



# Third Grade English Language Arts CURRICULUM

Board Approved: 05/15/2025

## Course Information

### Elementary Full Year Course

#### Course Description:

Third-grade English Language Arts instruction includes reading, writing, speaking and listening, and language development. Third-grade students will become more fluent readers while applying phonics and word analysis skills. Students will build on their communication skills when listening, speaking, reading, and writing. They will apply comprehension strategies to develop a deeper understanding of various genres. Third-grade students begin to apply their learning around reading and writing in the content areas. Students will write opinion, narrative, and informative pieces using appropriate grammar and spelling skills. Students will actively engage in small group, whole group, and individual learning. Instruction will be differentiated based on the needs of the students.

#### Transfer Goals:

Students will be able to independently use their learning to:

- Read, write, and respond to text in various genres (fiction, non-fiction) and for various purposes (to be entertained, to be informed, and to express an opinion).
- Read for a variety of purposes such as enjoyment, gaining information, and understanding new perspectives.
- Listen to others while honoring differences, opinions, and beliefs.
- Communicate written and oral ideas effectively for diverse audiences and purposes using their own words.

**Curriculum Standards:** [Missouri Learning Standards](#)

**Curriculum Resource(s):** Houghton Mifflin Harcourt-Into Reading

*\*priority standards indicated in bold*

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# Unit 1: Reading Foundations

**Unit Description:** In this Reading Foundations unit, 3rd-grade students will strengthen their reading skills through a focus on phonics, word recognition, fluency, and comprehension strategies. This unit is designed to enhance students' ability to decode and understand texts, laying the groundwork for more complex reading tasks. Through interactive lessons and activities, students will develop a deeper understanding of how letters and sounds work together, build vocabulary, and improve their reading fluency. The unit emphasizes practical strategies for reading both familiar and new texts with confidence.

## Enduring Understandings:

- Readers focus on routines for collaboratively thinking and talking about reading.
- Readers understand the purpose of reading.
- Readers make meaning from fiction and non-fiction texts.
- Readers monitor their understanding and make corrections when needed.
- Readers use phonics, morphology, and decoding strategies to read unfamiliar words.
- Readers develop reading stamina and independence.
- Listeners make meaning from the spoken word.
- Speakers share information with a variety of audiences for specific purposes.

## Essential Questions:

- How do readers create a reading routine that helps me with my understanding?
- How do readers actively engage in reading activities?
- How do readers develop independence and stamina when reading?
- How do readers actively engage in collaborative discussions about what they have read?
- How do readers make meaning from the spoken word?
- How do people share information for specific purposes?
- How do readers decode unfamiliar words to make meaning?
- How do readers monitor their understanding and make corrections when needed?

Unit 1 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">3.RF.3.A</a>	<ul style="list-style-type: none"> <li>• <b>I can decode multisyllabic words in context and independent of context.</b></li> <li>• <b>I can apply common spelling patterns to decode words.</b></li> <li>• <b>I can decode words that double consonants when adding an ending.</b></li> <li>• <b>I can read common high-frequency words, including irregularly spelled words.</b></li> </ul>
<a href="#">3.RF.4.A</a>	<ul style="list-style-type: none"> <li>• I can read texts smoothly and with expression to understand what I read. I can use clues in the text to fix mistakes and check that my reading makes sense.</li> </ul>
<a href="#">3.SL.1.A</a>	<ul style="list-style-type: none"> <li>• <b>I can ask questions to check for understanding.</b></li> <li>• <b>I can stay on topic.</b></li> <li>• <b>I can link comments to the remarks of others.</b></li> </ul>

