



Danville District No. 118 Third Grade English Language Arts Curriculum and Scope and Sequence

Foundational Skills

Standard 1: Phonics and Word Recognition

Standard 2: Fluency

Standard	Anchor Standards	Objectives	Action Plan	Resources
Foundational Skills	Phonics and Word Recognition (RF.3.3)	<p>The student will be able to: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3a) • Decode words with common Latin suffixes. (RF.3.3b) • Decode multi syllable words. (RF.3.3c) • Read grade-appropriate irregularly spelled words. (RF.3.3d) 	<p>Locate words with prefixes and suffixes and determine the meaning of the prefix and/or suffix</p> <p>Separate root word from common suffixes</p> <p>Identify various patterns in multi syllable words to determine pronunciation</p> <p>Apply high frequency words that are often irregularly spelled</p>	<p><i>Trophies</i></p> <p>Accelerated reader</p> <p>Leveled readers</p>
	Fluency RF.3.4	<p>The student will be able to: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. (RF.3.4a) • Read on-level prose and poetry orally with 	<p>Retell story events with accuracy and answer comprehension questions</p> <p>Accurately read prose, poetry, and fluency passages aloud in an</p>	<p><i>Trophies</i></p> <p>Accelerated reader</p> <p>DIBELS assessments</p> <p>HMH: fluency kits</p>

		<p>accuracy, appropriate rate, and expression on successive readings. (RF.3.4b)</p> <ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4c) 	<p>expressive and timely manner</p> <p>Reread stories/poetry to increase accuracy and fluency rates</p> <p>Demonstrate self-correcting skills when reading a fluency passage</p>	<p>HMH: fluency cards</p>
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Danville District No. 118
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Anchor Standard 1: Key Ideas and Details

Anchor Standard 2: Craft and Structure

Anchor Standard 3: Integration of Knowledge and Ideas

Anchor Standard 4: Range of Reading and Level of Text Complexity

Standard	Anchor Standards	Objectives	Action Plan	Resources
Literature	Key Ideas and Details RL.3.1	The student will be able to: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Generate and answer questions about text Locate details found in the text as evidence for their response	HMH robust vocabulary
	Key Ideas and Details RL.3.2	The student will be able to: 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.	Verbally summarize story details and facts from various genres Use graphic organizers to organize the key details and/or the central message Demonstrate understanding of the story and its message based on key details from the text	<i>Trophies</i> Accelerated reader
	Key Ideas and Details	The student will be able to: Describe characters in a story (e.g., their traits,	Use character webs to identify traits,	<i>Trophies</i>

	RL.3.3	motivations, or feelings) and explain how their actions contribute to the sequence of events.	motivations, and feelings Describe how a character's actions affect the plot of a story	Accelerated reader Graphic organizers
	Craft and Structure RL.3.4	The student will be able to: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Use context clues to comprehend the meaning of words and phrases Examine words and phrases to determine whether the text is using literal or figurative language	<i>Trophies</i> Accelerated reader
	Craft and Structure RL.3.5	The student will be able to: 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.	Demonstrate understanding of various genres using proper vocabulary Differentiate between the important and unimportant events to the development of a plot	<i>Trophies</i> Graphic organizers Accelerated reader Read alouds HMH fluency theater 3-5
	Craft and Structure RL.3.6	The student will be able to: Distinguish their own point of view from that of the narrator or those of the characters.	Identify narrator or character's point of view Use prior knowledge and story clues to recognize their own point of view	<i>Trophies</i> Accelerated reader Read alouds
	Integration of Knowledge and	The student will be able to: Explain how specific aspects of a text's illustrations	Examine illustrations and determine how it	<i>Trophies</i>

	Ideas RL.3.7	contribute to what is conveyed by the words in a story.	supports the text	Accelerated reader Read alouds/ picture books
	Integration of Knowledge and Ideas RL.3.8	The student will be able to: (not applicable to literature)		
	Integration of Knowledge and Ideas RL.3.9	The student will be able to: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Use Venn diagrams to compare and contrast themes, settings and plots with similar characters	<i>Trophies</i> Accelerated reader Graphic organizers
	Range of Reading and level of Text Complexity RL. 3.10	The student will be able to: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 texts complexity band independently and proficiently.	Independently read and comprehend grade appropriate literature with proficiency	<i>Trophies</i> Accelerated reader

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Anchor Standard 1: Key Ideas and Details

Anchor Standard 2: Craft and Structure

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Anchor Standard 4: Range of Reading and Level of Text Complexity

