Course Name 3rd Grade ELA

Approved August 26, 2024

**Unit Title** Unit 1

STAGE 1   DESIRED RESULTS  Context and relevance for student learning			
Standards		Transfer	
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.  CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.  Identify and know the meaning of the most common prefixes and derivational suffixes.  Decode words with common Latin suffixes.  Decode multisyllable words.  Read grade appropriate irregularly spelled words.  CC.1.1.3.E Read with accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self correct word recognition and understanding, rereading as necessary.  1.2 Reading Informational Text Students read,	Students will be able to inder read, write, and community read, write, and community read, write, and community requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.  In proficient writing requires word level skills (encoding) and an understanding of text structure.	ESSENTIAL QUESTIONS Students will keep considering  Why is it important to be kind to others?  What makes a good story?  What makes some memories special?	
understand, and respond to informational text—with an		Acquisition	
emphasis on comprehension, vocabulary acquisition,	Students will know	Students will be skilled at  □ I can decode words.	

and making connections among ideas and between ☐ Types of literature: ☐ I can decode multisyllable words. Poems. Dramas. ☐ I can read with accuracy and texts with a focus on textual evidence. Stories, Fables, fluency to support CC.1.2.3.A Determine the main idea of a text: recount the Folktales, Myths comprehension. key details and explain how they support the main idea. ☐ Central Message / ☐ I can read on-level text with E03.B-K.1.1.2 Determine the main idea of a text; recount Lesson / Moral purpose and understanding. the key details and explain how they support the main ■ Key Details ☐ I can use context to confirm or self idea. ☐ Characters: Traits, correct word recognition and CC.1.2.3.B Ask and answer questions about the text and Motivations. understanding, rereading as Feelings necessary. make inferences from text; refer to text to support ■ Text Features ☐ I can determine the main idea of a responses. ☐ Theme text E03.B-K.1.1.1 Answer questions to demonstrate Settina ☐ I can recount the key details and understanding of Plots explain how they support the main a text, referring explicitly to the text as the basis for ☐ Author- Point of idea. the answers. view ☐ I can answer questions to □ Affix demonstrate understanding of a CC.1.2.3.C Explain how a series of events, concepts, or ■ Root Word steps in a procedure is connected within a text, using ■ Nouns ☐ I can refer explicitly to the text as language that pertains to time, sequence, and Pronouns the basis for answers. cause/effect. ☐ Verbs ☐ I can describe the relationship E03.B-K.1.1.3 Describe the relationship between a series Adjectives between a series of historical of historical events, scientific ideas or concepts, or steps Adverbs events, scientific ideas or concepts, in technical procedures in a text, using language that ■ Plural Nouns or steps in technical procedures in ■ Abstract Nouns a text. pertains to time, sequence, and cause/effect. Comparative ☐ I can use language that pertains to CC.1.2.3.D Explain the point of view of the author. time, sequence, and cause/effect Nouns E03.B-C.2.1.1 Explain the point of view from which a text Superlative in descriptions is written Adjectives ☐ I can explain the point of view CC.1.2.3.E Use text features and search tools to locate ☐ Dialoque from which a text is written. and interpret information. **Quotation Marks** ☐ I can use text features (e.g., E03.B-C.2.1.2 Use text features (e.g., headings, graphics, Possessives headings, graphics, charts) and Suffixes search tools (e.g., key words, charts) and search tools (e.g., key words, sidebars, ■ Base Words sidebars, hyperlinks) to efficiently hyperlinks) to efficiently locate information relevant to a locate information relevant to a Spelling Patterns given topic. Word Families aiven topic. CC.1.2.3.F Determine the meaning of words and phrases ☐ I can determine or clarify the ☐ Syllable Patterns as they are used in grade level text, distinguishing literal meaning of unknown and ■ Ending Rules

