

Elizabeth City Pasquotank Public School  
2015-2016 ELA Curriculum Framework  
Third Grade – 3rd Nine Weeks

<b>Third Nine Weeks</b>  <b>January 25<sup>th</sup> – March 24<sup>th</sup></b>	<p><b>Assessments:</b></p> <p><u><b>mClass MOY Benchmark dates:</b></u> <i>Continued...</i> January 7<sup>th</sup> – January 29<sup>th</sup> DORF; DAZE; TRC</p> <p><u><b>STAR</b></u></p> <ul style="list-style-type: none"> <li>• <u>3<sup>rd</sup> Nine Weeks</u> – March 14<sup>th</sup> – March 24<sup>th</sup></li> </ul> <p><u><b>ECPPS Benchmarks</b></u></p> <ul style="list-style-type: none"> <li>• Third Nine Weeks Benchmarks – March 14<sup>th</sup> – March 24<sup>th</sup></li> </ul>
	<p><b>ECPPS ELA Kits</b></p> <ul style="list-style-type: none"> <li>• A Medieval Feast – 7 days (Nonfiction)</li> <li>• A Weed is a Flower: The Life of George Washington Carver – 5 days (Nonfiction)</li> <li>• So You Want to be President? – 5 days (Nonfiction)</li> <li>• “Stopping by Woods on a Snowy Night” – 5 days (Poetry)</li> </ul>
	<p><b>Standards covered by the ELA Kits:</b></p> <p><u>Reading Standards for Literature</u></p> <ul style="list-style-type: none"> <li>• RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RL.3.4 – Determine the meaning of words and phrases as they are in text, distinguishing literal from non-literal language.</li> <li>• RL.3.5 – Refer to parts of stories, dramas, 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.</li> <li>• RL.3.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</li> </ul> <p><u>Reading Standards for Informational Text</u></p> <ul style="list-style-type: none"> <li>• RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.</li> </ul>

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	<ul style="list-style-type: none"><li>• RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.</li><li>• RI.3.3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li><li>• RI.3.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area.</li><li>• RI.3.5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li><li>• RI.3.7 – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</li><li>• 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.</li><li>• RI.3.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2-3 text complexity band independently and proficiently.</li></ul>
	<b>Other Resources:</b> <ul style="list-style-type: none"><li>• 2013-2014 ECPPS ELA Grade 3 – Unit4, Unit 5 and Unit 6</li><li>• Portaportal website for Grade 3 and for standards for grades K-5 <a href="http://www.portaportal.com/">http://www.portaportal.com/</a> (See ELA Lesson Plan Notebooks for Guest Access password)</li></ul>
<b>NOTES:</b>	