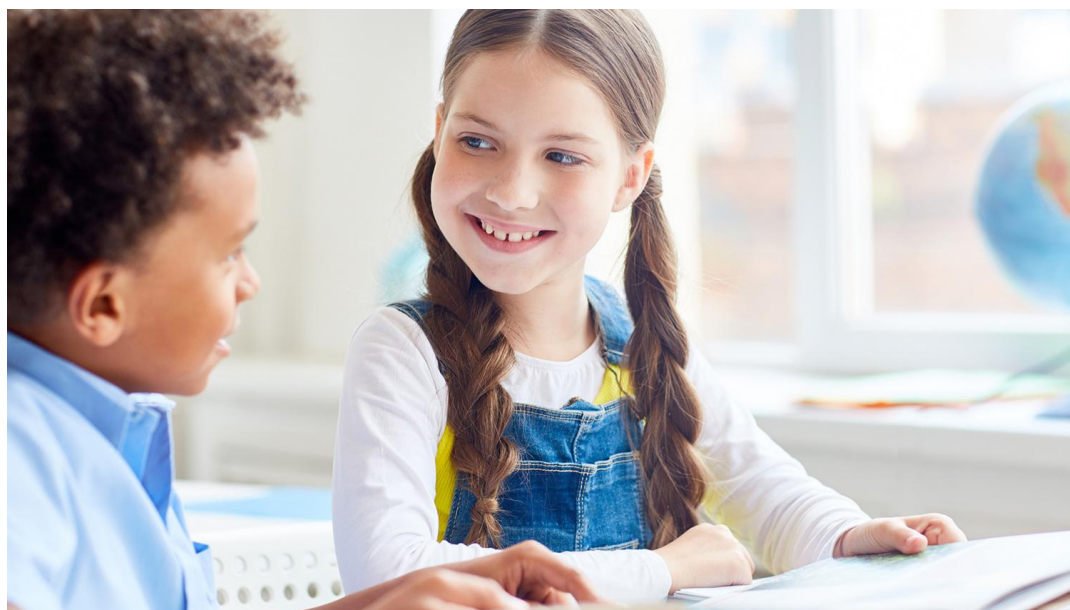


Scope & Sequence

3rd GRADE



Elementary Language Arts

Essential *Standards*

Grade Level Overview

Teacher Information

In **Reading Literature (RL)**, third graders ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers (RL3.1). They describe characters in a story, including their traits, motivations, or feelings, and explain how their actions contribute to the sequence of events (RL3.3). They also distinguish their own point of view from that of the narrator or those of the characters, fostering deeper comprehension of narrative perspective (RL3.6).

In **Reading Informational (RI)**, students continue to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers (RI3.1). They 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 (RI3.3). They distinguish their own point of view from that of the narrator or those of the characters, enhancing their critical reading skills (RI3.6). Additionally, they use information gained from illustrations and the words in a text to demonstrate understanding of the text, such as where, when, why, and how key events occur (RI3.7). They also compare and contrast the most important points and key details presented in two texts on the same topic (RI3.9).

In **Writing (W)**, students write opinion pieces on topics or texts, supporting a point of view with reasons (W3.1). They write informative/explanatory texts to examine a topic and convey ideas and information clearly (W3.2). They also write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (W3.3). Additionally, they recall information from experiences or gather information from print and digital sources, taking brief notes on sources and sorting evidence into provided categories (W3.8).

In **Speaking and Listening (SL)**, third graders 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 (SL3.2). They ask and answer questions about information from a speaker, offering appropriate elaboration and detail (SL3.3). They also 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 (SL3.4).

In **Language (L)**, students demonstrate command of the conventions of standard English grammar and usage when writing or speaking (L3.1). They use knowledge of language and its conventions effectively across various language domains (L3.3). They determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies (L3.4). Additionally, they demonstrate understanding of word relationships and nuances in word meanings (L3.5).

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Trimester 3 - Scope & Sequence , Support & Extension	Page 31

In an effort to provide engaging learning opportunities, students should participate in collaborative learning experiences as they focus learning on Essential Standards. All learning experiences should include - collaborative conversations, graphic organizers, and sentence starters/frames. Evidence of standards and learning outcomes should be explained by teachers and understood by students.

Trimester *Overview*

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	Trimester 1	Trimester 2	Trimester 3
Reading <i>Literary</i>	RL3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL3.6 - Distinguish their own point of view from that of the narrator or those of the characters.	RL 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL3.6 - Distinguish their own point of view from that of the narrator or those of the characters.
Reading <i>Informational</i>	RI3.3 - 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.	RI3.6 - Distinguish their own point of view from that of the author of a text. RI3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI3.3 - 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. RI3.6 - Distinguish their own point of view from that of the author of a text. RI3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI3.9 - Compare and contrast the most

	Trimester 1	Trimester 2	Trimester 3
			important points and key details presented in two texts on the same topic.
Writing <i>Standards</i>	W3.2 - Write informative / explanatory texts to examine a topic and convey ideas and information clearly. W3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.	W3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons. W3.2 - Write informative / explanatory texts to examine a topic and convey ideas and information clearly. W3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking & Listening <i>Standards</i>	SL3.2 - 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.	SL3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	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.
Language <i>Standards</i>	L3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent agreement. i. Produce simple, compound, and complex sentences.	L3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	Review as needed

Trimester 1

L3.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- e. use** conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- f. use** spelling patterns and generalizations in writing words.

Trimester 2

L3.5 - Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish** the literal and non-literal meanings of words and phrases in context.
- c. Distinguish** shades of meaning among related words that describe states of mind or degrees of certainty.

Trimester 3

Supporting *Standards*

Supporting standards in elementary ELA provide guidance that helps ensure all students can access essential standards. Teachers should consider varied instructional strategies, and highlight necessary foundational skills, ensuring every student can achieve literacy proficiency.

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	Standard
Reading <i>Literary</i>	RL3.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL3.5 - 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. RL3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. RL3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. RL3.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading <i>Informational</i>	RI3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea. RI3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI3.5 - Use text features and search tools to locate information relevant to a given topic efficiently. RI3.8 - Describe the logical connection between particular sentences and paragraphs in a text.

Reading
Foundational
Skills
Standards

RI.3.10 - 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.

RF.3.3 - **Know and apply** grade-level phonics analysis skills in decoding words both in isolation and in text.

- a. **Identify** and know the meaning of the most common prefixes and derivational suffixes.
- b. **Decode** words with common Latin suffixes.
- c. **Decode** multisyllable words.
- d. **Read** grade-appropriate irregularly spelled words.

RF.3.4 - **Read** with sufficient accuracy and fluency to support comprehension.

- a. **Read** on-level text with purpose and understanding.
- b. **Read** on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. **Use** context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing
Standards

W.3.4 - With **guidance and support from adults**, **produce** writing in which the development and organization are appropriate to task and purpose.

W.3.5 - With **guidance and support from peers and adults**, **develop and strengthen** writing as needed by planning, revising, and editing.

W.3.6 - With **guidance and support from adults**, **use** technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7 - **Conduct** short research projects that build knowledge about a topic.

