

# Grade 3

## Unit 1 (September 6- November 11)

**Reading-** Unit 1 introduces children to their new lives as upper elementary school readers. The children are introduced to the workshop model and taught how to use a reading log to keep track of their independent reading. They begin a reading notebook, a place where they capture their thoughts about reading and explore and improve their reading skills. The third graders come to see a reading life as something they control and own.

**Writing-** The beginning of the third grade year is the time for establishing a well-managed, productive writing workshop. Students learn procedures for participating in their new classroom community, for writing independently, and for working with partners. Students become familiar with the routines and expectations of the workshop model as well as engage in writing to build stamina and independence. Writers are assisted in beginning their Writer's Notebook, collecting entries, and selecting and developing seed ideas. They demonstrate their writing stamina and proficiency through narrative writing. The real goal of this unit is not only to improve the quality of narrative writing but also to improve the quality of writing in general. Students practice how to progress with independence through the writing process while working on early personal narratives. They learn to monitor their growth as writers by utilizing checklists and rubrics. Students draft both handwritten pieces as well as pieces using appropriate technology.

### English Language Arts Unit Performance Expectations

<b>Reading Literature</b>	<ul style="list-style-type: none"><li>● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li><li>● 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.</li><li>● Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li><li>● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li><li>● 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.</li><li>● 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).</li><li>● By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</li></ul>
<b>Reading Informational Text</b>	Taught in Units 2 and 4
<b>Reading Foundational Skills</b>	<ul style="list-style-type: none"><li>● Know and apply grade-level phonics and word analysis skills in decoding words.</li><li>● Decode multi-syllable words.</li><li>● Read grade-appropriate irregularly spelled words.</li><li>● Read with sufficient accuracy and fluency to support comprehension.</li></ul>

## Grade 3

	<ul style="list-style-type: none"> <li>● Read grade-level text with purpose and understanding.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>● Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>● Use temporal words and phrases to signal event order.</li> <li>● Provide a sense of closure.</li> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>● Explain own ideas and understanding in light of the discussion.</li> <li>● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>● 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.</li> <li>● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>
<p><b>Language</b></p>	<ul style="list-style-type: none"> <li>● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>● Capitalize appropriate words in titles.</li> </ul>

# Grade 3

	<ul style="list-style-type: none"><li>● Form and use regular and irregular verbs.</li><li>● Form and use regular and irregular plural nouns.</li><li>● Use quotation marks in dialogue.</li><li>● Use verbs of being</li><li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li><li>● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li><li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li><li>● Use sentence-level context as a clue to the meaning of a word or phrase.</li><li>● 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).</li></ul>
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## **Unit 2 (November 14- January 27)**

**Reading-** The third graders begin their study of nonfiction with this unit. They are immersed in nonfiction reading; reading for fluency and learning to make mental summaries. These summaries contain the big ideas and supporting information they take away from the books as they read. Through mini-lessons, skill groups, and strategy groups the children acquire study skills such as note taking using Post-its, note cards, and graphic organizers.

**Writing-** This unit channels third graders to work towards creating lively, voice-filled information books. Students examine their personal areas of expertise; topics they feel passionate about, have a strong interest in, and feel knowledgeable about. Then, as writers, they develop this topic in such a way as to engage their readers with their level of expertise. In order to accomplish this task the children conduct research thereby bringing even more facts, details, and interesting information to their topic. The unit aims to build upon the work students have completed in the second grade “All-About” unit. Students are now asked to demonstrate that they can introduce a topic clearly, separate it into subtopics, and organize their writing in such a way that appropriate information is grouped together inside of these subtopics. Writers explore many nonfiction texts with an eye to how authors create headings and subheadings, as well as glossaries, text boxes, sidebars, diagrams, charts, graphs, and other visuals. They examine text structure and voice and ultimately produce a finished piece of informational writing that demonstrates all they have learned. Students draft both handwritten pieces as well as pieces using appropriate technology.

