

ENGLISH LANGUAGE ARTS

3rd Grade



Unit 1

Timeless Tales: Classic Stories

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do classic stories from around the world help us understand characters, themes, and the way stories are told?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students explore classic tales from different parts of the world. They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about those literary elements. Students have many opportunities to write for a variety of purposes. Everyday writing involves both short and extended responses requiring textual evidence and the use of graphic organizers to gather and categorize information. These activities offer students frequent collaboration, idea sharing, and feedback.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills, and relevance to their own lives.

- **How can asking and answering questions about a fictional text help you understand it on a deeper level? RL.3.1**
- What are the key elements of fictional narratives (fables, folktales, myths)?
RL.3.2
- How do you determine the lesson, moral, or central message of a literary text?
RL.3.2
- How does the narrator's point of view affect how we understand the story?
RL.3.6
- How is the way we speak in conversation different from the way we write, and why does that matter in stories? RL.3.10
- **How do reasons, linking words/phrases, and concluding statements strengthen a written opinion? W.3.1**

- How can I demonstrate my knowledge of language and proper grammar and usage in my writing and while speaking? W.3.10/SL.3.7
- **How can you determine the main idea and supporting details of a text read aloud? SL.3.2**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.
- **RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.6** Distinguish their own perspective (point of view) from that of the narrator or those of the characters.
- **RL.3.9** 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).
- **RL.3.10** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **RL.3.10.a** Recognize and observe differences between the conventions of spoken and written standard English.
- **RL.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RL.3.12** Demonstrate understanding of word relationships and nuances in

word meanings.

- **RL.3.12.a** Distinguish the literal and nonliteral meanings of words and phrases in context.
- **W.3.1.a** Know the difference between fact and opinion.
- **W.3.1.b** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **W.3.1.c** Provide reasons that support the opinion.
- **W.3.1.d** Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.1.e** Provide a concluding statement or section.
- **W.3.3.b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- **W.3.10** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
- **W.3.10.a** Choose words and phrases for effect.
- **W.3.10.b** Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
- **W.3.10.c** Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
- **W.3.10.h** Produce simple, compound, and complex sentences.
- **W.3.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.3.11.a** Capitalize appropriate words in titles.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.



Unit 2

Fur, Fins, and Feathers: Animal Classification

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do people observe and describe the world around them, and how can language help us share what we discover?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

This unit continues students' study of the natural world, explaining how scientists study and classify animals. A strong focus on key details and characteristics helps students pose and respond to questions using textual evidence during structured inquiry tasks. Students apply their knowledge through text-based discussions, informal writing exercises, and formal informational writing assignments. Students engage in the writing process as they plan, draft, edit, revise, publish, and present an informative paragraph.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills, and relevance to their own lives.

- What is the main idea of the text? What key details support the main idea?
RI.3.2
- What does _____ (choose an important vocabulary word) mean, and how does it help us understand the text better? RI.3.4
- What text features and search tools can you use to quickly find important information about a topic? RI.3.5
- How do the pictures and words in the text help us understand what's happening and why it's important? RI.3.7
- Compare the big ideas and important details in two texts. How are they alike or different? RI.3.9
- **How can we use context clues, word parts, and reference tools to figure out the meaning of words that are new or have more than one meaning? RI.3.11**
- **How can you explain a topic in writing with facts, definitions, or details so that someone else can understand it clearly? W.3.2**

- When sharing and providing feedback, how can you use complete sentences to give a clear answer or more details? SL.3.6

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **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.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** 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.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6** Distinguish their own perspective (point of view) from that of the author of a text.
- **RI.3.7** 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).
- **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).