W.3.10 - **Write** routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking &
Listening
Standards

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

- a. **Come** to discussions prepared, having read or studied required material; explicitly **draw** on that preparation and other information known about the topic to explore ideas under discussion.
- b. **Follow** agreed-upon rules for discussions.
- c. **Ask** questions to check understanding of information presented, **stay** on topic, and **link** their comments to the remarks of others.
- d. **Explain** their own ideas and understanding in light of the discussion.

SL.3.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language
Standards

L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. **Choose** words and phrases for effect.
- b. **Recognize and observe** differences between the conventions of spoken and written standard English.

L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Trimester 1

Essential Standards	Learning Targets	Resources
RL3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Students describe characters in a story (e.g., their traits, motivations, or feelings). Students explain how the characters' actions contribute to the sequence of events.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed.</i> Wonders Resources U1, W1 Bruno's New Home (RWW); Wolf! (Anthology); Jennie and the Wolf (Close Reading) U1, W2 The Dream Catcher (RWW); Yoon and the Jade Bracelet (Anthology) Family Traditions (Close Reading) CKLA Resources Units 1, 4-8, 10 Readworks S&S (supports RL and RI) Research Unit Teacher's Guide <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Understand the sequence of events in a story. • Identify major/minor characters. • Describe characters by citing their traits, motivations, and emotions. • Understand and explain how the characters' actions contribute to major and minor events of the story. Question Stems/Prompts ❖ Distinguish between major/minor characters in the story? ❖ Describe the major/minor characters. ❖ How do the character's traits contribute to the story? What were the characters' motivations in finding a resolution to the problem? ❖ How do the character's actions help move the plot along? Academic Vocabulary & Cognates ➤ describe/describe • interpretation of characters • character/character traits • motivation/motivación • emotion (feelings)/emoción • contribute/contribuir • sequence events • problem/problema • resolution/resolución • explain

Trimester 1

Essential Standards

Learning Targets

Resources

RI.3.3 - 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.

Students **describe** the relationship between *a series of historical events* in a text, using language that pertains to *time*.

Students **describe** the relationship between *a series of historical events* in a text, using language that pertains to *sequence*.

Students **describe** the relationship between *a series of historical events* in a text, using language that pertains to *cause/effect*.

Students **describe** the relationship between *scientific ideas or concepts* in a text, using language that pertains to *time*.

Students **describe** the relationship between *scientific ideas or concepts* in a text, using language that pertains to *sequence*.

The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed. Additionally, the use of HSS or Science text is encouraged.

Wonders Resources

U1, W4

Mary Anderson's Great Invention (RWW)

All Aboard! Elijah McCoy's Steam Engine (Anthology)

Lighting the World (Close Reading)

U1, W5

A Natural Beauty (RWW);

A Mountain of History (Anthology)

A Landmark Street (Close Reading)

CKLA Resources

Units 2-5, 7-11

[Readworks S&S](#) (supports RL and RI)

Essential Skills & Concepts

- Be able to describe relationships.
- Identify historical events and scientific ideas. Be able to sequence steps in a procedure.
- Use the language of time, such as long ago, in this decade, century, in the future.
- Use language of cause and effect.
- Understand a "series of events" and "steps in a procedure".
- Describe the impact an early event had on something that happened later in the text.

Question Stems/Prompts

- ❖ What was the result of _____.
- ❖ How are _____ and _____ related?
- ❖ What was the result of _____'s idea? What is the first thing that you would do to complete this procedure?
- ❖ What would you expect the result to be at the end?
- ❖ Work with your group to create a timeline of these events.
- ❖ Create a flow map that shows the sequence of events.

Academic Vocabulary & Cognates

- relationship/relación • events • concepts/

Trimester 1

Essential Standards	Learning Targets	Resources
	Students describe the relationship between <i>scientific ideas or concepts</i> in a text, using language that pertains to <i>cause/effect</i>. Students describe the relationship between <i>steps in technical procedures</i> in a text, using language that pertains to <i>time</i>. Students describe the relationship between <i>steps in technical procedures</i> in a text, using language that pertains to <i>sequence</i>. Students describe the relationship between <i>steps in technical procedures</i> in a text, using language that pertains to <i>cause/effect</i>.	Research Unit Teacher's Guide <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> conceptos • technical/técnico • procedure/procedimiento • scientific/científico • historical/histórico • sequence/secuencia • cause/effect //causa/efecto • long ago • decade • century • future

Trimester 1

Essential Standards

Learning Targets

Resources

W3.2 - Write

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

- Introduce** a topic and **group** related information together; **include** illustrations when useful to aid comprehension.
- Develop** the topic with facts, definitions, and details.
- Use** linking words and phrases to connect ideas

Students **write**

informative/explanatory texts to examine a topic.

Students **write**

informative/explanatory texts to convey ideas clearly.

Students **write**

informative/explanatory texts to convey information clearly.

Students **introduce** a topic.

Wonders Resources

[Overview Resource. Unit 2](#)

6 Traits of Writing

[Informative](#)

W1 - Word Choice, T30

W2 - Word Choice, T96

W3 - Ideas, T162

W4 - Organization, T228

W5 - Ideas, T292

Write to Sources (W4.2 b-d)

Writing Fluency, Daily

Write About the Text (RWW)

Essential Skills & Concepts

- Know the difference between writing text to inform or explain.
- Know how to write a topic sentence.
- Know how to group related information together.
- Understand the importance of including illustrations.
- Use facts, definitions, and details to develop a topic.
- Use linking words and phrases to connect ideas.
- Know how to conclude by using a statement or explanation.

Question Stems/Prompts

- ❖ Are you writing to inform or to explain?
- ❖ What is your topic?

Trimester 1

Essential Standards	Learning Targets	Resources	
within categories of information. d. Provide a concluding statement or section.	Students group related information together. Students include illustrations when useful to aid comprehension. Students develop the topic with facts. Students develop the topic with definitions. Students develop the topic with details. Students use linking words to connect ideas within categories or information. Students use linking phrases to connect ideas within categories of information. Students provide a concluding statement or section.	Research & Inquiry, Informative Weekly Projects (xiii) Unit 1 W4 - Action Plan , T238 W5 - Landmark Report, T302 Inquiry Space, Informative <i>Investigate: Floods (T40)</i> Revision Your Turn Practice Book Day 4 Grammar Lesson Student Work CKLA Resources Units 2-3, 5-7 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i>	❖ Did you begin your writing with a topic sentence? ❖ What example, definitions, and details will you use to explain your topic? ❖ Talk to a partner about your topic. ❖ Can you get a quote from your partner for your writing? ❖ Why did you choose this topic? Academic Vocabulary & Cognates ➤ topic • inform/informar • explain/ explicar • topic sentence • examples/ejemplos • definitions/ definiciones • details/detalles • quotations • illustrations • facts • linking words • conclude
W3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive	Students write narratives to develop real or imagined experiences or events using effective techniques.	Wonders Resources Overview Resource, Unit 1 6 Traits of Writing	Essential Skills & Concepts • Know that a narrative tells a story. • Understand who is telling the story. • Know how to move from one event to another.

