

Curricular Framework English Language Arts-Grade 3

| Overview | Reading | Writing | Speaking and Listening | Language |
|---------------|---|--|--|---|
| Unit 1 | Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.6 RI.3.6 | Primary Focus Standards: W.3.1A,B,C,D W.3.4 W.3.5 W.3.6 W.3.7 W.3.10 | Primary Focus Standards: SL.3.1A,B,C,D SL.3.6 | Primary Focus Standards: L.3.1A,B,C L.3.2A,E,F,G L.3.4A,D L.3.6 |
| | Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 extended text 3-6 shorter texts depending upon length and complexity | Writing Genre: <ul style="list-style-type: none"> Opinion writing Research writing Routine writing | Task Types: <ul style="list-style-type: none"> Small and whole group discussions | These standards are embedded within the writing process |
| Unit 2 | Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 | Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.8 W.3.10 | Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.3 SL.3.6 | Primary Focus Standards: L.3.1A,D,E L.3.2B,E,F,G L.3.3A,B L.3.4A,B,D L.3.6 |
| | Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 extended text 3-6 shorter texts depending upon length and complexity | Writing Genre: Research <ul style="list-style-type: none"> Informative and explanatory writing Routine writing | Task Type: <ul style="list-style-type: none"> Project-based presentations focusing on use of multimedia and visual displays | These standards are embedded within the writing process |
| Unit 3 | Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.9 | Primary Focus Standards: W.3.3A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8 | Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.4 SL.3.6 | Primary Focus Standards: L.3.1A,G,H L.3.2C,E,F,G L.3.4A,C,D L.3.5A,B,C L.3.6 |

Curricular Framework English Language Arts-Grade 3

| Overview | Reading | Writing | Speaking and Listening | Language |
|---|--|--|--|--|
| | Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 extended text 4-8 shorter texts depending upon length and complexity | Writing Genre: <ul style="list-style-type: none"> Narrative writing Literary analysis Routine writing | Task Type: <ul style="list-style-type: none"> Present in small groups and to whole class | These standards are embedded within the writing process |
| Unit 4 | Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F RL.3.4 RI.3.4 RL.3.5 RI.3.5 RL.3.6 RI.3.6 RL.3.10 RI.3.10 | Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8 | Primary Focus Standards: SL.3.1A,B,C,D SL.3.5 SL.3.6 | Primary Focus Standards: L.3.1A,F L.3.2D,E,F,G L.3.4A,D L.3.6 |
| | Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 extended text 3-6 shorter texts depending upon length and complexity | Writing Genre: <ul style="list-style-type: none"> Research Informative and explanatory Routine writing | Task type: <ul style="list-style-type: none"> Debates Present in small groups and to whole class | These standards are embedded within the writing process |
| Suggested Open Educational Resources | Reading <ul style="list-style-type: none"> North Carolina-3rd Gr. ELA Unpacking the Standards PARCC Evidence Tables Character Traits Fact and Opinion Point of View 3rd Grade ELA-Common Core Resources Teaching Text Features Reading Comprehension | Writing/Language <ul style="list-style-type: none"> Brainstorm before Writing Mini Writing Lessons Keys to Content Writing and Keys to Argumentative Writing Writing Genres Writing Process | Speaking & Listening <ul style="list-style-type: none"> Partner talk Accountable talk Literacy TA-Speaking and Listening Activities Learn Zillion-Crafting a Persuasive Speech Literacy Design Collaborative Modules Literacy in Science-Animal Adaptations Collaboration Kit I Can Statements | Critical Thinking <ul style="list-style-type: none"> Current Event Lessons Smithsonian TweenTribune Newsela Critical Thinking Handbook Critical Thinking Lessons in Literacy Whole Brain Teaching Video Critical Thinking Lesson Plan |

Unit 1 Grade 3

| Unit 1 Reading Standards | | Unit 1 Reading Critical Knowledge and Skills |
|---|---|--|
| RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ul style="list-style-type: none"> Closely read a text to demonstrate understanding Make personal connections, make connections to other texts, and/or make global connections when relevant Refer to specific text to support answers and to craft questions Explicitly locate evidence in the text to support answers and to craft questions of a factual nature |

