



Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 3

FIRST NINE WEEKS	OVERVIEW
	<p>In Foundations Units 1-4, students will review closed syllables (ex: slept) and closed syllable exceptions (ex: most). Students will review suffixes and learn how to form plurals with –s and –es and to double a consonant when adding a vowel suffix. Students will learn how to read and spell multi-syllabic words. Students will begin their yearlong study of homophones, or words that sound alike (ex: no/know, right/write). Students will also begin their cursive writing work focusing on lowercase letters.</p> <p>The Reading Fundamentals Launch Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, students will participate in meaningful conversations connections to the texts they are reading.</p> <p>The Writing Fundamentals How Writer's Work Unit of Study helps students understand the writing process. Students will go through the writing process to get to know how and why writers write in the ways that they do.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: July 20 - August 9	Amplify Dibels Beginning of the Year Assessment
Restart: August 11 – August 31	
Traditional: September 6 - September 27	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 1-4	45 Lessons	Orientation (English) Orientation (Spanish) Unit 1 (English) Unit 1 (Spanish) Unit 2 (English) Unit 2 (Spanish) Unit 3 (English)	RF.3.2 Create readable documents with legible handwriting (manuscript and cursive). RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.5 Read with sufficient accuracy and fluency to support comprehension.



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		Unit 3 (Spanish) Unit 4 (English) Unit 4 (Spanish)	
Reading Fundamentals Launching	15 Lessons	NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative Helping your Child Succeed: Reading and Writing at Home Why Read at Home?	<p>RL3.10 By the end of grade 3, read and understand, read and understand literature at the high end of complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to the text.</p> <p>RL3.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL3.1 Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
Writing Fundamentals How Writer's Work	14 Lessons	Parent Letter	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W.3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>



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SECOND NINE WEEKS	OVERVIEW
	<p>In Foundations Units 5-7, students will identify the schwa sound, which is an unexpected vowel sound. Students will read and spell words with a schwa in unaccented syllable (ex: velvet). Students will learn the –et spelling at the end of words, such as jacket. Students review open syllable words and learn about open vowel exceptions. They will spell and read words with soft c and g, y as a vowel, and pluralize words ending in y and o. Students will continue to review concepts of prefixes and roots. Students will finish learning how to write lowercase cursive letters and will begin to learn uppercase cursive.</p> <p>The Reading Fundamentals Fiction Unit of Study will develop students understanding of various forms, features, and purposes of fiction text. Students will learn and apply specific reading skills and strategies that will enable them to visualize, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.</p> <p>The Writing Fundamentals Patricia Polacco Author Study allows students to study Polacco's narratives as both readers and writers. Using the narrative techniques learned through this unit, students will publish a narrative story that is meaningful and reflect what they have learned.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: November 28 – December 14	Amplify Dibels Middle of the Year Assessment

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Foundations Units 5-7	45 Lessons	Unit 5 (English) Unit 5 (Spanish) Unit 6 (English) Unit 6 (Spanish) Bonus Unit (English) Bonus Unit (Spanish) Unit 7 (English) Unit 7 (Spanish)	RF.3.2 Create readable documents with legible handwriting (manuscript and cursive). RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.5 Read with sufficient accuracy and fluency to support comprehension.



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Fiction	30 Lessons	NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative Reading Fluency Activities Questions to ask while reading fiction text Reading Adventure Packs	<p>RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL3.2 Recount stories, including fables, folktales, and myths from diverse culture; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p> <p>RL3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>RL3.9 Compare and Contrast the themes, settings, and plot of stories written by the same author about the same or similar characters</p> <p>RL3.10 By the end of grade 3, read and understand literature at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
Patricia Polacco Author Study (Narrative Writing)	25 Lessons	Parent Letter	<p>W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>W.3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>



