

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade 3

FIRST NINE WEEKS	OVERVIEW
	<p>In Foundations Units 1-4, students will review closed syllables (ex: slept) and closed syllable exceptions (ex: most). Students will review suffixes and learn how to form plurals with –s and –es and to double a consonant when adding a vowel suffix. Students will learn how to read and spell multisyllabic words. Students will begin their yearlong study of homophones, or words that sound alike (ex: no/know, right/write). Students will also begin their cursive writing work focusing on lowercase letters.</p>
	<p>In Wit and Wisdom Module 1: The Sea, this module introduces students to the ocean as a rich source of life, beauty, and inspiration. Through careful reading and analysis of literature, informational texts, and art, students learn that the ocean is a complex ecosystem, made up of beautiful, mysterious, and important life forms. They discover how artists, poets, and writers explore the sea through words and images, and how scientists like Jacques Cousteau and Clyde Roper use technology to explore the sea. As part of their ocean studies, students develop deep knowledge about two sea creatures: sharks and giant squids.</p>
	<p>In writing, students learn to write informative paragraphs by using effective topic statements; grouping related ideas together; developing a topic with facts, definitions, and details; and using linking words to connect ideas.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: July 20 - August 9	Amplify Dibels Beginning of the Year Assessment
Restart: August 11 – August 31	
Traditional: September 6 -September 27	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
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Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade 3

Units 1-4		Orientation (Spanish) Unit 1 (English) Unit 1 (Spanish) Unit 2 (English) Unit 2 (Spanish) Unit 3 (English) Unit 3 (Spanish) Unit 4 (English) Unit 4 (Spanish)	<p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.5 Read with sufficient accuracy and fluency to support comprehension.</p>
Module 1: The Sea	32 Lessons	Wit & Wisdom Family Overview (English) Wit & Wisdom Family Overview (Spanish) Wit & Wisdom Family Welcome Letter (English) Wit & Wisdom Welcome Letter (Spanish) Wit & Wisdom Parent Tips (English) Wit & Wisdom Parent Tips (Spanish)	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 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.</p> <p>RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>RL.3.10 By the end of grade 3, read and understand literature at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>

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		Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative Helping your Child Succeed: Reading and Writing at Home Why Read at Home?	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 By the end of grade 3, read and understand informational texts at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p> <p>SL.3.1 Engages effectively in a range of collaborative discussions (one-one-one, in groups,</p>
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English Language Arts – Grade 3

			<p>SL.3.2 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>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 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.</p>
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SECOND NINE WEEKS	OVERVIEW	
	<p>In Foundations Units 5-7, students will identify the schwa sound, which is an unexpected vowel sound. Students will read and spell words with a schwa in unaccented syllable (ex: velvet). Students will learn the -et spelling at the end of words, such as jacket. Students review open syllable words and learn about open vowel exceptions. They will spell and read words with soft c and g, y as a vowel, and pluralize words ending in y and o. Students will continue to review concepts of prefixes and roots. Students will finish learning how to write lowercase cursive letters and will begin to learn uppercase cursive.</p> <p>In Wit and Wisdom Module 2: Outer Space, students explore the history of our fascination with and understanding of the cosmos as they study works of art and read about Galileo Galilei's scientific observations of the night sky, the Apollo 11 mission, and a science fiction book about two brothers' intergalactic journey.</p> <p>In writing, students will build on their learning about informative writing and will learn to write opinion pieces in which they clearly state an opinion and support it with reasons and text-based evidence.</p>	
	ASSESSMENTS	
	ASSESSMENT WINDOW	ASSESSMENT NAME
	Year Round: November 28 – December 14	Amplify Dibels Middle of the Year Assessment

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade 3

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 5-7	45 Lessons	Unit 5 (English) Unit 5 (Spanish) Unit 6 (English) Unit 6 (Spanish) Bonus Unit (English) Bonus Unit (Spanish) Unit 7 (English) Unit 7 (Spanish)	<p>RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).</p> <p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.5 Read with sufficient accuracy and fluency to support comprehension.</p>
Module 2: Outer Space	36 Lessons	Wit & Wisdom Parent Tips (English) Wit & Wisdom Parent (Spanish) NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative Reading Fluency Activities	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 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.</p> <p>RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>RL.3.10 By the end of grade 3, read and understand literature at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>

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English Language Arts – Grade 3

		while reading fiction text Reading Adventure Packs	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 By the end of grade 3, read and understand informational texts at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>W.3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.2 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>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
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2023-2024 Scope and Sequence

English Language Arts – Grade 3

SL3.5 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.

THIRD NINE WEEKS

OVERVIEW

In Foundations Units 8-10, students will learn about the final stable syllable: consonant –le and tion/sion, consonant –le exception, final syllable with schwa vs. –le, and adding suffixes to base words with these endings. Students will review and learn more about r-controlled syllable and combining this syllable type with other syllables to make multisyllabic words. Students will also learn about the double vowel syllable and how to add suffixes, and additional sounds: eigh, ei, ea, ie, igh, oo, ui. Students will continue to learn how to write uppercase cursive letters.