*\*priority standards indicated in bold*

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<a href="#">3.SL.2.A</a>	<ul style="list-style-type: none"> <li>● I can show I am an active listener by my body language and eye contact when someone is speaking.</li> </ul>
<a href="#">3.SL.3.A</a>	<ul style="list-style-type: none"> <li>● I can come to discussions ready to share what I've read or learned, and use what I know to add ideas to the conversation.</li> <li>● I can speak clearly and listen carefully so I can respond in the right way during discussions.</li> <li>● I can clearly share my opinions about what I read or hear during read-alouds or my own reading.</li> </ul>
<a href="#">3.SL.4.A</a>	<ul style="list-style-type: none"> <li>● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using presentation skills and/or appropriate technology</li> </ul>

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# Unit 2: Reading Fiction

**Unit Description:** In this unit on reading fiction, 3rd-grade students will immerse themselves in the world of stories. They will explore various elements of fictional texts, such as characters, settings, plots, and themes. Through engaging activities and discussions, students will develop their comprehension skills, learn to analyze narrative structures, and appreciate the craft of storytelling. The unit aims to enhance students' ability to understand and enjoy fiction while fostering their imagination and critical thinking skills.

## Enduring Understandings:

- Readers focus on routines for collaboratively thinking and talking about reading.
- Readers understand the purpose of reading.
- Readers apply strategies to construct meaning from text, including evaluating and analyzing text structures.
- Readers use a range of strategies to decode words in text.
- Readers understand that authors use literary elements and techniques to convey meaning.
- Speakers share information with a variety of audiences for specific purposes.
- Listeners make meaning from the spoken word.

## Essential Questions:

- How do readers practice active reading?
- How do readers practice reading independence and build stamina?
- How do readers actively engage in collaborative discussions about what they have read?
- How do listeners make meaning from the spoken word?
- How do people share information for specific purposes?
- How do readers maintain fluency when reading?
- How do readers make meaning from a fiction text?

## Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#"><u>3.R.1.A</u></a>	<ul style="list-style-type: none"> <li>• I can use explicit evidence from the text to draw a conclusion.</li> <li>• I can support my conclusion with specific details/evidence from a text.</li> <li>• I can summarize the beginning, middle, and end of a passage.</li> <li>• I can determine the central message, lesson, or moral.</li> </ul>
<a href="#"><u>3.R.1.B</u></a>	<ul style="list-style-type: none"> <li>• I can decode how prefixes and suffixes change the meaning of words.</li> <li>• I can identify how prefixes and suffixes change the meaning of words.</li> <li>• I can use the context of a sentence to determine the meaning of unfamiliar words.</li> <li>• I can distinguish between multiple-meaning words.</li> <li>• I can show the difference between literal and nonliteral words.</li> <li>• I can distinguish between literal and nonliteral phrases.</li> <li>• I can understand and use words I hear in conversations, at school, and in different subjects.</li> </ul>