Curricular Framework English Language Arts-Grade 3

| Unit 1 Grade 3 | | |
|---|--|---|
| | | <ul style="list-style-type: none"> Answer and ask both factual questions and inferential questions that require reasoning from the reader |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/ theme , lesson, or moral and explain how it is revealed through key details in the text. | RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | RL.3.2: <ul style="list-style-type: none"> Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details Determine central messages or theme Identify patterns in details |
| | | RI.3.2: <ul style="list-style-type: none"> Determine central messages or main ideas in a text Identify details to support the main idea Analyze how the details of the text help to support and reveal the central idea or theme |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | 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. | <ul style="list-style-type: none"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) Differentiate between literal and nonliteral language |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | RI.3.6. Distinguish their own point of view from that of the author of a text. | <ul style="list-style-type: none"> Establish the point of view of a text Determine how the reader's point of view is different from the narrator's or the characters Compare the reader's point of view with the author's point of view |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read <u>grade-appropriate</u> irregularly spelled words. | | <ul style="list-style-type: none"> Distinguish the base root from the affix Identify and define common prefixes and suffixes Identify and define common Latin suffixes Decode words that have a Latin suffix Use strategies to read multi-syllable words Read grade-appropriate irregularly spelled words |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary. | | <ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
| Unit 1 Writing Standards | | Unit 1 Writing Critical Knowledge and Skills |
| W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and | | <ul style="list-style-type: none"> Distinguish fact from opinion Group supporting details to support the writer's purpose Introduce the topic or text clearly |

Curricular Framework English Language Arts-Grade 3

| Unit 1 Grade 3 | |
|--|--|
| <p>create an organizational structure that lists reasons. W.3.1.B. Provide reasons that support the opinion. W.3.1.C. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. W.3.1.D. Provide a conclusion.</p> | <ul style="list-style-type: none"> • State an opinion to be supported with reasons • Write a thesis statement to focus the writing • Support the opinion with facts and/or reasons • Connect opinions with reasons using linking words and phrases • Write a conclusion |
| <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 1-3 above.)</p> | <ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Determine writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose |
| <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> | <ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |
| <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> | <ul style="list-style-type: none"> • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others |
| <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p> | <ul style="list-style-type: none"> • Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing |
| <p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose |
| Unit 1 Speaking and Listening Standards | Unit 1 Speaking and Listening Critical Knowledge and Skills |
| <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor</p> | <ul style="list-style-type: none"> • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations |

Curricular Framework English Language Arts-Grade 3

| Unit 1 Grade 3 | |
|--|--|
| <p>in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)</p> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion</p> | <ul style="list-style-type: none"> • Develop skills in active listening and group discussion |
| <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p> | <ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary |
| Unit 1 Language Standards | Unit 1 Language Critical Knowledge and Skills |
| <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.B. Form and use regular and irregular plural nouns.</p> <p>L.3.1.C. Use abstract nouns (e.g., <i>childhood</i>).</p> | <ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Differentiate between regular and irregular plural nouns • Identify regular and irregular plural nouns in reading and use them when writing or speaking • Identify abstract nouns • Use abstract nouns when writing or speaking |
| <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.A. Capitalize appropriate words in titles.</p> <p>L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</p> <p>L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> | <ul style="list-style-type: none"> • Identify the words in titles that should be capitalized • Consistently apply rules for capitalization in titles • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed |
| <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>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> | <ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words |

Curricular Framework English Language Arts-Grade 3

Unit 1 Grade 3

| | |
|---|--|
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). | <ul style="list-style-type: none"> • Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases |
|---|--|

Unit 1 Grade 3 What This May Look Like

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
|---|--|
| <i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i> | <i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> |
| District/School Texts | District/School Supplementary Resources |
| <i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i> | <i>Districts or schools choose supplementary resources that are not considered “texts.”</i> |

District/School Writing Tasks

| Primary Focus | Secondary Focus | Routine Writing |
|--|---|---|
| <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i> | <i>This may be to develop a skill or connect to writing from resources or research writing.</i> | <i>This is daily writing or writing that is done several times over a week.</i> |

