

COMMON CORE

Grade 3

English Language Arts

CLINICS



Reading Literature

 Options™

Table of Contents

UNIT 1 Key Ideas and Details

Common Core State Standards

| | | | |
|----------|------------------------------------|----|------------------------------|
| Lesson 1 | Ask and Answer Questions | 4 | RL.3.1, RL.3.10, RF.3.4.a, c |
| Lesson 2 | Character and Plot | 8 | RL.3.3, RL.3.10, RF.3.4.a, c |
| Lesson 3 | Fables | 12 | RL.3.2, RL.3.10, RF.3.4.a, c |
| Lesson 4 | Folktales | 16 | RL.3.2, RL.3.10, RF.3.4.a, c |
| Lesson 5 | Myths | 20 | RL.3.2, RL.3.10, RF.3.4.a, c |

UNIT 2 Craft and Structure

| | | | |
|----------|---------------------------------|----|------------------------------|
| Lesson 6 | Figurative Language | 24 | RL.3.4, RL.3.10, RF.3.4.a, c |
| Lesson 7 | Point of View | 28 | RL.3.6, RL.3.10, RF.3.4.a, c |
| Lesson 8 | Poems and Their Parts | 32 | RL.3.5, RL.3.10, RF.3.4.a, c |
| Lesson 9 | Plays and Their Parts | 36 | RL.3.5, RL.3.10, RF.3.4.a, c |

UNIT 3 Integrate Knowledge and Ideas

| | | | |
|-----------|---|----|------------------------------|
| Lesson 10 | Drawings | 40 | RL.3.7, RL.3.10, RF.3.4.a, c |
| Lesson 11 | Compare and Contrast Settings | 44 | RL.3.9, RL.3.10, RF.3.4.a, c |
| Lesson 12 | Compare and Contrast Plots | 50 | RL.3.9, RL.3.10, RF.3.4.a, c |
| Lesson 13 | Compare and Contrast Themes | 56 | RL.3.9, RL.3.10, RF.3.4.a, c |

| | |
|------------------------------|----|
| Graphic Organizers | 62 |
|------------------------------|----|

Ask and Answer Questions

Learn About It

Asking questions about a text can help you understand what you read. Before you read, guess what the passage will be about, based on its title. As you read, ask yourself *who*, *what*, *where*, *when*, *why*, and *how*. If you do not understand something in the passage, write down your questions. Then, reread the passage to look for answers in the text. After you read, ask yourself questions about how the text connects to your own life.

Read the passage. As you read, think of questions you might have about the text.

Scratching an Itch

When Nashaya woke up, she realized that it was much earlier than usual. She had been tossing and turning all night. She couldn't sleep because she felt itchy all over her arms and neck. Just then, she felt something land on her hand. "So *that's* why I feel so itchy," she thought to herself, as she swatted the mosquito away.

| | Question | Answer |
|-----------------------|-------------------------------------|--|
| Before reading | What will this be about? | It will have something to do with an itch. |
| During reading | Does anything here confuse me? | What was making Nashaya itchy? |
| After reading | Does this relate to my life at all? | Yes, mosquitoes sometimes bite me when I play outside in the summer. |

Try It

Read the passage. Keep track of the questions you have before, during, and after you finish reading. Use the questions to help you.

Coming to America

When my family and I began our long voyage to America, I had no idea what to expect. I never imagined the trip would be such an adventure!

We started our journey in the Netherlands. We had gone to live there when life in England got to be too hard. Now we were going to make a fresh start in a new colony.

Before we headed to America, we went back to England to change ships. We soon found ourselves on the *Mayflower*! Our captain was a man named Miles Standish. I don't think even *he* knew how hard our trip would be.

For a few weeks, we had good weather, but then things got very bad. Strong winds and storms made it very difficult to travel. Many passengers got sick.

My mother kept telling me that it would all be worth it in the long run. I wasn't so sure about that. I just wished I could be safe on land where I wouldn't feel seasick anymore.