from nonliteral meaning as well as shades of meaning ■ Word Parts multiple-meaning words and phrases. among related words. ☐ I can use context as a clue to the E03.B-V.4.1.1 Determine or clarify the meaning of meaning of a word or phrase. unknown and multiple-meaning words and phrases ☐ I can determine the meaning of based on grade 3 reading and content, choosing flexibly the new word formed when a from a range of strategies. known affix is added to a known a. Use context as a clue to the meaning of a word or word (e.g., agreeable/disagreeable, comfortable/uncomfortable, phrase. care/careless, heat/preheat). b. Determine the meaning of the new word formed ☐ I can determine the meaning of when a known affix is added to a known word (e.g., general academic and agreeable/disagreeable, comfortable/uncomfortable, domain-specific words and care/careless, heat/preheat). phrases used in a text. c. Determine the meaning of general academic and ☐ I can use a known root word as a domain-specific words and phrases used in a text. clue to the meaning of an unknown word with the same root d. Use a known root word as a clue to the meaning of an (e.g., company, companion). unknown word with the same root (e.g., company, ☐ I can demonstrate understanding companion). of word relationships and nuances E03.B-V.4.1.2 Demonstrate understanding of word in word meanings. relationships and nuances in word meanings. ☐ I can distinguish the literal and Distinguish the literal and nonliteral meanings of words nonliteral meanings of words and and phrases in context (e.g., take steps). phrases in context (e.g., take steps). ☐ I can use information gained from Distinguish shades of meaning among related words illustrations, maps, photographs, (e.g., knew, believed, suspected, heard, wondered). and the words in a text to CC.1.2.3.G Use information gained from text features to demonstrate understanding of the demonstrate understanding of a text. text (e.g., where, when, why, and E03.B-C.3.1.3 Use information gained from illustrations, how key events occur). maps, photographs, and the words in a text to ☐ I can describe the logical demonstrate understanding of the text (e.g., where, connection between particular sentences and paragraphs to when, why, and how key events occur). support specific points in a text CC.1.2.3.H Describe how an author connects sentences (e.g., comparison, cause/effect, and paragraphs in a text to support particular points. first/second/third in a sequence). E03.B-C.3.1.1 Describe the logical connection between ☐ I can compare and contrast the particular sentences and paragraphs to support specific most important points and key

points in a text (e.g., comparison, cause/effect, details presented in two texts on the same topic. first/second/third in a sequence). ☐ I can determine or clarify the CC.1.2.3.I Compare and contrast the most important meaning of unknown and points and key details presented in two texts on the multiple-meaning words and same topic. phrases based on grade 3 reading E03.B-C.3.1.2 Compare and contrast the most important and content, choosing flexibly points and key details presented in two texts on the from a range of strategies. same topic. ☐ I can recount poems, dramas, or stories (fables, folktales, and myths CC.1.2.3. J Acquire and use accurately grade appropriate from diverse cultures) conversational, general academic, and domain-specific ☐ I can determine the central words and phrases, including those that signal spatial message, lesson, or moral. and temporal relationships. ☐ I can explain how a message is E03.B-V.4.1.1 Determine or clarify the meaning of conveyed through key details in unknown and multiple-meaning words and phrases the text (fables, folktales, and based on grade 3 reading and content, choosing flexibly myths from diverse cultures) ☐ I can ask and answer questions to from a range of strategies. demonstrate understanding of a a. Use context as a clue to the meaning of a word or text phrase. ☐ I can refer explicitly to the text as b. Determine the meaning of the new word formed the basis for the answers. when a known affix is added to a known word (e.g., ☐ I can describe characters in a story agreeable/disagreeable, comfortable/uncomfortable, (e.g., their traits, motivations, feelinas) care/careless, heat/preheat). ☐ I can explain how a character's c. Determine the meaning of general academic and actions contribute to the sequence domain-specific words and phrases used in a text. of events. d. Use a known root word as a clue to the meaning of an ☐ I can explain the point of view unknown word with the same root (e.g., company, from which a story is narrated, companion). including the difference between E03.B-V.4.1.2 Demonstrate understanding of word first and third-person narrations. ☐ I can refer to parts of texts when relationships and nuances in word meanings. writing or speaking about a text a. Distinguish the literal and nonliteral meanings of using such terms as chapter, words and phrases in context (e.g., take steps). scene, and stanza b. Distinguish shades of meaning among related words

(e.g., knew, believed, suspected, heard, wondered).

CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.  E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. 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).  c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence."  CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral	□ I can describe how each successive part of a text (story, poem, etc) builds upon earlier sections. □ I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. □ I can write narratives to develop real or imagined experiences or events. □ I can orient the reader by establishing a situation □ I can introduce a narrator and/or characters. □ I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. □ I can organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. □ I can choose words and phrases for effect. □ I can demonstrate a gradeappropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