Instructional Best Practices and Exemplars

| |
|---|
| <i>This is a place to capture examples of standards integration and instructional best practices.</i> |
|---|

Unit 2 Grade 3

| Unit 2 Reading Standards | Unit 2 Reading Critical Knowledge and Skills |
|---|---|
| RL.3.1. Ask and answer questions, and make relevant connections to | RI.3.1. Ask and answer questions, and make relevant connections to demonstrate <ul style="list-style-type: none"> • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make |

Curricular Framework English Language Arts-Grade 3

Unit 2 Grade 3

| | | |
|--|--|---|
| demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | understanding of a text, referring explicitly to the text as the basis for the answers. | <p>global connections when relevant</p> <ul style="list-style-type: none"> • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/ theme , lesson, or moral and explain how it is revealed through key details in the text. | RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | <p>RL.3.2:</p> <ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details <p>RI.3.2:</p> <ul style="list-style-type: none"> • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme |
| | 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. | <ul style="list-style-type: none"> • Closely read text to determine important events, ideas or concepts • Identify words that signify time order, sequence, and cause/effect • Explain how historical events, scientific ideas or “how to” procedures are related in a text by analyzing the sequence of events and the cause and effect • Use language that reflects the time order, sequence, and cause/effect to explain the relationship of ideas |
| | 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. | <ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language |
| | RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | <ul style="list-style-type: none"> • Identify the unique features and organization of informational text (text features, and search tools) • Use the unique features to find and manage information specific to the topic • Demonstrate proficiency in using the tools to locate information |
| | RI.3.6. Distinguish their own point of view from that of the author of a text. | <ul style="list-style-type: none"> • Establish the point of view of a text • Determine how the reader’s point of view is different from the narrator’s or the characters • Compare the reader’s point of view with the author’s point of view |
| | RI.3.7. Use information gained from text features (e.g., illustrations , maps, photographs) and the words in a text to demonstrate understanding of the text | <ul style="list-style-type: none"> • Examine various text features (maps, diagrams, photos, audios) to understand specific information in the text • Synthesize the various text features and the text itself to understand the ideas in the text |

Curricular Framework English Language Arts-Grade 3

| Unit 2 Grade 3 | | |
|--|--|---|
| | (e.g., where, when, why, and how key events occur). | <ul style="list-style-type: none"> Explain how the different text features aid understanding |
| | 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) to support specific points the author makes in a text. | <ul style="list-style-type: none"> Make a clear link between sentences and paragraphs when reading informational text Explain how ideas in a text are connected using language referring to the organization of ideas (time order, comparison, cause/effect, etc) Identify words that signify a relationship between ideas Use the relationships between ideas to describe how an author supports specific points |
| | RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic. | <ul style="list-style-type: none"> Closely read the text to identify the important details of a text Find similarities and differences about important details when reading about two texts that share the same topic Reflect on the details presented in the text to connect them to previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words. | | <ul style="list-style-type: none"> Distinguish the base root from the affix Identify and define common prefixes and suffixes Identify and define common Latin suffixes Decode words that have a Latin suffix Use strategies to read multi-syllable words Read grade-appropriate irregularly spelled words |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. RF.3.4.F. Reread as necessary. | | <ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
| Unit 2 Writing Standards | | Unit 2 Writing Critical Knowledge and Skills |
| W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. W.3.2.B. Develop the topic with facts, definitions, and details. W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2.D. Provide a conclusion. | | <ul style="list-style-type: none"> Organize information to support the topic Introduce a topic Write a thesis statement to focus writing Use text features to support the topic, when appropriate Select details that appropriate support the development of the topic Link ideas by using transitional words and phrases Write a conclusion to close the writing |