*\*priority standards indicated in bold*

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<a href="#">3.R.1.C</a>	<ul style="list-style-type: none"> <li>● I can explain how two texts are alike and different by comparing their ideas and information.</li> <li>● I can explain how what I read connects to real-life experiences or things happening in the world.</li> </ul>
<a href="#">3.R.1.D</a>	<ul style="list-style-type: none"> <li>● I can read on my own for different reasons, choosing books that are right for me.</li> <li>● I can show what I understand from my independent reading.</li> </ul>
<a href="#">3.R.2.A.a</a> <a href="#">3.R.2.A.c</a>	<ul style="list-style-type: none"> <li>● <b>I can summarize the events and plot.</b></li> <li>● <b>I can sequence the events and plot.</b></li> <li>● <b>I can summarize how past events impact future events.</b></li> <li>● <b>I can describe personality traits of characters based on their thoughts, words, and actions.</b></li> <li>● <b>I can describe the interaction of characters.</b></li> <li>● <b>I can describe relationships between characters.</b></li> <li>● <b>I can describe how relations between characters change.</b></li> <li>● <b>I can explain cause-and-effect relationships.</b></li> <li>● <b>I can distinguish my own point of view from that of the narrator and characters.</b></li> </ul>
<a href="#">3.R.2.B</a>	<ul style="list-style-type: none"> <li>● I can find examples of alliteration in a text and explain what they mean.</li> <li>● I can identify different kinds of poetry when I read.</li> </ul>
<a href="#">3.R.2.C</a>	<ul style="list-style-type: none"> <li>● I can explain the plot, setting, and characters in a story or script by paying attention to what the characters say.</li> <li>● I can find words and phrases that help me picture what is happening and appeal to my senses.</li> <li>● I can explain why the author wrote a text.</li> </ul>
<a href="#">3.R.4.A</a>	<ul style="list-style-type: none"> <li>● I can explain various design techniques in media.</li> <li>● I can explain how design techniques are used in media to influence a message.</li> </ul>
<a href="#">3.SL.1.A</a>	<ul style="list-style-type: none"> <li>● <b>I can ask questions to check for understanding.</b></li> <li>● <b>I can stay on topic.</b></li> <li>● <b>I can link comments to the remarks of others.</b></li> </ul>
<a href="#">3.SL.2.A</a>	<ul style="list-style-type: none"> <li>● I can show I am an active listener by my body language and eye contact when someone is speaking.</li> </ul>
<a href="#">3.SL.3.A</a>	<ul style="list-style-type: none"> <li>● I can come to discussions ready to share what I've read or learned, and use what I know to add ideas to the conversation.</li> <li>● I can speak clearly and listen carefully so I can respond in the right way during discussions.</li> <li>● I can clearly share my opinions about what I read or hear during</li> </ul>

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	read-alouds or my own reading.
<a href="#">3.SL.4.A</a>	<ul style="list-style-type: none"><li>• I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using presentation skills and/or appropriate technology</li></ul>

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# Unit 3: Reading Non-Fiction

**Unit Description:** In this unit on reading non-fiction, 3rd-grade students will dive into the world of informational texts, learning to extract and understand factual information presented in various formats. They will explore features of non-fiction texts such as headings, diagrams, and glossaries, and develop skills to summarize and interpret factual content. The unit emphasizes critical thinking and comprehension, helping students to engage with and learn from real-world information while developing their ability to analyze and synthesize factual material.

## Enduring Understandings:

- Making connections with ourselves, our world, and our text can help deepen understanding.
- Text features can help readers find information quickly and efficiently.
- Non-fiction texts use graphics to make information easier to comprehend.
- Perspective and point of view can alter how readers make meaning within a nonfiction text.
- Understanding vocabulary roots, prefixes, suffixes, and context aids effective communication and comprehension.
- Readers infer meaning from the author's words and their personal experiences.
- Readers use a range of strategies to decode words in text.
- Readers evaluate and analyze text structures to construct meaning from text.
- Listeners make meaning from the spoken word.
- Speakers share information with a variety of audiences for specific purposes.

## Essential Questions:

- How do readers decode unfamiliar words to make meaning?
- How do readers monitor their understanding and make self-corrections?
- How do readers maintain fluency when reading?
- How do readers make meaning from nonfiction texts?
- How do readers practice reading independence and build stamina?
- How do listeners make meaning from the spoken word?
- How do people share information for specific purposes?

## Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#"><u>3.R.1.A</u></a>	<ul style="list-style-type: none"> <li>• <b>I can use explicit evidence from the text to draw a conclusion.</b></li> <li>• <b>I can support my conclusion with specific details/evidence from a text.</b></li> </ul>
<a href="#"><u>3.R.1.B</u></a>	<ul style="list-style-type: none"> <li>• <b>I can decode how prefixes and suffixes change the meaning of words.</b></li> <li>• <b>I can identify how prefixes and suffixes change the meaning of words.</b></li> </ul>