and explain how it is conveyed through key details in the text. CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter. scene, and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. 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).		
c. Determine the meaning of general academic and		
domain-specific words and phrases used in a text.		
d. Use a known root word as a clue to the meaning of an		
unknown word with the same root (e.g., company,		
companion).		
E03.A-V.4.1.2 Demonstrate understanding of word		
relationships and nuances in word meanings.		
a. Distinguish the literal and nonliteral meanings of		
words and phrases in context (e.g., take steps).		
b. Distinguish shades of meaning among related words		
(e.g., knew, believed, suspected, heard, wondered).		
CC.1.3.3.G 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).		
CC.1.3.3.H Compare and contrast the themes, settings,		
and plots of stories written by the same author about		
the same or similar characters.		
(For EPSD purposes, this includes text by different		
authors, as well)		
E03.A-C.3.1.1 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). (For EPSD purposes, this includes text by		
different authors, as well)		
CC.1.3.3.I Determine or clarify the meaning of unknown		
and multiple-meaning words and phrases based on		
grade-level reading and content, choosing flexibly from		
a range of strategies and tools.		
E03.A-V.4.1.1 Determine or clarify the meaning of		
unknown and multiple-meaning words and phrases		
unknown and multiple-meaning words and phrases		

based on grade 3 reading and content, choosing flexibly	
from a range of strategies.	
a. Use context as a clue to the meaning of a word or	
phrase.	
b. 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).	
c. Determine the meaning of general academic and	
domain-specific words and phrases used in a text.	
d. Use a known root word as a clue to the meaning of an	
unknown word with the same root (e.g., company,	
companion).	
CC.1.3.3.J Acquire and use accurately grade appropriate	
conversational, general academic, and domain-specific	
words and phrases, including those that signal spatial	
and temporal relationships.	
E03.A-V.4.1.1 Determine or clarify the meaning of	
unknown and multiple-meaning words and phrases	
based on grade 3 reading and content, choosing flexibly	
from a range of strategies.	
a. Use context as a clue to the meaning of a word or	
phrase.	
b. 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).	
c. Determine the meaning of general academic and	
domain-specific words and phrases used in a text.	
d. Use a known root word as a clue to the meaning of an	
unknown word with the same root (e.g., company,	
companion).	
E03.A-V.4.1.2 Demonstrate understanding of word	

relationships and nuances in word meanings.	
a. Distinguish the literal and nonliteral meanings of	
words and phrases in context (e.g., take steps).	
b. Distinguish shades of meaning among related words	
(e.g., knew, believed, suspected, heard, wondered).	
CC.1.3.3.K Read and comprehend literary fiction on	
grade level, reading independently and proficiently.	
<b>1.4 Writing</b> Students write for different purposes and	
audiences. Students write clear and focused text to	
convey a well-defined perspective and appropriate	
content.	
CC.1.4.3.M Write narratives to develop real or imagined	
experiences or events.	
CC.1.4.4.N Orient the reader by establishing a situation	
and introducing a narrator and/or characters.	
CC.1.4.3.0 Use dialogue and descriptions of actions,	
thoughts, and feelings to develop experiences and	
events or show the response of characters to situations.	
CC.1.4.3.P Organize an event sequence that unfolds	
naturally, using temporal words and phrases to signal	
event order; provide a sense of closure.	
CC.1.4.3.Q Choose words and phrases for effect.	
CC.1.4.3.R Demonstrate a grade- appropriate command	
of the conventions of standard English grammar, usage,	
capitalization, punctuation, and spelling.	



Course Name 3rd Grade ELA

**Unit Title** Unit 2

STAGE 1   DESIRED RESULTS  Context and relevance for student learning			
Standards		Transfer	
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.  CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.  Identify and know the meaning of the most common prefixes and derivational suffixes.  Decode words with common Latin suffixes.  Decode multisyllable words.  Read grade appropriate irregularly spelled words.  CC.1.1.3.E Read with accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self correct word recognition and understanding, rereading as necessary.  1.2 Reading Informational Text Students read,	Students will be able to inder read, write, and community read, write, and community read, write, and community requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.  I proficient writing requires word level skills (encoding) and an understanding of text structure.	ESSENTIAL QUESTIONS  Students will keep considering  What is the writer's reason for writing?  Why is it important to demonstrate determination when faced with challenges?  How does an author or illustrator make decisions to interest readers?	
understand, and respond to informational text—with an		Acquisition	
emphasis on comprehension, vocabulary acquisition,	Students will know	Students will be skilled at  l can decode words.	