### **English Language Arts Unit Performance Expectations**

<b>Reading Literature</b>	<ul style="list-style-type: none"><li>● 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.</li><li>● Describe characters in a story (e.g., their traits,</li></ul>
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# Grade 3

	<p>motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> </ul>
<b>Reading Informational Text</b>	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>● Determine the meaning of general academic and domain- specific words and phrases in text relevant to grade 3 topic or subject area.</li> <li>● 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</li> <li>● Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>● Distinguish own point of view from that of the author of a text.</li> <li>● 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).</li> <li>● Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>● Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>
<b>Reading Foundational Skills</b>	<ul style="list-style-type: none"> <li>● Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● Decode multi-syllable words.</li> <li>● Read grade-appropriate irregularly spelled words.</li> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● Read grade-level text with purpose and understanding.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>● Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>● Develop the topic with facts, definitions, and details.</li> <li>● Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>● Provide a concluding statement or section.</li> </ul>

# Grade 3

	<ul style="list-style-type: none"> <li>• With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• Conduct short research projects that build knowledge about a topic.</li> <li>• Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> <li>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• Explain own ideas and understanding in light of the discussion.</li> <li>• Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>• 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.</li> <li>• Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>
<p><b>Language</b></p>	<ul style="list-style-type: none"> <li>• Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>• Capitalize appropriate words in titles.</li> <li>• Use commas in addresses.</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use quotation marks in dialogue.</li> <li>• Form and use possessives.</li> <li>• compare two things using -er or more and -est and most</li> <li>• use <i>or</i> to show choices</li> <li>• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> </ul>

# Grade 3

	<ul style="list-style-type: none"><li>● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li><li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li><li>● Choose words and phrases for effect.</li><li>● Recognize and observe differences between the conventions of spoken and written Standard English.</li><li>● 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.</li><li>● Demonstrate understanding of figurative language, word relationships and nuances in word meanings</li></ul>
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## Unit 3 (January 30- March 31)

**Reading-** Unit 3 brings a return to fiction for a close study of characters. The third graders continue to develop the narrative reading skills they started working on during the first unit but will now dig deeper, analyzing characters and trying to understand what motivates them. The children study the big lessons the characters are learning and they look closely at how these lessons are a part of the theme or message of the story. This is necessary for the successful development of reading comprehension. Students will come to see that as characters grow and change, the problems those characters encounter in the story evolve.

**Writing-** Storytelling is at the heart of this third grade unit in narrative writing. Not only do children learn to write well-crafted tales; but to story-tell those tales with drama, precise action, and language that captures the hearts and minds of the listener. The spotlight is on folk and fairy tales and the children will be immersed in the genre. Fairy tales are by nature tales with clear story arcs, archetypes, and lessons. They are terrific models of the craft moves that youngsters can use in their own writing. As the children write their adaptations they see how developing a clear sequence of events is the framework for all good narrative writing. They use dialogue and description to enhance the story-telling, and come to understand how transitional words can glue the scenes of the story together. As they move through the unit the third graders recall, practice, and improve upon the narrative writing they started at the beginning of the year. They also prepare for narrative writing in the fourth grade. Students draft both handwritten pieces as well as pieces using appropriate technology.

### English Language Arts Unit Performance Expectations

<b>Reading Literature</b>	<ul style="list-style-type: none"><li>● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li><li>● 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.</li><li>● Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li></ul>
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# Grade 3

	<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>• 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.</li> <li>• 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).</li> </ul>
<b>Reading Informational Text</b>	Taught in Unit 2 and 4
<b>Reading Foundational Skills</b>	<ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Decode multi-syllable words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> <li>• Read with sufficient accuracy and fluency to support comprehension.</li> <li>• Read grade-level text with purpose and understanding.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>• Use temporal words and phrases to signal event order.</li> <li>• Provide a sense of closure.</li> <li>• With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• Use pronoun-antecedent agreement</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• Explain own ideas and understanding in light of the discussion.</li> <li>• Determine the main ideas and supporting details of a text read aloud or information presented in</li> </ul>