Weeks passed and it seemed like the journey would never end. Finally, after a full two months aboard the ship, we spotted land! I'll never forget how excited we were. It seemed like all of our troubles would soon be over. Of course I knew that starting a new life in a strange land would not be a simple task, but I also didn't expect it to be so tough!

Does the title of the passage hint at what the passage is about?

Is there anything in the passage that you do not understand? Keep track of your questions, then reread the passage and try to find answers to them.



How does asking questions about a passage help you understand it?

Apply It

Read the passage. Write questions and answers about the text. Answer the question on the next page.

A Trip to Mars!

The year is 2075. We are headed for the planet Mars. Everyone on the ship is a little nervous about leaving Earth, but also very excited about the journey!

Our spaceship is comfortable, but not very big. Everyone has to share rooms with each other. Luckily, I am with my family, so we can stay together.

The food on the spaceship is surprisingly tasty, although it never seems to be enough. I always want more! Scientists have made powdered versions of some foods for us to bring on our long trip. Just add water and your food is ready to eat! The powder lasts for a long time and is much easier to store than normal food you get at the supermarket.

People aboard the ship don't seem to have a lot of energy. I guess they're still getting used to the idea of leaving Earth and heading for a strange planet. Crew members try to organize games so that we can enjoy each others' company, but most people would rather just spend their time sleeping.

We'll have to start working together soon if we're going to make a new home for ourselves on Mars. The leaders of the trip try to get us to think about the future, but no one seems ready yet. I wonder what new, exciting things we are going to find on Mars!



Answer these questions about “A Trip to Mars!” Write your answers in complete sentences.

 1 When and where does this passage take place?

 2 How does reading the title of the passage help you know what it is going to be about?

 3 What questions did you have while you were reading the passage?

 4 How does the narrator feel about going to Mars? What makes you think this?

 5 After having read the passage, what questions do you still have about the trip?

COMMON CORE

Grade 3

English Language Arts

CLINICS



Reading Informational Text

 Options™

Table of Contents

UNIT 1 Key Ideas and Details

Common Core State Standards

| | | | |
|----------|--|----|-----------------------------|
| Lesson 1 | Ask and Answer Questions | 4 | RI.3.1, RI.3.10, RF.3.4.a,c |
| Lesson 2 | Main Idea and Supporting Details | 8 | RI.3.2, RI.3.10, RF.3.4.a,c |
| Lesson 3 | Historical Text | 12 | RI.3.3, RI.3.10, RF.3.4.a,c |
| Lesson 4 | Scientific Text | 16 | RI.3.3, RI.3.10, RF.3.4.a,c |
| Lesson 5 | Technical Text. | 20 | RI.3.3, RI.3.10, RF.3.4.a,c |

UNIT 2 Craft and Structure

| | | | |
|----------|-------------------------------|----|-----------------------------|
| Lesson 6 | Academic Vocabulary | 24 | RI.3.4, RI.3.10, RF.3.4.a,c |
| Lesson 7 | Point of View | 28 | RI.3.6, RI.3.10, RF.3.4.a,c |
| Lesson 8 | Text Features | 32 | RI.3.5, RI.3.10, RF.3.4.a,c |
| Lesson 9 | Search Tools. | 36 | RI.3.5, RI.3.10, RF.3.4.a,c |

UNIT 3 Integrate Knowledge and Ideas

| | | | |
|------------------------------|---|----|-----------------------------|
| Lesson 10 | Images | 40 | RI.3.7, RI.3.10, RF.3.4.a,c |
| Lesson 11 | Compare and Contrast | 44 | RI.3.8, RI.3.10, RF.3.4.a,c |
| Lesson 12 | Cause and Effect | 48 | RI.3.8, RI.3.10, RF.3.4.a,c |
| Lesson 13 | Sequence | 52 | RI.3.8, RI.3.10, RF.3.4.a,c |
| Lesson 14 | Compare and Contrast Two Texts. | 56 | RI.3.9, RI.3.10, RF.3.4.a,c |
| Graphic Organizers | | 62 | |

Ask and Answer Questions

Learn About It

As you read a passage, you should ask yourself questions. This strategy will help you better understand what you read. Ask *who*, *what*, *where*, *when*, *why*, and *how*. You may have to reread to find the answers to these questions.