- **RI.3.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.
- **W.3.2.b** Develop the topic with facts, definitions, and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d** Provide a concluding statement or section.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.6** 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.
- **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.
- **W.3.10.e** Ensure subject-verb and pronoun-antecedent agreement when writing.
- **W.3.10.h** Produce simple, compound and complex sentences.
- **W.3.11.a** Capitalize appropriate words in titles.
- **W.3.11.e** Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **RF.3.4.a** Read complex text with purpose and understanding.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

ENGLISH LANGUAGE ARTS

3rd Grade



Unit 3

Rhythm and Rhyme: Poetry

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do poets use language to express ideas?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students continue their study of poetry as they explore how poets find inspiration for their writing. Students apply their knowledge of poetic devices and structures through text-based discussions, informal writing exercises in which they employ poetry elements, and formal writing assignments in which they write original poems. Students use the writing process to plan, draft, revise, edit, publish, and present an original poem. They choose whether to write a rhyming or free verse poem, and incorporate two poetic devices into their writing.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- What questions can we ask about this poem to help us understand what it means, and how can we use the poet's words to find our answers? RL.3.1
- Is the language in this sentence meant to be taken literally, or does it suggest a deeper meaning? RL.3.4
- How do the stanzas in this poem work together, and how does each one build on the one before it? RL.3.5
- **How do readers figure out what a word means when it has more than one meaning or when it is unfamiliar? RL.3.11**
- How does the author use figurative language to convey their ideas in poetry? RL.3.12
- **How can you organize your writing so it makes sense and helps you share your ideas clearly? W.3.4**

- What words or phrases can you use to make your writing more interesting or powerful? W.3.10
- **How can I share my ideas with others in collaborative discussions, building on others' ideas and expressing my ideas clearly? SL.3.1**

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.3.11** 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.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **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.3.5** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- **RL.3.10** Use knowledge of language and its conventions when reading.
- **RL.3.12** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **RL.3.12.a** Distinguish the literal and nonliteral meanings of words and phrases in context.
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1.b** Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
- **W.3.1.c** Provide reasons that support the opinion.

- **W.3.1.d** Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.1.e** Provide a concluding statement or section.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.10.a** Choose words and phrases for effect.
- **W.3.10.e** Ensure subject-verb and pronoun-antecedent agreement when writing.
- **W.3.10.g** Use coordinating and subordinating conjunctions.
- **W.3.10.h** Produce simple, compound, and complex sentences
- **W.3.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.3.1.b** Follow agreed-upon rules of 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.)
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.



Unit 4

Rise and Fall: Ancient Rome

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How can legends and myths help us understand changes in civilizations over time?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
In this unit, students read a variety of legends and myths, as well as informational texts examining important historical events and key historical figures from Ancient Rome. Students study changes in societies over time and explore themes of leadership and legacy as they build capacity to both ask and answer questions from the texts. Students engage in the writing process as they plan, draft, revise, edit, publish, and present an opinion piece about a significant cultural contribution from the ancient world.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What lesson or message does this story teach, and how do the characters help show that message? RL.3.2**
- How are the adventures or challenges different or the same in stories with the same character? RL.3.9
- **How do key details in a text help us figure out and support the main idea? RI.3.2**
- How is my point of view about this topic different from the author's or the people in the text? RI.3.6
- How do pictures and text work together to help us understand historical events and people from ancient times? RI.3.7
- How can I clearly share my opinion and support it with reasons and facts? W.3.1

- **How can I gather information from my experiences and sources, take clear notes, and organize my ideas to support my writing? W.3.8**
- How can I use my voice, visuals, and vocabulary to clearly share what I've learned in complete sentences? SL.3.5/SL.3.6

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **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.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **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.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.5** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- **RL.3.6** Distinguish their own perspective (point of view) from that of the narrator or those of the characters.
- **RL.3.9** 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).
- **RL.3.II** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.3.II.a** Use sentence-level context (synonym, antonym, definition, examples) to comprehend the meaning of a word or phrase.

- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).
- **RI.3.11.c** Use a known root word to apply to the meaning of an unknown word with the same root (e.g., company, companion).
- **RI.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RI.3.12.a** Distinguish the literal and figurative meanings of words and phrases in context.
- **RI.3.12.b** Identify real-life connections between words and their uses.
- **RI.3.13** Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.
- **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.3.3** 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.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.6** Distinguish their own perspective (point of view) from that of the author of a text.
- **RI.3.7** 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).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.3.11.a** Use sentence-level context (antonym, examples, definition, synonym) to determine the meaning of a word or phrase.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
- **RI.3.11.c** Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).
- **RI.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RI.3.12.a** Distinguish the literal and figurative meanings of words and phrases in context.