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	<ul style="list-style-type: none"> <li>● <b>I can use the context of a sentence to determine the meaning of unfamiliar words.</b></li> <li>● <b>I can distinguish between multiple-meaning words.</b></li> <li>● <b>I can show the difference between literal and nonliteral words.</b></li> <li>● <b>I can distinguish between literal and nonliteral phrases.</b></li> <li>● <b>I can understand and use words I hear in conversations, at school, and in different subjects.</b></li> </ul>
<a href="#">3.R.1.C</a>	<ul style="list-style-type: none"> <li>● I can explain how two texts are alike and different by comparing their ideas and information.</li> <li>● I can explain how what I read connects to real-life experiences or things happening in the world.</li> </ul>
<a href="#">3.R.1.D</a>	<ul style="list-style-type: none"> <li>● I can read on my own for different reasons, choosing books that are right for me.</li> <li>● I can show what I understand from my independent reading.</li> </ul>
<a href="#">3.R.3.A</a>	<ul style="list-style-type: none"> <li>● <b>I can identify the main idea from a variety of cultures and times.</b></li> <li>● <b>I can identify details or facts that support the main idea.</b></li> <li>● <b>I can use text features to locate information.</b></li> <li>● <b>I can use graphic features to locate information.</b></li> <li>● <b>I can use text and graphic features to make and verify predictions.</b></li> </ul>
<a href="#">3.R.3.B</a>	<ul style="list-style-type: none"> <li>● I can infer and draw conclusions to distinguish point of view.</li> <li>● I can determine what the author is trying to persuade the reader to think or do.</li> </ul>
<a href="#">3.R.3.C</a>	<ul style="list-style-type: none"> <li>● <b>I can draw conclusions to describe cause-and-effect relationships.</b></li> <li>● <b>I can read, infer, and draw conclusions to describe relationships among events, ideas, and concepts.</b></li> <li>● <b>I can explain relationships between problems and solutions.</b></li> <li>● <b>I can compare and contrast important points and key details on the same topic.</b></li> </ul>
<a href="#">3.R.4.A</a>	<ul style="list-style-type: none"> <li>● I can explain various design techniques in media.</li> <li>● I can explain how design techniques are used in media to influence a message.</li> </ul>
<a href="#">3.SL.1.A</a>	<ul style="list-style-type: none"> <li>● <b>I can ask questions to check for understanding.</b></li> <li>● <b>I can stay on topic.</b></li> <li>● <b>I can link comments to the remarks of others.</b></li> </ul>
<a href="#">3.SL.2.A</a>	<ul style="list-style-type: none"> <li>● I can show I am an active listener by my body language and eye contact when someone is speaking.</li> </ul>
<a href="#">3.SL.3.A</a>	<ul style="list-style-type: none"> <li>● I can come to discussions ready to share what I've read or learned, and use what I know to add ideas to the conversation.</li> <li>● I can speak clearly and listen carefully so I can respond in the right way</li> </ul>

*\*priority standards indicated in bold*

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	<p>during discussions.</p> <ul style="list-style-type: none"><li>● I can clearly share my opinions about what I read or hear during read-alouds or my own reading.</li></ul>
<a href="#"><u>3.SL.4.A</u></a>	<ul style="list-style-type: none"><li>● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using presentation skills and/or appropriate technology</li></ul>

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# Unit 4: Writing Foundations

**Unit Description:** In this engaging and interactive unit, 3rd-grade students will embark on a journey to master the foundational skills of writing. This unit focuses on building strong sentence structures, enhancing vocabulary, and nurturing creativity through storytelling. Students will develop their ability to write clear, complete sentences and will practice organizing their ideas into cohesive narratives. By the end of the unit, students will be equipped with the tools to express their thoughts effectively and creatively in written form.

## Enduring Understandings:

- Writers focus on routines for collaboratively thinking and talking about writing.
- Writers compose independently for a variety of audiences and purposes.
- Writers create and share their writing.
- Writers strengthen their craft through practice and application of strategies throughout the writing process
- Listeners make meaning from the spoken word.
- Speakers share information with a variety of audiences for specific purposes.
- Writers and speakers use appropriate language to convey and enhance meaning.

