

South Carolina Instructional Strategies and Routines

Grade 3



Introduction

This guide includes instructional strategies and routines specifically designed to enhance instruction of the content standards outlined in the South Carolina College- and Career-Ready English Language Arts Standards (2023). Teachers may incorporate these routines throughout the Amplify Core Knowledge Language Arts (CKLA) program, providing ample opportunities for guided and independent practice.

Each routine includes the following:

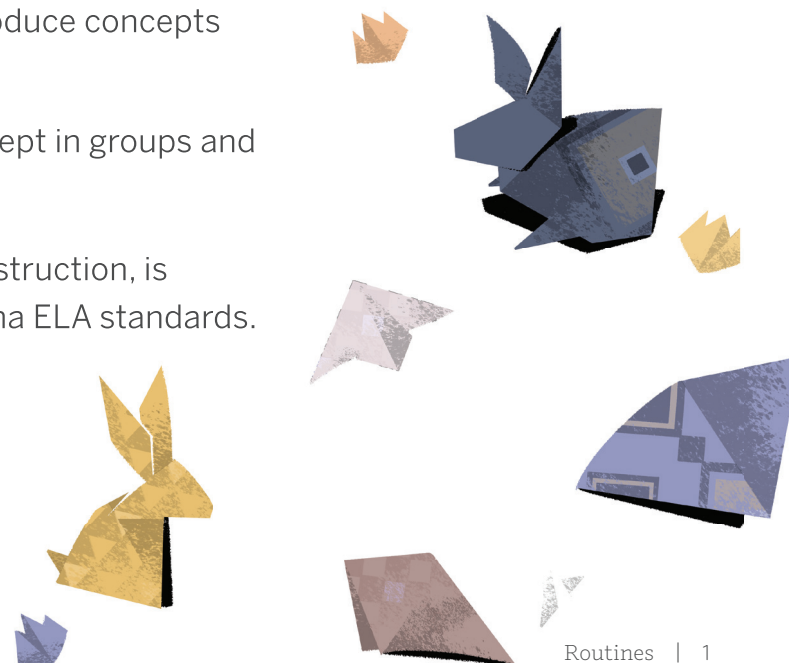
CKLA Connection: suggested moments in the program when teachers may use the routine

Introduce: information teachers may use to explain or introduce concepts

Model: routines for modeling each concept or skill

Practice: activities for students to practice the skill or concept in groups and independently

Using these routines, along with the program's daily core instruction, is recommended to help all students master the South Carolina ELA standards.



Grade 3

Foundations of Literacy Fluency

ELA.3.F.4.3b Read texts by decoding the word by analogy.

CKLA Connection Use this routine once students have a bank of known words and word patterns they can use to read unfamiliar words.

Introduce Tell students that they know a lot of words and different ways to figure out new words. Today they will practice comparing new words to words they already know so they can read more fluently.

Model Write the following sentence: *Gail could play the mandolin*. Circle the parts of the word *mandolin*: *man*, *do*, *lin*. Create a diagram as you model.

can	go	in
↓	↓	↓
man	do	lin

Say: This word has familiar spelling patterns that I can use to read it. *Man* reminds me of words like *can*. The next part reminds me of words like *go*. And the third part reminds me of the word *in*. I can use what I know about familiar words to help me read the word: *mandolin*. What if I read the word but I don't know what it means? I can use the context of the sentence. The word *play* tells me that a mandolin is a kind of instrument.

Write *kindergarten* and circle each part of the word: *kin*, *der*, *gar*, *ten*. Create a diagram and point to it as you model making connections between what you know and the new word.

in	her	car	den
↓	↓	↓	↓
kin	der	gar	ten

Say: What connections can I make to this word? Well, if this word is like *in* (point to the diagram), then this must be *kin*. If this word is like *her*, then this part must be *der*. *Gar* reminds me of *car*. And *ten* reminds me of *den*. Now let's put these parts together to read the word: *kindergarten*.

Foundations of Literacy Fluency (continued)

ELA.3.F.4.3b Read texts by decoding the word by analogy.

Group Practice Write the words *apprehend* and *boomerang*, and guide students to make connections with words or spelling patterns they already know to read each word.

