

GES Grade 3 ELA Unit Map

Unit Title	Unit 1: Building a Community of Readers & Writers
Calendar Pacing	<i>4 Weeks</i>
Unit Overview	<p>By the end of Unit 1, students will function within well established routines, build stamina to work independently in reading and writing, and start to use academic language about fictional stories. Readers show their interest in and demonstrate their understanding of literature by asking and responding to both literal and inferential questions about books read. Readers read to gain a deep understanding of characterization and its role in plot development. Third graders write well-developed narratives, working on technique, details and sequencing. They will develop conversational strategies to engage in accountable talk, and use complete sentences while speaking and writing.</p>
Priority Standards/Supporting Standards	<p><u>Literature</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.3 Describe characters in a story (e.g. traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 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).</p> <p><u>Writing</u> W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><u>Speaking & Listening</u> SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><u>Language</u> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L3.1a Explain the function of nouns, pronouns, verbs, adjectives, adverbs, in general, and their functions in particular sentences. L3.1b Form and use regular and irregular plural nouns. L3.1i Produce simple, compound, and complex sentences. L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L3.2a Capitalize appropriate words in titles.</p>

	<p>L3.2d Form and use possessives.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <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., After dinner that night we went looking for them).</p>
Unit Title	Unit 2: Character Study
Calendar Pacing	<i>6 Weeks</i>
Unit Overview	<p>By the end of Unit 2, third graders will move one step further into literature discussion through characterization, by studying a particular character in depth. Students will learn about themselves by analyzing characters' traits in texts and are able to articulate this learning verbally and in writing. Students will identify major and minor characters and how they change over time. Readers will also link illustrations in high-level picture books to the text and discuss an illustration's contribution to understanding. Throughout the unit, students will apply what they learned about characterization in reading to thoroughly develop their own character in a narrative writing piece, with the use of anchor charts.</p>
Priority Standards/Supporting Standards	<p><u>Literature</u></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. traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>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).</p> <p><u>Writing</u></p> <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.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><u>Speaking & Listening</u></p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>

	<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, adverbs, in general, and their functions in particular sentences. ● L.3.1b Form and use regular and irregular plural nouns. ● L.3.1i Produce simple, compound, and complex sentences <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> ● L.3.2a Capitalize appropriate words in titles. ● L.3.2d. Form and use possessives. <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
Unit Title	Unit 3: Folktales
Calendar Pacing	<i>8 weeks</i>
Unit Overview	<p>By the end of unit 3, students will further utilize their analytic skills by comparing and contrasting similar folktales from across cultures, by referring to and citing characters, events, plot, message, and morals. Students continue to analyze and dissect literature and accompanying illustrations through conversation, critical thinking, and collaboration. Students can pinpoint and ponder unknown vocabulary and phrases and discuss meaning based on contextual clues. Students will gain a greater understanding of the world around them through close reading of literature across different cultures. Readers use what they know about daily strife and conflict and relate that knowledge directly to reading about characters and their development. Students write effective narratives thoughtfully, referring to what they learned about reading through anchor charts. Third graders archive their narratives (folktales) by creating fluent and effectual audio recordings to share with a greater audience.</p>
Priority Standards/Supporting Standards	<p>Literature</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>

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).

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (all folktales, but culminating with Cinderella stories)

Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Speaking & Listening

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, **verbs**, adjectives, and adverbs in general and their functions in particular sentences
- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple (e.g., I walked; I walk; I will work) verb tenses.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3.2b Use commas in addresses

L3.2c Use commas and quotation marks in dialogue.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.3.3a Choose words and phrases for effect.*

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.3.4b 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).