Curricular Framework English Language Arts-Grade 3

| Unit 2 Grade 3 | |
|--|--|
| 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 1-3 above.) | <ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | <ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | <ul style="list-style-type: none"> • Develop strategies with peers and adults to use digital tools • Use technology for producing and publishing writing • Use technology to collaborate with others |
| 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. | <ul style="list-style-type: none"> • Locate information from print and digital sources • Integrate information from personal experiences • Take notes and organize information into categories provided by the teacher • Gather information from a variety of resources (words, pictures, digital sources) and use their own background knowledge to answer research questions and take notes • Thoughtfully choose online sources • Select the information needed from each source • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources |
| W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose |
| Unit 2 Speaking and Listening Standards | Unit 2 Speaking and Listening Critical Knowledge and Skills |
| SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion | <ul style="list-style-type: none"> • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer |

Curricular Framework English Language Arts-Grade 3

| Unit 2 Grade 3 | |
|--|---|
| <p>SL.3.1.B. Follow agreed-upon norms 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> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion</p> | <ul style="list-style-type: none"> Engage in collaborative conversations Develop skills in active listening and group discussion |
| SL.3.2. 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. | <ul style="list-style-type: none"> Determine the main idea of a text read aloud Determine the supporting details for a text read aloud Determine the main ideas and supporting details of information presented in multiple formats |
| SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | <ul style="list-style-type: none"> Listen carefully to what a speaker says Ask questions to clarify what was heard Elaborate and provide details to build upon the speaker's response |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) | <ul style="list-style-type: none"> Speak in complete sentences Adapt speech to task and situation Use 3rd grade appropriate grammatically correct speech Elaborate on a detail when necessary Clarify ideas when necessary |
| Unit 2 Language Standards | Unit 2 Language Critical Knowledge and Skills |
| <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.D. Form and use regular and irregular verbs.</p> <p>L.3.1.E. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> | <ul style="list-style-type: none"> Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences and examine their purpose Differentiate between regular and irregular plural nouns Identify regular and irregular plural nouns in reading and use them when writing or speaking Identify simple verb tenses and use them when writing or speaking |
| <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.B. Use commas in addresses.</p> <p>L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>)</p> <p>L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> | <ul style="list-style-type: none"> Apply comma rules to addresses in writing Spell high frequency or studied words correctly Spell conventional words correctly when adding a suffix to base words Identify spelling patterns and generalizations Apply spelling patterns when writing words Determine the purpose and use of reference materials Utilize reference materials to check and correct spelling, when needed |
| L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | <ul style="list-style-type: none"> Purposefully select words or phrases to create effect when writing or speaking Identify similarities and differences between spoken and written English |

Curricular Framework English Language Arts-Grade 3

Unit 2 Grade 3

| | |
|--|--|
| <p>L.3.3.A. Choose words and phrases for effect</p> <p>L.3.3.B. Recognize and observe differences between the conventions of spoken and written standard English</p> | <ul style="list-style-type: none"> Acknowledge those differences when writing and speaking |
| <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>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> | <ul style="list-style-type: none"> Decipher the meanings of words and phrases by using sentence context Determine the meaning of commonly used prefixes and suffixes Separate a base word from the prefix or suffix Use the definition of known prefixes and suffixes to define new words Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words |
| <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p> | <ul style="list-style-type: none"> Use grade 3 vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use spatial and temporal relationship words and phrases |

Unit 2 Grade 3 What This May Look Like

| District/School Formative Assessment Plan | | District/School Summative Assessment Plan | |
|--|--|---|--|
| Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. | | Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit. | |
| District/School Texts | | District/School Supplementary Resources | |
| Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. | | Districts or schools choose supplementary resources that are not considered “texts.” | |
| District/School Writing Tasks | | | |
| Primary Focus | Secondary Focus | Routine Writing | |
| This is connected to the types of writing as indicated in the standards: Informational or Literary. | This may be to develop a skill or connect to writing from resources or research writing. | This is daily writing or writing that is done several times over a week. | |
| Instructional Best Practices and Exemplars | | | |
| This is a place to capture examples of standards integration and instructional best practices. | | | |