Standard	Anchor Standards	Objectives	Action Plan	Resources
Informational Text	Key Ideas and Details RI.3.1	The student will be able to: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Generate and answer questions about text Locate details found in the text as evidence for their response	<i>Trophies</i> Accelerated reader Read alouds -“Think Alouds” HMH: leveled readers (Science/Social Studies)
	Key Ideas and Details RI.3.2	The student will be able to: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identify main idea of the text Explain how key details from the text validate the main idea	<i>Trophies</i> Accelerated reader
	Key Ideas and Details RI.3.3	The student will be able to: 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.	Use timelines providing details of important events and explain the process of events in a chronological order Examine cause/effect in	<i>Trophies</i> Graphic organizers (Timeline) Science/Social

			events, concepts, and procedures in text	Studies text
	Craft and Structure RI.3.4	The student will be able to: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Establish meaning of the unknown words using context clues and vocabulary words	<i>Trophies</i> HMH vocabulary kit
	Craft and Structure RI.3.5	The student will be able to: Use text features and search tools to locate information relevant to a given topic efficiently.	Locate information relevant to a given topic using table of contents, glossary, index, headings, captions, etc.	<i>Trophies</i> Science/Social Studies text
	Craft and Structure RI.3.6	The student will be able to: Distinguish their own point of view from that of the author of a text.	Identify author's point of view Use prior knowledge and story clues to recognize their own point of view	Harcourt <i>Trophies</i> Accelerated reader Read alouds
	Integration of Knowledge and Ideas RI.3.7	The student will be able to: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	Use picture clues and key words to summarize the main idea of the selection	<i>Trophies</i> Accelerated reader Science/Social Studies text HMH: leveled readers (Science/Social Studies)
	Integration of Knowledge and Ideas RI.3.8	The student will be able to: Describe the logical connection between particular sentences and paragraphs in a text.	Evaluate and demonstrate connections between sentences and paragraphs Use graphic organizers to find cause/effect, and sequence of text	<i>Trophies</i> Accelerated reader

	Integration of Knowledge and Ideas RI.3.9	The student will be able to: Compare and contrast the most important points and key details presented in two texts on the same topic.	Use Venn Diagram to compare and contrast two reading selections	<i>Trophies</i> Accelerated reader Non-fiction read alouds
	Range of Reading and level of Text Complexity RI.3.10	The student will be able to: 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.	Independently read and comprehend grade appropriate informational text with proficiency	<i>Trophies</i> Accelerated reader Science/Social Studies text

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Third Grade English Language Arts Curriculum and Scope and Sequence

Writing

Standard 1: Text Type and Purposes

Standard 2: Production and Distribution of Writing

Standard 3: Research to Build and Present Knowledge

Standard 4: Range of Writing

Standard	Anchor Standards	Objectives	Action Plan	Resources
Writing	Text Types and Purposes W.3.1	<p>The student will be able to:</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (W.3.1a) • Provide reasons that support the opinion. (W.3.1b) • Use linking words and phrases to connect opinion and reasons. (W.3.1c) • Provide a concluding statement or section. (W.3.1d) 	<p>During mini-lessons, use mentor texts to model various components and texts of opinion writing.</p> <p>Write an opinion piece that introduces a topic, clearly states an opinion, creates an organizational structure, and provides reasons supported with facts and details.</p> <p>Generate ideas on a given topic and state an opinion utilizing a graphic organizer.</p> <p>Create an introduction that includes the writer's</p>	<p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

			<p>opinion. Correctly link opinions and reasons using factual words and phrases.</p> <p>Write a concluding statement supporting the opinion presented.</p> <p>Use prewriting strategies (graphic organizers, develop topic sentence)</p> <p>Create an outline that lists reasons that support their opinion</p> <p>Students write an opinion piece supported with logical reasons</p> <p>Correctly use the transitional words and phrases to connect opinion and reasons</p> <p>Construct an appropriate introduction and concluding statement</p>	
	Text Types and Purposes W.3.2	<p>The student will be able to: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2a) • Develop the topic with facts, definitions, and 	<p>During mini-lessons, use mentor texts to model various components and texts of informative/explanatory writing.</p>	<p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p>