and making connections among ideas and between ☐ Types of literature: ☐ I can decode multisyllable words. Poems. Dramas. ☐ I can read with accuracy and texts with a focus on textual evidence. Stories, Fables, fluency to support CC.1.2.3.A Determine the main idea of a text: recount the Folktales, Myths comprehension. key details and explain how they support the main idea. ☐ Central Message / ☐ I can read on-level text with E03.B-K.1.1.2 Determine the main idea of a text; recount Lesson / Moral purpose and understanding. the key details and explain how they support the main ■ Key Details ☐ I can use context to confirm or self idea. ☐ Characters: Traits, correct word recognition and CC.1.2.3.B Ask and answer questions about the text and Motivations. understanding, rereading as Feelings necessary. make inferences from text; refer to text to support ■ Text Features ☐ I can determine the main idea of a responses. ☐ Theme text E03.B-K.1.1.1 Answer questions to demonstrate Settina ☐ I can recount the key details and understanding of Plots explain how they support the main a text, referring explicitly to the text as the basis for ☐ Author- Point of idea. the answers. view ☐ I can answer questions to □ Affix demonstrate understanding of a CC.1.2.3.C Explain how a series of events, concepts, or ■ Root Word steps in a procedure is connected within a text, using ■ Nouns ☐ I can refer explicitly to the text as language that pertains to time, sequence, and Pronouns the basis for answers. cause/effect. ☐ Verbs ☐ I can use language that pertains to E03.B-K.1.1.3 Describe the relationship between a series Adjectives time, sequence, and cause/effect of historical events, scientific ideas or concepts, or steps Adverbs in descriptions in technical procedures in a text, using language that ■ Plural Nouns ☐ I can explain the point of view ■ Abstract Nouns from which a text is written. pertains to time, sequence, and cause/effect. Comparative ☐ I can use text features (e.g., CC.1.2.3.D Explain the point of view of the author. Nouns headings, graphics, charts) and E03.B-C.2.1.1 Explain the point of view from which a text Superlative search tools (e.g., key words, is written Adjectives sidebars, hyperlinks) to efficiently CC.1.2.3.E Use text features and search tools to locate locate information relevant to a Coordinating and interpret information. Conjunctions given topic. E03.B-C.2.1.2 Use text features (e.g., headings, graphics, Subordinating ☐ I can determine or clarify the Conjunctions meaning of unknown and charts) and search tools (e.g., key words, sidebars, multiple-meaning words and ■ Simple Sentences hyperlinks) to efficiently locate information relevant to a Compound phrases. given topic. Sentences ☐ I can use context as a clue to the CC.1.2.3.F Determine the meaning of words and phrases Complex meaning of a word or phrase. as they are used in grade level text, distinguishing literal Sentences

from nonliteral meaning as well as shades of meaning ☐ I can determine the meaning of ☐ Commas -Addresses the new word formed when a among related words. ☐ Dialoque known affix is added to a known E03.B-V.4.1.1 Determine or clarify the meaning of **Quotation Marks** word (e.g., agreeable/disagreeable, unknown and multiple-meaning words and phrases Possessives comfortable/uncomfortable. based on grade 3 reading and content, choosing flexibly Suffixes care/careless, heat/preheat). from a range of strategies. ■ Base Words ☐ I can determine the meaning of a. Use context as a clue to the meaning of a word or Spelling Patterns general academic and ■ Word Families phrase. domain-specific words and ☐ Svllable Patterns phrases used in a text. b. Determine the meaning of the new word formed Ending Rules ☐ I can use a known root word as a when a known affix is added to a known word (e.g., Word Parts clue to the meaning of an agreeable/disagreeable, comfortable/uncomfortable, unknown word with the same root care/careless, heat/preheat). (e.g., company, companion). c. Determine the meaning of general academic and ☐ I can demonstrate understanding domain-specific words and phrases used in a text. of word relationships and nuances in word meanings. d. Use a known root word as a clue to the meaning of an ☐ I can distinguish the literal and unknown word with the same root (e.g., company, nonliteral meanings of words and companion). phrases in context (e.g., take steps). E03.B-V.4.1.2 Demonstrate understanding of word ☐ I can distinguish shades of relationships and nuances in word meanings. meaning among related words Distinguish the literal and nonliteral meanings of words (e.g., knew, believed, suspected, and phrases in context (e.g., take steps). heard, wondered). ☐ I can use information gained from Distinguish shades of meaning among related words illustrations, maps, photographs, (e.g., knew, believed, suspected, heard, wondered). and the words in a text to CC.1.2.3.G Use information gained from text features to demonstrate understanding of the demonstrate understanding of a text. text (e.g., where, when, why, and E03.B-C.3.1.3 Use information gained from illustrations, how key events occur). maps, photographs, and the words in a text to ☐ I can describe the logical demonstrate understanding of the text (e.g., where, connection between particular sentences and paragraphs to when, why, and how key events occur). support specific points in a text CC.1.2.3.H Describe how an author connects sentences (e.g., comparison, cause/effect, and paragraphs in a text to support particular points. first/second/third in a sequence). E03.B-C.3.1.1 Describe the logical connection between ☐ I can compare and contrast the particular sentences and paragraphs to support specific most important points and key