Curricular Framework English Language Arts-Grade 3

Unit 2 Grade 3

Unit 3 Grade 3

| Unit 3 Reading Standards | | Unit 3 Reading Critical Knowledge and Skills |
|--|---|--|
| RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ul style="list-style-type: none"> • Closely read a text to demonstrate understanding • Make personal connections, make connections to other texts, and/or make global connections when relevant • Refer to specific text to support answers and to craft questions • Explicitly locate evidence in the text to support answers and to craft questions of a factual nature • Answer and ask both factual questions and inferential questions that require reasoning from the reader |
| RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/ theme , lesson, or moral and explain how it is revealed through key details in the text. | RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | RL.3.2: <ul style="list-style-type: none"> • Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details • Determine central messages or theme • Identify patterns in details |
| | | RI.3.2: <ul style="list-style-type: none"> • Determine central messages or main ideas in a text • Identify details to support the main idea • Analyze how the details of the text help to support and reveal the central idea or theme |
| RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot . | | <ul style="list-style-type: none"> • Closely read text to determine the important events, ideas, or concepts • Identify the main characters in a story • Describe the characters using literal and inferential story details • Analyze how the actions of characters influence the story events |
| RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | <ul style="list-style-type: none"> • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) • Differentiate between literal and nonliteral language |

Curricular Framework English Language Arts-Grade 3

Unit 3 Grade 3

| | | |
|---|--|---|
| 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. | | <ul style="list-style-type: none"> Describe how various parts build on one another not only in stories, but in dramas and poems Identify the parts of this story (chapters, stanzas, scenes) Determine how the parts of a story are connected or organized (time order, topic) |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | | <ul style="list-style-type: none"> Establish the point of view of a text Determine how the reader's point of view is different from the narrator's or the characters Compare the reader's point of view with the author's point of view |
| 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"> Synthesize pictures and written text to better understand a text Examine the relation to the illustrations and the text Discuss how the text and images work together to convey different aspects of a story such as the mood, setting, and the characters Identify the mood of a text Interpret what the illustrations tell a reader about the mood Determine how the pictures help clarify the description of the mood |
| RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, 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"> Use a variety of sources to access previous information to compare, contrast, and reflect on texts Identify similarities and differences in books with the same author and characters Determine the central message, theme, lesson, and/or moral of the stories Identify similarities and differences in the central message of the texts Reflect on how the text details, characters, and central messages are alike and different |
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.B. Decode words with common Latin suffixes. RF.3.3.C. Decode multisyllable words. RF.3.3.D. Read grade-appropriate irregularly spelled words. | | <ul style="list-style-type: none"> Distinguish the base root from the affix Identify and define common prefixes and suffixes Identify and define common Latin suffixes Decode words that have a Latin suffix Use strategies to read multi-syllable words Read grade-appropriate irregularly spelled words |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4.A. Read grade-level text with purpose and understanding. RF.3.4.B. Read grade-level prose and poetry orally with accuracy. RF.3.4.C. Use an appropriate rate while reading aloud. RF.3.4.D. Read with expression on successive readings. RF.3.4.E. Use context to confirm or self-correct word recognition and understanding. | | <ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension |

Curricular Framework English Language Arts-Grade 3

| Unit 3 Grade 3 | |
|--|---|
| RF.3.4.F. Reread as necessary. | |
| Unit 3 Writing Standards | Unit 3 Writing Critical Knowledge and Skills |
| <p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.3.3.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>W.3.3.C. Use temporal words and phrases to signal event order.</p> <p>W.3.3.D. Provide a sense of closure.</p> | <ul style="list-style-type: none"> Organize ideas for a narrative Engage the reader with a story hook Establish a situation or story background Establish a narrator and/or characters for the story Present an organized sequence of events Use various narrative techniques to develop the characters and the plot Incorporate vivid details to tell the story Establish chronology by using appropriate transitional words and phrases Bring the story to a close |
| 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 1-3 above.) | <ul style="list-style-type: none"> Produce writing that is clear and understandable to the reader Unpack writing tasks (type of writing assignment) Unpack writing purpose (the writer's designated reason for writing) Focus the organization and development of a topic to reflect the task and purpose |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | <ul style="list-style-type: none"> Practice revising and editing skills Change word choice and sentence structure in writing to strengthen the piece Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. | <ul style="list-style-type: none"> Develop strategies with peers and adults to use digital tools Use technology for producing and publishing writing Use technology to collaborate with others |
| W.3.7. (Choice) Conduct short research projects that build knowledge about a topic. | <ul style="list-style-type: none"> Explore a topic in greater detail by developing a research question, with assistance, that helps bring focus to the topic Gather information to support a topic Select relevant information from texts to support main ideas or claims Group like ideas to organize writing |
| W.3.8. (Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | <ul style="list-style-type: none"> Locate information from print and digital sources Integrate information from personal experiences Take notes and organize information into categories provided by the teacher Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes Thoughtfully choose online sources Select the information needed from each source |

