

CURRICULUM AT A GLANCE

Grade 3 English Language Arts: Overview

<u>Reading</u>	<u>CCSS</u>
Unit 1: Building a Reading Life	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <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 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</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>RL 3.10 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.</p>
Unit 2: Reading to Learn: Grasping Main Ideas and Text Structure	<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 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <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 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently</p> <p>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).</p> <p>RI 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently</p>
<p>Unit 3: Mystery: Foundational Reading Skills in Disguise</p>	<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 3.2 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 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</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>RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL 3.10 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.</p>
<p>Unit 4: Character Studies</p>	<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 3.2 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 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</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>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>RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL 3.10 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.</p>
<p>Unit 5: Research Clubs: Elephants, Penguins and Frogs, Oh My!</p>	<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 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p>RI 3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently</p>
<p>Unit 6: <i>Under Revision</i></p>	

<u>Writing</u>	<u>CCSS</u>
Unit 1: Personal Narrative: Crafting True Stories	<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>W.3.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Unit 2: The Art of Information Writing	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Unit 3: Changing the World: Persuasive Speeches, Petitions, and Editorials	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.3.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Unit 4: Baby Literary Essay	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.3.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Unit 5: Writing About Research	<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>W.3.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Unit 6: Once Upon a Time: Adapting and Writing Fairy Tales</p>	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>