Trimester 1

Essential Standards	Learning Targets	Resources
details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	Students write narratives to develop real or imagined experiences or events using descriptive details. Students write narratives to develop real or imagined experiences or events using clear event sequences. Students establish a situation and introduce a narrator and/or characters. Students organize an event sequence that unfolds naturally. Students use dialogue and descriptions of <i>actions</i> to develop experiences or show the response of characters to situations. Students use dialogue and descriptions of <i>actions</i> to develop events or show the response of characters to situations. Students use dialogue and descriptions of <i>thoughts</i> to develop experiences or show the response of characters to situations.	<i>Unit 1, Narrative</i> W1 - Ideas, T30 W2 - Word Choice, T96 W3 - Organization, T162 W4 - Word Choice, T228 W5 - Sentence Fluency, T292 Write to Sources (W4.2 b-d) Writing Fluency, Daily Write About the Text (RWW) Research & Inquiry, Narrative Weekly Projects (xiii) W1 - Fable Story Map, T40 W2 - Culture Web, T106 W3 - Community Travel Brochure, T172 Genre Writing, Narrative Text Personal Narrative, Unit 1 (T358) W4 - Expert Model, Prewrite W5 - Daft, Revise W6 - Proofread/Edit & Publish, Evaluate Revision Your Turn Practice Book Day 4 Grammar Lesson Student Work CKLA Resources Units 1, 5-7, 10 • Use the characters' words to help explain what is happening in the story. • Recognize transitional words. • Understand story elements. • Understand dialoguing. Question Stems/Prompts ❖ Who is your story about? ❖ Where does your story take place? (setting) Why was this setting important to your story? ❖ Do you have major and minor characters? ❖ What problem will the main character face? Does the problem change the characters' acts or thoughts? ❖ Have you used details that will help your readers see and know the characters? ❖ What events will lead up to your conclusion? ❖ Where can you add more descriptive words and information to make your story more exciting? Academic Vocabulary & Cognates ➤ setting • major/minor character • problem/ problema • details/detalles • descriptive words • information/information • events • details/ detalles • experience/experiencia • closure • organize • establish • develop • dialogue • transitional words

Trimester 1

Essential Standards	Learning Targets	Resources
	Students use dialogue and descriptions of <i>thoughts</i> to develop events or show the response of characters to situations. Students use dialogue and descriptions of <i>feelings</i> to develop experiences or show the response of characters to situations. Students use dialogue and descriptions of <i>feelings</i> to develop events or show the response of characters to situations. Students use temporal words to signal event order. Students use temporal phrases to signal event order. Students provide a sense of closure.	For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.

Trimester 1

Essential Standards

Learning Targets

Resources

SL3.2 - 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.

Students **determine** the main ideas of a *text read aloud*.

Students **determine** the supporting details of a *text read aloud*.

Students **determine** the main ideas

Wonders Resources

Listening Comprehension Selections

U1, W4 - Chester Greenwood ...

U1, W5 - America's Landmarks ...

Reader's Theatre

U1, W6 - [Take Me to Your Litter](#)

Essential Skills & Concepts

- Recognize the main ideas presented in text. Recognize supporting details.
- Understand visual, oral, and digital informational formats.
- Recognize what information is being conveyed through diverse media, such as graphs, videos, and

Trimester 1

Essential Standards	Learning Targets	Resources
	of information presented in diverse media and formats, including visually. Students determine the supporting details of information presented in diverse media and formats, including visually. Students determine the main ideas of information presented in diverse media and formats, including quantitatively. Students determine the supporting details of information presented in diverse media and formats, including quantitatively. Students determine the main ideas of information presented in diverse media and formats, including orally. Students determine the supporting details of information presented in diverse media and formats, including orally.	U2, W6 - Name That Character! CKLA Resources Units 1-10 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> digital resources. Question Stems/Prompts ❖ What was the main idea of the video? Share with your partner. ❖ How did you decide this was the main idea? ❖ Using your own words, summarize the video with your partner. ❖ Can you explain this graph? ❖ What information does this chart explain? ❖ Why is information put into charts or graphs? Can you think of any other information that could be graphed or charted? Academic Vocabulary & Cognates ➤ oral/oralmente • media • video/vídeo • graphs/gráficos • graphics/gráficos • charts • main idea • supporting ideas • summarize/resumir
L3.1 - Demonstrate command of the conventions of standard English grammar and usage	Students demonstrate command of the conventions of standard English grammar and usage when writing or	Wonders Resources U1, W1 - Sentence Fragments U1, W2 - Commands & Exclamations Essential Skills & Concepts • Know the rules that govern common grammar. • Understand subject/verb agreement.

Trimester 1

Essential Standards	Learning Targets	Resources	
when writing or speaking. f. Ensure subject-verb and pronoun-antecedent agreement. i. Produce simple, compound, and complex sentences.	speaking. Students ensure subject-verb agreement. Students ensure pronoun-antecedent agreement. Students produce simple sentences. Students produce compound sentences. Students produce complex sentences.	U1, W3 - Subjects U1, W4 - Predicates U1, W5 - Simple/Compound Sentences U2, W4 - Combining Sentences CKLA Resources L3.1f: Units 4, 10-11 L3.1i: Units 5-8, 10-11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i>	- Recognize and write simple, compound, and complex sentences. - Understand comparative and superlative. Question Stems/Prompts ❖ Listen as I read what you wrote. ❖ Did that sound right? ❖ Read what you wrote slowly. ❖ Did you write what you just said? ❖ Is there another word that would be more specific? ❖ How would you write that word when you are comparing two people or objects? ❖ How would you write that word when you are comparing three or more people or objects? Academic Vocabulary & Cognates ➤ comparative/comparativo • superlative/superlativo • specific/específico • object/objeto • Simple, compound, complex sentences • subject • verb • ensure • produce • demonstrate
L3.2 - Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and	Students demonstrate command of the conventions of standard English capitalization when writing. Students demonstrate command of the conventions of standard English <i>punctuation</i> when writing. Students demonstrate command of	District Resources 3rd Grade Word Analysis 5/7 Student Page Wonders Resources U2, W3 - Prefixes U2, W4 - Suffixes CKLA Resources	Essential Skills & Concepts - Understand the use of capital letters at the beginning of a sentence, titles, and proper names. - Use spelling patterns, word roots, affixes, syllable construction. Question Stems/Prompts ❖ What words in this sentence should be capitalized? ❖ How should this sentence be written to show

Trimester 1

Essential Standards	Learning Targets	Resources
for adding suffixes to base words. f. Use spelling patterns and generalizations in writing words.	the conventions of standard English <i>spelling</i> when writing. Students use conventional spellings for high-frequency words and other studied words. Students use conventional spellings when adding suffixes to base words. Students use spelling patterns and generalizations when writing words.	L3.2e: Units 2, 5-7, 9-11 L3.2f: Units 2-11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> someone is talking? ❖ How would you make this a compound sentence? ❖ How should this sentence be written correctly? Academic Vocabulary & Cognates ➤ analogies/analogías • generalization/generalización • dictionary/diccionario • appropriate/apropiado • roots • affixes • compound and simple sentences • conjunctions/cotizaciones • quotes • capital letters • syllable

Trimester 1

Support

CKLA Resources

[Supplementary Grammar](#)
[Assessment and Remediation Guide](#)
[Fluency Supplement](#)
[Intervention Toolkit - Fluency](#)
[Cursive Activity Book](#)