## Essential Questions:

- How do writers follow a process to produce a piece of writing?
- How do writers develop independence and stamina when writing?
- How do writers actively engage in conversations about writing with my peers about writing?
- How do listeners make meaning from the spoken word?
- How do speakers share information for specific purposes when speaking?
- How do writers tell a narrative story?
- How do writers inform their audience in writing?
- How do writers communicate an opinion in writing?
- How do writers support my writing with details from sources?

## Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">3.W.1.A</a>	<ul style="list-style-type: none"> <li>• I can use a simple prewriting strategy.</li> <li>• I can prewrite to a specific purpose and for an intended audience.</li> </ul>
<a href="#">3.W.1.B</a>	<ul style="list-style-type: none"> <li>• <b>I can generate a main idea to support multiple paragraphs.</b></li> <li>• <b>I can develop a topic sentence within each paragraph with facts and details.</b></li> <li>• I can use a variety of sentence types, including imperative and explanatory.</li> <li>• I can categorize, organize, and sequence details into a clear beginning, middle, and end.</li> </ul>
<a href="#">3.W.1.C.a</a>	<ul style="list-style-type: none"> <li>• <b>I can revise the main idea to ensure clear focus.</b></li> <li>• <b>I can revise details and facts.</b></li> </ul>

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	<ul style="list-style-type: none"> <li>● I can revise to strengthen word choice.</li> <li>● I can revise to strengthen sentence structure.</li> <li>● I can revise to strengthen the sequence with transitions.</li> <li>● I can edit my writing for capitalization, spelling, grammar, and punctuation.</li> </ul>
<a href="#">3.W.1.D</a>	<ul style="list-style-type: none"> <li>● I can use tools and technology, like typing on a computer, to write, share my work, and work with others.</li> </ul>
<a href="#">3.W.3.A.c</a>	<ul style="list-style-type: none"> <li>● I can decide which source might be relevant to answer research questions.</li> <li>● I can determine the accuracy of information related to a question.</li> <li>● I can take simple notes in my own words.</li> <li>● I can sort notes into categories or organizers.</li> </ul>
<a href="#">3.L.1.A.f</a>	<ul style="list-style-type: none"> <li>● I can produce simple and compound declarative sentences.</li> <li>● I can produce simple and compound imperative sentences.</li> <li>● I can produce simple and compound exclamatory sentences.</li> <li>● I can produce simple and compound interrogative sentences.</li> </ul>
<a href="#">3.L.1.B</a>	<ul style="list-style-type: none"> <li>● I can use an apostrophe to form a possessive.</li> <li>● I can capitalize names of places.</li> <li>● I can capitalize titles of books, stories, and songs.</li> <li>● I can use spelling patterns to spell compound words.</li> <li>● I can use generalizations to spell compound words.</li> </ul>
<a href="#">3.SL.1.A</a>	<ul style="list-style-type: none"> <li>● I can ask questions to check for understanding.</li> <li>● I can stay on topic.</li> <li>● I can link comments to the remarks of others.</li> </ul>
<a href="#">3.SL.2.A</a>	<ul style="list-style-type: none"> <li>● I can show I am an active listener by my body language and eye contact when someone is speaking.</li> </ul>
<a href="#">3.SL.3.A</a>	<ul style="list-style-type: none"> <li>● I can come to discussions ready to share what I've read or learned, and use what I know to add ideas to the conversation.</li> <li>● I can speak clearly and listen carefully so I can respond in the right way during discussions.</li> <li>● I can clearly share my opinions about what I read or hear during read-alouds or my own reading.</li> </ul>
<a href="#">3.SL.4.A</a>	<ul style="list-style-type: none"> <li>● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using presentation skills and/or appropriate technology</li> </ul>

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# Unit 5: Opinion Writing

**Unit Description:** In this unit on opinion writing, 3rd-grade students will explore the power of expressing their personal opinions in writing. Through engaging activities and structured lessons, students will learn how to clearly state their opinions, support them with reasons and evidence, and organize their thoughts effectively. The unit aims to foster critical thinking, improve writing skills, and encourage students to articulate their viewpoints in a persuasive and coherent manner.

