Grade 3 Unit 2 ELA Family Information

September 14 – October 30, 2026

Unit 2 Theme: Figure It Out

Text Set 1 (October 5 - 16): How do people make government work?

Vocabulary: announced, candidates, convince, decisions, elect, estimate, government, independent

Text Set 2 (Weeks 3-4): Why do people immigrate to new places?

Vocabulary: arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered

Text Set 3 (Weeks 5-6): How do people figure things out?

Vocabulary: bounce, imagine, inventor, observer, alliteration, free verse, limerick, rhyme

Reading Comprehension	Questions to Ask Your Student
Reading Informational Text Skills assessed on unit test: • Author's Purpose & Claim • Main Idea & Key Details • Text Features: Illustrations, Headings, & Bar Graphs • Text Structures: Cause & Effect	Why did the author write this text? What is the author's opinion on this topic? How do you know? What is the main idea of this text? Can you find some key details that support the main idea? Can you identify a nonfiction text feature in this text? Why did the author include it? How does it help you understand the topic? What can you learn from it? Why are these sentences grouped into one paragraph? How are these sentences related? For example, do they explain something in detail or show a cause and effect relationship?
Reading Literature Skills assessed on unit test: • Character Development • Theme • Rhyme Scheme • Figurative Language: Simile	How does the character feel? How do you know? How does the character change throughout the text? What details help you show that? Summarize the story by retelling key events in the order that they happened. What is the connection between the character's motivations, actions, and thoughts to the central message, lesson, or moral of the story.
Grammar	**Extended Writing**
Skills assessed on unit test: • apostrophes to form contractions & singular possessive nouns • collective and abstract nouns	Extended writing is not assessed via the unit assessment. Ask your student what they are writing about! • Project 1: Opinion Essay • Project 2: Free Verse Poetry

Parent Note: Find a glossary of helpful terms on the next page.

PARENT HELP GUIDE

→→→ START HERE: These definitions come directly from the Georgia Department of Education's K-12 English Language Arts Standards. This list is intended to build your understanding and knowledge to help you support your child. Although students should be familiar with these terms, it is NOT expected for students to learn or memorize the specific language included in the definitions.

ELA TERM GLOSSARY

Character: A character is a person, animal, plant, or inanimate object that moves the plot forward.

Characterization: Characterization is the process through which the author creates, develops, describes, and reveals a character.

Claim: A claim is a statement that asserts something is true.

Evidence: Facts, statistics, expert testimony, text, or data used to support a claim or idea is considered evidence.

Expository techniques: Expository (informational) writing uses techniques such focusing on a central idea, providing evidence and examples, and presenting logical conclusions. These techniques can provide information, explain concepts and processes, or present analyses.

Figurative language: Figurative language is language that authors use to create images or extend the capacity of language beyond literal meanings for a variety of intended effects.

Main idea: The main idea is what the author is trying to convey about a specific topic and is essential to understanding the purpose and meaning of a text. Most often, it is stated as a complete sentence.

Narrative techniques: Narrative techniques are the literary methods a writer uses to craft elements of a story (e.g., plot, dialogue, setting, theme, style, and characters); they are overarching approaches or strategies authors use when storytelling while narrative devices are specific tools or mechanisms that the author uses to achieve an intended (specific) effect.

Opinion techniques: Opinion and argumentative techniques are used to convince audiences of the merits of a particular position, to adopt a specific stance, or to take a decisive action. Students in elementary school understand these texts as opinions. Typically, opinion techniques center on a primary opinion, claim, thesis, or position and make use of different types of evidence.

Perspective: Perspective is a way of thinking about and understanding something. In terms of text, perspective concerns the author's/speaker's/narrator's/character's attitudes, beliefs, inner thoughts, and/or feelings.

Poetic techniques: Poetic techniques involve specific techniques associated with poetry; some poetic techniques could include organizing the text into stanzas, the use of sound devices or figurative language, or particular structures.

Structures: Text structures consist of the approaches and frameworks that authors use when creating texts. Authors of texts across all modes and genres determine the structures and features best suited to their intended purpose(s) and target audience(s). Expository structures include: chronological, cause/effect, problem/solution, compare/contrast

Text features: Text features used by authors, designers, and editors to increase readability and accessibility in texts using elements such as (but not limited to): page layout, titles, headings, sub-headings, accessibility features, captions, maps, diagrams, tables of contents, glossaries, bibliographies (reference pages), or indexes.

Theme: A theme is the central, unifying (and often universal) idea about the human experience that emerges through a text. Theme can also be called the central message or lesson.