

**3rd Grade Language Arts Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: Introduced First Nine Weeks, then ongoing

Days: 180

Reporting Category/Strand: Oral Language

<p>SOL 3.1, 3.2</p>	<p>The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b) Ask and respond to questions from teachers and other group members. c) Explain what has been learned. d) Use language appropriate for context. e) Increase listening and speaking vocabularies. <p>The student will present brief oral reports using visual media.</p> <ul style="list-style-type: none"> a) Speak clearly. b) Use appropriate volume and pitch. c) Speak at an understandable rate. d) Organize ideas sequentially or around major points of information. e) Use contextually appropriate language and specific vocabulary to communicate ideas.
<p>Essential Knowledge/Skills/Understandings</p>	<p>All students should</p> <ul style="list-style-type: none"> ● organize information on a topic when presenting an oral report. ● speak clearly at an understandable rate and volume. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● deliver oral presentations in an engaging manner that maintains audience interest by: <ul style="list-style-type: none"> ○ reporting on a topic, telling a story, or recounting an experience with appropriate facts and relevant details; ○ presenting information with expression and confidence; ○ varying tone, pitch, and volume to convey meaning; ○ speaking at an understandable rate; ○ selecting words and phrases for effect; ○ using visual media (e.g., images, posters, and charts) to emphasize or enhance facts or details; ○ using specific vocabulary appropriate for the audience and the topic; and ○ using grammatically correct language.

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	<ul style="list-style-type: none"> ● stay on topic during presentations. ● organize ideas sequentially or around major points of information. ● answer questions from the audience. ● evaluate their own presentations, using class-designed criteria.
Essential Questions	
Primary Resources	Correlations Interactive Website Lesson Plans Videos Literature/Music Connections
Essential Vocabulary	

Marking Period: First Nine Weeks
Days: 45 and then ongoing
Reporting Category/Strand: Reading

SOL 3.3	<p>The student will apply word-analysis skills when reading.</p> <p>a) Use knowledge of regular and irregular vowel patterns.</p> <p>b) Decode regular multisyllabic words.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● understand the need to apply word-analysis skills to decode words. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● apply knowledge of regular and irregular vowel patterns to decode words. ● apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words. ● apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words.
Essential Questions	

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Primary Resources	<p>Correlations Phonics-FCRR Syllables-FCRR</p> <p>Interactive Website Coconut Vowels</p> <p>Lesson Plans Videos Literature/Music Connections</p>
Essential Vocabulary	<p><u>syllable</u>: a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word</p>

Marking Period: First Nine Weeks
Days: 45 and then ongoing
Reporting Category/Strand: Reading

SOL 3.4	<p>The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> b) Use knowledge of roots, affixes, synonyms, and antonyms. c) Apply meaning clues, language structure, and phonetic strategies. d) Use context to clarify meaning of unfamiliar words. e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. f) Use vocabulary from other content areas. g) Use word reference resources including the glossary, dictionary, and thesaurus.
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<p>Essential Knowledge/Skills/Understandings</p>	<p>All students should</p> <ul style="list-style-type: none"> ● use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read. ● use reference resources to learn word meanings. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● apply knowledge of roots to decode unknown words with the same root (e.g., company, companion). ● determine the meaning of new words formed when a known affix is added to the known word (e.g., care/careless, heat/reheat). ● use knowledge of synonyms (e.g., big/large, mad/angry, ache/pain). ● use knowledge of antonyms, (e.g., asleep/awake, smile/frown, start/finish). ● use context clues to verify meaning of unfamiliar words. ● using context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words. ● apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ○ using transition words of time sequence (e.g., first, second, next, later, after, and finally); ○ using transition words of compare-contrast (e.g., like, unlike, different, and same); and ○ using vocabulary from history and social science, mathematics, and science; and ○ using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Correlations Word Knowledge-FCRR Interactive Website Synonyms and Antonyms Lesson Plans Homophones Context Clues Roots and Affixes Word Reference Materials Videos BrainPop: Antonyms, Synonyms and Homonyms BrainPop: Context Clues Literature/Music Connections</p>
<p>Essential Vocabulary</p>	<p><u>synonyms</u>: words that have the same (similar) meanings <u>antonyms</u>: words that have opposite meanings <u>glossary</u>: an alphabetical list of terms or words found in or relating to a specific subject or text <u>dictionary</u>: a book or electronic resource that lists the words of a language and gives their meaning</p>

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thesaurus: a book that lists words in groups of synonyms