## Enduring Understandings:

- Writers compose for a variety of audiences and purposes.
- Writers create and share their writing.
- Writers strengthen their craft through practice and application of strategies throughout the writing process.
- Listeners make meaning from the spoken word.
- Speakers share information with a variety of audiences for specific purposes
- Writers and speakers use appropriate language to convey and enhance meaning.

## Essential Questions:

- How do writers communicate an opinion?
- How do writers develop writing independence and stamina?
- How do writers actively engage in collaborative conversations about writing?
- How do listeners make meaning from the spoken word?
- How do speakers share information with a variety of audiences for specific purposes when speaking?

## Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<p><u><a href="#">3.W.2.A</a></u></p>	<ul style="list-style-type: none"> <li>• <b>I can introduce a topic or text being studied, using connected sentences.</b></li> <li>• <b>I can state an opinion or establish a position and provide reasons for the opinion/position.</b></li> <li>• <b>I can write opinion texts that use specific and accurate words that are related to the topic, audience, and purpose.</b></li> <li>• <b>I can share information in my own words unless I am using a direct quote from a source.</b></li> <li>• <b>I can reference the name of the author (s) or name of the source used for details or facts included in the text;</b></li> <li>• <b>I can use transitions to connect opinion and reason.</b></li> <li>• <b>I can provide clear evidence of a beginning, middle, and conclusion statement or paragraph</b></li> </ul>

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<p><a href="#"><u>3.W.3.A.c</u></a></p>	<ul style="list-style-type: none"> <li>● I can decide which source might be relevant to answer research questions.</li> <li>● I can determine the accuracy of information related to a question.</li> <li>● I can take simple notes in my own words.</li> <li>● I can sort notes into categories or organizers.</li> </ul>
<p><a href="#"><u>3.L.1.A.f</u></a></p>	<ul style="list-style-type: none"> <li>● I can produce simple and compound declarative sentences.</li> <li>● I can produce simple and compound imperative sentences.</li> <li>● I can produce simple and compound exclamatory sentences.</li> <li>● I can produce simple and compound interrogative sentences.</li> </ul>
<p><a href="#"><u>3.L.1.B</u></a></p>	<ul style="list-style-type: none"> <li>● I can use an apostrophe to form a possessive.</li> <li>● I can capitalize names of places.</li> <li>● I can capitalize titles of books, stories, and songs.</li> <li>● I can use spelling patterns to spell compound words.</li> <li>● I can use generalizations to spell compound words.</li> </ul>
<p><a href="#"><u>3.SL.1.A</u></a></p>	<ul style="list-style-type: none"> <li>● I can ask questions to check for understanding.</li> <li>● I can stay on topic.</li> <li>● I can link comments to the remarks of others.</li> </ul>
<p><a href="#"><u>3.SL.2.A</u></a></p>	<ul style="list-style-type: none"> <li>● I can show I am an active listener by my body language and eye contact when someone is speaking.</li> </ul>
<p><a href="#"><u>3.SL.3.A</u></a></p>	<ul style="list-style-type: none"> <li>● I can come to discussions ready to share what I've read or learned, and use what I know to add ideas to the conversation.</li> <li>● I can speak clearly and listen carefully so I can respond in the right way during discussions.</li> <li>● I can clearly share my opinions about what I read or hear during read-alouds or my own reading.</li> </ul>
<p><a href="#"><u>3.SL.4.A</u></a></p>	<ul style="list-style-type: none"> <li>● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using presentation skills and/or appropriate technology</li> </ul>

*\*priority standards indicated in bold*

# Unit 6: Informational Writing

**Unit Description:** In this unit on informational writing, 3rd-grade students will delve into the process of creating clear and engaging informational texts. They will learn how to research topics, organize information logically, and present their findings in a structured format. The unit emphasizes the importance of providing accurate information, using appropriate text features, and refining their writing through revision.