		<p>details. (W.3.2b)</p> <ul style="list-style-type: none"> • Use linking words and phrases to connect ideas within categories of information. (W.3.2c) • Provide a concluding statement or section. (W.3.2d) 	<p>Review student notes and graphic organizers to compose writing to inform and explain.</p> <p>Write informative/explanatory pieces that introduce a topic clearly and group related information in paragraphs.</p> <p>Use and discuss diagrams/ graphic organizers as an outline for students to organize their thoughts through informative/explanatory text</p> <p>Generate a topic with a variety of information that supports the topic (facts, definitions, and details)</p> <p>Write informative/explanatory pieces to introduce a topic, use facts, definitions, and details to develop points that lead to a solid conclusion.</p> <p>Throughout the body of the piece, correctly use transitional words and phrases to connect ideas</p>	<p>Mentor texts</p>
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			within categories Construct an appropriate introduction and concluding sentence	
	Text Types and Purposes W.3.3	<p>The student will be able to: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3a) • Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3b) • Use temporal words and phrases to signal event order. (W.3.3c) • Provide a sense of closure. (W.3.3d) 	<p>During mini-lessons, use mentor texts to model various components and texts of narrative writing.</p> <p>Utilize graphic organize to create a plan for writing. Develop narrative pieces to develop real or imagined experiences or events using descriptive details and clear sequence</p> <p>Use graphic organizers to show sequence of events</p> <p>Model good examples of narrative text and discuss how students can apply knowledge to their own writing</p> <p>Compose a narrative demonstrating the ability to use dialogue, characters' feelings and reactions, and plot development</p>	<p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

			<p>Correctly use transitional words and phrases</p> <p>Construct an appropriate introduction and concluding sentence</p>	
	Production and Distribution of Writing W.3.4	The student will be able to: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Teacher models/guides student to organize and produce writing specific to genre and audience	<p>Graphic organizers</p> <p>Appendix C: CCSS</p> <p>An array of student samples</p>
	Production and Distribution of Writing W.3.5	The student will be able to: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>Teacher models/guides revisions of written work</p> <p>Students share writing examples with peers/adults and discuss ways to strengthen their writing skills</p> <p>Apply suggestions to improve writing</p>	<p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>
	Production and Distribution of Writing W.3.6	The student will be able to: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	<p>Teacher models/guides revisions of written work using digital tools</p> <p>Students demonstrate understanding through application on interactive white board.</p> <p>Collaboratively write with peers using various digital tools to produce, revise, and publish writing</p>	<p>Lap tops</p> <p>Computer lab</p> <p>Eno board</p> <p>Exemplars: Appendix C – CCSS</p> <p>An array of student samples</p>

	Research to Build and Present Knowledge W.3.7	The student will be able to: Conduct short research projects that build knowledge about a topic.	Produce a report on a topic using multiple resources	Library Internet Mentor texts
	Research to Build and Present Knowledge W.3.8	The student will be able to: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Utilize graphic organizers to sort research Apply prior knowledge to research project and locate supporting materials from print and digital sources	Graphic organizers Library Internet Mentor texts
	Research to Build and Present Knowledge W.3.9	The student will be able to: (Begins in grade 4)		
	Range of Writing W.3.10	The student will be able to: 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.	Maintain journal writings on a regular basis Construct writings for various purposes that will continually be edited by peers/teachers until published for evaluation	Journals Editing tools Graphic organizers Internet Library Lap tops Computer lab www.edmodo.com www.kidblog.com ENO board

Danville District No. 118 Third Grade English Language Arts Curriculum and Scope and Sequence

Language

Standard 1: Conventions of Standard English

Standard 2: Vocabulary Acquisition and Use

Standard	Anchor Standards	Objectives	Action Plan	Resources
Language	Conventions of Standard English L.3.1	<p>The student will be able to: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1a) • Form and use regular and irregular plural nouns. (L.3.1b) • Use abstract nouns. (L.3.1c) • Form and use regular and irregular verbs. (L.3.1d) • Form and use the simple verb tenses. (L.3.1e) • Ensure subject-verb and pronoun-antecedent agreement. (L.3.1f) • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g) • Use coordinating and subordinating conjunctions. (L.3.1h) • Produce simple, compound, and complex sentences. (L.3.1i) 	<p>Identify nouns, pronouns, verbs, adjectives, and adverbs and explain how/why they are used in a sentence</p> <p>Create sentences using coordinating and subordinating conjunctions.</p> <p>Find examples of parts of speech within various texts</p> <p>Scaffold with a simple sentence to more complex sentences.</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