- **RI.3.12.b** Identify real-life connections between words and their uses.
- **RI.3.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1.b** Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.
- **W.3.1.c** Provide reasons that support the opinion.
- **W.3.1.d** Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.1.e** Provide a concluding statement or section.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.10** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
- **W.3.10.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **W.3.10.d** Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- **W.3.10.e** Ensure subject-verb and pronoun-antecedent agreement when writing.
- **W.3.11.a** Capitalize appropriate words in titles.
- **W.3.11.f** Use spelling patterns and generalizations when writing words.
- **W.3.11.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **SL.3.1.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.
- **SL.3.1.d** Explain their ideas and understanding in light of the discussion.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

- **SL.3.7** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
- **SL.3.7.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **SL.3.7.d** Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).
- **SL.3.7.e** Ensure subject-verb and pronoun-antecedent agreement when speaking.
- **SL.3.8** Acquire and use accurately grade-appropriate conversational, general academic and domain- specific words and phrases, including those that signal spatial and temporal relationships.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.



Unit 5

Our Solar System and Beyond: Astronomy

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can reading and writing about space help us understand scientific ideas and explain them clearly to others?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students explore astronomy and the universe through informational texts. They are introduced to scientific concepts and topics. Students will read informational texts about important figures in the history of space exploration. While reading, they will compare and contrast two texts on the same topic and identify cause and effect in informational texts. Students will write in a variety of ways and for different purposes, including a multiday informative writing project in which they will collaborate with their peers, share ideas, and provide feedback on one another's writing.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How can I ask and answer questions about what I read, using the text to show where I found my answers? RI.3.1**
- How can I find the most important ideas and details in an informational text? RI.3.2
- What is the connection between the sentences or paragraphs in the text—do they compare things, show cause and effect, or explain steps in order? RI.3.8
- **How are the most important ideas and details the same and different in two texts about the same topic? RI.3.9**
- **How can I clearly teach others about a topic by introducing it, grouping related ideas together, adding facts and details, using linking words, and ending with a strong conclusion? W.3.2**

- How can I organize facts and notes to help plan my informational writing? W.3.8
- How can I use correct capitalization, punctuation, and spelling to make my writing clear and easy to understand? W.3.11
- When I listen to someone speak or watch a presentation, how can I figure out the main idea and explain it using important details I heard or saw? SL.3.2

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **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.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **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.3.13** Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** 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.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).

- **RI.3.11.c** Use a known root word to define the meaning of an unknown word with the same root (e.g., company, companion).
- **RI.3.13** Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for third grade.
- **W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2.b** Develop the topic with facts, definitions and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d** Provide a concluding statement or section.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **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.
- **W.3.10.a** Choose words and phrases for effect.
- **W.3.10.g** Use coordinating and subordinating conjunctions.
- **W.3.11** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **W.3.11.a** Capitalize appropriate words in titles.
- **W.3.11.b** Use commas in addresses.
- **W.3.11.c** Use commas and quotation marks in dialogue.
- **W.3.11.d** Form and use possessives.
- **W.3.11.e** Use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness, shelves).
- **W.3.11.f** Use spelling patterns and generalizations when writing words.
- **W.3.11.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.

- **SL.3.1.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.
- **SL.3.1.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).
- **SL.3.1.c** Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- **SL.3.1.d** Explain their ideas and understanding in light of the discussion.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **SL.3.7.a** Choose words and phrases for effect.
- **SL.3.7.g** Use coordinating and subordinating conjunctions.
- **SL.3.8** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- **RF.3.4.a** Read complex text with purpose and understanding.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.

ENGLISH LANGUAGE ARTS

3rd Grade



Unit 6

Regions and Cultures: Native Americans

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can reading about historical events and cultures of Native Americans expand our understanding of the past?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

Students will explore the history of Native Americans in North America. As they read and discuss informational texts, students will describe how historical events and ideas are connected by time, sequence, and cause and effect. They will also practice comparing and contrasting important ideas and details from different texts on the same topic. Throughout the unit, students will build their vocabulary, organize information using graphic organizers, respond in journals, and share ideas with classmates. This unit supports students in becoming stronger readers and writers by connecting what they read to meaningful topics in history.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **Who are the characters and how do their actions cause things to happen in the story? RL.3.3**
- How do the pictures and the words in the story work together to help you understand the characters, setting, or mood? RL.3.7
- **How are the events, ideas, or steps in what I read connected, and how can I explain what happened first, next, and why? RI.3.3**
- How are the most important ideas and details the same and different in two texts about the same topic? RI.3.9
- How can I tell how words are related and what their different meanings or shades of meaning are? RI.3.12

