



JC Schools 3rd Grade Yearly ELA Standards

Overarching Standards (Taught in all units)

3.R.1.A.d

Develop and demonstrate reading skills in response to text by:

- d. monitoring comprehension and making corrections and adjustments when understanding breaks down

3.R.1.D.a,b

Read independently for multiple purposes over sustained periods of time by:

- a. reading text that is developmentally appropriate
- b. producing evidence of reading

3.RF.4.A.a

Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension

- a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

3.W.1.A.a

Follow a writing process to plan a first draft by:

- a. using a simple prewriting strategy when given the purpose and the intended audience

3.W.1.B.a-d

Appropriate to genre type, develop a draft from prewriting by:

- a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory
- b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
- c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
- d. addressing an appropriate audience

3.W.1.C.a,b

Reread, revise, and edit drafts with assistance from adults/peers to:

- a. develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice

b. edit for language conventions

3.W.1.D.a

With assistance from adults/peers:

a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others

3.L.1.B.a

In written text:

a. write legibly (print, cursive)

3.SL.2.A.a

Develop and apply effective listening skills and strategies in formal and informal settings by:

a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations

Unit	Priority Standards	Supporting Standards	Reading Foundations
Unit Getting Started in the Reading & Writing Workshop 20 Days	3.R.1.A.a Develop and demonstrate reading skills in response to text by: a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. 3.R.2.A.e Read, infer, analyze, and draw conclusions to: e. compare and contrast key elements in various types of fiction 3.L.1.A.c In speech and written form, apply standard English grammar to:	3.SL.1.A.a,c Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules c. following three-step instructions, according to classroom expectations	

	<p>c. use complete subject and complete predicate in a sentence</p> <p>3.SL.1.A.b Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>b. asking questions to check understanding of information presented, staying on topic, and, and linking comments to the remarks of others</p>		
<p>Unit 1</p> <p>Analyze & Compose Narrative Texts</p> <p>40 Days</p>	<p>3.R.1.A.a,c Develop and demonstrate reading skills in response to text by:</p> <p>a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral</p> <p>3.R.2.A.d,e Read, infer, analyze, and draw conclusions to:</p> <p>d. paraphrase the big idea/themes and supporting details of texts</p> <p>e. compare and contrast key elements in various types of fiction</p> <p>3.W.2.C.a-e Write fiction or nonfiction narratives and poems that:</p> <p>a. establish a setting and situation/topic and introduce a narrator and/or characters</p> <p>b. use narrative techniques, such as dialogue and descriptions</p>	<p>3.R.2.A.a,b,c,f,g Read, infer, analyze, and draw conclusions to:</p> <p>a. summarize and sequence the events/plot and explain how past events impact future events</p> <p>b. describe the personality traits of characters from their thoughts, words, and actions</p> <p>c. describe the interaction of characters, including relationships and how they change</p> <p>f. explain cause-and effect relationships</p> <p>g. distinguish their own point of view from that of the narrator or those of the characters</p> <p>3.R.2.C.a Read, infer, and draw conclusions to:</p> <p>a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed</p> <p>3.R.3.C.b Read, infer, and draw conclusions to:</p> <p>b. explain the relationship between problems and solutions</p>	<p>3.RF.3.A.e,f Develop phonics in the reading process by:</p> <p>e. decoding known and unknown words by spelling patterns</p> <p>f. reading irregularly spelled high frequency words</p>

- c. establish and organize an event sequence to establish a beginning/middle/end
- d. use transition words and phrases to signal event order
- e. use specific and relevant words that are related to the topic, audience, and purpose

3.L.1.A.c,f,g

In speech and written form, apply standard English grammar to:

- c. use complete subject and complete predicate in a sentence
- f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
- g. use 1st-, 2nd-, and 3rd-person pronouns and their antecedents

3.L.1.B.c,d,f,g

In written text:

- c. demonstrate and use commas and quotation marks in dialogue
- d. capitalize dialogue correctly
- f. capitalize names of places
- g. capitalize titles of books, stories, and songs

3.SL.1.A.b

Develop and apply effective listening skills and strategies in formal and informal settings by:

- b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

3.SL.1.A.a,c

Develop and apply effective listening skills and strategies in formal and informal settings by:

- a. following classroom listening rules
- c. following three-step instructions, according to classroom expectations

Unit 2

Analyze & Compose Informational Texts

40 Days

3.R.1.A.b

Develop and demonstrate reading skills in response to text by:

b. drawing conclusions and support with textual evidence

3.R.1.B.b

Develop an understanding of vocabulary by:

b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words

3.R.3.A.b,c

Read, infer, and draw conclusions to:

b. identify the details or facts that support the main idea

c. use text features and graphic features to locate information and to make and verify predictions

3.W.2.B.a-f

Write informative/ explanatory texts that:

a. introduce a topic or text being studied

b. develop the topic with simple facts, definitions, details, and explanations

c. use specific, relevant words that are related to the topic, audience, and purpose

d. use the student's original language except when quoting from a source

e. use transition words to connect ideas within categories of information

f. create a concluding statement or paragraph

3.L.1.A.a,b,e

In speech and written form, apply standard English grammar to:

3.R.1.B.f

Develop an understanding of vocabulary by:

f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words

3.R.1.C.b

Explain relevant connections between:

b. text to world (text ideas regarding experiences in the world)

3.R.3.A.d,e

Read, infer, and draw conclusions to:

d. follow and explain a set of written multi-step directions

e. describe the relationship between events, ideas, concepts, or steps

3.R.3.B.a

Read, infer, and draw conclusions to:

a. distinguish the difference between a biography and an autobiography

3.R.3.C.a,c

Read, infer, and draw conclusions to:

a. describe relationships among events, ideas, concepts, and cause and effect in texts

c. use information gained from illustrations and words to demonstrate understanding of the text

