

**Grade 3 English Language Arts**  
**Quarter 1: Unit 1.1**  
**Using Fables, Folktales, and Myths to Identify Story Elements**

**Unit of Study**

**Reading Literature**

**Content to be learned:**

- Ask and answer questions, using details from the text.
- Describe characters' traits, motivations, and feelings in a story.
- Explain how characters' actions influence the sequence of events of the story.
- Describe setting and plot of a story.
- Determine the meaning of words and phrases (literal from nonliteral language as used in a text).
- Reference different parts of a story (beginning, middle, and end; chapters, etc.).
- Explain how the illustrations contribute to the meaning of the story.

**Essential Questions:**

- How can I find the answer to words and sentences that confuse me?
- Which details from the text can I point to in supporting my ideas?
- What is the main character's most important personality trait?
- What is the sequence of important events in the story and how does the main character's actions influence the sequence of events?
- Which words or phrases help me understand what's happening?
- Which words or phrases get me to "read between the lines" and infer meaning?
- If I were to recount the story, which parts or chapters would I point to in describing the beginning, the middle, and the end?
- How do the illustrations add to my understanding of the characters, setting, and plot?
- What do the illustrations in this text give me that the words do not?

## **Writing**

### **Content to be learned:**

- Write a narrative introducing a narrator or character(s), using time order words.
- Use technology to publish writing, using keyboarding skills.
- Conduct research to gain knowledge about a topic.
- Take and categorize brief notes to recall information gained from personal experiences, texts, and digital sources.

### **Essential Questions:**

- Are the events in the story organized in order?
- Have I used words like *after*, *before*, *while*, *during* to help the reader understand the order of events?
- Do I know how to access technology?
- What questions can I ask to help me get the information I need?
- How am I going to get this information?
- What are some different sources I should consult for this topic?

## **Speaking and Listening**

### **Content to be learned:**

- Come to discussions prepared and ready to contribute.
- Speak clearly and in complete sentences.

## **Language**

### **Content to be learned:**

- Explain the functions of nouns and pronouns (including regular and irregular plural nouns, abstract nouns, possessive nouns, pronoun-antecedent agreement).
- Capitalize words in titles and proper nouns.
- Correctly spell high frequency words using spelling patterns and generalizations.

- Use reference materials to check and correct spelling, and look up word meaning.
- Use context clues to understand the meaning of words or phrases in a text.

**Grade 3 English Language Arts**  
**Quarter 1: Unit 1.2**  
**Using Fables, Myths, and Folktales to Compare and Contrast Story Elements**

**Unit of Study**

**Reading Literature**

**Content to be learned:**

- Summarize and explain the theme (central message) of a story using details from the text.
- Determine the meaning of words and phrases (literal from nonliteral language as used in a text).
- Determine the meaning of words and phrases (literal from nonliteral language as used in a text).
- Distinguish their own point of view from that of the narrator or those of the characters.
- Compare and contrast themes, plots, and settings in stories.

**Essential Questions:**

- What message, lesson, or moral do the characters learn by the end of the story?
- What specific details am I basing this understanding on?
- Which words or phrases help me understand what’s happening?
- Which words or phrases get me to “read between the lines” and infer meaning?
- If I were to recount the story, which parts or chapters would I point to in describing the beginning, the middle, and the end?
- What are the similarities and differences in the themes, plots, and settings in two stories?
- Does the author always leave me with a similar feeling about people and life in each book?
- What is the main character’s attitude or point of view about things in the text and what details help me know this?
- As I follow the main character’s story, what is he like as a person?
- What ideas do I have about him?
- Do I agree or disagree with how the character behaves?

## **Writing**

### **Content to be learned:**

- Write a narrative using dialogue between characters.
- Give the story an ending that provides a conclusion for the narrative.
- Use technology to publish writing, using keyboarding skills.
- Conduct research to gain knowledge about a topic.
- Take and categorize brief notes to recall information gained from personal experiences, texts, and digital sources.

### **Essential Questions:**

- Have I described the character(s) and included dialogue and what they are thinking and feeling?
- How does my story end? Does it make sense to the reader?
- Do I know how to access technology?
- What questions can I ask to help me get the information I need?
- How am I going to get this information?
- What are some different sources I should consult for this topic?

