

Elementary: English Language Arts

Grade 3 Priority Standards

Phonics and Word Recognition

RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

L.3.4: 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 sentence-level 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. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5: 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. 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).

Reading Literature

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Information

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Speaking and Listening

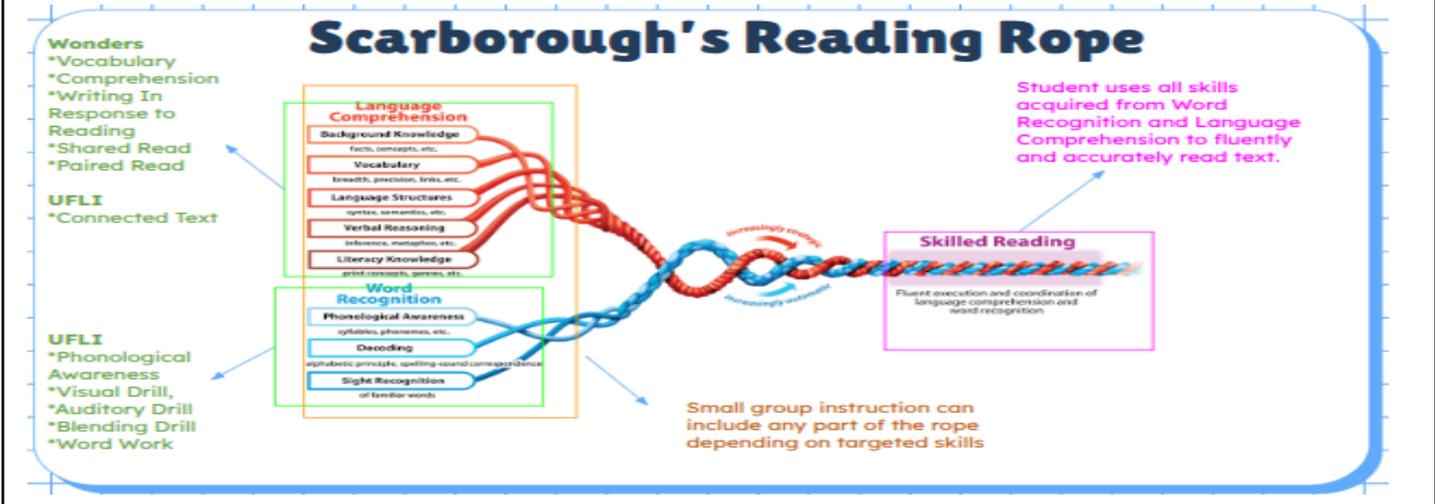
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Writing About Text

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Grade 3 Curriculum Resources



	UFLI Foundations The Reading League	Wonders Edreports.org The Reading League
Unit 1	UFLI Foundations provides clear lesson following an eight-step routine that supports students' reading development in the areas of:	In unit 1, students will engage with diverse topics and genres to deepen their understanding of culture, community, and history. For two weeks, students will study narrative nonfiction, focusing on how people from different cultures contribute to communities and what we can learn from them. Then, for two weeks, students will explore traditions through realistic fiction, discussing how traditions teach us about various cultures. Finally, for one week, students will learn how landmarks tell the story of our nation's history by reading and discussing famous U.S. landmarks in argumentative texts. Throughout, students will read a variety of texts that connect real-world experiences, cultural insights, and historical perspectives.
Unit 2	<ol style="list-style-type: none"> 1. Phonemic Awareness 2. Visual Drill 3. Auditory Drill 4. Blending Drill 5. New Concept 6. Word Work 7. Irregular Words 8. Connected Text 	In unit 2, students will explore important social themes through a variety of genres. For two weeks, students will examine how the government functions, learning about voting and good citizenship through expository texts. Then, for two weeks, students will study immigration, understanding why people move and its role in history by reading historical fiction. Finally, for one week, students will focus on problem-solving, exploring thought processes and solutions through poetry. Across these lessons, students will engage with diverse texts to deepen their understanding of community, culture, history, and critical thinking.
Unit 3	Steps 1–4 serve as warm-ups and review for students, reinforcing previously learned skills. Step 5 introduces a new concept explicitly, with guided reading and spelling practice. Steps 6–8 give students opportunities to apply what they've learned through word-level and text-level reading and writing activities.	In unit 3, students will explore a wide range of topics and genres to build knowledge and critical thinking skills. For two weeks, students will learn about discoveries related to Earth and the solar system through expository texts. Then, for two weeks, students will study what makes animals unique by examining their characteristics in folktales. Finally, for one week, students will explore how historical events are unique and impactful, reading expository texts to understand their significance. Across these lessons, students will engage with texts that connect science, culture, and history to deepen their understanding of the world.
Unit 4	The program targets key foundational reading skills for students, including: <ol style="list-style-type: none"> a. phoneme blending and segmentation 	In unit 4, students will explore a wide range of topics and genres. They will learn about skills and talents, discussing how children can help others through realistic fiction. Then, students will study how animals adapt to challenges using expository texts. Next, they will explore inspiration and how others motivate us through poetry. Throughout, students engage with diverse texts to deepen their understanding of the world and themselves.

Unit 5	<ul style="list-style-type: none"> b. accuracy and automaticity with grapheme-phoneme correspondences c. decoding fluency with known concepts 	<p>In unit 5, students will engage with a variety of important topics. They will learn how people can be good citizens and contribute to their communities. Students will explore trading as a way to meet needs through exchanging goods. They will also study energy—what it is, how it works, and its uses in everyday life. Throughout, students discuss how people and events shape the world and consider how they can apply these lessons in their own lives.</p>
Unit 6	<ul style="list-style-type: none"> d. explicit new concept instruction e. decoding and encoding practice f. reading and spelling irregular words g. reading connected text <p>This structured approach helps students build strong, automatic reading skills step by step.</p>	<p>In unit 6, students will learn about success and the importance of goals, discuss values and how we determine what matters, and explore humor by examining what makes us laugh. Throughout, students engage in discussions and readings that help them understand how people and events shape the world and inspire personal growth.</p>