Wonders Resources

WonderWorks Interactive Worktext
Leveled Readers
[Foundational Skills Lessons Cards](#)
[3-6 Handwriting](#)

Tier 2 Resources

[Phonics](#)
[Fluency](#)
[Comprehension](#): Pgs. 50-54, 346-354
[Vocabulary](#): Pgs. 2-22
[Writing](#): Pgs. 104-126, 130-154

District Resources

[3rd Grade Lesson Plan Gateway Intervention](#)
Word Analysis [Slide Deck](#); [Framing Your Thoughts S & S](#)
[Accelerated Phonics Resources](#), [DOK Questions](#)
[Foundational Skills Routines Book](#) (updated)
[Picture Prompts for Fluency Writing](#)

Extension

CKLA Resources

[Readworks S&S](#) (You will need to create a free ReadWorks account to access the materials), [Research Unit](#), Novel Guides

Wonders Resources

Leveled Readers
Anthology/Close Reading Companion

Writing

Write to the Anthology
Write to Two Sources

Trimester 2

Essential Standards	Learning Targets	Resources
RL 3.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Students ask and answer questions to demonstrate understanding of a text. Students ask and answer questions referring explicitly to the text as the basis for the answers.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed.</i> Wonders Resources U2, W1 Anansi Learns a Lesson (RWW); Roadrunner's Dance (Anthology) Deltona Is Going Batty (Close Reading) U2, W2 Sailing to America (RWW); The Castle on Hester Street (Anthology) Next Stop, America! (Close Reading) U3, W1 Inchworm's Tale (RWW); Martina the Beautiful Cockroach (Anthology) Get a Backbone! (Close Reading) U3, W2 Jane's Discovery (RWW); Finding Lincoln (Anthology) A Great American Teacher (Close Reading) CKLA Resources Essential Skills & Concepts • Ask and answer questions (who, what, when, why, where). • Refer to the text for an answer. • Synthesize information in text in order to answer questions about the text. Question Stems/Prompts ❖ Retell the story in sequential order. ❖ Who were the major/minor characters? ❖ What were the major/minor events? ❖ What in the text leads you to that answer? ❖ What details are the most important? ❖ Where can you find _____? Academic Vocabulary & Cognates ➤ question • demonstrate/demonstrar • understanding • text/texto • answer • details /detalles • sequence/ secuencia • ask • synthesize

Trimester 2

Essential Standards	Learning Targets	Resources	
		Units 1, 3-8, 10	
RL3.6 - Distinguish their own point of view from that of the narrator or those of the characters.	Students distinguish their own point of view from that of the narrator. Students distinguish their own point of view from those of the characters.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed.</i> Wonders Resources Point of View U2, W5 Empanada Day ... (RWW); The Inventor Thinks Up ... (Anthology) Montgolfier Brothers' Hot Air Balloon (Close Reading) U4, W1 Nail Soup (RWW); The Real Story of Stone Soup (Anthology) Healthful Food CHoices (Close Reading) U4, W2 The Impossible Pet Show (RWW); The Talented Clementine (Anthology) Clementine and the Family Meeting (Close Reading) CKLA Resources Units 1, 4	Essential Skills & Concepts • Understand point of view. • Know what is meant by “first person”. • Know what is meant by “third person”. • Distinguish between one’s own point of view and another’s. Question Stems/Prompts ❖ Who is telling the story in this selection? ❖ Who is the narrator? ❖ Is this selection written in first person? How do you know? What words give clues? ❖ Is this selection written in third person? How do you know? What words give you clues? ❖ What do you think about what has happened so far? Do you agree with the author’s message so far? ❖ Can you put yourself in the character’s place? ❖ How would you feel if this was you? Why would you feel the same or differently? Academic Vocabulary & Cognates ➤ illustration(s)/ ilustración • contribute/contribuir • contribution/contribución • convey • aspect(s)/ aspecto • mood • distinguish • first person • third person • point of view

Trimester 2

Essential
Standards

Learning
Targets

Resources

Trimester 2

Essential Standards	Learning Targets	Resources
RI.3.6 - Distinguish their own point of view from that of the author of the text.	Students distinguish their own point of view from that of the author of the text.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed. Additionally, the use of HSS or Science text is encouraged.</i> Wonders Resources Point of View U2, W3 Every Vote Counts (RWW); Vote! (Anthology) A Plan for the People (Close Reading) U2, W4 Kids to the Rescue (RWW); Whooping Cranes in Danger (Anthology) Help the Manatees! (Close Reading) CKLA Resources Units 2, 4, 9, 11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Demonstrate understanding of the author's intent • Determine information from the text. • Look for language or ideas expressing what the author believes about the information they are presenting. • Understand who is speaking. • Express their own thoughts about the information they have read. Question Stems/Prompts ❖ Who is providing the information? ❖ What is the author's point of view? ❖ Is the author relating information, or is he/she trying to convince you of an idea? ❖ Compare the accounts and how they were presented in the text. ❖ Why do you think the authors describe the events or experiences differently? ❖ Can you explain your thoughts about what you read? Do you agree with the author? ❖ Why do you think the information is different? ❖ Which information do you feel is most valid? Academic Vocabulary & Cognates ➤ valid/válido • information/información • text/texto • authors/autores • provide • point of view/punto de vista • accounts • intent • express

Trimester 2

Essential Standards	Learning Targets	Resources
RI3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Students use information gained from <i>illustrations</i> (e.g., maps, photographs) to demonstrate an understanding of the text. Students use information gained from the <i>words</i> in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed. Additionally, the use of HSS or Science text is encouraged.</i> Wonders Resources U2, W3 Every Vote Counts (RWW); Vote! (Anthology) A Plan for the People (Close Reading) U2, W4 Kids to the Rescue (RWW); Whooping Cranes in Danger (Anthology) Help the Manatees! (CLOse Reading) CKLA Resources Units - 2, 4-5, 8-11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Understand maps and legends. • Understand the importance of pictures and how they relate to text. • Understand that informational text gives the where, when, why, and how events occur. • Understand that key information is found in the graphics that accompany the text. • Explain what they learned from the text. Question Stems/Prompts ❖ What is this text about? ❖ What can you do if you don't understand? ❖ What information can you obtain from the map? ❖ Can you tell me what the "key/legend" of the map conveys? ❖ Looking at the illustration, how does it relate to the text? Why is this important to help you understand? ❖ Where and when did the event take place? ❖ Why and how did the event occur? ❖ Why is the map key or legend important? ❖ When did the event occur? Academic Vocabulary & Cognates ➤ determine/determinar • information/ información • convey • map/mapa • map key/legend • event • occur/occurió • illustration/ ilustración

