

HCS LEARNING & PERFORMANCE | Instruction & Learning

ENGLISH LANGUAGE ARTS

Third Grade Weekly Progression

The 2021-2022 weekly learning progressions intentionally embed 'pre-requisite' skills/standards that focus on foundational standards and skills that should be intentionally planned for to address ongoing understandings in literacy throughout the school year.

TERM 1	
Unit 0	
WEEKS	STANDARDS
Week 1-2	<p>RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.</p> <p>RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI8: Describe how reasons support specific points the author makes in a text.</p> <p>RI9: Compare and contrast the most important points presented by two texts on the same topic</p>
TERM 1	
Unit 1 – My Story, Their Stories, Our Stories	
WEEKS	STANDARDS
Week 3	<p>Reading – ELAGSE3RL1: Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(Focus on meaning from text-explicit and implicit.)</i></p> <p>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(Focus on development of story in writing.)</i></p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use temporal words and phrases to signal event order</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p>
Week 4	<p>Reading – ELAGSE3RL1: Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(Focus on meaning from text-explicit and implicit.)</i></p> <p>ELAGSE3RL2: 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 <i>(Focus on central message.)</i></p> <p>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Language –</p>

- Keep in mind standards taught previously should be revisited and connected to current topics of instruction, as applicable. Additionally, it is encouraged that teachers integrate standards as much as possible within instructional pacing, rather than teach standards in isolation. Teachers should use data to determine student readiness to provide re-engagement or acceleration of instruction.
- Speaking and Listening standards are interwoven in classroom tasks/experiences and should be addressed throughout the year in a variety of meaningful and engaging ways.

	<p>ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood)</p>
Week 5	<p>Reading – ELAGSE3RL1: Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(Focus on meaning from text-explicit and implicit.)</i> ELAGSE3RL2: 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 <i>(Focus on central message.)</i></p> <p>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Ensure subject-verb agreement and pronoun-antecedent agreement.</p> <p>ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas and quotation marks in dialogue</p>
Week 6	<p>Reading – ELAGSE3RL1: Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(Focus on meaning from text-explicit and implicit.)</i> ELAGSE3RL2: 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 <i>(Focus on central message.)</i></p> <p>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Ensure subject-verb agreement and pronoun-antecedent agreement.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use commas and quotation marks in dialogue</p>
Week 7	<p>Reading – ELAGSE3RL1: Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(Focus on meaning from text-explicit and implicit.)</i></p>

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	<p>ELAGSE3RL2: 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 (<i>Focus on central message.</i>)</p> <p>Writing –</p> <p>ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. <p>Language –</p> <p>ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use commas and quotation marks in dialogue <p>ELAGSE3L4: 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> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase.
Week 8	<p>Reading –</p> <p>ELAGSE3RI1: Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (<i>Focus on meaning from text-explicit and implicit.</i>)</p> <p>ELSGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Writing –</p> <p>ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Provide a sense of closure. <p>Language –</p> <p>ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use commas and quotation marks in dialogue. <p>ELAGSE3L4: 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> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase.
Week 9	<p>Reading –</p> <p>ELAGSE3RL4: Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.</p> <p><i>Review standards from instruction, according to student need as determined by data, to support achieving mastery</i></p> <p>Writing –</p> <p><i>Review standards from instruction, according to student need as determined by data, to support achieving mastery</i></p> <p>ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

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	<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>Language – Review standards from instruction, according to student need as determined by data, to support achieving mastery</p>
Ongoing and Embedded Standards	<p>Reading – ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ELAGSE3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently</p> <p>Writing – ELAGSE3W4: With guidance and support for adults, produce writing in which the development and organization are appropriate to task and purpose. ELAGSE3W5: 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.) ELAGSE3W6: With guidance and support from peers and adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ELAGSE3W8: Recall information from experience or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. j. Writes legibly in cursive. ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>