Read the paragraph and think of questions as you read.

The most popular sport in the whole world is soccer. Outside of the United States, soccer is known as football. Millions of people play the game. Even more watch others play. Soccer dates back hundreds of years. In fact, some British kings passed laws against the game. Other British kings loved the game. For example, Henry VIII played soccer in special soccer boots. The rules of the game probably changed over time. No one wrote down the rules of the game until the mid-1800s.

| | Question | Answer |
|-------------|----------------------------------|-----------------------|
| What | What is the passage about? | Soccer |
| Who | Who is mentioned in the passage? | Henry VIII |
| When | When was soccer first played? | Hundreds of years ago |

Try It

Read the passage. Ask yourself questions as you read. Then reread the passage and circle the answers to the questions. Use the questions to help you.

A Lemur That Needs Love

Madagascar is full of amazing animals. This island country near Africa has creatures that do not live anywhere else in the world. One of the most unusual is a skinny little lemur called the aye-aye.

With its giant eyes and its long fingers, the aye-aye looks very strange. It has a long tail and big sharp teeth, like a rat. In fact, scientists first thought it was a rodent. Actually, it is a cousin of the ape and the monkey.

Aye-ayes like to live in rain forests. They build nests high up in the trees. All day long, they sleep in the nests. At night, they go looking for food. They use their long fingers to dig through bark. Then they eat the grubs inside. When they swing from tree to tree, they can pick up tasty fruit.

Now, human beings are destroying many forests in Madagascar. People want the land for farming and housing. This means trouble for the aye-ayes.

When people cut forests down, the aye-ayes go hungry. So, these lemurs move closer to villages and farms. Sometimes they take food that people want. Farmers start to think that they are pests.

Even worse, some people think that the animals bring bad luck. To avoid the bad luck, they kill the aye-ayes.

Luckily, the government is taking steps to protect the aye-ayes. It has set aside land where all sorts of lemurs can live and enjoy the rain forest.



What is the passage about?

What questions should you ask as you read the passage?



Ask yourself a *where* question about the passage. How does the answer help you understand it?

Apply It

Read the passage. Think of questions to ask as you read. Then reread the passage to find the answers. Answer the questions on the next page.

A Mysterious Ball Game

If you travel to Central America, you may come across some fascinating ruins. You can see where the ancient Maya had their cities a thousand years ago. The Maya could read, write, and track the stars. They had royalty, priests, artists, and farmers. They also built great cities. Along with the temples and pyramids, you can see where the Maya played ball.

Nearly every Maya city had at least one ball game court. The ball courts are long and narrow, with no roof overhead. You can imagine bouncing a ball against the tall stone walls. But no one is completely sure just how the Maya played their game.

The game appears in ancient Mayan painting and sculpture. This art shows two teams playing against each other. The players used a heavy rubber ball. With their hips, they tried to pass the ball down the court.

Some experts believe that the players were important people in the city. The game might have been a way to settle arguments. Clues show that the teams sometimes played for their lives.

In later years, the Maya placed rings high up on the walls of the ball game court. Perhaps the players had to move the ball through the ring. Experts use ancient art and writing to learn more about the ball game. They are not sure exactly what went on in the ball courts. For now, they just use their imaginations.



Answer these questions about "A Mysterious Ball Game." Write your answers in complete sentences.

 1 What questions can be asked after reading the first paragraph?

 2 Is there anything you did not understand as you read? Write your question here.

 3 What else about the ball game would you like to know? Write any questions you have here.

 4 Does the mysterious ball game remind you of anything in your own life? Why or why not?

COMMON CORE

Grade 3

English Language Arts

CLINICS



Writing and Language

 Options™

Table of Contents

UNIT 1 Text Types and Purposes

Common Core State Standards

| | | | |
|-----------------|--------------------------------------|----|---------------------------------|
| Lesson 1 | Write an Opinion | 4 | W.3.1, W.3.4, W.3.10, L.3.3.a–b |
| Lesson 2 | Write an Informative Piece | 8 | W.3.2, W.3.4, W.3.10, L.3.3.a–b |
| Lesson 3 | Write a Narrative | 12 | W.3.3, W.3.4, W.3.10, L.3.3.a–b |