Trimester 2

Essential Standards	Learning Targets	Resources
W3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases to connect opinion and reasons. d. Provide a concluding statement or section.	Students write opinion pieces on topics or texts supporting a point of view with reasons. Students introduce the topic or text they are writing about. Students state an opinion. Students create an organizational structure that lists reasons. Students provide reasons that support the opinion. Students use linking words and phrases to connect <i>opinions</i>. Students use linking words and phrases to connect <i>reasons</i>. Students provide a concluding statement or section.	Wonders Resources Overview Resource, Unit 3 6 Traits of Writing Opinion W1 - Sentence Fluency, T30 W2 - Word Choice, T96 W3 - Organization, T162 W4 - Organization, T228 W5 - Voice, T292 Write to Sources (W4.2 b-d) Writing Fluency, Daily Write About the Text (RWW) Inquiry Space, Opinion <i>Take a Stand: Overfishing (T40)</i> Genre Writing, Opinion Text Opinion Letter, Unit 3 (T352) W1 - Expert Model, Prewrite W2 - Draft, Revise W3 - Proofread/Edit & Publish, Evaluate Revision Your Turn Practice Book Day 4 Grammar Lesson Student Work CKLA Resources Essential Skills & Concepts - Choose a topic. - State an opinion about the topic. - Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution. - Know what linking words are and how to use them when moving from one reason to another. - Know that conclusions should restate or sum up the writing. Question Stems/Prompts ❖ Who is your audience? ❖ What is your purpose for writing? ❖ Have you stated an opinion or preference? ❖ Did you let your reader know your opinion or preference? ❖ How did you introduce your topic? ❖ Is your writing organized in a way that makes sense to your reader? ❖ Are you using cause and effect or sequence to help organize your writing? ❖ Are any important details or reasons left out of your writing? ❖ Do you use time-order words to help your reader understand when the events happened? ❖ Does your conclusion sum up or restate your opinion or purpose? ❖ From which point of view will you be writing? ❖ What linking words could you use to help your reader

Trimester 2

Essential Standards	Learning Targets	Resources	
		W3.1a - 1, 4, 6, 9 W3.1b - 1-2, 4-7, 9 W3.1c - 1, 6, 9 W3.1d - 1, 4, 6, 9	follow your thinking? Academic Vocabulary & Cognates e. fact/opinion • topic • point of view/punto de vista • introduction/conclusion statements • support • organizational structure/estructura organizativa • linking words • cause/effect • problem/solution • chronological/sequential
SL3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Students ask and answer questions about information from a speaker, offering appropriate elaboration. Students ask and answer questions about information from a speaker, offering appropriate detail.	District Resources Conversation Mats Wonders Resources <i>Listening Comprehension Selections</i> U2, W3 - All About Elections U2, W4 - The Bald Eagle: A Success Story <i>Reader's Theatre</i> U3, W6 - Weather...you like it or not U4, W6 - The Baker's Neighbor CKLA Resources Units - 5, 9-10 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i>	Essential Skills & Concepts - Identify the reasons a speaker gives to support their argument. - Know that facts, examples, and explanations can be used as support for an opinion. - Infer messages that the speaker gives. Question Stems/Prompts ❖ What is the speaker trying to tell you? ❖ What is the speaker doing to support what they are saying? ❖ Do you believe what the speaker is saying? Why? What reasons made you agree/disagree with what you heard or saw? ❖ Based on what you saw or heard, what conclusions did you come up with? Academic Vocabulary & Cognates ➤ reasons/razones • speaker • support • evidence • points/puntos • opinions/opiniones • conclusions/conclusiones • facts • examples • explanations

Trimester 2

Essential Standards	Learning Targets	Resources	
			●argument

Trimester 2

Essential Standards	Learning Targets	Resources
L3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	Students determine or clarify the meaning of <i>unknown words</i> based on grade 3 reading and content. Students determine or clarify the meaning of <i>multiple-meaning words</i> based on grade 3 reading and content. Students determine or clarify the meaning of <i>unknown phrases</i> based on grade 3 reading and content. Students use sentence-level context as a clue to the meaning of a word or phrase.	Wonders Resources <i>Vocabulary Lessons</i> U3, W1 - Synonyms U3, W2 - Idioms U3, W4 - Root Words U4, W1 - Root Words U4, W2 - Prefixes CKLA Resources Units 2, 4-6, 9-11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Understand context clues help provide clues to word or phrase meaning. • Identify the most common Greek and Latin affixes and roots. • Know how to use a textbook glossary. • Access reference materials to help determine the precise meaning of key words. • Use a print or digital dictionary to locate definitions of key words or phrases. Question Stems/Prompts ❖ What strategies have you used to help you figure out what this word means? ❖ Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word? ❖ Have you read the sentences around the word to help you determine what the word means? ❖ Can you go online and search for the meaning of the word? ❖ Did you check the thesaurus for other ways you can write _____? Academic Vocabulary & Cognates ➤ multiply meaning • precise/preciso • definition/definición • affixes (prefix, suffixes)/afijos (prefijos, sufijos) • context clues • glossary • determine • clarify

Trimester 2

Essential Standards	Learning Targets	Resources
L3.5 - Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	Students demonstrate understanding of word relationships. Students demonstrate understanding of nuances in word meanings. Students distinguish the <i>literal</i> meanings of words and phrases in context. Students distinguish the <i>non-literal</i> meanings of words and phrases in context. Students distinguish shades of meaning among related words that describe states of mind. Students distinguish shades of meaning among related words that describe degrees of certainty.	Wonders Resources U2, W2 - Similes U2, W5 - Similes U3, W2 - Idioms CKLA Resources L3.5a: Units 1-7, 10 L3.5c: Units 8-11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Understand that words have literal and nonliteral meanings. • Understand the connections between words and their use. • Understand shades of meaning as it relates to state of mind or degrees of certainty. Question Stems/Prompts ❖ What real-life connections can you make? ❖ In what other context could this word be used? ❖ Without changing the meaning, what word could you add to make the sentence stronger? ❖ What word would best describe this character? ❖ What is the literal meaning of this sentence? ❖ Why is the purpose of writing with “non-literal” words or phrases? Academic Vocabulary & Cognates ➤ shades of meaning • literal meaning • non-literal meaning • real life connections • context/contexto • specific/específico • shades of meaning • state of mind • demonstrate • distinguish

Trimester 2

Support

CKLA Resources

[Supplementary Grammar](#)

[Fluency Supplement](#)

[Intervention Toolkit - Fluency](#)

[Cursive Activity Book](#)

Wonders Resources

WonderWorks Interactive Worktext

Leveled Readers

[Foundational Skills Lessons Cards](#)

[3-6 Handwriting](#)

Tier 2 Resources

[Phonics](#)

[Fluency](#)

[Comprehension](#): Pgs. 74-78, 116-126, 200-204

[Vocabulary](#): Pgs. 24-44

[Writing](#): Pgs. 182-188, 230-250

District Resources

Word Analysis [Slide Deck](#); [Framing Your Thoughts S & S](#)

[Accelerated Phonics Resources](#), [DOK Questions](#)

[Foundational Skills Routines Book](#) (updated)

[Picture Prompts for Fluency Writing](#)

Extension

CKLA Resources

[Readworks S&S](#) (You will need to create a free ReadWorks account to access the materials), [Research Unit](#), Novel Guides