<i>cap</i>	<i>see</i>	<i>tend</i>
↓	↓	↓
<i>app</i>	<i>re</i>	<i>hend</i>

<i>room</i>	<i>her</i>	<i>sang</i>
↓	↓	↓
<i>boom</i>	<i>er</i>	<i>ang</i>

Independent Practice Write the following words and have students copy them: *gingerbread*, *envelope*, *tangerine*. Have them work with a partner to use analogy to read the words. Ask them to choose one of the words and draw a diagram showing the connections to what they know and the new word. Circulate and, if needed, provide support.

<i>pin</i>	<i>her</i>	<i>read</i>
↓	↓	↓
<i>gin</i>	<i>ger</i>	<i>bread</i>

<i>ten</i>	<i>heh</i>	<i>hope</i>
↓	↓	↓
<i>en</i>	<i>ve</i>	<i>lope</i>

<i>pan</i>	<i>her</i>	<i>seen</i>
↓	↓	↓
<i>tan</i>	<i>ger</i>	<i>ine</i>

Grade 3

Applications of Reading Literary Elements and Figurative Language

ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.

CKLA Connection Use this routine when students read texts that include multiple examples of figurative language.

Introduce Explain to students that stories, poems, and other types of literature often include figurative language. Figurative language is language used in nonliteral ways to create strong images and make readers feel strong emotions. These are common types of figurative language:

- **Personification** describes writing that gives human qualities to an object, animal, or idea. *The flowers danced in the wind.*
- A **simile** uses *like* or *as* to compare how two very different things have something in common. *Maya swam like a fish.*
- A **metaphor** directly compares two different things to show something they have in common. A metaphor does not use *like* or *as*. *Our eyes are windows to the world.*
- **Hyperbole** is a figure of speech in which the truth is exaggerated for emphasis or for humor. *It took forever for my package to arrive in the mail.*
- **Idioms** are sayings that cannot be understood from their words alone. They have figurative meanings. For example, *It's raining cats and dogs* is an idiom that means it's raining very heavily, but cats and dogs are not actually coming down from the sky.

Explain that writers also use descriptive words and phrases, imagery, and rhyme to make stories, poems, and other types of literature interesting and memorable.

- **Descriptive words and phrases** tell what something looks, sounds, tastes, smells or feels like, such as the words *cold* and *blue* in the phrase *cold, blue sea*.
- **Imagery** describes specific words and phrases that writers use to help readers create mental images. *The huge dragon zoomed through the starry night sky.*
- **Rhyme** describes words that end with the same sound, such as *frog / log, sky / high*.

Model Display an excerpt from a literary work that includes several different types of figurative language. Choose one of the examples, and use prompts to model how to explain the purpose of figurative language in the text.

Applications of Reading Literary Elements and Figurative Language (continued)

ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.

Ask: In the _____ sentence, what type of figurative language is used? Why do you think so? What image does this create in your mind? How does this figurative language affect the text? What does it help you understand about the text?

Group Practice Guide small groups to read another excerpt and discuss other examples of figurative language. Have groups explain the purpose of each example.

Independent Practice Have students look through a text to find other examples of figurative language. Ask students to name it (metaphor, hyperbole, etc.), interpret it, and explain its purpose.

Grade 3

Applications of Reading Text Structure and Features

ELA.3.AOR.5.1 Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure.

CKLA Connection This routine may be used when students are studying the structure of a literary work, such as the plot of a work of fiction or how plays are divided into acts and scenes.

Introduce Ask students whether they have ever constructed a building out of blocks. Point out that the block building has a structure that keeps it standing. Explain that just as block buildings have structure, so too do stories, plays, and poems—only instead of being made from blocks, these types of writing are made from words. Write the words *paragraph*, *chapter*, *scene*, *act*, *line*, and *stanza* on the board and read them aloud. Explain that these are like the building blocks of stories, dramas, and poetry.

Model Find the following books in your classroom or digital library: a work of fiction that is divided into chapters, a play that is divided into acts and scenes, and a poem that is divided into stanzas. Adapt the wording below to suit the books you are using.