UNIT 2 Conventions of Standard English

| | | | |
|------------------|--|----|---------------|
| Lesson 4 | Nouns | 16 | L.3.1.a–c |
| Lesson 5 | Verbs | 20 | L.3.1.a, d, e |
| Lesson 6 | Subject-Verb Agreement | 24 | L.3.1.f |
| Lesson 7 | Pronoun-Antecedent Agreement | 28 | L.3.1.a, f |
| Lesson 8 | Adjectives | 32 | L.3.1.a, g |
| Lesson 9 | Adverbs | 36 | L.3.1.a, g |
| Lesson 10 | Types of Sentences | 40 | L.3.1.h, i |
| Lesson 11 | Capitals and Punctuation | 44 | L.3.2.a–d |
| Lesson 12 | Spelling | 48 | L.3.2.e–g |

UNIT 3 Vocabulary Acquisition and Use

| | | | |
|---------------------------|---|----|------------|
| Lesson 13 | Context Clues | 52 | L.3.4.a |
| Lesson 14 | Roots and Affixes | 56 | L.3.4.b, c |
| Lesson 15 | Glossary and Dictionary | 60 | L.3.4.d |
| Lesson 16 | Literal and Nonliteral Language | 64 | L.3.5.a |
| Lesson 17 | Shades of Meaning | 68 | L.3.5.b, c |
| Lesson 18 | Academic Vocabulary | 72 | L.3.6 |
| Graphic Organizers | | 76 | |

Write an Opinion

Learn About It

An **opinion** is what someone thinks, feels, or believes. When you write something that states your opinion, you need to support it with **facts**, **reasons**, and **details**. At the end of your piece, **summarize** your argument in a **conclusion**.

Read the paragraph. Look for the writer's opinion and the facts, reasons, and details that support the opinion.

The mayor wants to build a new baseball stadium. I do not think that the city should build a stadium. Houses and stores would have to be torn down to make room for it. The stadium would also take the place of parks and playgrounds in the center of the city. Also, traffic would cause problems for the people still in the neighborhood.

| | |
|-------------------|---|
| Claim | <i>The city should not build a baseball stadium.</i> |
| Reason | <i>Houses and stores would have to be torn down.</i> |
| Reason | <i>The stadium would replace parks and playgrounds.</i> |
| Reason | <i>Traffic would be a problem.</i> |
| Conclusion | <i>There are many reasons why we should not build a baseball stadium.</i> |

Try It

Read the passage. Underline the sentence that states the opinion. Place a star next to each detail that tells you more about the opinion. Use the questions to help you.

Every Day Should Be P.E. Day

Public schools in our state have physical education (P.E.) for students in grade school just two days a week. I believe that we should have P.E. every day of the week. More children than ever are overweight. Being physically active is important for keeping a healthy weight.

What is the writer's opinion?

According to health experts, children should get sixty minutes of exercise daily. The National Heart Association suggests that children should get at least thirty minutes of exercise during the school day. This would help students get in the habit of regular exercise. This will help them throughout their lives.

Many studies have shown that exercise also helps students concentrate better. That means that teachers would not have to deal as often with students who cause problems in the classroom because they cannot focus. It seems obvious that many students would behave better if they "worked off" some extra energy.

What reasons does the writer use to support his or her opinion?

I also think that having P.E. on every school day would help students look forward to coming to school. Many children look forward to playing games, jumping rope, dancing, and the other activities that take place in P.E. If students got to go to P.E. every day, they would enjoy school more.

Physical education is an important part of education. There are many reasons that students should have P.E. every day.



What other reasons could the author add to further support his or her opinion?

Apply It

Read the writing prompt. Plan your response in the graphic organizer.



Many people have pets. Different people think that different animals make the best pet. Choose an animal that you think makes the best pet. Write why you chose this animal and why it makes the best pet.

| | |
|-------------------|--|
| Opinion | |
| Reason | |
| Reason | |
| Reason | |
| Conclusion | |