## Enduring Understandings:

- Writers compose for a variety of audiences and purposes.
- Writers create and share their writing.
- Writers strengthen their craft through practice and application of strategies throughout the writing process.
- Listeners make meaning from the spoken word.
- Speakers share information with a variety of audiences for specific purposes.
- Writers and speakers use appropriate language to convey and enhance meaning.

## Essential Questions:

- How do writers inform their audience through writing?
- How do writers develop independence and stamina when writing?
- How do writers actively engage in collaborative conversations about writing?
- How do listeners make meaning from the spoken word?
- How do speakers share information with a variety of audiences for specific purposes when speaking?

## Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#"><u>3.W.2.B</u></a>	<ul style="list-style-type: none"> <li>• <b>I can introduce a topic or text being studied that develop the topic with simple facts, definitions, details, and explanations.</b></li> <li>• <b>I can use specific, relevant words that are related to the topic, audience, and purpose.</b></li> <li>• <b>I can use the student’s original language except when quoting from a source.</b></li> <li>• <b>I can use transition words to connect ideas within categories of information.</b></li> <li>• <b>I can create a concluding statement or paragraph.</b></li> </ul>
<a href="#"><u>3.W.3.A.c</u></a>	<ul style="list-style-type: none"> <li>• <b>I can decide which source might be relevant to answer research questions.</b></li> <li>• <b>I can determine the accuracy of information related to a question.</b></li> <li>• <b>I can take simple notes in my own words.</b></li> <li>• <b>I can sort notes into categories or organizers.</b></li> </ul>
<a href="#"><u>3.L.1.A.f</u></a>	<ul style="list-style-type: none"> <li>• <b>I can produce simple and compound declarative sentences.</b></li> <li>• <b>I can produce simple and compound imperative sentences.</b></li> <li>• <b>I can produce simple and compound exclamatory sentences.</b></li> </ul>

*\*priority standards indicated in bold*

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	<ul style="list-style-type: none"> <li>● <b>I can produce simple and compound interrogative sentences.</b></li> </ul>
<a href="#"><u>3.L.1.B</u></a>	<ul style="list-style-type: none"> <li>● I can use an apostrophe to form a possessive.</li> <li>● I can capitalize names of places.</li> <li>● I can capitalize titles of books, stories, and songs.</li> <li>● I can use spelling patterns to spell compound words.</li> <li>● I can use generalizations to spell compound words.</li> </ul>
<a href="#"><u>3.SL.1.A</u></a>	<ul style="list-style-type: none"> <li>● I can ask questions to check for understanding.</li> <li>● I can stay on topic.</li> <li>● I can link comments to the remarks of others.</li> </ul>
<a href="#"><u>3.SL.2.A</u></a>	<ul style="list-style-type: none"> <li>● I can show I am an active listener by my body language and eye contact when someone is speaking.</li> </ul>
<a href="#"><u>3.SL.3.A</u></a>	<ul style="list-style-type: none"> <li>● I can come to discussions ready to share what I've read or learned, and use what I know to add ideas to the conversation.</li> <li>● I can speak clearly and listen carefully so I can respond in the right way during discussions.</li> <li>● I can clearly share my opinions about what I read or hear during read-alouds or my own reading.</li> </ul>
<a href="#"><u>3.SL.4.A</u></a>	<ul style="list-style-type: none"> <li>● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using presentation skills and/or appropriate technology</li> </ul>

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# Unit 7: Narrative Writing

**Unit Description:** In this narrative writing unit, 3rd-grade students will embark on a creative journey to become skilled storytellers. They will explore the elements of narrative writing, including characters, settings, plot, and dialogue. Through engaging activities, students will learn how to craft compelling stories with clear beginnings, middles, and ends. The unit emphasizes imagination, organization, and descriptive language, helping students develop their storytelling abilities and express their ideas through written narratives.

