

3rd Grade

English Language Arts

Key Instructional Activities

- Reading a wide range of stories and describing how a story teaches a lesson
- Comparing the most important points and key details presented in two books on the same topic
- Drawing on information from multiple books, articles, or online sources to locate an answer or to solve a problem quickly
- Describing characters in a story and how their actions contributed to events
- Writing opinions or explanations that group related information and develop topics with facts and details
- Taking notes and organizing information from books, articles, and online sources to learn more about a topic
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Distinguishing the literal and nonliteral meanings of words, such as something's fishy and cold shoulder
- Independently conducting short research projects on different aspects of a topic using evidence from books and the Internet
- Reading texts about history, social studies, or science and answering questions about what they learned
- Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Independently conducting short research projects that build knowledge about various topics

Third grade is a pivotal year for your child. Learning to read with fluency and confidence will serve as a foundation for the reading demands in later grades. By practicing with learning-to-read strategies, your child will reliably be able to make sense of multi-syllable words in books. Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around him or her.



HOUSTON COUNTY
BOARD OF EDUCATION
HIGH-ACHIEVING STUDENTS

By the end of 3rd grade, all students are expected to:

- *Know and apply grade-level phonics and word analysis skills in decoding words;*
- *Apply grade-appropriate language skills in writing;*
- *Self-select books, self-monitor to correct errors when reading and writing, and talk with and listen to peers about one's reading and writing to become lifelong readers and writers; and*
- *Use reading and writing to communicate through listening, speaking, and viewing.*

Helping Your Student in 3rd Grade ELA

Learning does not end in the classroom. Students need help and support at home to succeed in their studies. Try to create a quiet place for your student to study, and carve out time every day when your student can concentrate on reading and writing uninterrupted by friends, brothers or sisters, or other distractions. Sit down with your student at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your student is working on, and it will help you be the first to know if your student needs help with specific topics. By taking these small steps, you will be helping your student become successful both in and outside the classroom.

- Read, read, read! The amount your student reads independently is directly connected to his or her success in school.
- Visit a library or bookstore together and ask the librarian or bookseller to recommend young adult books. To find popular young adult books for your student to read, visit <https://tinyurl.com/y3rjcelh>.
- Make reading for fun a part of your child's daily routine. Set aside quiet time, with no phones, computers, or other distractions, when your child can read for pleasure, books such as *Amos & Boris* by William Steig or *The Fire Cat* by Esther Averill.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.
- Talk about the news together. Pick one story in the news, read it together, and discuss with your child what it means.
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- Keep books, magazines, and newspapers at home. Make sure your child sees you reading.
- Visit museums, zoos, theaters, historical sites, aquariums, and other educational places to help increase your student's exposure to new knowledge and vocabulary.
- Use technology to help build your student's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.
- Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!



3rd Grade ELA System Pacing Overview



This guide provides an overview of what your student will learn in his or her 3rd Grade English Language Arts course. It focuses on the key skills your student will learn, which will build a strong foundation for success in the other subjects studied throughout elementary school. This guide is based on the state-adopted Georgia Standards of Excellence.

August - September

Reading Focus: Narrative
Building a Reading Life/Foundation

Writing Focus: Narrative
Personal Narrative

Performance Goals: Reading/Writing to develop a sense of narrative story (bit by bit)

This unit aims to launch kids' lives as upper elementary school readers—helping them to build habits of strong readers, including choosing books wisely and getting a lot of reading done, keeping track of how reading is going and addressing problems along the way, learning to talk about books with others and applying on-the-run comprehension strategies to hold on to and synthesize all the parts of the text, and offer them ways to respond when they encounter reading difficulty.

This unit moves students from the writing process work they knew during the primary grades—thinking about a piece and sketching it, then immediately writing it—to third grade writing process work—where students invest more time in rehearsal for writing, collecting lots of quick drafts of possible stories in notebook entries, then selecting just one of these to put through the writing process, resulting in publication. This unit continues to build on the importance to focus on narrative, to write in sequential order, and to include the details that bring the episode to life.

- Recount [Retell] stories, including fables, folktales, and myths from diverse cultures.
- 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.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - ✓ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - ✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - ✓ Use temporal words and phrases to signal event order.
 - ✓ Provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- 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.

September-October

Reading Focus: Informational and Narrative Nonfiction
Reading to Learn: Grasping Main Ideas and Text Structures

Writing Focus: Informational
The Art of Informational Writing

Performance Goals: Reading/Writing nonfiction using main ideas and text structures

This unit addresses essential skills for reading expository nonfiction, such as ascertaining main ideas, recognizing text infrastructure, comparing texts, and thinking critically. Also, students will learn skills for reading narrative nonfiction, such as determining importance by using knowledge of story structure.

Students write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics. They are supported in this challenging work because they are writing about topics on which they have firsthand, personal knowledge: dogs, soccer, and gymnastics.