Say: This is a work of fiction, so we know it is a made-up story. The story is made up of paragraphs. A paragraph is a section of text where all the sentences fit together. You can tell when one paragraph begins and another ends by looking for the indentation, or the space before the writing begins. This paragraph is quite short—only one sentence! But here’s a much longer paragraph. Paragraphs are building blocks of stories. In this book, the author combined lots of paragraphs into chapters. Each chapter tells a different part of the story. According to the table of contents, this book has ten chapters. Authors organize their work into paragraphs and chapters to make them easier to write and easier to understand.

Ask: What was the name of the last chapter book you read? How did the chapters help you follow what was going on in the text?

Say: This book contains a play. Plays are not organized by dividing them into paragraphs and chapters. Instead, they are usually divided into scenes and acts. For plays, scenes and acts are the building blocks. Two or three scenes go together to make up an act. In a theater, there is often a break between the acts. The curtain comes down and the audience can move around for ten or fifteen minutes before the next act.

Ask: Have you seen or read a play recently? Did you notice how the events of each scene created one longer story?

Applications of Reading Text Structure and Features (continued)

ELA.3.AOR.5.1 Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure.

Say: Now let's look at a poem. Here's one. Look at the lines of text. We say that poems are made up of lines. This poem has ten lines; others are shorter, many are longer. At first you might think the poem has paragraphs, because some of the lines are grouped together like paragraphs. But we don't call them paragraphs in poetry. Instead, we call them stanzas. A stanza is a group of lines that go together and often have the same rhyming words. This stanza has four lines, but stanzas in other poems might have six or eight or some other number. Each line or stanza builds on the ideas or images that come before it.

Group Practice Display other texts of fiction, drama, and poetry. Have students identify and name the structures being used.

Independent Practice Have students work in pairs. They should choose books from the classroom library and work to identify paragraphs, chapters, scenes, acts, lines of poetry, and stanzas. Circulate and ask partners how they identified each structural element.

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Applications of Reading Vocabulary: Word Meaning Within Text

ELA.3.AOR.8.1 Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts.

CKLA Connection Use this routine when students are reading any literary, informational, or multimedia text.

Introduce Tell students that authors choose words and phrases carefully and deliberately when they write. Explain that in this routine students will look at how authors use words and phrases in multimedia texts.

Model Display a grade-level multimedia text. Customize this routine to suit the text you have chosen.

Say: Let's take a look at this multimedia text. It is a speech that a scientist gave about the solar system. Remember that a multimedia text has words and images, and sometimes it has audio, video, or links to websites as well. This multimedia text has the words of the scientist's speech, and it also has a number of pictures of the solar system as well as an audio version of the entire speech.

Pause the multimedia text several times to discuss the author's use of words and phrases.

Say: The scientist says, "There are millions of asteroids in the asteroid belt between Mars and Jupiter." The word *belt* is an interesting one. You know what a belt is: a long strip of leather or cloth that keeps people's pants up. But that's not quite what the word means here!

Ask: What does the author mean by *asteroid belt* in this context? (*The asteroids are in a part of the solar system that is narrow and round, like a belt that has been fastened.*)

Say: Now the scientist is talking about the planets and says, "There are two categories of planets: those made of rock and those made from gas." The author chose the word *categories* for a reason!

Ask: What does the scientist mean when they use the word *categories*? (*groups or types*) Have you used the word *categories* before? When? (*to sort numbers into odds and evens, to decide which foods are vegetables, fruits, dairy, etc.*)

Say: Here the scientist says that the side of Mercury that faces away from the sun is "bitterly cold." Again, the author chose that phrase carefully!

Ask: What might be a synonym of *bitterly cold*? (*freezing*) What might be an antonym of that phrase? (*boiling hot*)

Applications of Reading Vocabulary: Word Meaning Within Text (continued)

ELA.3.AOR.8.1 Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts.

Group Practice Continue evaluating the multimedia text you have chosen, pausing to ask questions to help students determine and discuss the author's use of words and phrases.

Independent Practice Have partners choose a multimedia text from the classroom digital library. Have them talk about the words the author used. Circulate to ensure mastery.

Grade 3

Applications of Reading Print and Non-Print Forms

ELA.3.AOR.10 Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

CKLA Connection Use this routine when students are asked to learn in ways other than from physical texts.