points in a text (e.g., comparison, cause/effect, details presented in two texts on the same topic. first/second/third in a sequence). ☐ I can determine or clarify the CC.1.2.3.I Compare and contrast the most important meaning of unknown and points and key details presented in two texts on the multiple-meaning words and same topic. phrases based on grade 3 reading E03.B-C.3.1.2 Compare and contrast the most important and content, choosing flexibly points and key details presented in two texts on the from a range of strategies. same topic. ☐ I can recount poems, dramas, or stories (fables, folktales, and myths CC.1.2.3. J Acquire and use accurately grade appropriate from diverse cultures) conversational, general academic, and domain-specific ☐ I can determine the central words and phrases, including those that signal spatial message, lesson, or moral. and temporal relationships. ☐ I can explain how a message is E03.B-V.4.1.1 Determine or clarify the meaning of conveyed through key details in unknown and multiple-meaning words and phrases the text (fables, folktales, and based on grade 3 reading and content, choosing flexibly myths from diverse cultures) ☐ I can ask and answer questions to from a range of strategies. demonstrate understanding of a a. Use context as a clue to the meaning of a word or text phrase. ☐ I can refer explicitly to the text as b. Determine the meaning of the new word formed the basis for the answers. when a known affix is added to a known word (e.g., ☐ I can describe characters in a story agreeable/disagreeable, comfortable/uncomfortable, (e.g., their traits, motivations, feelinas) care/careless, heat/preheat). ☐ I can explain how a character's c. Determine the meaning of general academic and actions contribute to the sequence domain-specific words and phrases used in a text. of events. d. Use a known root word as a clue to the meaning of an ☐ I can explain the point of view unknown word with the same root (e.g., company, from which a story is narrated, companion). including the difference between E03.B-V.4.1.2 Demonstrate understanding of word first and third-person narrations. ☐ I can refer to parts of texts when relationships and nuances in word meanings. writing or speaking about a text a. Distinguish the literal and nonliteral meanings of using such terms as chapter, words and phrases in context (e.g., take steps). scene, and stanza b. Distinguish shades of meaning among related words

(e.g., knew, believed, suspected, heard, wondered).

CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.  E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  a. Use context as a clue to the meaning of a word or phrase.  b. 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).  c. Determine the meaning of general academic and domain-specific words and phrases used in a text.  d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  1.3 Reading Literature Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence."  CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. E03.A-K.1.1.2 Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral	□ I can describe how each successive part of a text (story, poem, etc) builds upon earlier sections. □ I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. □ I can write narratives to develop real or imagined experiences or events. □ I can orient the reader by establishing a situation □ I can introduce a narrator and/or characters. □ I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. □ I can organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. □ I can choose words and phrases for effect. □ I can demonstrate a gradeappropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

and explain how it is conveyed through key details in the text. CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter. scene, and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. 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).		
c. Determine the meaning of general academic and		
domain-specific words and phrases used in a text.		
d. Use a known root word as a clue to the meaning of an		
unknown word with the same root (e.g., company,		
companion).		
E03.A-V.4.1.2 Demonstrate understanding of word		
relationships and nuances in word meanings.		
a. Distinguish the literal and nonliteral meanings of		
words and phrases in context (e.g., take steps).		
b. Distinguish shades of meaning among related words		
(e.g., knew, believed, suspected, heard, wondered).		
CC.1.3.3.G 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).		
CC.1.3.3.H Compare and contrast the themes, settings,		
and plots of stories written by the same author about		
the same or similar characters.		
(For EPSD purposes, this includes text by different		
authors, as well)		
E03.A-C.3.1.1 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). (For EPSD purposes, this includes text by		
different authors, as well)		
CC.1.3.3.I Determine or clarify the meaning of unknown		
and multiple-meaning words and phrases based on		
grade-level reading and content, choosing flexibly from		
a range of strategies and tools.		
E03.A-V.4.1.1 Determine or clarify the meaning of		
unknown and multiple-meaning words and phrases		
unknown and multiple-meaning words and phrases		

