

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Literary
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Demonstrate understanding of a text by referring explicitly to the text as a basis for the answers.	Refer to a text to ask and answer questions to a passage.	1

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Asking and answering questions referring to the text explicitly.	How can you refer explicitly to a text by asking and answering questions?
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Essential Unit Vocabulary

**Fiction
Referring
Demonstrate
Explicitly**

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Literary
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

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.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Recount, determine, and explain the central message, lesson, or moral of a text.	Through key details, explain the central message, lesson, or moral of a text.	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Determining and explaining the central message of a text.	How can you determine and explain the central message of a text?
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Essential Unit Vocabulary

Recount
Explain
Determine
Central

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Literary
Duration of Unit	1st and 3rd 9 weeks

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Describe and explain characters in a story.	Describe how the characters’ traits, motivations, feelings, and actions contribute to the sequence of events.	1

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Explain the characters’ actions and how they contribute to the sequence of events.	How do the characters’ actions contribute to the sequence of events?

Essential Unit Vocabulary

Describe
Explain
Motivations
Sequence

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA	
Grade/Course	3rd	
Unit of Study	Reading Literary	
Duration of Unit	1st and 4th 9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELACC3RL4: Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.		
RI4		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Determine meaning of literal and non-literal words and phrases Academic and domain specific words and phrases	Students need to be able to determine the meaning of literal and non-literal words and phrases using context clues	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Determine meaning of words that are literal and non-literal.		Can you explain the meaning of words and phrases based on context clues?
Essential Unit Vocabulary		
*Literal *Non-Literal Context Clues *Figurative Language *Metaphor *Simile		

3rd Grade Prioritized Standards

Content Area	ELA	
Grade/Course	3rd	
Unit of Study	Reading Literary	
Duration of Unit	4th 9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters. <u>RI6 author of the text</u>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Distinguish point of view	Students need to be able to identify who is telling the story and understand that they may have a different point of view from the author	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
How to distinguish point of view.		What is my opinion of the story compared to the narrator’s point of view?
Essential Unit Vocabulary		
Narrator Point of view distinguish		
Next step, create assessments and engaging learning experiences		

3rd Grade Prioritized Standards

Content Area	ELA	
Grade/Course	3rd	
Unit of Study	Reading Literary	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELACC3RL9: 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).		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Compare Contrast	Themes, settings, and plots of stories written by same author about same or similar characters	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Compare/contrast the theme, setting, and plot in two different stories by the same author		How is the theme, setting, or plot similar/different in the two stories?
Essential Unit Vocabulary		
theme plot setting		

3rd Grade Prioritized Standards

Content Area	ELA	
Grade/Course	3rd	
Unit of Study	Reading Literary	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
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 <u>independently and proficiently</u> .		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Read and comprehend literature independently and proficiently.	Read and comprehend literature independently and proficiently.	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Read and comprehend literature independently and proficiently.		How can you apply concepts to read independently and proficiently on grade level?
Essential Unit Vocabulary		
Literature Dramas Poetry Proficiently		
Next step, create assessments and engaging learning experiences		

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Informational
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3RI1: Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Demonstrate understanding of a text by referring explicitly to the text as a basis for the answers.	Refer to a text to ask and answer questions to a passage.	1

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Asking and answering questions referring to the text explicitly.	How can you refer explicitly to a text by asking and answering questions?
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Essential Unit Vocabulary

**Referring
Basis
Demonstrate**

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Informational
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3RI2: Determine the main idea of a text; **recount** the key details and **explain** how they support the main idea.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Determine, recount, and explain the main idea of a text.	Students should be able to support the main idea using key details.	1

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

By recounting the key details and supporting the main ideas.

How can you determine the main idea of a text?

Essential Unit Vocabulary

Determine
Main Idea
Text
Recount

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Informational
Duration of Unit	2nd and 4th 9 weeks

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Describe a relationship between events or ideas.	The relationship between a series of historical events and scientific ideas/concepts.	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Describe the relationship between historic events or scientific ideas	How do you determine the relationship between historical events or scientific ideas?
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Essential Unit Vocabulary

Historical events
Scientific ideas
Concepts

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Informational
Duration of Unit	2nd and 4th 9 weeks

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Determine	Meaning of academic and domain-specific words and phrases in text relevant to grade level topic or subject area	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Distinguish meaning of words and phrases relevant to topic or subject

Can you explain the meaning of words and phrases based on context clues?

