

Standards Scope and Sequence, Grade 3

Quarter: 1

Unit 1	Unit 2
<p>Reading: Literature</p> <p>3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p> <p>3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RL.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Reading: Informational Text</p> <p>3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>3.RI.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
<p>Writing: Narrative</p> <p>3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Writing: Narrative</p> <p>3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a sense of closure.</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
<p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

Standards Scope and Sequence, Grade 3

Quarter: 2

Unit 3	Unit 4
<p>Reading: Literature</p> <p>3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p> <p>3.RL.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>3.RL.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>3.RL.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Reading: Informational Text</p> <p>3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>3.RI. 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.RI.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
<p>Writing: Information/Expository</p> <p>3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section.</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W. 7: Conduct short research projects that build knowledge about a topic.</p> <p>3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Writing: Information/Expository</p> <p>3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Provide a concluding statement or section.</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.W. 7: Conduct short research projects that build knowledge about a topic.</p> <p>3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (e.g., <i>When other kids are happy that makes me happy</i>).</p>

Standards Scope and Sequence, Grade 3

Quarter: 3

Unit 5	Unit 6
<p>Reading: Literature</p> <p>3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p> <p>3.RL.6: Distinguish their own point of view from that of the narra With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).tor or those of the characters.</p> <p>3.RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Reading: Literature</p> <p>3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.6: Distinguish their own point of view from that of the author of a text.</p> <p>3.RI. 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>3.RI.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<p>Writing: Opinion</p> <p>3..W.1:Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>	<p>Writing: Opinion</p> <p>3..W.1:Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>
<p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4:Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

Standards Scope and Sequence, Grade 3

Quarter: 4

Unit 7	Unit 8
<p>Reading: Literature</p> <p>3.RL.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3.RL.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.RL.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<p>Reading: Informational Text</p> <p>3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>3.RI.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
<p>Writing: Narrative</p> <p>3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Writing: Narrative</p> <p>3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
<p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Language</p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>

Taught Year Round

Language	Speaking and Listening
<p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take</p>	<p>SL.1.3 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher lead) with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared</p>

steps).

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).