based on grade 3 reading and content, choosing flexibly	
from a range of strategies.	
a. Use context as a clue to the meaning of a word or	
phrase.	
b. 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).	
c. Determine the meaning of general academic and	
domain-specific words and phrases used in a text.	
d. Use a known root word as a clue to the meaning of an	
unknown word with the same root (e.g., company,	
companion).	
CC.1.3.3.J Acquire and use accurately grade appropriate	
conversational, general academic, and domain-specific	
words and phrases, including those that signal spatial	
and temporal relationships.	
E03.A-V.4.1.1 Determine or clarify the meaning of	
unknown and multiple-meaning words and phrases	
based on grade 3 reading and content, choosing flexibly	
from a range of strategies.	
a. Use context as a clue to the meaning of a word or	
phrase.	
b. 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).	
c. Determine the meaning of general academic and	
domain-specific words and phrases used in a text.	
d. Use a known root word as a clue to the meaning of an	
unknown word with the same root (e.g., company,	
companion).	
E03.A-V.4.1.2 Demonstrate understanding of word	

relationships and nuances in word meanings.	
a. Distinguish the literal and nonliteral meanings of	
words and phrases in context (e.g., take steps).	
b. Distinguish shades of meaning among related words	
(e.g., knew, believed, suspected, heard, wondered).	
CC.1.3.3.K Read and comprehend literary fiction on	
grade level, reading independently and proficiently.	
<b>1.4 Writing</b> Students write for different purposes and	
audiences. Students write clear and focused text to	
convey a well-defined perspective and appropriate	
content.	
CC.1.4.3.M Write narratives to develop real or imagined	
experiences or events.	
CC.1.4.4.N Orient the reader by establishing a situation	
and introducing a narrator and/or characters.	
CC.1.4.3.0 Use dialogue and descriptions of actions,	
thoughts, and feelings to develop experiences and	
events or show the response of characters to situations.	
CC.1.4.3.P Organize an event sequence that unfolds	
naturally, using temporal words and phrases to signal	
event order; provide a sense of closure.	
CC.1.4.3.Q Choose words and phrases for effect.	
CC.1.4.3.R Demonstrate a grade- appropriate command	
of the conventions of standard English grammar, usage,	
capitalization, punctuation, and spelling.	



Course Name 3rd Grade ELA

**Unit Title** Unit 3

STAGE 1   DESIRED RESULTS  Context and relevance for student learning			
Standards		Transfer	
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.  CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.  Identify and know the meaning of the most common prefixes and derivational suffixes.  Decode words with common Latin suffixes.  Decode multisyllable words.  Read grade appropriate irregularly spelled words.  CC.1.1.3.E Read with accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.  Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self correct word recognition and understanding, rereading as necessary.  1.2 Reading Informational Text Students read,	Tread, write, and community  UNDERSTANDINGS  Students will understand that  □ proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft.  □ proficient writing requires word level skills (encoding) and an understanding of text structure.	ESSENTIAL QUESTIONS  Students will keep considering  What makes a good poem?  Why are fables, folktales, and pourquoi important to people?  What makes fractured fairy tales familiar and fun to read?  Why do poet's write?  How does an illustrator use art to interest readers?	
understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition,	Students will know	Acquisition  Students will be skilled at  I can decode words.	

and making connections among ideas and between ☐ Types of literature: ☐ I can decode multisyllable words. Poems. Dramas. ☐ I can read with accuracy and texts with a focus on textual evidence. Stories, Fables, fluency to support CC.1.2.3.A Determine the main idea of a text: recount the Folktales, Myths comprehension. key details and explain how they support the main idea. ☐ Central Message / ☐ I can read on-level text with E03.B-K.1.1.2 Determine the main idea of a text; recount Lesson / Moral purpose and understanding. the key details and explain how they support the main ■ Key Details ☐ I can use context to confirm or self idea. ☐ Characters: Traits, correct word recognition and CC.1.2.3.B Ask and answer questions about the text and Motivations. understanding, rereading as Feelings necessary. make inferences from text; refer to text to support ■ Text Features ☐ I can determine the main idea of a responses. ☐ Theme text E03.B-K.1.1.1 Answer questions to demonstrate Settina ☐ I can recount the key details and understanding of ☐ Plot explain how they support the main a text, referring explicitly to the text as the basis for ☐ Author- Point of idea. the answers. view ☐ I can answer questions to □ Affix demonstrate understanding of a CC.1.2.3.C Explain how a series of events, concepts, or ■ Suffix steps in a procedure is connected within a text, using ■ Root Word ☐ I can refer explicitly to the text as language that pertains to time, sequence, and ■ Nouns the basis for answers. cause/effect. Pronouns ☐ I can use language that pertains to E03.B-K.1.1.3 Describe the relationship between a series time, sequence, and cause/effect ■ Verbs of historical events, scientific ideas or concepts, or steps Adjectives in descriptions in technical procedures in a text, using language that Adverbs ☐ I can explain the point of view ■ Plural Nouns from which a text is written. pertains to time, sequence, and cause/effect. ■ Abstract Nouns ☐ I can use text features (e.g., CC.1.2.3.D Explain the point of view of the author. Comparative headings, graphics, charts) and E03.B-C.2.1.1 Explain the point of view from which a text Nouns search tools (e.g., key words, is written ■ Superlative sidebars, hyperlinks) to efficiently CC.1.2.3.E Use text features and search tools to locate locate information relevant to a Adjectives and interpret information. Coordinating given topic. E03.B-C.2.1.2 Use text features (e.g., headings, graphics, ☐ I can determine or clarify the Conjunctions Subordinating meaning of unknown and charts) and search tools (e.g., key words, sidebars, multiple-meaning words and Conjunctions hyperlinks) to efficiently locate information relevant to a ■ Simple Sentences phrases. given topic. Compound ☐ I can use context as a clue to the CC.1.2.3.F Determine the meaning of words and phrases Sentences meaning of a word or phrase. as they are used in grade level text, distinguishing literal