Essential Unit Vocabulary

context clues
glossary
analyze
word choice
determine

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA	
Grade/Course	3rd	
Unit of Study	Reading Informational	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELACC3RI6: Distinguish their own point of view from that of the author of a text.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Distinguish	Own point of view from that of the author	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Compare and contrast my point of view with the author’s point of view		How does the author feel about...? How do you feel about...?
Essential Unit Vocabulary		
Student’s point of view Author’s point of view		
Next step, create assessments and engaging learning experiences		

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Informational
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3RI7: 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).

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Use information and demonstrate understanding of the text from illustrations.	Students need to be able to use illustrations to demonstrate understanding of the text.	1

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Use information gained from illustrations and words to demonstrate understanding.	How do you use illustrations and the words in the text to demonstrate understanding?
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Essential Unit Vocabulary

**Gained
Illustrations
Occur**

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Informational
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Compare, use cause/effect, and sequencing to describe logical connection between sentences and paragraphs in a text.	Students need to be able to connect sentences and paragraphs in a text, using comparison, cause/effect, and sequence.	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Compare, use cause/effect, and sequencing to describe logical connection between sentences and paragraphs in a text.	How would you describe the connection between particular sentences and paragraphs in a text?

Essential Unit Vocabulary

Logical connections
Comparison
Paragraph

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA	
Grade/Course	3rd	
Unit of Study	Reading Informational	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELACC3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Compare Contrast	Important points and key details presented in two texts on same topic	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Compare and contrast two texts on the same topic.		What are the facts and details of each text? How are the texts similar? How are the texts different?
Essential Unit Vocabulary		
compare and contrast main idea key details		
Next step, create assessments and engaging learning experiences		

3rd Grade Prioritized Standards

Content Area	ELA	
Grade/Course	3rd	
Unit of Study	Reading Informational	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELACC3RI10: 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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Read and comprehend literature independently and proficiently.	Read and comprehend literature independently and proficiently.	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Read and comprehend literature independently and proficiently.		How can you apply concepts to read independently and proficiently on grade level?
Essential Unit Vocabulary		
Independently Complexity Informational		
Next step, create assessments and engaging learning experiences		

3rd Grade Prioritized Standards

Content Area	ELA	
Grade/Course	3rd	
Unit of Study	Reading Foundational	
Duration of Unit	All year	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELACC3RF3: Know and apply grade-level <u>phonics</u> and <u>word analysis skills</u> in decoding words. a. Identify and know the meaning of the most common prefixes and suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Know and apply Identify and know Decode	Phonics and word analysis skills Meaning of most common prefixes and suffixes Words with common Latin suffixes and multi-syllable words	1
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Phonics and word analysis skills to use when decoding words		What strategies do you use to decode words?
Essential Unit Vocabulary		
Apply Decoding		
Next step, create assessments and engaging learning experiences		

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Reading Foundational
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

a. **Read** on-level text with purpose and understanding.

b. **Read** on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. **Use** context to confirm or self-correct word recognition and understanding, rereading as necessary.

d. **Read** grade-appropriate irregularly spelled words.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Read	With sufficient accuracy and fluency to support comprehension On-level text with purpose and understanding On-level prose and poetry orally Grade-appropriate irregularly spelled words	4
Use	Context to confirm or self-correct word recognition and understanding, rereading as necessary	

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Read with accuracy and fluency to support comprehension	What can I do to support comprehension?
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Essential Unit Vocabulary

Accuracy
Fluency

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Writing
Duration of Unit	2nd, 3rd, and 4th 9 weeks

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
a. Introduce the topic or book they are writing about, **state** an opinion, and **create** an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d. Provide a concluding statement or section.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Write Support Introduce Provide Use	Opinion pieces Point of view with reasons Topic or book they are writing about Reasons that support the opinion Concluding statement or section Linking words and phrases to connect opinion and reasons	4

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Determining a point of view and giving reasons.	How can you apply concepts to create an opinion piece?
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Essential Unit Vocabulary

**Opinion
Texts
Point of view**

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Writing
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3W2: 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. **Use** linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. **Provide** a concluding statement or section.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Write Examine Introduce Group Include Develop Use Provide	Informative/explanatory texts Topic and convey ideas and information clearly Topic Related information together Illustrations when useful to aiding comprehension Topic with facts, definitions, and details Linking words and phrases to connect ideas within categories of information Concluding statement or section	4

