

Grade 3 ELA

Foundational Skills

RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.

RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Weeks 1-6

Content	Core Focus Standards	Eligible Content (Tested Material)	Core Skills	Exemplars	Date Taught
Reading Literature	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).	E03.A-C.3.1.1. 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).	<ul style="list-style-type: none"> - Compare & contrast - Theme - Setting - Plot - Author - Characters 	<ul style="list-style-type: none"> - Grade-level appropriate novel (Teachers' choice) - Novels from the same author 	
Informational Text	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic	E03.B-C.3.1.2. Compare and contrast the most important points and key details presented in two texts on the same topic	<ul style="list-style-type: none"> - Compare & contrast - Key details - Topics 	<ul style="list-style-type: none"> - McGraw Hill Unit 6 Week 1 Anthology and Work Text 	
Writing	<p>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.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning,</p>		<ul style="list-style-type: none"> - Recalling information - Note taking - Citing evidence & factual information - Analyzing - Editing - Revising 	<ul style="list-style-type: none"> - Graphic organizers - Researching myths - McGraw Hill - WorkStation Card #30 - Utilizing TRACES, compose your own myth or drama 	

	revising, and editing.				
Speaking and Listening	<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>		<ul style="list-style-type: none"> - Preparation for discussions - Discussion skills - Presentation skills - Listening skills - Paraphrasing (summarizing) - Asking questions 	<ul style="list-style-type: none"> - Text Dependent Analysis Reference Sheet - Leveled D.O.K Questions 	
Language	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Repeats throughout the year to cover different skills)</p> <p>L.3.2. Demonstrate command</p>	<p>E03.D.1.1.1. Explain the function of nouns in general and their functions in particular sentences. (Focus on one skill during this time frame)</p> <p>E03.D.1.1.2 Form and use regular and irregular plural nouns</p> <p>E03.D.1.1.3 Use abstract nouns (e.g., childhood)</p>	<ul style="list-style-type: none"> - Nouns - Plural nouns - Irregular plural nouns - Abstract nouns - Possessives - Literary devices - Multiple-meaning words 	<ul style="list-style-type: none"> - Houghton Mifflin Units 1 and 3 - Dictionaries (paper or digital versions) 	

	<p>of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Use a known root words as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>E03.D.1.2.4 Form and use possessives</p> <p>E03.B-V.4.1.1 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>			
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Weeks 7-12

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	<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 event.</p>	<p>E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p>	<ul style="list-style-type: none"> - Characters - Character type - Traits - Event Sequence - Sequence of Steps - Chronology 		
Informational Text	<p>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.</p> <p>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>E03.B-K.1.1.3 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.</p> <p>E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<ul style="list-style-type: none"> - Sequence - Timelines - Compare & contrast - Cause & effect - Claims - Historical Account - Historical Event - Historical Novel - Making connections - Textual evidence - Text structure 		
Writing	<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards).</p> <p>W.3.7. Conduct short research</p>		<ul style="list-style-type: none"> - Text structure - Organizational skills - Writing strategies - Purpose - Sequence of events 		

	projects that build knowledge about a topic.				
Speaking and Listening	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace		<ul style="list-style-type: none"> - Preparation for discussions - Discussion skills - Presentation skills - Listening skills - Paraphrasing (summarizing) - Asking questions - Focus - Demonstrate - Elaborate - Sequencing events - Using explicit details 		
Language	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Repeats throughout the year to cover different skills)</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.5. Demonstrate understanding of word</p>	<p>E03.D.1.1.1. Explain the function of verbs in general and their functions in particular sentences. (Focus on one skill during this time frame)</p> <p>E03.D.1.1.4 Form and use regular and irregular verbs</p> <p>E03.D.1.1.5 Form and use simple verb tenses (e.g., I walked; I walk; I will walk)</p> <p>E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps)</p> <p>Distinguish shades of meaning among related words (e.g., knew, believed, suspected,</p>	<ul style="list-style-type: none"> - Verbs - Regular and irregular verbs - Verb tenses - Word relationships - Nuances - Literal meaning - Nonliteral meaning - Shades of meaning 		

	relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	heard, wondered)			
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Weeks 13-18

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
<p>Reading Literature</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>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>E03.A-K.1.1.2. Recount poems, dramas, or stories, including fables, folk tales, 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>E03.A-V.4.1.1. 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>	<ul style="list-style-type: none"> - Recounting/retelling - Central Idea - Central Message - Drama - Elements of Fiction - Fable - Folktale - Fantasy - Story - Fictional - Portrayal - Inference - Irony - Key - Concepts/Relevant Details - Lesson - Literary - Text - Moral - Myth - Poem - Resolution - Restate - Rhyme - Scene - Sensory - Language - Speaker - Stanza - Style 		
<p>Informational Text</p>	<p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support</p>	<p>E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they</p>	<ul style="list-style-type: none"> - Recount - Main Idea - Key Details 		