Curricular Framework English Language Arts-Grade 3

| Unit 3 Grade 3 | |
|---|---|
| | <ul style="list-style-type: none"> • Connect new information learned online with offline sources • Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources |
| W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflection on and revise writing • Self-correct when writing to produce a clearer message • Purposefully explain choices made while writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose |
| Unit 3 Speaking and Listening Standards | Unit 3 Speaking and Listening Critical Knowledge and Skills |
| <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.3.1.B. Follow agreed-upon norms 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> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion</p> | <ul style="list-style-type: none"> • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations • Develop skills in active listening and group discussion |
| SL.3.2. 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. | <ul style="list-style-type: none"> • Determine the main idea of a text read aloud • Determine the supporting details for a text read aloud • Determine the main ideas and supporting details of information presented in multiple formats |
| 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"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Use relevant facts and descriptive details that add to the reporting of a topic or event • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) | <ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary |

Curricular Framework English Language Arts-Grade 3

| Unit 3 Grade 3 | |
|--|--|
| Unit 3 Language Standards | Unit 3 Language Critical Knowledge and Skills |
| <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1.G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.3.1.H. Use coordinating and subordinating conjunctions.</p> | <ul style="list-style-type: none"> Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences Define and identify comparative and superlative adjectives Use comparative and superlative adjectives when writing or speaking Select the appropriate form of adjective when writing and speaking Define and identify coordinating and subordinating conjunctions Use coordinating and subordinating conjunctions when writing or speaking |
| <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2.C. Use commas and quotation marks in dialogue</p> <p>L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>)</p> <p>L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words</p> <p>L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> | <ul style="list-style-type: none"> Apply comma and quotation mark rules and format when writing dialogue Spell high frequency or studied words correctly Spell conventional words correctly when adding a suffix to base words Identify spelling patterns and generalizations Apply spelling patterns when writing words Determine the purpose and use of reference materials Utilize reference materials to check and correct spelling, when needed |
| <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>L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</p> | <ul style="list-style-type: none"> Decipher the meanings of words and phrases by using sentence context Identify root words in unknown words Use known root words to aid in defining unknown words Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words |
| <p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.3.5.A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>)</p> <p>L.3.5.B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)</p> <p>L.3.5.C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>)</p> | <ul style="list-style-type: none"> Define the terms ‘literal’ and ‘nonliteral’ Identify literal and nonliteral words and phrases in texts Differentiate the literal phrases from nonliteral phrases Connect words to their purpose or use Determine the slight difference in meaning in synonymous words |
| <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal</p> | <ul style="list-style-type: none"> Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics |

Curricular Framework English Language Arts-Grade 3

Unit 3 Grade 3

spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

- Choose the most accurate word when describing actions, emotions, or states of being
- Choose the most accurate word when discussing a particular topic
- Use spatial and temporal relationship words and phrases

Unit 3 Grade 3 What This May Look Like

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

District/School Texts

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

District/School Supplementary Resources

Districts or schools choose supplementary resources that are not considered “texts.”

District/School Writing Tasks

Primary Focus

This is connected to the types of writing as indicated in the standards: Informational or Literary

Secondary Focus

This may be to develop a skill or connect to writing from resources or research writing.

Routine Writing

This is daily writing or writing that is done several times over a week.

Instructional Best Practices and Exemplars

This is a place to capture examples of standards integration and instructional best practices.