TERM 2	
Unit 2 – Texts That Tell and Teach Us	
WEEKS	STANDARDS
Week 10	<p>Reading – ELAGSE3RL4: Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.</p> <p>Writing – ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
Week 11	<p>Reading – ELAGSE3RL7: 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>Writing – ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding</p>

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	<p>comprehension.</p> <p>Language – ELAGGSE3L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>ELAGSE3L4: Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Week 12	<p>Reading – ELAGSE3RL7: 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>Writing – ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>Language – ELAGGSE3L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>ELAGSE3L4: Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Week 13	<p>Reading – ELAGSE3RL4: Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.</p> <p>Writing – ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use regular and irregular plural nouns.</p>
Week 14	<p>Reading – ELAGSE3RL7: 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>Writing – ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p>c. Use abstract nouns (e.g., childhood)</p> <p>i. Produce simple, compound and complex sentences</p>

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Week 15	<p>Reading – ELAGSE3RI4: 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>Writing – ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use abstract nouns (e.g., childhood)</p>
Week 16	<p>Reading – ELAGSE3RI7: 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>Writing – ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Provide a concluding statement.</p> <p>Language – ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing. d. Form and use possessives.</p>
Week 17	<p>Reading – ELAGSE3RI4: 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>Writing – ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Provide a concluding statement.</p> <p>Language – ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling, when writing. d. Form and use possessives.</p>
Week 18	<p>Reading – Review standards from instruction, according to student need as determined by data, to support achieving mastery</p> <p>Writing – Review standards from instruction, according to student need as determined by data, to support achieving mastery</p> <p>Language – Review standards from instruction, according to student need as determined by data, to support achieving mastery</p>
Ongoing and Embedded Standards	<p>Reading – ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ELAGSE3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently</p>

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	<p>Writing – ELAGSE3W4: With guidance and support for adults, produce writing in which the development and organization are appropriate to task and purpose. ELAGSE3W5: 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.) ELAGSE3W6: With guidance and support from peers and adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ELAGSE3W7: Conduct short research projects that build knowledge about a topic. ELAGSE3W8: Recall information from experience or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. j. Writes legibly in cursive. ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
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TERM 3	
Unit 3 – Speaking Our Minds and Our Hearts	
WEEKS	STANDARDS
Week 19	<p>Reading – ELAGSE3RL3: Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Writing – ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
Week 20	<p>Reading – ELAGSE3RL5: 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>Writing – ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
Week 21	<p>Reading – ELAGSE3RL3: Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Writing –</p>

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	<p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide reasons that support the opinion. <p>Language –</p> <p>ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.
Week 22	<p>Reading –</p> <p>ELAGSE3RL3: Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>ELAGSE3RL5: 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>Writing –</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide reasons that support the opinion. <p>Language –</p> <p>ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.
Week 23	<p>Reading –</p> <p>ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>ELAGSE3RI8: 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>Writing –</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons Provide a concluding statement or section <p>Language –</p> <p>ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Produce, simple, compound and complex sentences.
Week 24	<p>Reading –</p> <p>ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</p> <p>ELAGSE3RI8: 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>Writing –</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Using linking words and phrases (e.g., because, therefor, since, for example) to connect opinion and reasons. Provide a concluding statement or section <p>Language –</p>

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	<p>ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>i. Produce, simple, compound and complex sentences.</p>
Week 25	<p>Reading – ELAGSE3RI3: 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. ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. ELAGSE3RI8: 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>Writing – ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. d. Provide a concluding statement or section.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use coordinating and subordinating conjunctions.</p>
Week 26	<p>Reading – ELAGSE3RI3: 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. ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. ELAGSE3RI8: 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>Writing – ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. d. Provide a concluding statement or section.</p> <p>Language – ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Week 27	<p>Reading – Review standards from instruction, according to student need as determined by data, to support achieving mastery</p> <p>Writing – Review standards from instruction, according to student need as determined by data, to support achieving mastery</p> <p>Language – Review standards from instruction, according to student need as determined by data, to support achieving mastery</p>
Ongoing and Embedded Standards	<p>Reading – ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ELAGSE3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently</p> <p>Writing – ELAGSE3W4: With guidance and support for adults, produce writing in which the development and organization are appropriate to task and purpose. ELAGSE3W5: 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.) ELAGSE3W6: With guidance and support from peers and adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p>

