

Elizabeth City Pasquotank Public School
2015-2016 ELA Curriculum Framework
Third Grade – 4th Nine Weeks

Fourth Nine Weeks April 4th – June 9th	<p>Assessments:</p> <p><u>READY EOG Assessments</u></p> <ul style="list-style-type: none"> • ELA/Reading – May 31st (paper/pencil) • Math – June 1st (paper/pencil) • Make-up window – May 31st – June 9th • Retest for Read to Achieve Standard – June 7th <p><u>mClass EOY Benchmark dates:</u> May 2nd – May 20th</p> <p>DORF; DAZE; TRC</p> <p><u>STAR</u></p> <ul style="list-style-type: none"> • <u>EOY</u> – May 16th – May 27th
	<p>ECPPS ELA Kits</p> <ul style="list-style-type: none"> • Boy, Were We Wrong About Dinosaurs – 5 days (Nonfiction) • My Father’s Dragon – 7 days (Fiction) • The One-Eyed Giant (Book One of Tales from the Odyssey) – 7 days (Fiction)
	<p>Standards covered by the ELA Kits:</p> <p><u>Reading Standards for Literature</u></p> <ul style="list-style-type: none"> • 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., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • 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. • 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.3.10 – 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.

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	<u>Reading Standards for Informational Text</u> <ul style="list-style-type: none">• RI.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.• RI.3.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.• 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.• 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.• RI.3.5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.• RI.3.7 – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.• 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.
	Other Resources: <ul style="list-style-type: none">• 2013-2014 ECPPS ELA Grade 3 - Unit 6 continued• Portaportal website for Grade 3 and for standards for grades K-5 http://www.portaportal.com/ (See ELA Lesson Plan Notebooks for Guest Access password)
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