Wonders Resources

Leveled Readers

Anthology/Close Reading Companion

Writing

Write to the Anthology

Write to Two Sources

Trimester 3

Essential Standards	Learning Target	Resources
RL 3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Students ask and answer questions to demonstrate understanding of a text. Students ask and answer questions referring explicitly to the text as the basis for the answers.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed.</i> Wonders Resources U4, W1 Nail Soup (RWW); The Real Story of Stone Soup (Anthology) Healthful Food Choices (Close Reading) U4, W2 The Impossible Pet Show (RWW); The Talented Clementine (Anthology) Clementine and the Family Meeting (Close Reading) U4, W5 The Giant & Captain's Log (RWW); The Winningest Woman ... (Anthology) Narcissa (Close Reading) U5, W1 Juanita and the Beanstalk (RWW); Clever Jack Takes the Cake (Anthology) When Corn Was Cash (Close Reading) CKLA Resources Units - 1, 3-8, 10 Essential Skills & Concepts • Ask and answer questions (who, what, when, why, where). • Refer to the text for an answer. • Synthesize information about in text in order to answer questions about the text. Question Stems/Prompts ❖ Retell the story in sequential order. ❖ Who were the major/minor characters? ❖ What were the major/minor events? ❖ What in the text leads you to that answer? ❖ What details are the most important? ❖ Where can you find _____? Academic Vocabulary & Cognates ➤ question • demonstrate/demonstrar • understanding • text/texto • answer • details/detalles • sequence/secuencia • ask • synthesize • refer

Trimester 3

Essential Standards	Learning Target	Resources
RL3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Students describe characters in a story. Students explain how the characters' actions contribute to the sequence of events.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed.</i> Wonders Resources U4, W1 Nail Soup (RWW); The Real Story of Stone Soup (Anthology) Healthful Food Choices) U4, W2 The Impossible Pet Show (RWW); The Talented Clementine (Anthology) Clementine and the Family Meeting (Close Reading) CKLA Resources Units - 1, 4-8, 10 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Understand the sequence of events in a story. • Identify major/minor characters. • Describe characters by citing their traits, motivations, and emotions. • Understand and explain how the characters' actions contribute to major and minor events of the story. Question Stems/Prompts ❖ Distinguish between major/minor characters in the story. ❖ Describe the major/minor characters. ❖ How do the character's traits contribute to the story? ❖ What were the characters' motivations in finding a resolution to the problem? ❖ How do the character's actions help move the plot along? Academic Vocabulary & Cognates ➤ describe/describe • interpretation of characters • character/character traits • motivation/motivación • emotion (feelings)/emoción • contribute/contribuir • sequence events • problem/problema • resolution/resolución

Trimester 3

Essential Standards	Learning Target	Resources
RL3.6 - Distinguish their own point of view from that of the narrator or those of the characters.	Students distinguish their own point of view from that of the narrator. Students distinguish their own point of view from those of the characters.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed.</i> Wonders Resources U4, W1 Nail Soup (RWW); The Real Story of Stone Soup (Anthology) Healthful Food CHoices (Close Reading) U4, W2 The Impossible Pet Show (RWW); The Talented Clementine (Anthology) Clementine and the Family Meeting (CLOse Reading) U5, W1 Juanita and the Beanstalk (RWW); Clever Jack Takes the Cake (Anthology) When Corn Was Cash (Close Reading) Essential Skills & Concepts • Understand point of view. • Know what is meant by “first person.” • Know what is meant by “third person”. • Distinguish between one’s own point of view and another’s. Question Stems/Prompts ❖ Who is telling the story in this selection? ❖ Who is the narrator? ❖ Is this selection written in first person? How do you know? What word(s) give you clues? ❖ Is this selection written in third person? How do you know? What word(s) give you clues? ❖ What do you think about what has happened so far? ❖ Do you agree with the author’s message so far? ❖ Can you put yourself in the character’s place? ❖ How would you feel if this was you? Would you feel the same or differently? Academic Vocabulary & Cognates ➤ distinguish/distinguir • point of view/punto de vista • first

Trimester 3

Essential Standards	Learning Target	Resources	
		U5, W2 The New Hoop (RWW); Bravo, Tavo! (Anthology) Trash Into Art (Close Reading) CKLA Resources Units - 1, 4 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i>	person/primer persona • third person/tercera persona • narrator/narrador
RI3.3 - 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.	Students describe the relationship between <i>a series of historical events</i> in a text, using language that pertains to <i>time</i>. Students describe the relationship between <i>a series of historical events</i> in a text, using language that pertains to <i>sequence</i>. Students describe the relationship between <i>a series of historical events</i> in a text, using language that pertains to <i>sequence</i>.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed. Additionally, the use of HSS or Science text is encouraged if aligned.</i> Wonders Resources U4, W4 Firsts in Flight (RWW); Hot Air Balloons (Anthology) Bellerophon and Pegasus (Close Reading) U5, W5 Here Comes Solar Power (RWW); It's All in the Wind (Anthology) Power for All (Close Reading)	Essential Skills & Concepts • Be able to describe relationships. • Identify historical events and scientific ideas. • Be able to sequence steps in a procedure. • Use the language of time, such as long ago, in this decade, in this century, and in the future. • Use the language of cause and effect. • Understand a “series of events” and “steps in a procedure”. • Describe the impact an early event had on something that happened later in the text. Question Stems/Prompts ❖ What was the result of _____? ❖ How are _____ and _____ related? ❖ What is the first thing that you would do to complete this procedure?

Trimester 3

Essential Standards	Learning Target	Resources
	to <i>cause/effect</i>. Students describe the relationship between <i>scientific ideas or concepts</i> in a text, using language that pertains to <i>time</i>. Students describe the relationship between <i>scientific ideas or concepts</i> in a text, using language that pertains to <i>sequence</i>. Students describe the relationship between <i>scientific ideas or concepts</i> in a text, using language that pertains to <i>cause/effect</i>. Students describe the relationship between <i>steps in technical procedures</i> in a text, using language that pertains to <i>time</i>. Students describe the relationship between <i>steps in technical procedures</i> in a text, using language that	U6, W3 Rocketing into Space (RWW); Out of this World(Anthology) A Flight to Lunar City (Close Reading) CKLA Resources Units - 2-5, 7-11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> ❖ What would you expect the result to be at the end? Tell your partner why you think this. ❖ Work with your group to create a timeline of these events. ❖ Create a flow map that shows the sequence of events. Academic Vocabulary & Cognates ➤ relationship/relación • events • concepts/conceptos • technical/técnico • procedure/procedimiento • scientific/científico • historical/ histórico • sequence/ secuencia • cause/effect//causa/efecto • decade • century • future

Trimester 3

Essential Standards	Learning Target	Resources	
	pertains to <i>sequence</i>. Students describe the relationship between <i>steps in technical procedures</i> in a text, using language that pertains to <i>cause/effect</i>.		