Unit 4 Grade 3

Unit 4 Reading Standards

RL.3.1 Ask and answer questions, **and make relevant connections** to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.1 Ask and answer questions, **and make relevant connections** to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Unit 4 Reading Critical Knowledge and Skills

- Closely read a text to demonstrate understanding
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Refer to specific text to support answers and to craft questions
- Explicitly locate evidence in the text to support answers and to craft questions of

Curricular Framework English Language Arts-Grade 3

Unit 4 Grade 3

| | | |
|---|---|---|
| | | <p>a factual nature</p> <ul style="list-style-type: none"> Answer and ask both factual questions and inferential questions that require reasoning from the reader |
| <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</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>RL.3.2:</p> <ul style="list-style-type: none"> Closely read stories, including fables, folktales, and myths from diverse cultures, noting key details Determine central messages or theme Identify patterns in details |
| | | <p>RI.3.2:</p> <ul style="list-style-type: none"> Determine central messages or main ideas in a text Identify details to support the main idea Analyze how the details of the text help to support and reveal the central idea or theme |
| <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>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> | <ul style="list-style-type: none"> Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., literal, nonliteral, academic, domain-specific) Differentiate between literal and nonliteral language |
| <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>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>RL.3.5:</p> <ul style="list-style-type: none"> Describe how various parts build on one another not only in stories, but in dramas and poems Identify the parts of this story (chapters, stanzas, scenes) Determine how the parts of a story are connected or organized (time order, topic) |
| | | <p>RI.3.5:</p> <ul style="list-style-type: none"> Identify the unique features and organization of informational text (text features, and search tools) Use the unique features to find and manage information specific to the topic Demonstrate proficiency in using the tools to locate information |
| <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> | <p>RI.3.6. Distinguish their own point of view from that of the author of a text.</p> | <ul style="list-style-type: none"> Establish the point of view of a text Determine how the reader's point of view is different from the narrator's or the characters Compare the reader's point of view with the author's point of view |
| <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> | <p>RI.3.10. By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p> | <ul style="list-style-type: none"> Efficiently read and understand a wide range of informational and literary texts within the higher end of the second to third grade text level by the end of the year Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriate texts Read texts with scaffolding, as needed minimal clarifications |
| <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding</p> | | <ul style="list-style-type: none"> Distinguish the base root from the affix |

Curricular Framework English Language Arts-Grade 3

| Unit 4 Grade 3 | |
|---|--|
| <p>words.</p> <p>RF.3.3.A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>RF.3.3.B. Decode words with common Latin suffixes.</p> <p>RF.3.3.C. Decode multisyllable words.</p> <p>RF.3.3.D. Read grade-appropriate irregularly spelled words.</p> | <ul style="list-style-type: none"> Identify and define common prefixes and suffixes Identify and define common Latin suffixes Decode words that have a Latin suffix Use strategies to read multi-syllable words Read grade-appropriate irregularly spelled words |
| <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.3.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.3.4.B. Read grade-level prose and poetry orally with accuracy.</p> <p>RF.3.4.C. Use an appropriate rate while reading aloud.</p> <p>RF.3.4.D. Read with expression on successive readings.</p> <p>RF.3.4.E. Use context to confirm or self-correct word recognition and understanding.</p> <p>RF.3.4.F. Reread as necessary.</p> | <ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension |
| Unit 4 Writing Standards | Unit 4 Writing Critical Knowledge and Skills |
| <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.</p> <p>W.3.2.B. Develop the topic with facts, definitions, and details.</p> <p>W.3.2.C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.2.D. Provide a conclusion.</p> | <ul style="list-style-type: none"> Organize information to support the topic Introduce a topic Write a thesis statement to focus writing Use text features to support the topic, when appropriate Select details that appropriate support the development of the topic Link ideas by using transitional words and phrases Write a conclusion to close the 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 1-3 above.)</p> | <ul style="list-style-type: none"> Produce writing that is clear and understandable to the reader Unpack writing tasks (type of writing assignment) Unpack writing purpose (the writer's designated reason for writing) Focus the organization and development of a topic to reflect the task and purpose |
| <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> | <ul style="list-style-type: none"> Practice revising and editing skills Change word choice and sentence structure in writing to strengthen the piece Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) |
| <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p> | <ul style="list-style-type: none"> Develop strategies with peers and adults to use digital tools Use technology for producing and publishing writing Use technology to collaborate with others |
| <p>W.3.7.(Choice) Conduct short research projects that build knowledge about a</p> | <ul style="list-style-type: none"> Explore a topic in greater detail by developing a research question, with |

