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 I 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.