Marking Period: First Nine Weeks

Days: 45 and then ongoing

Reporting Category/Strand: Reading

<p>SOL 3.5</p>	<p>The student will read and demonstrate comprehension of fictional text and poetry.</p> <ul style="list-style-type: none"> a) Set a purpose for reading. b) Make connections between previous experiences and reading selections. c) Make, confirm, or revise predictions. d) Compare and contrast settings, characters, and events. e) Identify the author’s purpose. f) Ask and answer questions about what is read. g) Draw conclusions about text. i) Identify the main idea. j) Identify supporting details. k) Use reading strategies to monitor comprehension throughout the reading process. l) Differentiate between fiction and nonfiction. m) Read with fluency and accuracy.
<p>Essential Knowledge/Skills/Understandings</p>	<p>All students should</p> <ul style="list-style-type: none"> ● develop a variety of comprehension strategies that can be applied to make meaning from fictional text and poetry. ● develop an increased understanding of the essential elements and characteristics of fictional text and poetry. ● develop the ability to use key supporting details to determine the lessons or morals from fictional text and poetry. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● read for a specific purpose by: <ul style="list-style-type: none"> ● locating specific information in a reading selection; ● identifying details that support a stated main idea; and ● expressing a stated main idea in their own words. ● make a variety of connections with the text, such as:

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	<ul style="list-style-type: none"> ● connections between their own personal experiences and what is happening in the text; ● connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and ● connections between what they already know about the topic and what they find in the reading that is new to them. ● use specific details to make, justify, and modify predictions by: <ul style="list-style-type: none"> ● identifying details from their own experiences and knowledge that supports their predictions; ● identifying information from the text that supports or contradicts a prediction; and ● revising predictions based on new understandings.
Essential Questions	
Primary Resources	<p>Correlations Comprehension Strategies-FCRR Text Analysis-FCRR Monitoring for Understanding-FCRR Comprehension Stories Book Reports</p> <p>Interactive Website Lesson Plans Drawing Conclusions and Simple Inference Making, Confirming, or Revising Predictions Prior Knowledge Summarizing Fiction Identifying the Main Idea Differentiate Between Fiction and Nonfiction</p> <p>Videos Literature/Music Connections</p>
Essential Vocabulary	<p><u>fiction</u>: writing that has been made up using imaginary characters</p> <p><u>setting</u>: where the story is taking place</p> <p><u>character</u>: someone that is part of the story</p> <p><u>event</u>: something that happens with in the story</p>

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	<p><u>author's purpose</u>: the author's reasoning for writing a piece, usually to entertain, to inform or to persuade</p> <p style="padding-left: 20px;"><i>entertain: to provide someone with enjoyment</i></p> <p style="padding-left: 20px;"><i>inform: to give facts or details</i></p> <p style="padding-left: 20px;"><i>persuade: cause someone to do or believe something</i></p> <p><u>conclusions</u>: the finishing of a story or writing piece</p> <p><u>main idea</u>: the overall idea of a paragraph or section of text</p> <p><u>supporting details</u>: details that clarify, illuminate, explain, describe, expand and illustrate the main idea</p>
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Marking Period: First Nine Weeks

Days: 45 and then ongoing

Reporting Category/Strand: Writing

SOL 3.8	The student will write legibly in cursive.
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● understand that neat, legible cursive handwriting is an important tool of written communication <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use correct letter formation. ● practice appropriate handwriting habits, including proper posture, position of paper, and pencil grip. ● learn to write legibly in cursive.
Essential Questions	
Primary Resources	<p>Correlations</p> <p>Interactive Website</p> <p>Lesson Plans</p> <p>Videos</p> <p>Literature/Music Connections</p>
Essential Vocabulary	

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Marking Period: First Nine Weeks

Days: 45 and then ongoing

Reporting Category/Strand:

<p>SOL 3.9</p>	<p>The student will write for a variety of purposes.</p> <ul style="list-style-type: none"> a) Identify the intended audience. b) Use a variety of prewriting strategies. c) Write a clear topic sentence focusing on the main idea. d) Write a paragraph on the same topic. e) Use strategies for organization of information and elaboration according to the type of writing. f) Include details that elaborate the main idea. g) Revise writing for clarity of content using specific vocabulary and information.
<p>Essential Knowledge/Skills/Understandings</p>	<p>All students should</p> <ul style="list-style-type: none"> ● understand how to plan and compose a paragraph on the same topic. ● understand how to plan and compose written pieces for a variety of purposes. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use a variety of pre-writing strategies by: <ul style="list-style-type: none"> ● identifying the intended audience; ● using ideas from class brainstorming activities; ● making lists of information; ● talking to classmates about what to write; ● reading texts by peer and professional authors; ● using graphic organizers; and ● selecting an appropriate writing form for nonfiction writing (e.g., explanation, directions, simple report), expressive writing (e.g., narrative, reflection, and letter), and creative writing (e.g., fiction and poetry). ● write a clear topic sentence that focuses on the main idea. ● keep their written paragraphs on one topic. ● follow the organization of particular forms of writing for: <ul style="list-style-type: none"> ○ letters – date, greeting, body, and closing; ○ informative/explanatory purposes <ul style="list-style-type: none"> › introduce a topic and group related information in paragraph form › use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic

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	<ul style="list-style-type: none"> › use specific vocabulary to inform and explain the topic › provide a concluding statement or section ○ narratives <ul style="list-style-type: none"> › sequence events › use transition words and phrases for sentence variety and to manage the sequence of events › use specific vocabulary to convey experiences and events › provide a conclusion ● incorporate transitional words that clarify sequence (e.g., first, next, and last). ● use linking words (e.g., also, another, and, more) and linking phrases (e.g., in order to, because of this, for example) to connect ideas within categories of information. ● apply knowledge of the writing domains of composing, written expression, and usage/mechanics. ● read their own writing orally to check for sentence rhythm (sentence variety). ● add specific details that further elaborate the main idea. ● use examples from their reading as models to imitate in their writing. ● use precise nouns, verbs, and adjectives. ● use strategies for organization of information and elaboration relevant to the type of writing. ● clarify writing when revising by including specific vocabulary and information.
Essential Questions	
Primary Resources	<p>Correlations Interactive Website Lesson Plans Prewriting Strategies The Writing Process Developing a Central Idea in Narrative Writing Elaborating the Main Idea using Supporting Details Informative/Expository Writing Strategies for Organization and Elaboration of Personal Narrative Transition Words in Writing</p> <p>Videos Literature/Music Connections</p>
Essential Vocabulary	<u>topic sentence</u> : a sentence that expresses the main idea of the paragraph in which it occurs

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Days: 45 and then ongoing

Reporting Category/Strand: Writing

SOL 3.10

The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Use complete sentences.**
- b) Use transition words to vary sentence structure.**
- c) Use the word I in compound subjects.**
- d) Use past and present verb tense.**
- e) Use singular possessives.**
- f) Use commas in a simple series.**
- g) Use simple abbreviations.**
- h) Use apostrophes in contractions with pronouns and in possessives.**
- i) Use the articles a, an, and the correctly.**
- j) Use correct spelling for frequently used sight words, including irregular plurals.**

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<p>Essential Knowledge/Skills/Understandings</p>	<p>All students should</p> <ul style="list-style-type: none"> ● understand that grammatically correct language and mechanics contribute to the meaning of writing. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use complete sentences. ● use transition words to vary sentence structure. ● use the word I in compound subjects. ● use past and present verb tenses. ● use singular possessives. ● punctuate correctly: <ul style="list-style-type: none"> ○ commas in a simple series; ○ apostrophes in contractions with pronouns, (e.g., I'd, we've); ○ using conventions of dialogue, (e.g., quotation marks to indicate someone is saying something, indentation to show that the speaker has changed, and signal words like he said and she exclaimed); and ○ using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (e.g., here or there) for a specific location, and the use of a synonym for an earlier word (e.g., animal for dog). ● use simple abbreviations. ● use articles a, an and the correctly. ● use correct spelling for frequently used words, including irregular plurals (e.g., men, children). ● use correct spelling for frequently used sight words, including irregular plurals.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Correlations Abbreviations-FCRR Interactive Website Lesson Plans Videos Literature/Music Connections</p>
<p>Essential Vocabulary</p>	

Marking Period: First Nine Weeks
Days: 45 and then ongoing
Reporting Category/Strand: Writing

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SOL 3.12	The student will use available technology for reading and writing.
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● understand that reading and writing skills can be adapted for use with available technology. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use available technology for reading and writing. ● read electronic media to gather specific information, to gain knowledge, and for enjoyment. ● use available technology to compose, edit and share writing as well as to interact and collaborate with others. ● ask and respond to questions about material presented through various media formats.
Essential Questions	
Primary Resources	<p>Correlations Interactive Website Lesson Plans Videos Literature/Music Connections</p>
Essential Vocabulary	

Marking Period: Second Nine Weeks
Days: 46 and then ongoing
Reporting Category/Strand: Reading

SOL 3.3	<p>The student will apply word-analysis skills when reading.</p> <p>a) Use knowledge of regular and irregular vowel patterns.</p> <p>b) Decode regular multisyllabic words.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● understand the need to apply word-analysis skills to decode words. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● apply knowledge of regular and irregular vowel patterns to decode words.. ● decode regular multisyllabic words in order to read fluently.

