

Grade 3

Months Covered	Skills/Standards	Reading Selections (options)
September (Literary)	<p>RL.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: 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>RL4: Determine the meaning of words and phrases as they are used in a text</p> <p>RL.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>Ruby the Copycat (Storytown) The Day Eddie Met the Author (Storytown) Storyworks: Not My Dog (Sept. 2018)</p>
October (Informational)	<p>RI.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: Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.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>Schools Around the World (Storytown) Ellen Ochoa, Astronaut (Storytown)</p> <p>Storyworks Informational: The Flaming Sky (Sept. 2018); The History of Yum/When Chocolate Tasted Yucky (Sept. 2018)</p> <p>NewsELA</p>

	<p>RI.7: Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	
<p>November/December (Literary)</p>	<p>Continue previous standards</p> <p>RL3.5: Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.</p> <p>RL3.6: Distinguish their own point of view from that of a text's narrator or those of its characters</p>	<p>StoryTown: Loved Best A Pen Pal for Max</p> <p>StoryWorks Jr: The Ghost of Specter Elementary oct/nov 2018</p> <p><u>Candy Corn Point of View- NewsELA</u></p>
<p>January (Informational)</p>	<p>Continue previous standards</p> <p>RI3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI3.6: Distinguish their own point of view from that of the author of a text.</p>	
<p>February (Literary)</p>	<p>Continue previous standards</p> <p>RL3.2: Retell 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 a text. (Possibly also 3.9 - comparing themes?)</p>	

	RL3.4: Determine the meaning of words and phrases as they are used in a text, <i>distinguishing literal from figurative language</i>.	
March (Informational)	<p>Continue previous standards</p> <p>RI3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea</p> <p>RI3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	
April (Literary)	<p>Continue previous standards</p> <p>RL3.9: 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>	
May/June (Informational)		

Foundational Skills: a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words

Language Skills:

- Produce, expand, and rearrange complete simple, compound, and complex sentences.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.
- Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.

- Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.
- Use abstract nouns.
- Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove.”).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- 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).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map)
- Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
- Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).