<p>Literary Skills:</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 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. • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text. • 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. <p>Informational Skills:</p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the main idea of a text; recount the key details and explain how they support the main idea. • 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. • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic of subject area. • Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ✓ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ✓ Develop the topic with facts, definitions, and details. ✓ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ✓ Provide a concluding statement or section. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • 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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October-November

<p><u>Reading Focus:</u> Narrative Character Studies</p>	<p><u>Writing Focus:</u> Opinion Moving from Petitions and Speeches to Essays (Baby Literary Essay)</p>
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Performance Goals: Tracing character feelings, traits and changes across a text and developing literary essays

<p>How much we love a character affects how much we love the book! “Walking in the footsteps of characters in stories makes us more empathetic and more sympathetic, not just to fictional characters but to the people we meet in the world and to ourselves,” Francis Spufford (2003). This unit teaches readers to closely observe characters, make predictions, and sharpen their skills in interpretation.</p>	<p>This unit teaches students to structure an essay by drafting and revising multiple essays, especially focusing on using text evidence to support ideas. It also teaches how to raise the level of essay writing using new strategies and revision, and also begin to develop their own thesis statements to support. And last, it teaches students how to use everything they know about essay writing to write compare or contrast essays.</p>
<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 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. • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text. • 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. • Distinguish their own point of view from that of the narrator or those of the characters. • 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). • Know and apply grade-level phonics and word analysis skills in decoding words. 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> ✓ Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. ✓ Provide reasons that support the opinion. ✓ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ✓ Provide a concluding statement or section. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • 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.

December-January	
Reading Focus: Narrative Foundational Skills in Mysteries and Other Narratives	Writing Focus: Opinion Changing the World—Writing Persuasive Speeches, Petitions, and Editorials
Performance Goals: Develop narrative foundational skills in reading and produce persuasive writing in which the development and organization are appropriate to task and purpose.	
In this unit, students leap at the chance to do the work required to “get” the mystery, following ideas across their texts, seeing cause-and-effect relationships, and predicting outcomes. And, of course, mysteries naturally push kids to infer—to notice clues and to wonder more about them; to consider how part of one chapter relates back to what was learned in an earlier chapter; and to wonder when characters are really telling the truth. They then take their detective skills and see how they apply to all narrative genres!	This unit rallies third-graders to use their newfound abilities to gather and organize information to persuade people about causes children believe matter: stopping bullying, recycling, saving dogs at the SPCA. It helps writers live more wide-awake lives, taking in all that is happening around them—injustices, small kindnesses, and so on—and writing about these in ways that move others to action and new thinking. It also aims to help students become increasingly more adept at opinion writing in ways that provide the beginning steps for more formal essay writing and developing skills that will eventually be called upon when they write persuasive essays.
<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 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. • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • 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. • Distinguish their own point of view from that of the narrator or those of the characters. • 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). 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> ✓ Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. ✓ Provide reasons that support the opinion. ✓ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ✓ Provide a concluding statement or section. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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.
February	
Reading Focus: Informational Research Clubs—Elephants, Penguins, and Frogs, Oh My!	Writing Focus: Informational Writing About Research
Performance Goal: Develop books or essays that advance the <u>big ideas</u> the club has been exploring: animal adaptations, differences in animal habitats, etc.	
This unit shows students how to turn to texts as their teachers. They will work in clubs to gather, synthesize, and organize information about animals, and then use this information to seek solutions to real-world problems. This unit is about learning to learn, and becoming independent thinkers and learners. It is about problem solving, teamwork, knowledge of the world, and adaptability.	This unit is the sequel to <i>The Art of Information Writing</i> . Support transference in this unit by pulling in everything they learned in that unit and applying it to new projects they will write about that they are reading about in <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> . This unit also supports students in deepening their information writing skills in structure, elaboration, organization, and craft.
<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Determine the main idea of a text; recount the key details and explain how they support the main idea. • 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 text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. • Distinguish their own point of view from that of the author of a 	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ✓ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ✓ Develop the topic with facts, definitions, and details. ✓ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ✓ Provide a concluding statement or section. • Conduct short research projects that build knowledge about a topic. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With guidance and support from adults, use technology to

<p>text.</p> <ul style="list-style-type: none"> • Compare and contrast the most important points and key details presented in two texts on the same topic. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. 	<p>produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <ul style="list-style-type: none"> • 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.
April-May	
<u>Reading Focus: Narrative Series Unit</u>	<u>Writing Focus: Narrative Once Upon a Time: Adapting Fairy Tales</u>
Performance Goals: Tracing character feelings, traits and changes across a text and develop an adapted story.	
	<p>This unit uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood. Furthermore, this unit is about crafting stories told in a storyteller’s voice with rich and beautiful language! Storytelling is at the heart of this unit. Students will learn not only to write well-crafted tales, but to story-tell those tales with drama, precise action, and language that captures the hearts and minds of the listener.</p>
<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 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. • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (cause and effect). • Distinguish their own point of view from that of the narrator or those of the characters. • Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text. • Read with sufficient accuracy and fluency to support comprehension. 	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ✓ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ✓ Use temporal words and phrases to signal event order. ✓ Provide a sense of closure. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • 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.