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Essential Questions	
Primary Resources	Correlations Phonics-FCRR Syllables-FCRR Interactive Website Lesson Plans Videos Literature/Music Connections
Essential Vocabulary	

Marking Period: Second Nine Weeks

Days: 46 and then ongoing

Reporting Category/Strand:

SOL 3.4	The student will expand vocabulary when reading. b) Use knowledge of roots, affixes, synonyms, and antonyms.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read. ● use reference resources to learn word meanings. To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● apply knowledge of roots to decode unknown words with the same root (e.g., company, companion). ● apply knowledge of affixes, (e.g., prefixes such as ex-, dis-, un-, re-, mis-, non-, pre-; suffixes such as -ly, -ful, -less, -able, -tion, -ness, and -ment) to decode words. ● determine the meaning of new words formed when a known affix is added to the known word (e.g., care/careless, heat/reheat).
Essential Questions	
Primary Resources	Correlations Interactive Website Lesson Plans Videos Literature/Music Connections

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Essential Vocabulary	
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Marking Period: Second Nine Weeks
Days: 46 and then ongoing
Reporting Category/Strand: Reading

SOL 3.6	<p>The student will continue to read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> b) Use prior and background knowledge as context for new learning. c) Preview and use text features. d) Ask and answer questions about what is read. e) Draw conclusions based on text. f) Summarize major points found in nonfiction texts. j) Use reading strategies to monitor comprehension throughout the reading process. k) Identify new information gained from reading. l) Read with fluency and accuracy.
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● demonstrate comprehension of nonfiction. ● understand that text formats can be used to set a purpose for reading. ● demonstrate an understanding of the characteristics of biography and autobiography. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use prior and background knowledge as context for new learning by: <ul style="list-style-type: none"> ○ recognizing similarities between their own personal experiences and the text; ○ recognizing similarities between the text they are reading and other texts they have read; and ○ recognizing similarities between what they already know about the topic and what they find in the reading that is new to them. ● use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently: <ul style="list-style-type: none"> ○ content text features, such as headings and chapter layout by topic; ○ functional formats, such as advertisements, flyers, and directions; ○ specialized type, such as bold face and italics; and

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	<ul style="list-style-type: none"> ○ visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. ● apply understanding of text structure to guide reading by: <ul style="list-style-type: none"> ○ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional; ○ making predictions based on knowledge of literary forms, such as biography and autobiography; and ○ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions. ● gain meaning before, during, and after reading by: <ul style="list-style-type: none"> ○ asking and answering questions to clarify meaning; ○ understanding that sometimes two or more pieces of information need to be put together to answer a question; and ○ understanding that some questions are answered directly in the text. ● draw conclusions about what they have read. ● summarize major points in a selection. ● state in their own words the main idea of a nonfiction selection. ● compare and contrast the characteristics of biographies and autobiographies.
Essential Questions	
Primary Resources	<p>Correlations Comprehension-NonFiction-FCRR Text Analysis-FCRR Monitoring for Understanding-FCRR Comprehension Stories Book Reports</p> <p>Interactive Website</p> <p>Lesson Plans Comparing and Contrasting Biography and Autobiography Differentiate Between Fiction and Nonfiction Activating Prior Knowledge Author's Purpose in Nonfiction Drawing Conclusions and Making Simple Inferences Main Idea Understanding What You Read Nonfiction Text Features Summarizing Points in Nonfiction Summarizing Supporting Details in Nonfiction Text Features of Nonfiction Texts</p>

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	<p>Using Online Resources Who, What, When, Where, Why, and How- Nonfiction Context Clues in Nonfiction Differentiate between Fiction and Nonfiction Writing a Topic Sentence</p> <p>Videos Literature/Music Connections</p>
Essential Vocabulary	<p><u>non-fiction</u>: writing that is based on facts, real events, and real people <u>text features</u>: features in a text that help the reader understand the author’s message <u>summary</u>: a brief statement of the main points</p>

Marking Period: Second Nine Weeks
Days: 46 and then ongoing
Reporting Category/Strand: Reading