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

Unit Title	Unit 4: Road to Knowledge in Informational Texts
Calendar Pacing	6 weeks
Unit Overview	<p>By the end of unit 4, readers demonstrate their curiosity and inquisitiveness about the world around them and use books to learn and discover new information. Readers read about the same topic in multiple sources, constantly referring to the text to support statements. These content-oriented third graders become detectives, using text features, text structures, images, and content-specific vocabulary to develop and enhance their understanding of main ideas within topics through comparing and contrasting. Third graders reflect upon what they are interested in and find books to satisfy their quest for knowledge, knowing specific features of informational text and how they enhance comprehension. Writers write about a topic they have great knowledge of or are interested in through active research, teaching their readers what they know in an organized and effective way, both by modeling after mentor texts and by using anchor charts. Third graders leave this unit feeling like they have a firm grasp on reading and writing informational texts.</p>
Priority Standards/Supporting Standards	<p><u>Informational</u></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.3.3 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, sequences, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><u>Writing</u></p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> ● W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● W.3.2b Develop the topic with facts, definitions, and details.

	<ul style="list-style-type: none"> ● W.3.2c Use linking words and phrases (e.g., also, also, another, and, more, but) to connect ideas within categories of information. ● W.3.2d Provide a concluding statement or section. <p>W 3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W 3.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><u>Speaking & Listening</u></p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ● SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p> <p><u>Language</u></p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences ● L 3.1f ● L 3.1.g <p>L 3.2</p> <p>L3.2g</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● L 3.4b ● L 3.4c ● L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Unit Title	Unit 5: Research and Inquiry
Calendar Pacing	<i>6 weeks</i>
Unit Overview	By the end of unit 5, third graders are actively engaged short research projects, integrating reading and writing seamlessly to achieve the goal of investigating a topic of interest. Readers are naturally inquisitive about independent, guided, and shared informational reading, asking and answering both literal and inferential questions, as they routinely support responses with details from the text. Readers are able to extra the main idea of an informational

	<p>piece, using knowledge of how and why authors write with main ideas, into their own writing. Readers utilize an understanding of main idea and supporting details to effectively compare and contrast one topic from two different texts. Readers and writers will utilize what they learned about informational texts in the previous units to craft their own informational piece of writing or book, incorporating several learned informational text features. Writers share their book or informational piece with a greater audience to “inform” them about a topic, respond to questions and critiques, and offer additional information to clarify misunderstandings or misconceptions through discourse</p>
<p>Priority Standards/Supporting Standards</p>	<p><u>Informational</u></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.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><u>Writing</u></p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> ● W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● W.3.2b Develop the topic with facts, definitions, and details. ● W.3.2c Use linking words and phrases (e.g., also, also, another, and, more, but) to connect ideas within categories of information. ● W.3.2d Provide a concluding statement or section. <p>W 3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W 3.8 Recall information from experiences and gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p> <p><u>Speaking & Listening</u></p> <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.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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.</p>

	<p><u>Language</u> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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>
Unit Title	Unit 6: Author Study
Calendar Pacing	<i>8 weeks</i>
Unit Overview	<p>By the end of Unit 6, readers learn to compare and contrast themes, analyze text and illustrations, and make connections between an author's life and his/her work and between the author's work and the reader's own life and work. A particular author becomes a "writing mentor" for readers as they read and study his/her work and respond to it through a variety of writing. Third graders are inspired by authors' works, motivating them to write in their own style and voice. Readers learn not only about the author's works, but about the author's purpose for writing, gleaned from reading about the author's background and history. Students are compelled to step outside of their comfort zone to study authors from varying genres. Writers engage in opinion writing by crafting a piece about their favorite author, supporting their opinion with details from multiple texts. At the end of Unit 6, students will feel more closely connected to authors by reading, writing, and studying them in depth.</p>
Priority Standards/Supporting Standards	<p><u>Literature</u> RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. RL.3.6 Distinguish their own point of view from that of the author of a text. RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p><u>Writing</u> W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> ● W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ● W.3.1b Provide reasons that support the opinion. ● W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● W.3.1d Provide a concluding statement or section. </p>

Speaking & Listening

SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.6 Speak in complete sentences when appropriate to a task and situation in order to provide requested detail or clarification.

Language

L.3.1 Demonstrate command of the conventions of standar English grammar and usage when writing or speaking

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.