	<p>Conventions of Standard English L.3.2</p>	<p>The student will be able to: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. (L.3.2a) • Use commas in addresses. (L.3.2b) • Use commas and quotation marks in dialogue. (L.3.2c) • Form and use possessives. (L.3.2d) • Use conventional spelling for high-frequency and other studied words and for adding suffixes to bas words. (L.3.2e) • Use spelling patterns and generalizations in writing words. (L.3.2f) • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2g) 	<p>Edit to acquire mastery while writing, utilizing mini lessons on capitalization, punctuation, and spelling.</p> <p>Instruct students on how to use dictionaries or spell check on the computer for spelling errors.</p>	<p>Heggerty writing Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p> <p>Dictionaries-online and print</p>
	<p>Knowledge of Language L.3.3</p>	<p>The student will be able to: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases for effect. (L.3.3a) • Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3b) 	<p>Use examples from famous speeches and writing to demonstrate how to use conventions</p>	<p>Student-published work</p> <p>Internet</p> <p>Mentor texts</p>
	<p>Vocabulary Acquisition and Use L.3.4</p>	<p>The student will be able to: 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.</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4a) • Determine the meaning of the new word formed when a known affix is added a known word. (L.3.4b) • Use a known root word as a clue to the meaning 	<p>Use different sources to practice Context Clue strategy</p> <p>Chunk/separate words from affix; connect meaning of affix to known word</p> <p>Use graphic organizers to create connections</p>	<p>Heggerty writing</p> <p>Graphic organizer</p> <p>District writing resource binder</p> <p>Six Traits</p> <p>Mentor texts</p>

		<p>of an unknown word with the same root. (L.3.4c)</p> <ul style="list-style-type: none"> • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4d) 	<p>between known root word and unknown root word</p> <p>Students locate words in glossaries/dictionaries to find meanings of words/phrases</p>	
	<p>Vocabulary Acquisition and Use L.3.5</p>	<p>The student will be able to: Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings of words and phrases in context. (L.3.5a) • Identify real-life connections between words and their uses. (L.3.5b) • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. (L.3.5c) 	<p>Discuss Figurative Language within selections</p> <p>Demonstrate the meaning of robust vocabulary words through role play, writing, drawing, and discussion</p> <p>Follow directions with newly acquired vocabulary words and concepts</p>	<p>HMH robust vocabulary</p>
	<p>Vocabulary Acquisition and Use L.3.6</p>	<p>The student will be able to: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>Use words and phrases proficiently during discussions, presentations, and published writings</p>	<p><i>Trophies</i></p> <p>HMH robust vocabulary</p>

Danville District No. 118
Third Grade English Language Arts
Curriculum and Scope and Sequence

Speaking and Listening

Standard 1: Comprehension and Collaboration

Standard 2: Presentation of Knowledge and Ideas

Standard	Anchor Standards	Objectives	Action Plan	Resources
Speaking and Listening	Comprehension and Collaboration SL.3.1	<p>The student will be able to: Engage effectively in a range of collaborative discussions.</p> <ul style="list-style-type: none"> • 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.3.1a) • Follow agreed-upon rules for discussions. (SL.3.1b) • Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1c) • Explain their own ideas and understanding in light of the discussion. (SL.3.1d) 	<p>Participate in class discussion using prior knowledge and studied material</p> <p>Actively follow rules of conversation</p> <p>Ask and answer questions appropriate to the topic of conversation</p> <p>Demonstrate understanding of topic when presenting an idea using key points</p>	<p>Supplemental materials</p> <p><i>Trophies</i></p> <p>Science and Social Studies leveled readers</p>
	Comprehension and Collaboration SL.3.2	<p>The student will be able to: 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.</p>	<p>Retell main ideas and details from information presented orally</p>	<p>Supplemental materials</p>

			Respond to a variety of media and speakers	
	Comprehension and Collaboration SL.3.3	The student will be able to: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Demonstrate ability to ask and answer appropriate questions to/from a speaker Expand on a topic using prior knowledge and studied material	Supplemental materials
	Presentation of Knowledge and Ideas SL.3.4	The student will be able to: 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.	Remain on topic while speaking Provide meaningful details about topic to support understanding Speak clearly and audibly and use appropriate volume and pace	Power Point
	Presentation of Knowledge and Ideas SL.3.5	The student will be able to: 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.	Record stories/poems read by students where they demonstrate their fluency and pacing skills Create visuals appropriate to enhance topic being presented	Tape recorder Flip camera Art materials Eno board
	Presentation of Knowledge and Ideas SL.3.6	The student will be able to: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Respond appropriately to a variety of media and speakers Provide details or clarification when questioned	Supplemental materials