Trimester 3

Essential Standards	Learning Target	Resources
RI3.6 - Distinguish their own point of view from that of the author of the text.	Students distinguish their own point of view from that of the author of the text.	<i>The selection(s) listed have been determined to meet the rigor of the standard. Any other selection within the curriculum that aligns with the essential standard may be used as needed. Additionally, the use of HSS or Science text is encouraged if aligned.</i> Wonders Resources U5, W3 Rescue Dogs Save the Day (RWW); Wildfires (Anthology) Windy Gale and the Great Hurricane (Close Reading) U5, W4 Dolores Huerta Growing Up Strong (RWW); Elizabeth Leads the Way (Anthology) Susan B. Anthony Takes Action! (Close Reading) CKLA Resources Units - 2, 4, 9, 11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Demonstrate understanding of the author's intent. • Determine information from the text. • Look for language or ideas expressing what the author believes about the information they are presenting. • Understand who is speaking. • Express their own thoughts about the information they have read. Question Stems/Prompts ❖ Who is providing the information? ❖ What is the author's point of view? ❖ Is the author relating information, or is he/she trying to convince you of an idea? ❖ Compare the accounts and how they were presented in the text. ❖ Why do you think the authors describe the events or experiences differently? ❖ Can you explain your thoughts about what you read? Do you agree with the author? ❖ Why do you think the information is different? ❖ Which information do you feel is most valid? Academic Vocabulary & Cognates ➤ valid/válido • information/información • text/texto • authors/autores • provide • point of view/punto de vista • accounts • distinguish • determine • intent

Trimester 3

Essential Standards	Learning Target	Resources
RI3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Students use information gained from illustrations (e.g., maps, photographs) to demonstrate an understanding of the text. Students use information gained from the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<i>Any selection within the curriculum that aligns with the essential standard may be used as needed. Additionally, the use of HSS or Science text is encouraged if aligned.</i> Wonders Resources U5, W3 Rescue Dogs Save the Day (RWW); Wildfires (Anthology) Windy Gale and the Great Hurricane (Close Reading) U5, W4 Dolores Huerta Growing Up Strong (RWW); Elizabeth Leads the Way (Anthology) Susan B. Anthony Takes Action! (Close Reading) CKLA Resources Units - 2, 4-5, 8-11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Understand maps and legends. • Understand the importance of pictures and how they relate to text. • Understand that informational text gives the where, when, why, and how events occur. • Understand that key information is found in the graphics that accompany the text. • Explain what they learned from the text. Question Stems/Prompts ❖ What is this text about? ❖ What can you do if you don't understand? ❖ What information can you obtain from the map? ❖ Can you tell me what the "key/legend" of the map conveys? ❖ Looking at the illustration, how does it relate to the text? Why is this important to help you understand? ❖ Where and when did the event take place? ❖ Why and how did the event occur? ❖ Why is the map key or legend important? ❖ When did the event occur? Academic Vocabulary & Cognates ➤ determine/determinar • information/información • convey • map/mapa • map key/legend • event • occur/ocurrir • illustration/ilustración

Trimester 3

Essential Standards	Learning Target	Resources
RI3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.	Students compare and contrast the <i>most important points</i> presented in two texts on the same topic. Students compare and contrast the <i>key details</i> presented in two texts on the same topic.	<i>Any selections within the curriculum that aligns with the essential standard may be used as needed. Additionally, the use of HSS or Science text is encouraged if aligned.</i> Wonders Resources U5, W3 Rescue Dogs Save the Day (RWW); Wildfires (Anthology) Windy Gale and the Great Hurricane (Close Reading) U5, W4 Dolores Huerta Growing Up Strong (RWW); Elizabeth Leads the Way (Anthology) Susan B. Anthony Takes Action! (Close Reading) CKLA Resources Units - 2, 4-5, 7-10 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Identify the points an author is trying to make. • Identify the key details presented. • Use note-taking or a graphic organizer to help keep track of key details and important points in a text. • Compare and contrast the points made in two different texts. • Name key details and points that are the same or different in two texts. Question Stems/Prompts ❖ What are the key details in this text? ❖ What is this text about? ❖ What details does the author use to support his point? ❖ Can you tell your partner what is the same/different about what you are reading? ❖ Is there information in this text that was not included in the other text? ❖ How are the ideas the same in both texts? Academic Vocabulary & Cognates ➤ compare/comparar • contrast/contrastar • topics • similar/similar • different/diferente • points/puntos • key details

Trimester 3

Essential Standards	Learning Target	Resources
W3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases to connect opinion and reasons. d. Provide a concluding statement or section.	Students write opinion pieces on <i>topics or texts</i> supporting a point of view with reasons. Students introduce the topic or text they are writing about. Students state an opinion. Students create an organizational structure that lists reasons. Students provide reasons that support the opinion. Students use linking words and phrases to connect <i>opinions</i>. Students use linking words and phrases to connect <i>reasons</i>. Students provide a concluding statement or section.	Wonders Resources 6 Traits of Writing <i>Opinion, Unit 5</i> W1 - Sentence Fluency, T28 W2 - Word Choice, T92 W3 - Organization, T156 W4 - Organization, T220 W5 - Voice, T284 Write to Sources (W4.2 b-d) Writing Fluency, Daily Write About the Text (RWW) Inquiry Space, Opinion <i>Take a Stand: Overfishing (T40)</i> Genre Writing, Opinion Text Opinion Essay, Unit 5 (T344) W1 - Expert Model, Prewrite W2 - Daft, Revise W3 - Proofread/Edit & Publish, Evaluate Revision Your Turn Practice Book Day 4 Grammar Lesson Student Work CKLA Resources Units - 1-2, 4-7, 9 Essential Skills & Concepts - Choose a topic. - State an opinion about the topic. - Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution. - Know what linking words are and how to use them when moving from one reason to another. - Know that conclusions should restate or sum up the writing. Question Stems/Prompts ❖ Who is your audience? ❖ What is your purpose for writing? ❖ Have you stated an opinion or preference? ❖ Did you let your reader know your opinion or preference? ❖ How did you introduce your topic? ❖ Is your writing organized in a way that makes sense to your reader? ❖ Are you using cause and effect or sequence to help organize your writing? ❖ Are any important details or reasons left out of your writing? ❖ Do you use time-order words to help your reader understand when the events happened? ❖ Does your conclusion sum up or restate your opinion or purpose? ❖ From which point of view will you be writing? ❖ What linking words could you use to help your reader follow your thinking?

Trimester 3

Essential Standards	Learning Target	Resources
		Academic Vocabulary & Cognates fact/opinion • topic • point of view/punto de vista • introduction/conclusion statements • support • organizational structure/estructura organizativa • linking words • create • provide • cause/effect • problem/solution • chronological/sequential order
W3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aid comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases to connect ideas within categories of information. Provide a concluding statement or section.	Students write informative/explanatory texts to <i>examine</i> a topic. Students write informative/explanatory texts to <i>convey ideas</i>. Students write informative/explanatory texts to convey information clearly. Students introduce a topic. Students group related information together. Students include illustrations when useful to aid comprehension.	Wonders Resources 6 Traits of Writing <i>Informative, Unit 6</i> W1 - Sentence Fluency, T28 W2 - Word Choice, T92 W3 - Organization, T156 W4 - Organization, T220 W5 - Word Choice, T284 Write to Sources (W4.2 b-d) Writing Fluency, Daily Write About the Text (RWW) Research & Inquiry Space, Informative <i>Various Weekly Projects (Txiii)</i> Genre Writing, Informative Text Research Report, Unit 6 (T350) W3 - Expert Model, Prewrite W4 - Draft, Revise W5 - Proofread/Edit & Publish, Evaluate
		Essential Skills & Concepts - Know the difference between writing text to inform or explain. - Know how to write a topic sentence. - Know how to group related information together. - Understand the importance of including illustrations. - Use facts, definitions, and details to develop a topic. - Use linking words and phrases to connect ideas. - Know how to conclude by using a statement or explanation. Question Stems/Prompts - Are you writing to inform or explain? - What is your topic? - Did you begin your writing with a topic sentence? - What examples, definitions, and details will you use to explain your topic? - Talk to a partner about your topic. Can you get a quote from your partner for your writing? - Why did you choose this topic? Academic Vocabulary & Cognates - topic • inform/informar • explain/explicar • topic sentence • examples/ejemplos • definitions/ definiciones •