## **Language**

### **Content to be learned:**

- Explain the functions of verbs (including regular and irregular verbs, simple verb tenses, and subject-verb agreement).
- Produce simple sentences.
- Use commas and quotation marks when using dialogue.
- Correctly spell high frequency words using spelling patterns and generalizations.
- Use reference materials to check and correct spelling, and look up word meaning.
- Use context clues to understand the meaning of words or phrases in a text.

**Essential Questions:**

- Are my sentences written correctly? How do I know?
- When I reread my writing out loud, does it sound right? Does it make sense?

**Speaking and Listening**

**Content to be learned:**

- Come to discussions prepared and ready to contribute.
- Speak clearly and in complete sentences.

**Grade 3 English Language Arts**  
**Quarter 2: Unit 2.1**  
**Identify and Differentiate Between Main Idea and Detail in Informational**  
**Texts**

**Unit of Study**

**Reading Informational Text**

**Content to be learned:**

- Ask and answer questions to demonstrate understanding of a text, explicitly using the text for answers.
- Identify the main idea and examine how it is supported by key details.
- Determine the meaning of words and phrases within a text.
- Using text features/tools (e.g. key words, side bars, hyperlinks, glossary, index) to locate information.

**Essential Questions:**

- Which specific details help me understand the main topic?
- How can I look at words, pictures, and headings to help me understand?
- What key ideas, specific details, and events help me determine the main idea of the text?
- What details and facts from the text would I include when recounting what the text is about?
- How can I use the text and surrounding photos and captions to figure out what this word or phrase means?
- How can I look at text features (titles, bolded words, headings, captions) or illustrations to help me figure out what is being explained on this page?

**Writing**

**Content to be learned:**

- Write an opinion piece that supports a point of view on a topic or text.
- State their opinion about a topic or text and provide a list of strong reasons that support their opinion.
- Use technology to publish writing, using keyboarding skills.
- Conduct research to gain knowledge about a topic.
- Take and categorize brief notes to recall information gained from personal experiences, texts, and digital sources.

**Essential Questions:**

- What is my opinion or point of view and have I explained why?
- What reasons do I have to support that opinion?

**Language**

**Content to be learned:**

- Explain the functions of adjectives (including comparative and superlative adjectives, coordinating conjunctions).
- Produce compound sentences.
- Use commas in addresses. [e.g., Susie, please turn in your paper.]
- Use context clues to determine the meaning of words and phrases.
- Readers distinguish “shades of meaning”, among related words that describe the state of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**Essential Questions:**

- How can I use the context around the word to determine its meaning?
- What can I determine about the meaning of words from real-life connections?
- Which words show how a character or a writer felt?

**Speaking and Listening**

**Content to be learned:**

- Determine main ideas and supporting details presented in diverse media and formats (e.g. visual, quantitative, and oral).
- Ask and answer questions from a speaker using elaboration and detail.
- Speak in complete sentences.

**Grade 3 English Language Arts**  
**Quarter 2: Unit 2.2**  
**Use Informational Texts to Identify Text Structures in Order to Develop  
and Write an Opinion**

**Unit of Study**

**Reading Informational Text**

**Content to be learned:**

- Students focus on the relationship between historical events, scientific ideas or steps in technical procedures.
- Use language that pertains to **time, sequence, and cause/effect** to determine importance.
- Establish the point of view (opinion) of the author.
- Students establish their own point of view (opinion) from that of the authors.
- Combine visual information (illustrations, maps, photographs) with the words in a text to demonstrate understanding.
- Observe patterns such as comparison, cause/effect, and first/second/third sequencing to describe the connections between sentences/paragraphs.
- Compare and contrast two texts on the same topic.

**Essential Questions:**

- Does the author use language and key words that identify time, sequence, and cause/effect?
- What is the topic/subject? What is the author's attitude toward it? How does the author weave in her angle or point of view about the topics?
- What do I think about this topic as I begin to read this text?
- Has the author provided information and ideas to change my attitude about the topic by the end?
- How does the visual information help me understand the key events and key concepts?
- How do the pictures and captions, diagrams, and charts help me understand the main idea?
- Is the text organized using cause/effect, comparison, or sequence? What words help me know that?
- Where can I look to confirm my ideas about what's important (e.g., headings, first sentences of paragraphs, table of contents)?
- How are the important points in each text similar? Different?

## **Writing**

### **Content to be learned:**

- Write opinion pieces on topic or texts, supporting a point of view.
- Use linking words and phrases to connect opinions and the reasons.
- Provide a concluding statement.