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	<p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Writes legibly in cursive.</p> <p>ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
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TERM 4	
Unit 4 – The Power and Purpose of Fiction	
WEEKS	STANDARDS
Week 28	<p>Reading – ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(Focus on elements of the standard that needs further understanding as evidenced by data.)</i></p> <p>Language – ELAGGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
Week 29	<p>Reading- ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(Focus on elements of the standard that needs further understanding as evidenced by data.)</i></p> <p>Language – ELAGGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>
Week 30	<p>Reading – ELAGSE3RL9: Compare and contrast 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>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(Focus on elements of the standard that needs further understanding as evidenced by data.)</i></p> <p>Language – ELAGGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</p>

- Keep in mind standards taught previously should be revisited and connected to current topics of instruction, as applicable. Additionally, it is encouraged that teachers integrate standards as much as possible within instructional pacing, rather than teach standards in isolation. Teachers should use data to determine student readiness to provide re-engagement or acceleration of instruction.
- Speaking and Listening standards are interwoven in classroom tasks/experiences and should be addressed throughout the year in a variety of meaningful and engaging ways.

Week 31	<p>Reading – ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Writing– ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Focus on elements of the standard that needs further understanding as evidenced by data.)</p> <p>Language – ELAGGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use coordinating and subordinating conjunctions.</p>
Week 32	<p>Reading – ELAGSE3RL9: Compare and contrast 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>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Focus on elements of the standard that needs further understanding as evidenced by data.)</p> <p>Language – ELAGSE3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.</p>
Week 33	<p>Reading – ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.</p> <p>Writing– ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Focus on elements of the standard that needs further understanding as evidenced by data.)</p> <p>Language– ELAGSE3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Recognize and observe differences between the conventions of spoken and written standard English.</p>
Week 34	<p>Reading – ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Writing – ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Focus on elements of the standard that needs further understanding as evidenced by data.)</p> <p>Continue to focus on standards from this unit, along with other instructional standards (including embedded/ongoing standards), according to student need as determined by data, to support achieving mastery</p> <p>Language – Continue to focus on standards from this unit, along with other instructional standards (including embedded/ongoing standards), according to student need as determined by data, to support achieving mastery</p>
Week 35	<p>Reading – Continue to focus on standards from this unit, along with other instructional standards (including embedded/ongoing standards), according to student need as determined by data, to support achieving mastery</p> <p>Writing – Continue to focus on standards from this unit, along with other instructional standards (including embedded/ongoing standards), according to student need as determined by data, to support achieving mastery</p> <p>Language – Continue to focus on standards from this unit, along with other instructional standards (including</p>

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Week 36	<p>Reading – Continue to focus on standards from this unit, along with other instructional standards (including embedded/ongoing standards), according to student need as determined by data, to support achieving mastery</p> <p>Writing – Continue to focus on standards from this unit, along with other instructional standards (including embedded/ongoing standards), according to student need as determined by data, to support achieving mastery</p> <p>Language – Continue to focus on standards from this unit, along with other instructional standards (including embedded/ongoing standards), according to student need as determined by data, to support achieving mastery</p>
Ongoing and Embedded Standards	<p>Reading – ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ELAGSE3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently</p> <p>Writing – ELAGSE3W4: With guidance and support for adults, produce writing in which the development and organization are appropriate to task and purpose. ELAGSE3W5: 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.) ELAGSE3W6: With guidance and support from peers and adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ELAGSE3W8: Recall information from experience or gather information from print and digital sources, take brief notes on sources and sort evidence into provided categories.</p> <p>Language – ELAGSE3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Writes legibly in cursive. ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>

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