## Enduring Understandings:

- Writers compose for a variety of audiences and purposes
- Writers create and share their writing.
- Writers strengthen their craft through practice and application of strategies throughout the writing process.
- Writers and speakers use appropriate language to convey and enhance meaning.
- Effective storytelling includes organizing events, using transitions, and using specific, relevant language.
- Crafting narratives and poems involves establishing settings, situations, characters, and narrative techniques tailored to the audience and purpose.

## Essential Questions:

- How do writers tell a narrative story?
- How do writers develop independence and stamina when writing?
- How do word choice, setting, point of view, and characters affect the overall effectiveness of a story?
- How can writers write a story in a way that appeals to a specific audience and/or purpose?

## Unit 7 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">3.W.2.C</a>	<ul style="list-style-type: none"> <li>• <b>I can establish a setting and situation/topic and introduce a narrator and/or characters</b></li> <li>• <b>I can use narrative techniques, such as dialogue and descriptions</b></li> <li>• <b>I can establish and organize an event sequence to establish a beginning/middle/end</b></li> <li>• <b>I can use transition words and phrases to signal event order</b></li> <li>• <b>I can use specific and relevant words that are related to the topic, audience, and purpose</b></li> </ul>
<a href="#">3.L.1.A.f</a>	<ul style="list-style-type: none"> <li>• <b>I can produce simple and compound declarative sentences.</b></li> <li>• <b>I can produce simple and compound imperative sentences.</b></li> <li>• <b>I can produce simple and compound exclamatory sentences.</b></li> <li>• <b>I can produce simple and compound interrogative sentences.</b></li> </ul>
<a href="#">3.L.1.B</a>	<ul style="list-style-type: none"> <li>• <b>I can use an apostrophe to form a possessive.</b></li> </ul>

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	<ul style="list-style-type: none"> <li>● I can capitalize names of places.</li> <li>● I can capitalize titles of books, stories, and songs.</li> <li>● I can use spelling patterns to spell compound words.</li> <li>● I can use generalizations to spell compound words.</li> </ul>
<a href="#">3.SL.1.A</a>	<ul style="list-style-type: none"> <li>● I can ask questions to check for understanding.</li> <li>● I can stay on topic.</li> <li>● I can link comments to the remarks of others.</li> </ul>
<a href="#">3.SL.2.A</a>	<ul style="list-style-type: none"> <li>● I can show I am an active listener by my body language and eye contact when someone is speaking.</li> </ul>
<a href="#">3.SL.3.A</a>	<ul style="list-style-type: none"> <li>● I can come to discussions ready to share what I've read or learned, and use what I know to add ideas to the conversation.</li> <li>● I can speak clearly and listen carefully so I can respond in the right way during discussions.</li> <li>● I can clearly share my opinions about what I read or hear during read-alouds or my own reading.</li> </ul>
<a href="#">3.SL.4.A</a>	<ul style="list-style-type: none"> <li>● I can speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using presentation skills and/or appropriate technology</li> </ul>

<b>FHSD Priority Standard</b>	<b>Number of times the standard is taught.</b>
3.RF.3.A.a/b/f	● 197
<a href="#">3.R.1.A.b/c</a>	● 298
3.R.1.B.a/b/d/i	● 346
<a href="#">3.R.2.A.a/b/c/f/g</a>	● 120
3.R.3.A.b/c	● 145
3.R.3.C.a/b/e	● 57
3.W.1.B.a/b/c/d	● 78
<a href="#">3.W.1.C.a/b</a>	● 107
3.W.2.A.a/b/c/d/e/f/g	● 91
3.W.2.B.a/b/c/d/e/f	● 76
3.W.2.C.a/b/c/d/e	● 39

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<a href="#">3.W.3.A.c/e/f</a>	<ul style="list-style-type: none"> <li>• 27</li> </ul>
<a href="#">L1A.f</a>	<ul style="list-style-type: none"> <li>• 15</li> </ul>
L1B.b/f/g/h	<ul style="list-style-type: none"> <li>• 13</li> </ul>
SL1.b	<ul style="list-style-type: none"> <li>• 36</li> </ul>

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