Curricular Framework English Language Arts-Grade 3

| Unit 4 Grade 3 | |
|---|--|
| topic. | <ul style="list-style-type: none"> assistance, that helps bring focus to the topic Gather information to support a topic Select relevant information from texts to support main ideas or claims Group like ideas to organize writing |
| W.3.8.(Choice) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | <ul style="list-style-type: none"> Locate information from print and digital sources Integrate information from personal experiences Take notes and organize information into categories provided by the teacher Gather information from a variety of resources (words, pictures, digital sources) and using their own background knowledge to answer research questions and take notes Thoughtfully choose online sources Select the information needed from each source Connect new information learned online with offline sources Utilize graphic organizers, check sheets, lists of appropriate websites, and rubrics to evaluate resources |
| W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> Produce numerous pieces of writing over various time frames Develop skills in research Reflection on and revise writing Self-correct when writing to produce a clearer message Purposefully explain choices made while writing Develop a topic related to the content area they are writing about to reflect task, audience, and purpose |
| Unit 4 Speaking and Listening Standards | Unit 4 Speaking and Listening Critical Knowledge and Skills |
| <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.3.1.B. Follow agreed-upon norms 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> <p>SL.3.1.C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>SL.3.1.D. Explain their own ideas and understanding in light of the discussion</p> | <ul style="list-style-type: none"> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion Follow agreed-upon norms 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) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others Explain their own ideas and understanding in light of the discussion |
| SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | <ul style="list-style-type: none"> Use multimedia to create engaging audio recordings of stories or poems Focus on inflection and volume instead of just reading out loud Demonstrate fluid and well-paced reading Add visual displays to illuminate chosen facts or details |

Curricular Framework English Language Arts-Grade 3

| Unit 4 Grade 3 | |
|---|--|
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) | <ul style="list-style-type: none"> • Speak in complete sentences • Adapt speech to task and situation • Use 3rd grade appropriate grammatically correct speech • Elaborate on a detail when necessary • Clarify ideas when necessary |
| Unit 4 Language Standards | Unit 4 Language Critical Knowledge and Skills |
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1.A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.F. Ensure subject-verb and pronoun-antecedent agreement.* | <ul style="list-style-type: none"> • Define and identify nouns, pronouns, verbs, adjectives, and adverbs in sentences • Examine the purpose of nouns, pronouns, verbs, adjectives, and adverbs in particular sentences • Identify subjects, verbs, pronouns, and antecedents in sentences • Consistently use the appropriate form of subjects, verbs, pronouns, and antecedents in sentences • Reread writing to ensure agreement |
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.3.2.D. Form and use possessives. L.3.2.E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>) L.3.2.F. Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words L.3.2.G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | <ul style="list-style-type: none"> • Identify possessive nouns • Use apostrophe appropriately to show possession • Spell high frequency or studied words correctly • Spell conventional words correctly when adding a suffix to base words • Identify spelling patterns and generalizations • Apply spelling patterns when writing words • Determine the purpose and use of reference materials • Utilize reference materials to check and correct spelling, when needed |
| 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. L.3.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases. | <ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words |
| L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). | <ul style="list-style-type: none"> • Use 3rd grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use spatial and temporal relationship words and phrases |
| Unit 4 What This May Look Like | |
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |

Curricular Framework English Language Arts-Grade 3

Unit 4 Grade 3

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

District/School Texts

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

District/School Supplementary Resources

Districts or schools choose supplementary resources that are not considered “texts.”

District/School Writing Tasks

Primary Focus

This is connected to the types of writing as indicated in the standards: Informational or Literary.

Secondary Focus

This may be to develop a skill or connect to writing from resources or research writing.

Routine Writing

This is daily writing or writing that is done several times over a week.

Instructional Best Practices and Exemplars

This is a place to capture examples of standards integration and instructional best practices.