In Wit and Wisdom Module 3: A New Home, students are given an opportunity to explore the history, challenges, and rewards of immigration and, through the lens of stories, learn how traditions blend with new experiences to create a rich, vibrant culture. Students gain a broad perspective of American immigration patterns in Betsy Maestro's *Coming to America* and explore the immigration and acculturation of different families in literary books by Allen Say, Patricia Polacco, and Carmen Lomas Garza.

In writing, students focus on creating original narratives that introduce a situation and characters, incorporate dialogue, organize events in sequential order, and provide closure. In addition, students apply learning from Modules 1 and 2 to write a compare-contrast essay.

ASSESSMENTS

ASSESSMENT WINDOW

ASSESSMENT NAME

Restart: January 9 – January 30

Amplify Dibels Middle of the Year Assessment

Traditional: January 17 – February 8

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade 3

	DURATION	RESOURCES	STANDARDS
Fundations Units 8-10	40 Lessons	Unit 8 (English) Unit 8 (Spanish) Unit 9 (English) Unit 9 (Spanish) Unit 10 (English) Unit 10 (Spanish)	<p>RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).</p> <p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.5 Read with sufficient accuracy and fluency to support comprehension.</p>
Module 3: A New Home	35 Lessons	Wit & Wisdom Parent Tips (English) Wit & Wisdom Parent Tips (Spanish) NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative Questions to ask while reading nonfiction text	<p>RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL3.2 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.</p> <p>RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RL3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RL3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>RL3.10 By the end of grade 3, read and understand literature at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

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English Language Arts – Grade 3

language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of grade 3, read and understand informational texts at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.5 Conduct short research projects that build knowledge about a topic.

W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

SL.3.1 Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.2 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 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.

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English Language Arts – Grade 3

appropriate to emphasize or enhance certain facts or details.

FOURTH NINE WEEKS

OVERVIEW

In Foundations Units 11-14, students will learn how to read and spell contractions, the spelling of soft sound c and g after e, i, y, -dge after a short vowel, new sounds ch (chorus), ph (phone), silent letters w, e, r, h, g, n, k, n, m, n, m, b, g, h. Students will also learn more glued sounds -ture and tu, as well as advanced suffix endings: -ous, -al, -ent, -an. Students will finish learning how to write the uppercase letters in cursive.

In Wit and Wisdom Module 4: Artists Make Art, students explore the unique and shared characteristics of artists and consider what it means to be an artist. The module opens with a fictional story about a child artist and her source of inspiration. Students go on to read texts about and engage firsthand with the work of dancer Alvin Ailey, poet William Carlos Williams, painter Jackson Pollock, and opera singer Marian Anderson. They learn about each artist's creative process and successes and struggles involved in translating inspiration into movement, words, images, and sound.

In Writing, students conduct research using technology, sort evidence into categories, take notes, and write and publish a multi-paragraph essay about the life and work of a great American artist.

ASSESSMENTS

ASSESSMENT WINDOW

Year Round: May 2 – May 22

Restart: May 4 – May 24

Traditional: May 5 – May 25

ASSESSMENT NAME

Amplify DIBELS End of the Year Assessment

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT

UNIT DURATION

PARENT/FAMILY RESOURCES

NORTH CAROLINA STANDARDS

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade 3

Units 11-14		Unit 11 (Spanish) Unit 12 (English) Unit 12 (Spanish) Unit 13 (English) Unit 13 (Spanish) Unit 14 (English) Unit 14 (Spanish)	<p>RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.3.5 Read with sufficient accuracy and fluency to support comprehension.</p>
Module 4: Artists Make Art	34 Lessons	Wit & Wisdom Parent Tips (English) Wit & Wisdom Parent Tips (Spanish) NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative Poetry for Kids Poetry Minute	<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Recount stories, including fables, folktales, and myths from diverse culture; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RI.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>RI.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.</p> <p>RI.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections.</p> <p>RI.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</p> <p>RI.3.10 By the end of grade 3, read and understand literature at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

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English Language Arts – Grade 3

				<p>sequence, and cause/effect.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.</p> <p>RI.3.10 By the end of grade 3, read and understand informational texts at the high-end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p> <p>W.3.5 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>
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2023-2024 Scope and Sequence

English Language Arts – Grade 3

			<p>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL3.4 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.</p> <p>SL3.5 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.</p>
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***Amplify Dibels:**

Universal benchmarking measures your child's literacy development. It helps determine where your child stands in reading and flags any literacy areas where they are at risk of falling behind. Benchmarking is completed three times a year: beginning, middle, and end of year.