Introduce Explain that people can learn a lot from pictures and through movement and sound. Tell students that pictures and videos can do a great job of sharing information, but sometimes they can present information in an incomplete way. Evaluating a multimedia presentation means thinking about how well it communicates information. Critiquing a multimedia presentation means sharing your ideas about what it does well and what it does not do well. Explain that images, sounds, and movement also communicate by making the audience feel strong feelings about a subject. This is called the presentation's impact on the audience.

Model Find a picture or short informational video clip on the internet or elsewhere and display it for students. Adapt the modeling to suit the particular multimedia presentation.

Say: We can learn quite a lot by looking at the images and thinking about the sounds and movements in this presentation. Let's evaluate the presentation.

Ask: What information does the presentation do a good job of sharing? Who or what do you see? (*divers, the ocean, underwater creatures*) What do you think is happening? How do you know? (*The divers are studying marine life. They are swimming near a coral reef and a narrator is talking about endangered sea creatures.*) What else do you know about the subject of marine life based on the presentation? (*Accept all answers.*)

Say: There is a lot of information in this presentation. But it cannot tell us everything about the subject of marine life. Now let's consider what information the presentation leaves out.

Ask: Does this presentation show all of the animals in the ocean? (*no*) Does it tell what people can do to help endangered sea creatures? (*no*) What other information might you want to know that is not included in this presentation? (*Accept all answers.*)

Say: To critique, we might say that this presentation does a good job of telling some information, such as which sea creatures live in one part of the world and what they look like. But it does not do a good job of telling other information, such as details about every animal in the ocean. Let's review the presentation again. This time I want you to think about how it makes you feel.

Applications of Reading Print and Non-Print Forms (continued)

ELA.3.AOR.10 Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

Ask: How did the pictures, sounds, and movement make you feel? (*sad, curious to learn more, eager to help, etc.*) Why? (*Accept all responses.*)

Say: Pictures, sounds, and movements in a multimedia presentation can have an impact on an audience by making audience members feel strong emotions.

Group Practice Play a short informational video clip taken from the internet or elsewhere. Point out that the video includes movements, images, and sounds. Guide students to evaluate and critique the presentation by telling what information it communicates well and what information it does not communicate well. Ask them to consider the presentation's impact on an audience by sharing how the pictures, movements, or sounds made them feel and why.

Independent Practice Have students work in pairs. Ask them to look at pictures in books or on the internet and practice evaluating and critiquing what they see. Then have them consider the presentation's impact on an audience by comparing how the image made them feel and why. Circulate to ensure mastery.

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Written and Oral Communications Grammar and Conventions

ELA.3.C.4.1b Use periods to punctuate abbreviations and within quotation marks.

CKLA Connection Use this routine during any writing or editing activity.

Introduce Tell students that they can use a period for the following reasons:

- to punctuate abbreviations
- to end sentences within quotation marks

Remind students that an abbreviation is a short way to write a full word. It usually begins with a capital letter and ends with a period. Common abbreviations include days of the week, months of the year, titles before names, units of measurement, and streets in addresses. Remind students that periods are also used to end sentences. This is true even when a sentence ends with a quotation mark. The period comes before the ending quotation mark.

Model Write the following text on the board:

Dr Smith measured my height. She said, “Stand up straight” I am 5 ft 4 in tall.

Say: There are some periods missing from these sentences. Let’s see if we can find any abbreviations that need periods.

Ask: What about *Dr?* (*Dr.*) Are there any other abbreviations that need periods? (*ft. and in.*)

Say: Remember that quotations that appear at the end of sentences also need periods.

Ask: Do you see any quotations? (“*Stand up straight*”) Where should we put a period in the quotation? (*after straight but before the end quotation mark.*)

Group Practice Display the following text.

Mr Modi called my mom last night. He invited us to a picnic on Sat Mar 17. He said, “Remember to bring your jackets”

Have students work with a partner to read the text and add periods where needed. Once all students have finished, ask students to share where they added periods and why.

Independent Practice Have students write a paragraph describing the last event they went to. Tell students to include at least one abbreviation and one quotation. Alternatively, have students edit a recent piece of writing. Collect students’ work.

