Language L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
August 19-23 myView Unit 1 Week 2	<p>Reading RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Writing W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Language L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p>



	<p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3a Choose words and phrases for effect.</p> <p>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 a range of strategies.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>August 26-30</p> <p>myView Unit 1 Week 3</p>	<p>Reading</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Writing</p> <p>W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.1a Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1b Provide reasons that support the opinion.</p> <p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3c Use temporal words and phrases to signal event order.</p> <p>W.3.3d Provide a sense of closure.</p> <p>Language</p> <p>L.3.2c Use commas and quotation marks in dialogue.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
<p>September 3-6</p> <p>my View Unit 1 Week 4</p>	<p>Reading</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Language</p>



	<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
<p>September 9-13</p> <p>myView Unit 1 Week 5</p>	<p>Reading</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Language</p> <p>L.3.1d Form and use regular and irregular verbs.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>September 16-20</p> <p>myView Unit 1 Week 6</p>	<p>Writing</p> <p>W.3.1d Provide a concluding statement or section.</p> <p>Language</p> <p>L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.</p>
<p>September 23-27</p> <p>myView Unit 2 Week 1</p>	<p>Reading</p> <p>RI.3.2 Determine the main idea of a text; recount key details</p> <p>Writing</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>Language</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.4b 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).</p> <p>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>



<p>Sept. 30 - Oct. 4</p> <p>myView Unit 2 Week 2</p>	<p><u>Reading</u> RI.3.2 Determine the main idea of a text; recount key details.</p> <p><u>Writing</u> W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2b Develop the topic with facts, definitions, and details.</p> <p><u>Language</u> L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1b Form and use regular and irregular plural nouns. L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
<p>October 7-11</p>	<p>BMA/1st 9 Week Assessments</p>



TERM 1

Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

Reading

RL/RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

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 a range of strategies.

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).



TERM 2

**Term 2 Dates/
myView Units**

MS College and Career Readiness Standards

<p>October 15-18</p> <p>myView Unit 2 Week 3</p>	<p>Reading RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>Writing W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2d Provide a concluding statement or section.</p> <p>Language L.3.2d Form and use possessives. L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
<p>October 22-25</p> <p>myView Unit 2 Week 4</p>	<p>Reading RI.3.4 Determine the meaning of academic and domain specific words and phrases RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p>Writing W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. W.3.1a Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2d Provide a concluding statement or section.</p> <p>Language L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1b Form and use regular and irregular plural nouns. L.3.1h Use coordinating and subordinating conjunctions. L.3.2d Form and use possessives. L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>



Oct. 28 - Nov. 1 myView Unit 2 Week 5	<p>Reading RI.3.3 Describe the relationships between a series of historical events, using language that pertains to time, sequence, and cause and effect. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>Language L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1f Ensure subject-verb and pronoun-antecedent agreement. L.3.1i Produce simple, compound, and complex sentences. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
November 4-8 myView Unit 2 Week 6	<p>Reading RI.3.5 Use text features and search tools.</p> <p>Language L.3.2a Capitalize important words in titles.</p>
November 11-15 myView Unit 3 Week 1	<p>Reading RL.3.5 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. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Writing W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Language L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p>
November 18-22 myView Unit 3 Week 2	<p>Reading RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Writing W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3d Provide a sense of closure.</p>



	<p>Language</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
December 2-6 myView Unit 3 Week 3	<p>Reading</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Writing</p> <p>W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.1a Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>W.3.3c Use temporal words and phrases to signal event order.</p> <p>Language</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2c Use commas and quotation marks in dialogue.</p> <p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
December 9-12 myView Unit 3 Week 4	<p>Reading</p> <p>RI.3.2 Determine the main idea of a text; recount key details.</p> <p>RI.3.3 Describe the relationships between series of historical events, using language that pertains to time, sequence and cause and effect.</p> <p>RI.3.8 Describe the connection between sentences and paragraphs.</p> <p>Writing</p> <p>W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2d Provide a concluding statement or section.</p> <p>Language</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p>



	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
December 16-20	BMAs/2nd 9 Week Assessments



TERM 2

Recurring Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

Reading

RL/RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

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 a range of strategies.

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).



TERM 3	
Term 3 Dates/ myView Units	MS College and Career Readiness Standards
January 6-10 myView Unit 3 Week 5	<p>Reading RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Language L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1i Produce simple, compound, and complex sentences. L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2d Form and use possessives. L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
January 13-17 myView Unit 3 Week 6	<p>Reading RI.3.3 Describe the relationships between a series of historical events, using language that pertains to time, sequence, and cause and effect. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>Writing W.3.7 Conduct short research projects that build knowledge about a topic.</p>
January 21-24 myView Unit 4 Week 1	<p>Reading RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>Writing W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>Language L.3.2d Form and use possessives. L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
January 27-31	<p>Reading RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>



<p>myView Unit 4 Week 2</p>	<p>Writing W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. W.3.1a Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1b Provide reasons that support the opinion. Language L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
<p>February 3-7 myView Unit 4 Week 3</p>	<p>Reading RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text. Writing W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. W.3.1a Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1b Provide reasons that support the opinion. Language L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p>February 10-14 myView Unit 4 Week 4</p>	<p>Reading RL.3.5 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. RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. Writing W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. W.3.1a Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1d Provide a concluding statement or section. Language</p>



	<p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>
<p>February 18-21</p> <p>myView Unit 4 Week 5</p>	<p>Reading</p> <p>RL.3.5 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.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Language</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>
<p>February 24-28</p> <p>myView Unit 4 Week 6</p>	<p>Reading</p> <p>RL.3.5 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.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
<p>March 3-7</p>	<p>BMAs/3rd 9 Week Assessments</p>



TERM 3

Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

Reading

RL/RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

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 a range of strategies.

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).



TERM 4

Term 1 Dates/ myView Units	MS College and Career Readiness Standards
March 17-21 myView Unit 5 Week 1	<p>Reading RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Language L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>
March 25-28 myView Unit 5 Week 2	<p>Reading RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.7 Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/ effect, first/second/third in a sequence).</p> <p>Language L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.3a Choose words and phrases for effect. 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 a range of strategies.</p>
March 31 - April 4 myView Unit 5 Week 3	<p>Reading RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>Language L.3.1h Use coordinating and subordinating conjunctions. L.3.1i Produce simple, compound, and complex sentences. L.3.3a Choose words and phrases for effect.</p>



	<p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
<p>April 7-11</p> <p>myView Unit 5 Week 4</p>	<p>Reading</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Language</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1b Form and use regular and irregular plural nouns.</p> <p>L.3.1c Use abstract nouns (e.g., childhood).</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2b Use commas in addresses.</p>
<p>April 14-17</p> <p>myView Unit 5 Week 5</p>	<p>Reading</p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Language</p> <p>L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2c Use commas and quotation marks in dialogue.</p>
<p>April 22-25</p> <p>myView Unit 5 Week 6</p>	<p>Reading</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Writing</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Language</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>April 28- May 16</p>	<p>*Pacing of the final weeks of myView units is TBD based on scheduled dates of MAAP Assessments.</p>



TERM 4

Supporting Standards

(Standards that have been introduced and will be reviewed or revisited during the nine weeks.)

Reading

RL/RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

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