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THIRD NINE WEEKS	OVERVIEW
	<p>In Foundations Units 8-10, students will learn about the final stable syllable: consonant –le and tion/sion, consonant –le exception, final syllable with schwa vs. –le, and adding suffixes to base words with these endings. Students will review and learn more about r-controlled syllable and combining this syllable type with other syllables to make multisyllabic words. Students will also learn about the double vowel syllable and how to add suffixes, and additional sounds: eigh, ei, ea, ie, igh, oo, ui. Students will continue to learn how to write uppercase cursive letters.</p> <p>The Reading Fundamentals Nonfiction Unit of Study will help students learn and apply specific reading skills for nonfiction text, such as asking and answering questions utilizing the text, identifying main ideas and details, identify different nonfiction text types, and determine the meaning of new vocabulary.</p> <p>The Writing Fundamentals Nonfiction Unit of Study provides students opportunities to read and write nonfiction. Students will understand the kinds of texts nonfiction writers create and decisions nonfiction writers make about content, structure, language, and visuals. Students will publish an informational text by the end of this unit.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Restart: January 9 – January 30	Amplify Dibels Middle of the Year Assessment
Traditional: January 17 – February 8	

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UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 8-10	40 Lessons	Unit 8 (English) Unit 8 (Spanish) Unit 9 (English) Unit 9 (Spanish) Unit 10 (English) Unit 10 (Spanish)	RF.3.2 Create readable documents with legible handwriting (manuscript and cursive). RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.5 Read with sufficient accuracy and fluency to support comprehension.
Nonfiction	35 Lessons	NCDPI ELA Parent Guide (English)	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.



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		<p>NCDPI ELA Parent Guide (Spanish)</p> <p>Literacy at Home: Digital Reading Children's Initiative</p> <p>Questions to ask while reading nonfiction text</p>	<p>R13.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>R13.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>R13.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>R13.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>R13.6 Distinguish their own point of view from that of the author of a text.</p> <p>R13.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>R13.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>R13.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>R13.10 By the end of grade 3, read and understand informational texts at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
Nonfiction	27 lessons	Parent Letter	<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W.3.5 Conduct short research projects that build knowledge about a topic</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>



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FOURTH NINE WEEKS	OVERVIEW
	<p>In Foundations Units 11-14, students will learn how to read and spell contractions, the spelling of soft sound c and g after e, i, y, -dge after a short vowel, new sounds ch (chorus), ph (phone), silent letters we, rh, gn, kn, mn, mb, gh. Students will also learn more glued sounds -ture and tu, as well as advanced suffix endings: -ous, -al, ent, -an. Students will finish learning how to write the uppercase letters in cursive.</p> <p>The Reading Fundamentals Poetry Unit of Study will help readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems while building their understanding of poetry as a genre. It will address strategies that readers use when reading poetry, as well as ways to work through unfamiliar text, infer meaning, and build a deeper understanding of the messages, moods, images, and feelings that are shared in poems.</p> <p>The Writing Fundamentals Biography unit has students explore the purposes and features of biographies as both readers and writers. Students will analyze the structure and features of biographies. Students will publish a biography by the end of the unit that expresses their opinions of the subject of their choice.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: May 2 – May 22	Amplify Dibels End of the Year Assessment
Restart: May 4 – May 24	
Traditional: May 5 – May 25	

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UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 11-14	45 Lessons	Unit 11 (English) Unit 11 (Spanish) Unit 12 (English) Unit 12 (Spanish) Unit 13 (English) Unit 13 (Spanish) Unit 14 (English) Unit 14 (Spanish)	RF.3.2 Create readable documents with legible handwriting (manuscript and cursive). RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.5 Read with sufficient accuracy and fluency to support comprehension.



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Poetry	20 Lessons	NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative Poetry for Kids Poetry Minute	<p>RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL3.2 Recount stories, including fables, folktales, and myths from diverse culture; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p>
Biography (Opinion Writing)	24 Lessons	Parent Letter	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W.3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

*Amplify Dibels:

Universal benchmarking measures your child's literacy development. It helps determine where your child stands in reading and flags any literacy areas where they are at risk of falling behind. Benchmarking is completed three times a year: beginning, middle, and end of year.