from nonliteral meaning as well as shades of meaning ☐ I can determine the meaning of □ Complex the new word formed when a Sentences among related words. ☐ Commas known affix is added to a known E03.B-V.4.1.1 Determine or clarify the meaning of Addresses word (e.g., agreeable/disagreeable, unknown and multiple-meaning words and phrases Dialogue comfortable/uncomfortable. based on grade 3 reading and content, choosing flexibly care/careless, heat/preheat). **Ouotation Marks** from a range of strategies. Possessives ☐ I can determine the meaning of a. Use context as a clue to the meaning of a word or Suffixes general academic and Base Words phrase. domain-specific words and Spelling Patterns phrases used in a text. b. Determine the meaning of the new word formed Word Families ☐ I can use a known root word as a when a known affix is added to a known word (e.g., ☐ Syllable Patterns clue to the meaning of an agreeable/disagreeable, comfortable/uncomfortable, ■ Ending Rules unknown word with the same root care/careless, heat/preheat). ■ Word Parts (e.g., company, companion). c. Determine the meaning of general academic and ☐ I can demonstrate understanding domain-specific words and phrases used in a text. of word relationships and nuances in word meanings. d. Use a known root word as a clue to the meaning of an ☐ I can distinguish the literal and unknown word with the same root (e.g., company, nonliteral meanings of words and companion). phrases in context (e.g., take steps). E03.B-V.4.1.2 Demonstrate understanding of word ☐ I can distinguish shades of relationships and nuances in word meanings. meaning among related words Distinguish the literal and nonliteral meanings of words (e.g., knew, believed, suspected, and phrases in context (e.g., take steps). heard, wondered). ☐ I can use information gained from Distinguish shades of meaning among related words illustrations, maps, photographs, (e.g., knew, believed, suspected, heard, wondered). and the words in a text to CC.1.2.3.G Use information gained from text features to demonstrate understanding of the demonstrate understanding of a text. text (e.g., where, when, why, and E03.B-C.3.1.3 Use information gained from illustrations, how key events occur). maps, photographs, and the words in a text to ☐ I can describe the logical demonstrate understanding of the text (e.g., where, connection between particular sentences and paragraphs to when, why, and how key events occur). support specific points in a text CC.1.2.3.H Describe how an author connects sentences (e.g., comparison, cause/effect, and paragraphs in a text to support particular points. first/second/third in a sequence). E03.B-C.3.1.1 Describe the logical connection between ☐ I can compare and contrast the particular sentences and paragraphs to support specific most important points and key

points in a text (e.g., comparison, cause/effect, details presented in two texts on the same topic. first/second/third in a sequence). ☐ I can determine or clarify the CC.1.2.3.I Compare and contrast the most important meaning of unknown and points and key details presented in two texts on the multiple-meaning words and same topic. phrases based on grade 3 reading E03.B-C.3.1.2 Compare and contrast the most important and content, choosing flexibly points and key details presented in two texts on the from a range of strategies. same topic. ☐ I can recount poems, dramas, or stories (fables, folktales, and myths CC.1.2.3. J Acquire and use accurately grade appropriate from diverse cultures) conversational, general academic, and domain-specific ☐ I can determine the central words and phrases, including those that signal spatial message, lesson, or moral. and temporal relationships. ☐ I can explain how a message is E03.B-V.4.1.1 Determine or clarify the meaning of conveyed through key details in unknown and multiple-meaning words and phrases the text (fables, folktales, and based on grade 3 reading and content, choosing flexibly myths from diverse cultures) ☐ I can ask and answer questions to from a range of strategies. demonstrate understanding of a a. Use context as a clue to the meaning of a word or text phrase. ☐ I can refer explicitly to the text as b. Determine the meaning of the new word formed the basis for the answers. when a known affix is added to a known word (e.g., ☐ I can describe characters in a story agreeable/disagreeable, comfortable/uncomfortable, (e.g., their traits, motivations, feelinas) care/careless, heat/preheat). ☐ I can explain how a character's c. Determine the meaning of general academic and actions contribute to the sequence domain-specific words and phrases used in a text. of events. d. Use a known root word as a clue to the meaning of an ☐ I can explain the point of view unknown word with the same root (e.g., company, from which a story is narrated, companion). including the difference between E03.B-V.4.1.2 Demonstrate understanding of word first and third-person narrations. ☐ I can refer to parts of texts when relationships and nuances in word meanings. writing or speaking about a text a. Distinguish the literal and nonliteral meanings of using such terms as chapter, words and phrases in context (e.g., take steps). scene, and stanza b. Distinguish shades of meaning among related words