Written and Oral Communications Grammar and Conventions

ELA.3.C.4.1e Distinguish between and use interrogative and demonstrative pronouns.

CKLA Connection Use this routine when students are learning about parts of speech or other grammatical structures.

Introduce Remind students that pronouns stand in for nouns. Tell them that there are many kinds of pronouns, but they all serve the same purpose—they refer to a noun. Explain that, in a sentence about a girl, the pronoun *she* refers to the girl. Tell students that they will practice using interrogative and demonstrative pronouns. **Interrogative pronouns** are used to ask questions about people or objects. **Demonstrative pronouns** refer to something or someone specific.

Model Write the interrogative pronouns *what, which, who, whom, whose* and the sentence *Of all the books, which did you read?* Read the pronouns.

Say: These pronouns are interrogative pronouns. They are used to ask a question about a specific person or thing. They refer to nouns. The pronoun *which* refers to the answer to the question: the specific book that was read.

Write the question *Who left a jacket on the floor?*

Say: In this sentence, *who* is the interrogative pronoun. The pronoun *who* refers to the person the jacket belongs to.

Write the demonstrative pronouns *this, that, these, those* and the sentences *This is my friend. That is my other friend over there.* Read the pronouns.

Say: These are demonstrative pronouns. We use them when we want to point out something specific. If I say *this is my friend*, I mean the person standing next to me. If I say *that is my other friend*, I mean the person across the room. *This* is for things near and *that* is for things farther away. The pronoun *these* is for things near too, and *those* is for things farther away.

Write the sentences *These are the tastiest berries. Those are not very good.*

Say: When I say *these*, I mean the berries in front of me. *Those* refers to berries somewhere farther away.

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Written and Oral Communications Grammar and Conventions (continued)

ELA.3.C.4.1e Distinguish between and use interrogative and demonstrative pronouns.

Say: It can sometimes be confusing because *this*, *that*, *these*, and *those* can also be used as adjectives. When we use any of these words in front of a noun, like *these berries*, *those berries*, *this berry*, and *that berry*, the words are adjectives.

Group Practice Have students work in pairs to choose one interrogative pronoun and one demonstrative pronoun from the lists and write sentences for each. Remind them not to confuse demonstrative pronouns with adjectives. Have a few volunteers share their sentences. Ask students to identify the pronoun in each sentence, its type, and the noun it replaces.

Independent Practice Have students work independently to write three to five sentences using interrogative pronouns and demonstrative pronouns. Then have them trade sentences with a partner. Have partners circle the pronoun in each sentence, identify its type, and write a noun that could replace it. Collect students' work.

Written and Oral Communications Grammar and Conventions

ELA.3.C.4.1g Identify and use prepositional phrases.

CKLA Connection Use this routine when students are studying parts of speech or other grammatical structures.

Introduce Explain to students that **prepositions** are small words such as *to*, *for*, *in*, *on*, and *from*. They connect parts of sentences and often tell when and where. **Prepositional phrases** are the modifying phrases that include a preposition and its object.

Model Display the following sentences: *Sandra went to the theme park. She went on Sunday.*

Say: *To the theme park* is a prepositional phrase in the first sentence.

Ask: What is the preposition? (*to*) What is the object? (*the theme park*) What information does the prepositional phrase tell? (*where*) Right! The prepositional phrase *to the theme park* tells where Sandra went.

Say: Now let's look at the second sentence.

Ask: What is the prepositional phrase in the second sentence? (*on Sunday*) What is the preposition? (*on*) What is the object? (*Sunday*) What information does the prepositional phrase tell? (*when*)

Group Practice Display the following sentences: *Daveed goes to the library. He likes to go there after school. He sits in a big chair. He reads for hours.* Have small groups identify the prepositional phrases in each sentence. Circulate and offer corrective feedback as needed.

Independent Practice Have students write a short paragraph describing a place they like to go and what they like to do there. Remind students to use prepositional phrases to describe where and when. Alternatively, have students take out a piece of writing they have completed recently and revise it to include prepositional phrases. Collect students' work.

Grade 3

Written and Oral Communications Grammar and Conventions

ELA.3.C.4.1i Explain the function of adjectives and adverbs in simple, compound, and complex sentences.