### **Essential Questions:**

- Have I used linking words and phrases to connect the reasons for my opinion?
- How can I end my writing with sentences, a concluding statement, or section?

## **Language**

### **Content to be learned:**

- Explain the functions of adverbs (including comparative and superlative adverbs).
- Produce compound sentences.
- Choose words and phrases for effect.
- Use context clues to determine the meaning of words and phrases.

### **Essential Question:**

- How can use the information around the word to determine the meaning?

## **Speaking and Listening**

### **Content to be learned:**

- Determine main ideas and supporting details presented in diverse media and formats (e.g. visual, quantitative, and oral).
- Ask and answer questions from a speaker using elaboration and detail.
- Speak in complete sentences.

**Grade 3 English Language Arts**  
**Quarter 3: Unit 3.1**  
**Identify Figurative Language Using Poetry (and its structures) and Other**  
**Fictional Texts (such as Myths, Fables, and Folktales)**

**Unit of Study**

**Reading Literature**

**Content to be learned:**

- Ask and answer questions, using details from the text.
- Describe characters' traits, motivations, and feelings in a story.
- Explain how characters' actions influence the sequence of events of the story.
- Describe setting and plot of a story.
- Determine the meaning of words and phrases (literal from nonliteral language as used in a text).
- Reference different parts of a story (beginning, middle, and end; chapters, etc.).
- Explain how the illustrations contribute to the meaning of the story.

**Essential Questions:**

- How can I find the answer to words and sentences that confuse me?
- Which details from the text can I point to in supporting my ideas?
- What is the main character's most important personality trait?
- What is the sequence of important events in the story and how does the main character's actions influence the sequence of events?
- Which words or phrases help me understand what's happening?
- Which words or phrases get me to "read between the lines" and infer meaning?
- If I were to recount the story, which parts or chapters would I point to in describing the beginning, the middle, and the end?
- How do the illustrations add to my understanding of the characters, setting, and plot?
- What do the illustrations in this text give me that the words do not?

## **Writing**

### **Content to be learned:**

- Write an Informative/explanatory piece that examines a topic and conveys ideas and information clearly.
- Develop a topic with facts, definitions, and details.
- Use technology to publish writing, using keyboarding skills.
- Conduct research to gain knowledge about a topic.
- Take and categorize brief notes to recall information gained from personal experiences, texts, and digital sources.

### **Essential Questions:**

- How can I use illustrations to explain my topic more fully?
- How will I organize or group the contents so they convey the information clearly?
- Do I know how to access technology?
- What questions can I ask to help me get the information I need?
- How am I going to get this information?
- What are some different sources I should consult for this topic?

## **Speaking and Listening**

### **Content to be learned:**

- Speak in complete sentences.

## **Language**

### **Content to be learned:**

- Use subordinating conjunctions.
- Produce complex sentences.
- Use context clues to determine the meaning of words and phrases.
- Determine new meanings of words when an affix is added.
- Use the root word to help determine meaning of unknown word.
- Use glossaries or dictionaries to clarify meaning.
- Use real-life connections to understand meaning of words.

**Essential Questions:**

- How can I use the root word or the affix to figure out the meaning of the unknown word?
- How can I use real-life connections to help me understand the meaning of the unknown word?
- Can I use a glossary or dictionary to help me understand the meaning of the unknown word?

**Reading Foundations**

**Content to be learned:**

- Identify meanings of common prefixes and suffixes, and decode Latin suffixes.

**Essential Questions:**

- Are there prefixes and/or suffixes attached the word? What do they mean attached to the word?
- What is the root word? Do I know the meaning?

**Grade 3 English Language Arts**  
**Quarter 3: Unit 3.2**  
**Compare and Contrast Poetry (and Other Fictional Texts)**  
**While Developing An Opinion**

**Unit of Study**

**Reading Literature**

**Content to be learned:**

- Summarize and explain the theme (central message) of a story using details from the text.
- Determine the meaning of words and phrases (literal from nonliteral language as used in a text).
- Determine the meaning of words and phrases (literal from nonliteral language as used in a text).
- Distinguish their own point of view from that of the narrator or those of the characters.
- Compare and contrast themes, plots, and settings in stories.