3.R.4.A.a,d

Read to develop an understanding of media and its components by:

a. understanding how communication changes when moving from one genre of media to another

3.RF.3.A.a,c

Develop phonics in the reading process by:

a. decoding multisyllabic words in context and independent of context by applying common spelling patterns

c. using the meaning of common prefixes and suffixes

- a. use regular and irregular verbs and simple verb tenses
- b. use helping verbs with irregular verbs
- e. use subject/verb agreement in sentences

3.L.1.B.b,k,l

In written text:

- b. use an apostrophe to form possessives
- k. consult reference materials to check and correct spellings
- l. arrange words in alphabetical order to the third letter

3.SL.3.A.a,b

Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

- a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
- b. responding appropriately to discussion in a variety of settings, according to classroom expectations

3.SL.4.A.a-e

Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

- a. using presentation skills and/or appropriate technology
- b. presenting information with clear ideas and details while speaking clearly at an understandable pace
- c. giving an informal presentation, using a variety of media

- d. identifying text structures and graphics features of a web page

3.W.3.A.a-i

Apply research process to:

- a. generate a list of subject-appropriate topics
- b. create an individual question about a topic
- c. decide what sources of information might be relevant to answer these questions
- d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts
- e. determine the accuracy and relevance of the information related to a selected question
- f. take simple notes in own words and sort evidence into provided categories or organizer
- g. use quotation marks to denote direct quotations when recording specific words and sentences from a source
- h. create a resource page from notes
- i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria

	<p>d. choosing words and phrases for effect (adjectives, action verbs, figurative language)</p> <p>e. using academic language and conventions</p>		
<p>Unit 3</p> <p>Analyze & Compose Opinion Texts</p> <p>35 Days</p>	<p>3.R.1.C.a Explain relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p> <p>3.R.3.C.e Read, infer, and draw conclusions to: e. compare and contrast the most important points and key details presented in texts on the same topic</p> <p>3.W.2.A.a-g Write opinion texts that: a. introduce a topic or text being studied, using connected sentences b. state an opinion or establish a position and provide reasons for the opinion/position c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason g. provide clear evidence of a beginning, middle, and, concluding statement or paragraph</p>	<p>3.R.1.B.a,c,e,i Develop an understanding of vocabulary by: a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words c. using homographs and homophones e. determining the meaning of the new word formed when a known affix is added to a known base word i. using conversational, general academic, and domain-specific words and phrase</p> <p>3.R.3.A.a Read, infer, and draw conclusions to: a. explain the author's purpose</p> <p>3.R.3.B.b,c Read, infer, and draw conclusions to: b. distinguish fact from opinion c. distinguish point of view from what the author is trying to persuade the reader to think or do</p> <p>3.R.3.C.d Read, infer, and draw conclusions to: d. explain the author's purpose</p> <p>3.R.4.A.b,c Read to develop an understanding of media and its components by: b. explaining how various design techniques used in media influence the message</p>	<p>3.RF.3.A.b Develop phonics in the reading process by: b. decoding words that double final consonants when adding an ending</p>

	<p>3.L.1.A.d In speech and written form, apply standard English grammar to: d. use comparative, superlative, and demonstrative adjectives and adverbs</p> <p>3.L.1.B.e,h-j In written text: e. use commas for greeting and closing of a friendly letter h. use spelling patterns and generalizations to spell compound words i. spell words that double the consonant j. spell plural words that change y to ies</p> <p>3.SL.3.A.c Speak clearly and to the point, using conventions of language when presenting individually or with a group by: c. expressing opinions of read-alouds and independent reading topics</p> <p>3.SL.4.A.d-e Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: d. choosing words and phrases for effect e. using academic language and conventions</p>	c. comparing various written conventions used for digital media	
<p>Unit 4</p> <p>Analyze & Compose Poetry</p> <p>35 Days</p>	<p>3.R.1.A.b Develop and demonstrate reading skills in response to text by: b. drawing conclusions and support with textual evidence</p> <p>3.R.1.B.b Develop an understanding of vocabulary by:</p>	<p>3.R.1.B.d,g,h Develop an understanding of vocabulary by: d. distinguishing the literal and nonliteral meanings of words and phrases in context g. discussing analogies h. determining the meaning of the author's use of similes and metaphors to produce imagery</p>	<p>3.RF.3.A.a,d Develop phonics in the reading process by: a. decoding multisyllabic words in context and independent of context by applying common spelling patterns</p>

b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words

3.R.2.A.e

Read, infer, analyze, and draw conclusions to:

e. compare and contrast key elements in various types of fiction

3.W.2.C.a-c,e

Write fiction or nonfiction ~~narratives and poems that:~~

a. establish a ~~setting and situation/topic and introduce a narrator and/or characters~~

b. use narrative techniques, such as ~~dialogue and descriptions~~

c. establish and organize an event sequence to establish a beginning/middle/end

e. use specific and relevant words that are related to the topic, audience, and purpose

3.R.2.B.a,b

Read, infer, and draw conclusions to:

a. use examples of alliteration

b. identify basic forms of poetry

3.R.2.C.b

Read, infer, and draw conclusions to:

b. identify language that creates a graphic visual experiences and appeals to the senses

3.R.3.B.d

Read, infer, and draw conclusions to:

d. explain examples of sound devices, literal and nonliteral meanings, and figurative language

d. using the meaning of homophones