CKLA Connection Use this routine when students are learning about parts of speech or other grammatical structures.

Introduce Remind students that adjectives are words that describe nouns and pronouns. They describe the properties and characteristics of people, places, things, and ideas. Provide students with examples of familiar adjectives, such as *red*, *hot*, or *smelly*. An adverb is a word that describes verbs, adjectives, and other adverbs. Adverbs add information about how, when, where, how much, and so on. Provide students with examples of familiar adverbs, such as *quickly*, *softly*, or *loudly*. Explain that using adjectives and adverbs makes writing more interesting and helps readers picture what's happening.

Model Write the following sentence: *The boy read the book.*

Say: This is a simple sentence that contains a subject and a verb. But it's boring! It doesn't tell me anything about the boy or the book or how the boy is reading it. What kind of book is it? How is the boy reading it? What is the boy like?

Say: I can add adjectives and adverbs to add details, which will make the sentence more interesting. I can also expand the sentence to make it a complex or compound sentence.

Rewrite the sentence using adjectives and adverbs: *The young boy slowly read the difficult book.*

Say: I added the adjectives *young* and *difficult* so readers know that the boy is not an experienced reader and the book is challenging. The adverb *slowly* describes how he is reading. I still have a simple sentence with a subject and verb. I can add more details by expanding the sentence.

Rewrite the sentence to make it a compound sentence: *The young boy slowly read the difficult book, but it was hard to read most of the words.*

Say: This sentence is now a compound sentence with two clauses, each with a subject and a verb. Each part of the sentence can stand on its own. Compound sentences are joined by conjunctions like *and*, *but*, *so*, and *or*. We now have more details about the boy and his book.

Write the following sentence and read it aloud: *The eager, young boy slowly read the difficult nonfiction book because he was very interested in life in the Arctic.*

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Written and Oral Communications Grammar and Conventions (continued)

ELA.3.C.4.1i Explain the function of adjectives and adverbs in simple, compound, and complex sentences.

Say: Now I have a complex sentence. It contains two clauses, each with a subject and a verb. But only the first clause can stand on its own. The two clauses are joined by the conjunction *because*. Other conjunctions that join complex sentences are *before*, *since*, *after*, and so on. Let's compare my original sentence with what I ended up with. I added adjectives: *eager*, *young*, *difficult*, *nonfiction*, *interested*. I added adverbs: *slowly* and *especially*. I changed a simple sentence first to a compound sentence and then to a complex sentence.

Group Practice Write a simple sentence such as *The family had dinner*. Have small groups of students add adjectives and adverbs to make the sentence more interesting. Circulate and offer corrective feedback as needed. As you circulate, ask students: What adverbs and adjectives did you add? How do they change the sentence?

Independent Practice Have students write a short paragraph about a place they would like to visit. Encourage them to use strong adverbs and adjectives to add interest and clarity to their paragraphs. Encourage them to also use a variety of sentence types. Collect their writing at the end of the routine.

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Written and Oral Communications Grammar and Conventions

ELA.3.C.4.1j Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.

CKLA Connection Use this routine during any writing or editing activity.

Introduce Tell students that a clause is a group of words that have a subject and a verb that go together in some way and make sense. Explain that there are two main types of clauses. An *independent clause* is a clause that has a subject and a verb and expresses a complete thought. An independent clause is therefore a full sentence. A *dependent clause* is a clause that has a subject and a verb, but it does not express a complete thought and is not a full sentence. Students need to be able to distinguish between independent and dependent clauses when they write and revise.

Model Write the independent clause *I played checkers yesterday*.

Say: This is a clause. It includes words that make sense together, and it contains a subject and a verb. The subject is *I*, and the verb is *played*. This clause expresses a complete thought. There might be more things that I could tell about, such as who I was playing against or who won the game, but this is enough to form a complete idea. That means it's a complete sentence, and so this is an independent clause, one that forms a sentence.