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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<ul style="list-style-type: none"> ● Use informational resources to develop a topic using facts, definitions, and details ● Write informative/explanatory texts to share ideas and information ● Use information related to the topic to aid comprehension ● Connect facts and details using linking words ● Provide a concluding statement. 	<p>How can you use and apply resources to create an informational piece?</p> <p>How do you know?</p> <p>What did you learn from the reading?</p> <p>What facts are important?</p> <p>What details should people know about?</p> <p>What is your topic?</p> <p>Are you writing to inform or explain?</p> <p>What words will you use to connect your ideas?</p> <p>How will you introduce the topic to the reader?</p> <p>What is a logical way to conclude your writing?</p>
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Essential Unit Vocabulary

<p>Informative/explanatory texts</p> <p>Examine topic</p> <p>Convey ideas</p> <p>Related information</p> <p>Aiding comprehension</p> <p>Facts, definitions, and details</p> <p>Linking words</p> <p>Concluding statement</p>
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Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Writing
Duration of Unit	1st, 2nd, and 4th 9 weeks

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. **Establish** a situation and **introduce** a narrator and/or characters; **organize** an event sequence that unfolds naturally.

b. **Use** dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or **show** the response of characters to situations.

c. **Use** temporal words and phrases to signal event order.

d. **Provide** a sense of closure.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Write Establish Introduce Organize Use Show Provide	Narrative pieces using effective technique, descriptive details, and clear event sequences Situation Narrator and/or characters Event sequence that unfolds naturally Dialogue and descriptions of actions, thoughts, and feelings Temporal words and phrases to signal event order Response of characters to situations Sense of closure	3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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<ul style="list-style-type: none"> ● Use effective techniques, descriptive details, and clear event sequences. ● Write a narrative using real or imagined experiences or events ● Include dialogue ● Use descriptive details ● Write clear event sequences with temporal words ● Provide a sense of closure 	<p>How can you use real or imagined experiences to create a narrative piece?</p> <p>What actions, thoughts or feelings do my characters have?</p> <p>Where does my story take place and does it change?</p> <p>What words signal a sequence of events?</p> <p>Which character tells the story?</p> <p>What dialogue supports a character’s actions, thoughts or feelings?</p>
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Essential Unit Vocabulary

Narratives
Real or imagined experiences
Techniques and event sequences
Unfolds naturally
Dialogue
Temporal words
Closure

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Writing
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Produce writing with guidance and support	Develop and organize writing task	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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By development and organization with guidance and support from adults.	How can you produce writing appropriate to the task and purpose?
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Essential Unit Vocabulary

**Produce
Development
Appropriate**

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Speaking and Listening
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3SL2: 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.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Determine	Main ideas and supporting details of text read aloud or information presented in diverse media and formats	2

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> ● Determine the main idea of a text read aloud ● Determine the main idea from information presented orally and visually ● Identify supporting details of a text read aloud ● Identify supporting details from information presented orally and visually 	<p>How can you produce writing appropriate to the task and purpose?</p> <p>What is the main idea?</p> <p>Which details help determine the main idea?</p> <p>Which details support the main idea?</p>

Essential Unit Vocabulary

main idea
supporting details
visual
oral

Next step, create assessments and engaging learning experiences

3rd Grade Prioritized Standards

Content Area	ELA
Grade/Course	3rd
Unit of Study	Language
Duration of Unit	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

ELACC3L1: 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.

b. **Form** and **use** regular and irregular plural nouns.

c. **Use** abstract nouns (e.g., childhood).

d. **Form** and **use** regular and irregular verbs.

e. **Form** and **use** the simple (e.g., I walked; I walk; I will walk) verb tenses.

f. **Ensure** subject-verb and pronoun-antecedent agreement.*

g. **Form** and **use** comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

h. **Use** coordinating and subordinating conjunctions.

i. **Produce** simple, compound, and complex sentences.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate conventions of standard English grammar (explain, use, form, ensure, produce)	Nouns, pronouns, sentence structure Verbs, subject/verb agreement, adjectives Adverbs, conjunctions	1

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Nouns, pronouns, sentence structure Verbs, subject/verb agreement, adjectives Adverbs, conjunctions	What is the purpose of the conventions of standard English?
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Essential Unit Vocabulary

**Demonstrate
Command
Conventions**

Next step, create assessments and engaging learning experiences