	<p>the main idea.</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>support the main idea.</p> <p>E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<ul style="list-style-type: none"> - Time - Timeline - Heading - Graph - Chart - Interpret - Interpretation of Facts - Map - Presentation of Events - Reason - Recognize - Section - Structure 		
Writing	<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>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>E03.C.1.3.1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose</p> <p>E03.C.1.3.2. Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of character to situations</p> <p>E03.C.1.3.3. Use temporal words and phrases to signal event order</p> <p>E03.C.1.3.4. Provide a sense of closure</p>	<ul style="list-style-type: none"> - Establishing a narrator - Establishing a plot - Organizing events - Sequential order - Writer’s purpose - Narrative techniques - Dialogue - Temporal words - Closure 		
Speaking and Listening	<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and</p>		<ul style="list-style-type: none"> - Preparation for discussions - Discussion skills - Presentation skills 		

	formats, including visually, quantitatively, and orally.		<ul style="list-style-type: none"> - Listening skills - Paraphrasing (summarizing) - Asking questions 		
Language	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Repeats throughout the year to cover different skills)</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>d. 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</p>	<p>E03.D.1.1.1. Explain the function of adjectives and adverbs in general and their functions in particular sentences. (Focus on one skill during this time frame)</p> <p>E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>E03.D.1.2.6. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<ul style="list-style-type: none"> - Adjectives - Adverbs - Comparative adjectives - Superlative adjectives - Comparative adjectives - Superlative adjectives - Spelling patterns - Generalizations - Word Families - Syllable Patterns 		

	<p>word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>				
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Weeks 19-24

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	<p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</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>E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<ul style="list-style-type: none"> - Asking and answering questions - Citing textual evidence - Text Features - Headings - Graphics - Charts - Key Words - Sidebars - Hyperlinks 		
Informational Text	<p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</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>E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<ul style="list-style-type: none"> - Asking and answering questions - Citing textual evidence - Text Features - Headings - Graphics - Charts - Key Words - Sidebars - Hyperlinks 		
Writing	<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p style="padding-left: 20px;">a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>E03.C.1.2.1. Introduce a topic for the intended audience, and group related information together to support the writer’s purpose</p> <p>E03.C.1.2.2 Develop the topic with facts, definitions, and/or</p>	<ul style="list-style-type: none"> - Topics - Audience - Supporting details - Purpose - Linking words - Concluding statements 		

	<p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>details</p> <p>E03.C.1.2.3. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information</p> <p>E03.C.1.2.4 Provide a concluding statement or section</p>			
Speaking and Listening	<p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		<ul style="list-style-type: none"> - Preparation for discussions - Discussion skills - Presentation skills - Listening skills - Paraphrasing (summarizing) - Asking questions 		
Language	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>E03.D.1.2.1 Capitalize appropriate words in titles</p> <p>E03.D.1.2.2. Use commas in addresses</p> <p>E03.D.1.2.3 Use commas and quotation marks in dialogue</p>	<ul style="list-style-type: none"> - Capitalizing titles - Comma usage in addresses - Comma usage with quotation marks - Comma usage in dialogue 		

	<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>b. 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>				
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Weeks 25-30

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	E03.A-C.2.1.1 Explain the point of view from which a text is written.	- Point of view		
Informational Text	RI.3.6. Distinguish their own point of view from that of the author of a text.	E03.B-C.2.1.1 Explain the point of view from which a text is written.	- Point of view		
Writing	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>E03.C.1.1.1. Introduce the topic or text for the intended audience, state an opinion, and create an organization structure that lists reasons to support the writer’s purpose</p> <p>E03.C.1.1.2 Provide reasons that support the opinion</p> <p>E03.C.1.1.3 Use linking words (e.g., because, therefore, since, for example) to connect an opinion and reasons</p> <p>E03.C.1.1.4 Provide a concluding statement or section</p>	<ul style="list-style-type: none"> - Topics - Audience - Stating an opinion - Text organization - Supporting details and reasoning - Purpose - Linking words - Concluding statements 		
Speaking and Listening	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		<ul style="list-style-type: none"> - Preparation for discussions - Discussion skills - Presentation skills - Listening skills - Paraphrasing (summarizing) - Asking questions 		
Language	L.3.1. Demonstrate command of the conventions of standard	E03.D.1.1.1. Explain the function of pronouns in general and their	<ul style="list-style-type: none"> - Pronouns - Subject verb 		

	<p>English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Repeats throughout the year to cover different skills)</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>functions in particular sentences. (Focus on one skill during this time frame)</p> <p>E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement</p> <p>E03.D.1.1.9 Produce simple, compound, and complex sentences</p>	<p>agreement</p> <ul style="list-style-type: none"> - Pronoun-antecedent agreement - Simple sentences - Compound sentences - Complex sentences 		
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Weeks 31-36

Content	Core Focus Standards	Eligible Content	Core Skills	Exemplars	Date Taught
Reading Literature	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).		<ul style="list-style-type: none"> - How illustrations reflect the text - Mood - Emphasize aspects of characters or text 		
Informational 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).	E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g. where, when why, and how key events occur)	Using: <ul style="list-style-type: none"> - Illustrations - Maps - Photographs - Text to demonstrate understanding of the text 		
Writing	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.		<ul style="list-style-type: none"> - Topics - Audience - Purpose - Supporting details - Linking words - Concluding statements - Technology skills 		
Speaking and Listening	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. <p style="margin-left: 20px;">c. Ask questions to check understanding of information</p>		<ul style="list-style-type: none"> - Preparation for discussions - Discussion skills - Presentation skills - Listening skills - Paraphrasing (summarizing) - Asking questions 		

	<p>presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</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>h. Use coordinating and subordinating conjunctions.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives.</p> <p>e. 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>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading,</p>	<p>E03.D.2.1.1 Choose words and phrases for effect</p> <p>E03.D.1.1.8 Form and use coordinating and subordinating conjunctions</p> <p>E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p>	<ul style="list-style-type: none"> - Interjections - Conjunctions - Coordinating conjunctions - Subordinating conjunctions - Phonics awareness - Grade appropriate high frequency words - Base words - Affixes 		

	<p>or listening.</p> <ul style="list-style-type: none">a. Choose words and phrases for effect.b. Recognize and observe differences between the conventions of spoken and written standard English.				
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