- How can I use what I know and find from books or websites to take notes and organize my ideas into the right categories? W.3.8
- **How can I use correct grammar and sentence rules to make my writing sound right and clear? W.3.10**
- How can I read my writing aloud smoothly and clearly, and use pictures or visuals to help others understand important parts? SL.3.5"

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **RI.3.3** 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.
- **W.3.10** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **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.3.7** 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).
- **RL.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RL.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo).
- **RL.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RL.3.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RL.3.12.c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

- **RI.3.13** Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for third grade.
- **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.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.7** 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).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
- **RI.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RI.3.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RI.3.12.c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2.b** Develop the topic with facts, definitions and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.7** Conduct short research projects that build knowledge about a topic.
- **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.
- **W.3.10.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **W.3.10.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.

- **W.3.10.f** Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- **W.3.11.d** Form and use possessives.
- **W.3.11.f** Use spelling patterns and generalizations when writing words.
- **W.3.11.g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- **SL.3.1.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.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **SL.3.7.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **SL.3.7.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **SL.3.7.f** Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.



Unit 7

Novel Study: Charlotte's Web

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do authors use story elements and language to create meaningful and engaging fictional narratives?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will explore the elements of fictional narratives, such as setting, characters, conflict, plot, and dialogue. Students will describe the thoughts, actions, and feelings of characters, and determine the mood at different moments in the story. They will learn how to understand the meaning of words and phrases in a story, including literal and nonliteral language, and practice identifying different points of view. As they read and discuss stories, students will build vocabulary and use rich language in conversations with classmates. In writing, students practice using descriptive words, dialogue, and temporal words. With guidance, they will plan, draft, revise, edit, publish, and present their own fictional narratives.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- How can I ask and answer questions about a story by using details from the text to help me explain? RL.3.1
- **What is the book mostly about, and how do events and characters across chapters help develop the main idea? RL.3.2**
- **What are the characters like, why do they do what they do, and how do their actions help move the story forward? RL.3.3**
- What do I think about the story, and how is that different or the same as how the narrator or characters think and feel? RL.3.6
- How can I figure out what tricky words or words with more than one meaning mean when I read? RL.3.11

- How can I write a story that tells who is in it, what happens in order, what the characters say and feel, and has a clear ending? W.3.3
- **With help from adults, how can I write my ideas clearly and in the right order to fit the task & prompt for my writing? W.3.4**
- How can you share your story clearly and with enough detail so your listener understands and enjoys what you wrote? SL.3.4

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.
- **RL.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **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.3.5** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- **RL.3.6** Distinguish their own perspective (point of view) from that of the narrator or those of the characters.
- **RL.3.7** 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).
- **RL.3.II** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- **W.3.3.a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.3.b** Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- **W.3.3.c** Use temporal words and phrases to signal event order.
- **W.3.3.d** Provide a sense of closure.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.6** 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.
- **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.
- **W.3.10.h** Produce simple, compound and complex sentences.
- **W.3.11.c** Use commas and quotation marks in dialogue.
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **SL.3.7.h** Produce simple, compound and complex sentences.
- **RF.3.4.a** Read complex text with purpose and understanding.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.



Unit 8

From Glow to Echo: Light and Sound

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.
How does reading about light and sound help us learn new information and explain how the world around us works?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.
In this unit, students explore the science of light and sound. Students will be introduced to this content through a narrative story and explore characteristics of the biography genre. Structured academic and domain-specific vocabulary instruction will aid students in their comprehension of informational texts. Students will respond to texts they have read, research, and take and organize notes. Throughout the unit, students conduct research and engage in the writing process as they plan, draft, edit, revise, and publish an informational piece that communicates their learning clearly and effectively.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **How can I show I understand the text by asking and answering questions and using evidence from what I read? RI.3.1**
- How can I figure out what important words and phrases mean in a text? RI.3.4
- How can I figure out the meaning of unknown words and phrases to better understand what I'm reading? RI.3.11
- How can I make my writing better by getting help from adults and peers to plan, fix mistakes, and add new ideas? W.3.5
- How can I use my research to build knowledge on a topic and put that into an informational writing piece? W.3.7
- **How can using correct grammar and language help my writing be clear and easy to understand? W.3.10**