(e.g., knew, believed, suspected, heard, wondered).

and explain how it is conveyed through key details in the text. CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. CC.1.3.3.D Explain the point of view of the author. E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter. scene, and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. 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).		
c. Determine the meaning of general academic and		
domain-specific words and phrases used in a text.		
d. Use a known root word as a clue to the meaning of an		
unknown word with the same root (e.g., company,		
companion).		
E03.A-V.4.1.2 Demonstrate understanding of word		
relationships and nuances in word meanings.		
a. Distinguish the literal and nonliteral meanings of		
words and phrases in context (e.g., take steps).		
b. Distinguish shades of meaning among related words		
(e.g., knew, believed, suspected, heard, wondered).		
CC.1.3.3.G 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).		
CC.1.3.3.H Compare and contrast the themes, settings,		
and plots of stories written by the same author about		
the same or similar characters.		
(For EPSD purposes, this includes text by different		
authors, as well)		
E03.A-C.3.1.1 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). (For EPSD purposes, this includes text by		
different authors, as well)		
CC.1.3.3.I Determine or clarify the meaning of unknown		
and multiple-meaning words and phrases based on		
grade-level reading and content, choosing flexibly from		
a range of strategies and tools.		
E03.A-V.4.1.1 Determine or clarify the meaning of		
unknown and multiple-meaning words and phrases		
a and maraple meaning words and printses		

based on grade 3 reading and content, choosing flexibly	
from a range of strategies.	
a. Use context as a clue to the meaning of a word or	
phrase.	
b. 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).	
c. Determine the meaning of general academic and	
domain-specific words and phrases used in a text.	
d. Use a known root word as a clue to the meaning of an	
unknown word with the same root (e.g., company,	
companion).	
CC.1.3.3.J Acquire and use accurately grade appropriate	
conversational, general academic, and domain-specific	
words and phrases, including those that signal spatial	
and temporal relationships.	
E03.A-V.4.1.1 Determine or clarify the meaning of	
unknown and multiple-meaning words and phrases	
based on grade 3 reading and content, choosing flexibly	
from a range of strategies.	
a. Use context as a clue to the meaning of a word or	
phrase.	
b. 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).	
c. Determine the meaning of general academic and	
domain-specific words and phrases used in a text.	
d. Use a known root word as a clue to the meaning of an	
unknown word with the same root (e.g., company,	
companion).	
E03.A-V.4.1.2 Demonstrate understanding of word	

relationships and nuances in word meanings.	
a. Distinguish the literal and nonliteral meanings of	
words and phrases in context (e.g., take steps).	
b. Distinguish shades of meaning among related words	
(e.g., knew, believed, suspected, heard, wondered).	
CC.1.3.3.K Read and comprehend literary fiction on	
grade level, reading independently and proficiently.	
<b>1.4 Writing</b> Students write for different purposes and	
audiences. Students write clear and focused text to	
convey a well-defined perspective and appropriate	
content.	
CC.1.4.3.M Write narratives to develop real or imagined	
experiences or events.	
CC.1.4.4.N Orient the reader by establishing a situation	
and introducing a narrator and/or characters.	
CC.1.4.3.0 Use dialogue and descriptions of actions,	
thoughts, and feelings to develop experiences and	
events or show the response of characters to situations.	
CC.1.4.3.P Organize an event sequence that unfolds	
naturally, using temporal words and phrases to signal	
event order; provide a sense of closure.	
CC.1.4.3.Q Choose words and phrases for effect.	
CC.1.4.3.R Demonstrate a grade- appropriate command	
of the conventions of standard English grammar, usage,	
capitalization, punctuation, and spelling.	