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Essential Standards	Learning Target	Resources	
	Students develop the topic with <i>facts</i>. Students develop the topic with <i>definitions</i>. Students develop the topic with details. Students use <i>linking words</i> and phrases to connect ideas within categories of information. Students provide a concluding statement or section.	Revision Your Turn Practice Book Day 4 Grammar Lesson Student Work CKLA Resources W3.2a - Units 1-3, 5-7, 11 W3.2b - Units 2 5-7, 11 W3.2c - Units 2, 5-7, 11 W3.2d - Units 2-3, 5-7	details/detalles • quotations • illustrations • linking words
W3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds	Students write narratives to develop real or imagined experiences or events using effective techniques. Students write narratives to develop real or imagined experiences or events using descriptive details. Students write narratives to	Wonders Resources 6 Traits of Writing <i>Narrative, Unit 4</i> W1 - Voice, T28 W2 - Ideas, T92 W3 - Organization, T156 W4 - Organization, T220 W5 - Word Choice, T284 Write to Sources (W4.2 b-d) Writing Fluency, Daily	Essential Skills & Concepts • Know that a narrative tells a story. • Understand who is telling the story. • Know how to move from one event to another. • Use the characters' words to help explain what is happening in the story. • Recognize transitional words. • Understand story elements. • Understand dialoguing. Question Stems/Prompts ❖ Who is your story about?

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Essential Standards	Learning Target	Resources
naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	develop real or imagined experiences or events using clear event sequences. Students establish a situation and introduce a narrator and/or characters. Students organize an event sequence that unfolds naturally. Students use dialogue to develop experiences and events. Students use dialogue to show the response of characters to situations. Students use descriptions of actions to develop experiences and events. Students use descriptions of actions to show the response of characters to situations. Students use thoughts and	Write About the Text (RWW) Inquiry Space, Narrative <i>Write About: Frogs (T38)</i> Genre Writing, Narrative Text Fictional Narrative, Unit 4 (T344) W1 - Expert Model, Prewrite W2 - Draft, Revise W3 - Proofread/Edit & Publish, Evaluate Revision Your Turn Practice Book Day 4 Grammar Lesson Student Work CKLA Resources W3.3a - 1, 6, 10-11 W3.3b - 1, 5, 7, 10 W3.3c - 1, 8, 10 W3.3d - 1, 6, 10 ❖ Where does your story take place? (setting) ❖ Why was this setting important to your story? ❖ Do you have major and minor characters ❖ What problem will the main character face? ❖ Does the problem change the characters acts or thoughts? ❖ Have you used details that will help your readers see and know the characters? ❖ What events will lead up to your conclusion? ❖ Where can you add more descriptive words and information to make your story more exciting? Academic Vocabulary & Cognates ➤ setting • major/minor character • problem/problema • details/detalles • descriptive words • information/information • events • details/detalles • experience/experiencia • establish • organize • temporal words • closure • dialogue

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Essential Standards	Learning Target	Resources	
	feelings to develop experiences and events. Students use thoughts and feelings to show the response of characters to situations. Students use temporal words and phrases to signal event order. Students provide a sense of closure.		
W3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Students recall information from experiences or gather information from <i>print</i> sources. Students recall information from experiences or gather information from <i>digital</i> sources. Students take brief notes on sources. Students sort evidence into	<i>Any selections within the curriculum that aligns with the essential standard may be used as needed. Additionally, the use of HSS or Science text is encouraged if aligned.</i> Wonders Resources CKLA Resources Units - 2-5, 7-11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i>	Essential Skills & Concepts • Know how to use search engines such as Google, Safari, etc. • Know how to use the library to locate print resources such as encyclopedias, magazines, and books. • Understand how to summarize information. • Know how to organize information. • Understand how to sort information by categories. • Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps. Question Stems/Prompts ❖ What sources did you use to find your information? ❖ How can you paraphrase this sentence?

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Essential Standards	Learning Target	Resources
	provided categories.	❖ Can you write this sentence using your own words? ❖ Is this information important to your research? ❖ Can you use a graphic organizer to help you group your ideas? Academic Vocabulary & Cognates ➤ sources • list/lista • bibliography/bibliografía • citation page • cite/citar • note-taking • paraphrasing/parafrasear • internet search • library sources • organize • summarize
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.	Students report on a topic or text with appropriate facts. Students tell a story with relevant, descriptive details. Students recount an experience with <i>appropriate facts</i>. Students recount an experience with <i>relevant, descriptive details</i>. Students report on a topic, speaking clearly at an understandable pace.	Wonders Resources <i>Reader's Theatre</i> The Memory Quilt The Lion and the Ostrich Chicks CKLA Resources Units - 1-2, 4-7, 9, 11 <i>For planning purposes, the ELA Essential Standards are highlighted in yellow on THIS document.</i> Essential Skills & Concepts • Understand strategies for organizing a presentation, such as brainstorming, the use of graphic organizers, or Thinking Maps. • Understands organizational structure for presentation such as a chronologically, problem/solution, cause and effect, before and after. • Know that stories are organized with a beginning, a middle, and an end. • Understand that text or presentation usually have a theme. • Know that reports have an introduction, a body with supporting details, and a conclusion. • Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact Question Stems/Prompts ❖ What is the theme of your report or presentation? ❖ Did you write or present facts that were relevant? ❖ What descriptive words or language did you use?

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Essential Standards	Learning Target	Resources	
	Students tell a story, speaking clearly at an understandable pace. Students recount an experience speaking clearly at an understandable pace.		❖ When you related the events, did they have a beginning, middle, and end? Academic Vocabulary & Cognates ➤ theme/tema • pace • descriptive/descriptivo • relate/relatar • recount • recall • relevant • report
Language Standards	Review as Needed		

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Support

CKLA Resources

[Supplementary Grammar](#)
[Fluency Supplement](#)
[Intervention Toolkit](#)
[Cursive Activity Book](#)

Wonders Resources

WonderWorks Interactive Worktext
Leveled Readers
[Foundational Skills Lessons Cards](#)
[3-6 Handwriting](#)

Tier 2 Resources

[Phonics](#)
[Fluency](#)
[Comprehension](#): Pgs. 50-54, 74-78, 116-126, 130-154, 346-354
[Vocabulary](#): Pgs. 46-66
[Writing](#): Pgs. 104-126, 130-154, 182-188, 230-250

District Resources

[3rd Grade Lesson Plan Gateway Intervention](#)
Word Analysis [Slide Deck](#); [Framing Your Thoughts S & S](#)
[Accelerated Phonics Resources](#), [DOK Questions](#)
[Foundational Skills Routines Book](#) (updated)
[Picture Prompts for Fluency Writing](#)

Extension

CKLA Resources

[Readworks S&S](#) (You will need to create a free ReadWorks account to access the materials), [Research Unit](#)

Wonders Resources

Leveled Readers
Anthology/Close Reading Companion

Writing

Write to the Anthology
Write to Two Sources