**Essential Questions:**

- What message, lesson, or moral do the characters learn by the end of the story?
- What specific details am I basing this understanding on?
- Which words or phrases help me understand what’s happening?
- Which words or phrases get me to “read between the lines” and infer meaning?
- If I were to recount the story, which parts or chapters would I point to in describing the beginning, the middle, and the end?
- What are the similarities and differences in the themes, plots, and settings in two stories?
- Does the author always leave me with a similar feeling about people and life in each book?
- What is the main character’s attitude or point of view about things in the text and what details help me know this?
- As I follow the main character’s story, what is he like as a person?
- What ideas do I have about him?
- Do I agree or disagree with how the character behaves?

## **Writing**

### **Content to be learned:**

- Write an informative/explanatory piece that examines a topic and conveys ideas and information clearly.
- Use linking words and phrases (e.g., also, another, and, more, but).
- Provide a concluding statement.
- Use technology to publish writing, using keyboarding skills.
- Conduct research to gain knowledge about a topic.
- Take and categorize brief notes to recall information gained from personal experiences, texts, and digital sources.

### **Essential Questions:**

- Have I used linking words to connect my information?
- Do I have a concluding statement to end the piece?
- Do I know how to access technology?
- What questions can I ask to help me get the information I need?
- How am I going to get this information?
- What are some different sources I should consult for this topic?

## **Speaking and Listening**

### **Content to be learned:**

- Speak in complete sentences.

## **Language**

### **Content to be learned:**

- Use context clues to determine the meaning of words and phrases.
- Determine new meanings of words when an affix is added.
- Use the root word to help determine meaning of unknown word.
- Use glossaries or dictionaries to clarify meaning.
- Use real-life connections to understand meaning of words.

**Essential Questions:**

- How can I use the root word or the affix to figure out the meaning of the unknown word?
- How can I use real-life connections to help me understand the meaning of the unknown word?
- Can I use a glossary or dictionary to help me understand the meaning of the unknown word?

**Grade 3 English Language Arts  
Quarter 4: Unit 4.1  
Research**

**Unit of Study**

**Reading Informational Text**

**Content to be learned:**

- Ask and answer questions to demonstrate understanding of a text, explicitly using the text for answers.
- Identify the main idea and examine how it is supported by key details.
- Determine the meaning of words and phrases within a text.
- Use text features/tools (e.g. key words, side bars, hyperlinks, glossary, index) to locate information.
- Students focus on the relationship between historical events, scientific ideas or steps in technical procedures.
- Use language that pertains to **time, sequence, and cause/effect** to determine importance.
- Establish the point of view (opinion) of the author.
- Students establish their own point of view (opinion) from that of the authors.
- Combine visual information (illustrations, maps, photographs) with the words in a text to demonstrate understanding.
- Observe patterns such as comparison, cause/effect, and first/second/third sequencing to describe the connections between sentences/paragraphs.
- Compare and contrast two texts on the same topic.

**Essential Questions:**

- Which specific details help me understand the main topic?
- How can I look at words, pictures, and headings to help me understand?
- What key ideas, specific details, and events help me determine the main idea of the text?
- What details and facts from the text would I include when recounting what the text is about?
- How can I use the text and surrounding photos and captions to figure out what this word or phrase means?
- How can I look at text features (titles, bolded words, headings, captions) or illustrations to help me figure out what is being explained on this page?

- Does the author use language and key words that identify time, sequence, and cause/effect?
- What is the topic/subject? What is the author's attitude toward it? How does the author weave in her angle or point of view about the topics?
- What do I think about this topic as I begin to read this text?
- Has the author provided information and ideas to change my attitude about the topic by the end?
- How does the visual information help me understand the key events and key concepts?
- How do the pictures and captions, diagrams, and charts help me understand the main idea?
- Is the text organized using cause/effect, comparison, or sequence? What words help me know that?
- Where can I look to confirm my ideas about what's important (e.g., headings, first sentences of paragraphs, table of contents)?
- How are the important points in each text similar? Different?

## **Writing**

### **Content to be learned:**

- Write an informative/explanatory piece that examines a topic and conveys ideas and information clearly.
- Develop a topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but).
- Provide a concluding statement.

## **Speaking and Listening**

### **Content to be learned:**

- Speak clearly at an understandable pace when presenting a report.
- Create audio recordings to demonstrate fluid reading.
- Use visual displays to emphasize/enhance certain facts in a report.
- Speak in complete sentences.

## **Language**

### **Content to be learned:**

- Recognize that there is a difference between written and spoken English (e.g. because vs. cuz).
- Use context clues to determine the meaning of words and phrases.