SOL 3.7	<p>The student will demonstrate comprehension of information from a variety of print and electronic resources.</p> <p>a) Use encyclopedias and other reference books, including online reference materials. b) Use table of contents, indices, and charts.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● understand ways to select the best resource for gathering information on a given topic. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● make decisions about which resource is best for locating a given type of information. ● locate selected information in encyclopedias, atlases, and other print and online reference materials. ● retrieve information from electronic sources. ● use the Internet to find information on a given topic.
Essential Questions	

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Primary Resources	Correlations Interactive Website Lesson Plans Table of Contents, Indices, Charts, Maps, and Graphs Using Online Resources Reference Materials Videos BrainPop: Dictionary and Thesaurus Literature/Music Connections
Essential Vocabulary	

Marking Period: Second Nine Weeks
Days: 46 and then ongoing
Reporting Category/Strand: Writing

SOL 3.11	The student will write a short report. a) Construct questions about the topic. b) Identify appropriate resources. c) Collect and organize information about the topic into a short report. d) Understand the difference between plagiarism and using own words.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● understand how information should be collected, analyzed and organized as a part of the process of writing a short report. ● understand the difference between plagiarism and using their own words in their writing. To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● focus on a central topic. ● develop a list of questions pertaining to a specific topic. ● identify and use appropriate resources. ● follow the organization of particular forms of writing for short reports (e.g., opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing). ● review their written drafts so that the language and/or thoughts of another author are given proper credit.
Essential Questions	

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Primary Resources	Correlations Interactive Website Lesson Plans Organizing Information into Short Reports Plagiarism and Crediting Sources Videos Literature/Music Connections
Essential Vocabulary	<u>plagiarism</u> : the practice of taking someone else's work or ideas and passing them off as one's own \ <u>resource</u> : a source used to find out information (encyclopedia, websites, etc.)

Marking Period: Third Nine Weeks
Days: 45 and then ongoing
Reporting Category/Strand: Reading

SOL 3.3	The student will apply word-analysis skills when reading. a) Use knowledge of regular and irregular vowel patterns. b) Decode regular multisyllabic words.
Essential Knowledge/Skills/Understandings	All students should <ul style="list-style-type: none"> ● understand the need to apply word-analysis skills to decode words. To be successful with this standard, students are expected to <ul style="list-style-type: none"> ● apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words. ● decode regular multisyllabic words in order to read fluently.
Essential Questions	
Primary Resources	Correlations Interactive Website Lesson Plans Videos Literature/Music Connections
Essential Vocabulary	

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Marking Period: Third Nine Weeks
Days: 45 and ongoing
Reporting Category/Strand: Reading

SOL 3.4	<p>The student will expand vocabulary when reading.</p> <p>b) Use knowledge of roots, affixes, synonyms, and antonyms.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read. ● use reference resources to learn word meanings. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● apply knowledge of roots to decode unknown words with the same root (e.g., company, companion). ● apply knowledge of affixes, (e.g., prefixes such as ex-, dis-, un-, re-, mis-, non-, pre-; suffixes such as -ly, -ful, -less, -able, -tion, -ness, and -ment) to decode words. ● determine the meaning of new words formed when a known affix is added to the known word (e.g., care/careless, heat/reheat).
Essential Questions	
Primary Resources	
Essential Vocabulary	

Marking Period: Fourth Nine Weeks
Days: 44 and ongoing
Reporting Category/Strand: Reading

SOL 3.4	<p>The student will expand vocabulary when reading.</p> <p>a) Use knowledge of homophones.</p> <p>b) Use knowledge of roots, affixes, synonyms, and antonyms.</p>
Essential Knowledge/Skills/Understandings	<p>All students should</p> <ul style="list-style-type: none"> ● use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read.

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	<ul style="list-style-type: none"> ● use reference resources to learn word meanings. <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● use knowledge of homophones (e.g., be/bee, hear/here, and sea/see) to understand unfamiliar words. ● apply knowledge of roots to decode unknown words with the same root (e.g., company, companion). ● apply knowledge of affixes, (e.g., prefixes such as ex-, dis-, un-, re-, mis-, non-, pre-; suffixes such as -ly, -ful, -less, -able, -tion, -ness, and -ment) to decode words. ● determine the meaning of new words formed when a known affix is added to the known word (e.g., care/careless, heat/reheat). ● using transition words of compare-contrast (e.g., like, unlike, different, and same);
Essential Questions	
Primary Resources	<p>Correlations Interactive Website Lesson Plans Videos Literature/Music Connections</p>
Essential Vocabulary	<p><u>homophones</u>: two or more words having the same pronunciation but different meanings</p>