## Grade 3

	<p>diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> <li>● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>● 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.</li> <li>● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>
<p><b>Language</b></p>	<ul style="list-style-type: none"> <li>● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>● Capitalize appropriate words in titles.</li> <li>● Form and use regular and irregular verbs.</li> <li>● Form and use regular and irregular plural nouns.</li> <li>● Use quotation marks and commas for dialogue.</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>● Use spelling patterns and generalizations (e.g., word families,</li> <li>● Use commas appropriately to separate introductory sentences, idea and dialogue position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> <li>● Choose words and phrases for effect.</li> <li>● 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.</li> <li>● 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).</li> <li>● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>● Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> </ul>

### Unit 4 (April 3- June 14)

**Reading-** The third graders again explore the world of nonfiction with this research based unit on the study of animals. The exciting thing is that while the children are researching and learning about animals, they are also learning to learn! The children form clubs and study an animal with their research club. Club



# Grade 3

members read subtopics independently and pull what they are learning together, organizing and synthesizing all their new knowledge. Clubs then research a second animal and learn to compare and contrast across animals, mining ever deeper into the attributes of these varied species for ways they are linked together. Ultimately, the children use all that they now know and understand about these animals to solve real-world problems; for example creating a better life for an animal in a zoo.

**Writing-** In this unit, the third graders come to see that, as writers, they can move others to action and even to a new way of thinking. The students are asked to live more wide-awake lives, to take in all that is happening around them- injustices, small kindnesses, and so on- and write. Writers learn to choose meaningful topics, organize what they want to say, consider audience, and proofread their work for readability. All the while they become increasingly more adept at opinion writing. They learn to gather and support bold and brave opinions as they write speeches concerning areas of need they see around them and imagine solutions. Speech writing is followed by writing other types of opinion pieces- petitions, editorials, persuasive letters, and so on. They will even join a "Cause Group" and experience making change that matters. This unit is, in a sense, a "baby essay unit", providing and supporting writers as they develop the skills they will use one day when they write literary and persuasive essays.

## English Language Arts Unit Performance Expectations

Reading Literature	Taught in Units 1, 2 and 3
<b>Reading Informational Text</b>	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>● 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</li> <li>● Determine the meaning of general academic and domain- specific words and phrases in text relevant to grade 3 topic or subject area.</li> <li>● Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>● Distinguish own point of view from that of the author of a text.</li> <li>● 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).</li> <li>● Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li>● Compare and contrast the most important points and key details presented in two texts on the same topic.</li> </ul>
<b>Reading Foundational Skills</b>	<ul style="list-style-type: none"> <li>● Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● Decode multi-syllable words.</li> <li>● Read grade-appropriate irregularly spelled words.</li> </ul>

## Grade 3

	<ul style="list-style-type: none"> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● Read grade-level text with purpose and understanding.</li> </ul>
<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li>● Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>● Provide reasons that support the opinion</li> <li>● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>● Provide a concluding statement or section.</li> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● 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.</li> <li>● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>
<p><b>Speaking and Listening</b></p>	<ul style="list-style-type: none"> <li>● 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).</li> <li>● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>● Explain own ideas and understanding in light of the discussion.</li> <li>● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</li> <li>● 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.</li> <li>● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>
<p><b>Language</b></p>	<ul style="list-style-type: none"> <li>● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>● Capitalize appropriate words in titles.</li> <li>● Use commas in addresses.</li> <li>● Form and use regular and irregular verbs.</li> </ul>

## Grade 3

	<ul style="list-style-type: none"><li>• Form and use regular and irregular plural nouns.</li><li>• Use quotation marks in dialogue.</li><li>• Form and use possessives.</li><li>• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li><li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li><li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li><li>• Choose words and phrases for effect.</li><li>• Recognize and observe differences between the conventions of spoken and written Standard English.</li><li>• 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.</li><li>• Demonstrate understanding of figurative language, word relationships and nuances in word meanings</li></ul>
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