

# Community Unit District 308 English-Language Arts Scope & Sequence

## Third Grade

### ♦ Standards Taught and Assessed through Formative/Summative Assessments

### ● Standards Taught and Assessed through Formative Assessments

Introduction of Routines and Baseline Assessments (1-3 Weeks)	<b>Introduce Routines:</b> Think-Pair-Share, Whole Class Discussion, Small Group Discussion, Read Aloud, Shared Reading, Independent Reading, Text Club, Benchmark Vocabulary: Informational, Benchmark Vocabulary: Literary – in Teacher Resource tab of the Teacher's Edition <b>Administer:</b> Baseline assessment – enter into Mastery Connect							
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
Approximate Time Frames per Unit	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks	4 Weeks
<b>READING STANDARDS FOR LITERATURE</b>								
<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	♦		♦		♦		♦	
<b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.					♦		♦	
<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	♦		♦		♦		♦	
<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	♦	♦	♦	♦	♦		♦	
<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.							♦	
<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.					♦		♦	
<b>RL.3.7</b> 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).			♦	♦	♦		♦	
<b>RL.3.8</b> (Not applicable to literature)								
<b>RL.3.9</b> 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).								
<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.			♦	♦	♦	♦	♦	♦
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	♦	♦	♦	♦	♦	♦	♦	♦
<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	♦	♦	♦	♦		♦	♦	♦
<b>RI.3.3</b> 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.		♦				♦	♦	♦
<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	♦	♦		♦	♦	♦	♦	♦
<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		♦		♦		♦		♦
<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.				♦			♦	♦
<b>RI.3.7</b> 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).				♦		♦	♦	♦
<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).				♦		♦	♦	♦
<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.				♦		♦	♦	♦
<b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.			♦	♦	♦	♦	♦	♦

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◆ Standards Taught and Assessed through Formative/Summative Assessments    ● Standards Taught and Assessed through Formative Assessments

READING STANDARDS FOR FOUNDATIONAL SKILLS								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●	●	●	●	●
<b>RF.3.3.a</b> Identify and know the meaning of the most common prefixes and derivational suffixes.			●	●	●		●	
<b>RF.3.3.b</b> Decode words with common Latin suffixes.				●				●
<b>RF.3.3.c</b> Decode multi-syllable words.	●	●	●	●	●	●	●	●
<b>RF.3.3.d</b> Read grade appropriate irregularly spelled words.	●		●		●		●	
<b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●	●	●
<b>RF.3.4.a</b> Read grade-level text with purpose and understanding.	●	●	●	●	●	●	●	
<b>RF.3.4.b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	●	●	●	●	●	●	●	●
<b>RF.3.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		●		●		●		●
WRITING STANDARDS								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
<b>W.3.1</b> Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.					◆		◆	◆
<b>W.3.1.a</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.					◆		◆	◆
<b>W.3.1.b</b> Provide reasons that support the opinion.					◆		◆	◆
<b>W.3.1.c</b> Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.					●		◆	◆
<b>W.3.1.d</b> Provide a concluding statement or section.					◆		◆	◆
<b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		◆			◆	◆		◆
<b>W.3.2.a</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		◆		◆		◆		◆
<b>W.3.2.b</b> Develop the topic with facts, definitions, and details.		◆		◆		◆		◆
<b>W.3.2.c</b> Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.		◆		◆		◆		
<b>W.3.2.d</b> Provide a concluding statement or section.		◆		◆		◆		◆
<b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	◆				◆		◆	
<b>W.3.3.a</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	◆		◆		◆		◆	
<b>W.3.3.b</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	◆		◆		◆		◆	
<b>W.3.3.c</b> Use temporal words and phrases to signal event order.	◆		◆		◆		◆	
<b>W.3.3.d</b> Provide a sense of closure.	◆		◆		◆		◆	
<b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.					●	●	●	●
<b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.					●	●	●	●
<b>W.3.6</b> 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.	◆	◆	◆		◆	◆	◆	◆
<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.		●	●	●			●	
<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		◆	◆		●	●	◆	◆
<b>W.3.9</b> (Begins in Grade 4)								
<b>W.3.10</b> 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.	●	●	●	●	●	●	●	●

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### ◆ Standards Taught and Assessed through Formative/Summative Assessments

### ● Standards Taught and Assessed through Formative Assessments

SPEAKING AND LISTENING STANDARDS								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
<b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●
<b>SL.3.1.a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.			●	●	●	●	●	●
<b>SL.3.1.b</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).	●	●	●	●	●	●	●	●
<b>SL.3.1.c</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	●	●	●	●	●	●	●	●
<b>SL.3.1.d</b> Explain their own ideas and understanding in light of the discussion.							●	
<b>SL.3.2</b> 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.	●	●		●	●	●	●	●
<b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	●	●	●	●	●	●	●	●
<b>SL.3.4</b> 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.	●	◆	●	◆	◆	◆	◆	◆
<b>SL.3.5</b> 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.	●	◆	●	◆	◆	◆	◆	◆
<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	●	◆	●	◆	◆	◆	◆	◆
LANGUAGE STANDARDS								
Standards	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
<b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	◆	◆	◆	◆	◆	◆	◆	◆
<b>L.3.1.a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	●	●	●	●	●	●	●	
<b>L.3.1.b</b> Form and use regular and irregular plural nouns.	●		●		●		●	
<b>L.3.1.c</b> Use abstract nouns (e.g., <i>childhood</i> ).						●	●	
<b>L.3.1.d</b> Form and use regular and irregular verbs.	●			●		●		●
<b>L.3.1.e</b> Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses.	●			●		●		●
<b>L.3.1.f</b> Ensure subject-verb and pronoun-antecedent agreement.		●	●	●				●
<b>L.3.1.g</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		●	●		●	●		●
<b>L.3.1.h</b> Use coordinating and subordinating conjunctions.		●		●				
<b>L.3.1.i</b> Produce simple, compound, and complex sentences.	●	●	●	●		●	●	●
<b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	◆	◆	◆	◆	◆	◆	◆	◆
<b>L.3.2.a</b> Capitalize appropriate words in titles.			●		●			●
<b>L.3.2.b</b> Use commas in addresses.							●	
<b>L.3.2.c</b> Use commas and quotation marks in dialogue.	●		●				●	
<b>L.3.2.d</b> Form and use possessives.		●		●	●		●	
<b>L.3.2.e</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ).	●	●		●	●			●
<b>L.3.2.f</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules meaningful word parts) in writing words.	●	●		●				●
<b>L.3.2.g</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		●		●	●		●	●

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### ◆ Standards Taught and Assessed through Formative/Summative Assessments

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<b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●
<b>L.3.3.a</b> Choose words and phrases for effect.	●		●					
<b>L.3.3.b</b> Recognize and observe differences between the conventions of spoken and written standard English.			●		●		●	
<b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	◆	◆		◆		◆	◆	
<b>L.3.4.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.		◆		◆	◆	◆	●	●
<b>L.3.4.b</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).				●	●		●	●
<b>L.3.4.c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).							●	●
<b>L.3.4.d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	●	●	●	●	●		●	●
<b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.	◆					◆		●
<b>L.3.5.a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	◆		◆	◆	◆	◆		◆
<b>L.3.5.b</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).						●	●	●
<b>L.3.5.c</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ).							●	
<b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	●	●	●	●	●	●	●	●