- **What are the most important ideas and details I hear or see when someone reads or shares information in different ways? SL.3.2**
- What can I do to tell my story or share information clearly, with important facts and details, so others can understand and stay interested? SL.3.4

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.10** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **RI.3.3** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** 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.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a third grade topic or subject area.
- **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **RI.3.10** Use knowledge of language and its conventions when reading.

- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.3.11.b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., happy/unhappy, do/redo).
- **RI.3.11.d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **RI.3.12.b** Identify real-life connections between words and their uses.
- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1.c** Provide reasons that support the opinion.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2.b** Develop the topic with facts, definitions and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d** Provide a concluding statement or section.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.6** 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.
- **W.3.7** Conduct short research projects that build knowledge about a topic.
- **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.
- **W.3.10.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **W.3.10.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **W.3.10.f** Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- **W.3.11.f** Use spelling patterns and generalizations when writing words.
- **W.3.12** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.1.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.
- **SL.3.1.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).
- **SL.3.1.c** Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.
- **SL.3.1.d** Explain their ideas and understanding in light of the discussion.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **SL.3.7** Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.
- **SL.3.7.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **SL.3.7.c** Form and use regular and irregular plural nouns, abstract nouns and regular and irregular verbs.
- **SL.3.7.f** Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.



Unit 9

From Blues to Bebop: All That Jazz

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How can reading and writing about jazz music help us understand its history and influence on the world today?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

This unit builds students' reading comprehension, vocabulary, and knowledge-building skills through an exploration of the music, poetry, and culture of the Jazz Age. Students deepen their understanding by reading a range of informational and narrative texts. Students analyze main ideas and supporting details, develop vocabulary, summarize, and compare texts. Students apply their understanding through research-based writing projects. As they gather information from texts, they practice note-taking, synthesizing ideas, and using evidence to support their writing. Collaborative discussions and presentations help students build oral language and comprehension skills while making connections between historical and modern musical figures.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

- **What is the big idea of the text, and how do the important details help explain or support it? RI.3.2**
- What can I learn by looking at the pictures and reading the words that helps me understand what is happening, where and when it happens, and why it matters? RI.3.7
- How can I clearly teach others about a topic by organizing related information, using facts and details, connecting my ideas with linking words, and writing a strong beginning and ending? W.3.2

- How can I use technology to write, collaborate with others, and share my work? W.3.6
- What can I learn about a topic by researching and gathering facts to help me understand it better? W.3.7
- **Where can I find information and determine what information from a source is worth writing down? W.3.8**
- **How can I listen to others, add to their ideas, and clearly share my own during group discussions? SL.3.1**
- How can you ask good questions and give detailed answers to show you understand what the speaker is saying? SL.3.3

Power Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **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.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on third grade topics and texts, building on others' ideas and expressing their own clearly.

Supporting Standards

These state standards are included in the student learning experiences for this unit and may be assessed.

- **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.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6** Distinguish their own perspective (point of view) from that of the author of a text.
- **RI.3.7** 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).
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

- **RI.3.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2.a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2.b** Develop the topic with facts, definitions and details.
- **W.3.2.c** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **W.3.2.d** Provide a concluding statement or section.
- **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
- **W.3.6** 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.
- **W.3.7** Conduct short research projects that build knowledge about a topic.
- **W.3.10.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **W.3.10.h** Produce simple, compound and complex sentences.
- **W.3.11.a** Capitalize appropriate words in titles.
- **W.3.11.b** Use commas in addresses.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.4** Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.7.b** Experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.
- **SL.3.7.h** Produce simple, compound and complex sentences.

- **SL.3.8** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- **RF.3.4.a** Read complex text with purpose and understanding.
- **RF.3.4.b** Read complex prose and poetry orally with accuracy, prosody and appropriate rate.