Say: Now let's add the word *when* at the beginning of the clause so it reads *When I played checkers yesterday*. This is still a clause. The words go together, and it still has a subject and a verb. But this is *not* a complete idea. This clause is missing a piece. What happened when I played checkers yesterday? There are ways we could finish the sentence, such as *When I played checkers yesterday, I won three times* or *When I played checkers yesterday, the dog knocked over the board*. But *When I played checkers yesterday* isn't a complete sentence. So this is a dependent clause, one that doesn't form a sentence by itself.

Group Practice Write the following pairs of independent and dependent clauses on the board: *The woman got on the bus/After the woman got on the bus*; *Jupiter revolves around the sun/Because Jupiter revolves around the sun*; and *The water feels cold/If the water feels cold*. Have students identify which clause in each pair is independent and which is dependent.

Independent Practice Have students review a writing assignment they are currently working on or have recently completed. Have them look for dependent and independent clauses. If they are using dependent clauses as complete sentences, guide them to revise the writing appropriately.

Written and Oral Communications Grammar and Conventions

ELA.3.C.4.1I Consult print and multimedia sources to check and correct spelling.

CKLA Connection Use this routine during any writing or editing activity.

Introduce Explain that we often use print and electronic reference materials, such as dictionaries, glossaries, or thesauruses, to find or confirm the meanings of words. Tell students that we can also use reference materials to check and correct spelling.

Model Have an electronic dictionary on hand. Display the following short paragraph for students.

Frogs are my favorite animals. They are amphibiens. They have a fasinating life cycle. Frogs lay eggs. Tadpoles hatch from the eggs. They develop arms and legs. Then they lose their tails and become adult frogs. This change is called a metamorphosus.

Say: I am not sure I spelled the word *amphibiens* correctly. I will use an electronic dictionary to check my spelling. The dictionary shows that I made a mistake. The word *amphibians* does not have an 'e' in it. Now, I will copy the correct spelling from the dictionary entry.

Correct the spelling to *amphibians*. Repeat with the misspelled words *fasinating* and *metamorphosus*.

Group Practice Choose an informational text from your digital or physical classroom library. Display an excerpt with some challenging words spelled incorrectly. Have pairs use a print or electronic dictionary to check and correct spelling. Have them share their correct spellings with the class.

Independent Practice Have students write a short paragraph on their favorite animal and challenge them to use words they are not sure how to spell. Provide them with a print or electronic dictionary and prompt them to check and correct spelling as they write. Alternatively, have students use a print or electronic dictionary to check and correct spelling in a piece of writing they have completed recently. Collect students' work.

Grade 3

Written and Oral Communications Evaluating Ideas

ELA.3.C.9.1 Identify a speaker's claim and at least one supporting reason.

CKLA Connection This routine can be used any time students are discussing their opinions of a text.

Introduce Tell students that when they discuss literary or informational texts, they often need to state a claim, or express an opinion that is backed by evidence. Explain that students need to become proficient in being able to identify the claim the speaker is making and that they need to be able to point to evidence for their conclusion. Say that this lesson will give students practice in developing these skills.

Model Tell students to listen carefully as you make claims. Ask them to determine what claims you are making and to tell how they know.

Say: Eagles are the most majestic birds that live in our state! Their feathers are smooth, their eyesight is powerful, and their wings are enormous. I don't get to see eagles very often, but they are so beautiful when they fly. They can glide for what seems like forever. Eagles have been endangered in the past, and human activity can still harm them. It's important to keep eagles safe and protected so we don't lose these remarkable birds.

Say: I stated a few opinions just now, but one of the important claims I made was that eagles are the most majestic birds in South Carolina. I provided three important reasons why I think this is so; these reasons are my supporting evidence. I talked about eagles' smooth feathers, powerful eyesight, and enormous wings. Now that you know my claim and my evidence, you can agree with me that eagles are the most majestic birds in this state, or you can argue that another bird is more majestic. But you can't do that until you know what my claim is.

Group Practice Repeat the last two sentences of the scripting above, about keeping eagles safe and protected. Ask students to identify the claim you are making and name a piece of evidence that supports your claim.

Independent Practice Have students work in pairs. Have one partner talk briefly about the topic of weather, stating a claim such as *Thunderstorms are exciting* or *I don't like rainy days*, and support their claim with at least one reason. The other partner identifies the claim and the reason. Then the partners switch roles.