

3rd Grade

English Language Arts

Key Instructional Activities

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

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



HOUSTON COUNTY
BOARD OF EDUCATION
HIGH-ACHIEVING STUDENTS

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

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

Helping Your Student in 3rd Grade ELA

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

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



3rd Grade ELA System Pacing Overview



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

August - September

Reading Focuses: Thinking, Talking, and Writing About Books

Writing Focus: Narrative Personal Narrative

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

In these lesson sets, students begin learning critical classroom management lessons on how to manage the classroom library, establish self-management routines and be problem-solvers while working independently. The big work in the beginning lessons is for students to learn multiple ways to think, talk and write about books. This requires lots of practice with speaking and listening skills as they learn to give and receive book talks. Also, talking and writing requires providing evidence for opinions or conclusions across both fiction and nonfiction genres. Students will spend some time beginning to write about reading by making connections to stories and author's craft. They will consider author's structure with the use of graphic organizers to aid in understanding story plot structure and then nonfiction structure (e.g., chronological/sequence) order.

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

- 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.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Read with sufficient accuracy and fluency to support comprehension
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Know and apply grade-level phonics and word analysis skills (identify and know common prefixes and suffixes) in decoding words (multi-syllable).

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - ✓ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - ✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - ✓ Use temporal words and phrases to signal event order.
 - ✓ Provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

September-October

Reading Focuses: Studying Authors and Illustrators in Fiction and Nonfiction Genres and Understanding Characters

Writing Focus: Informational The Art of Informational Writing

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

Students will study authors and illustrators to learn how they get their ideas for stories and characters. They will connect this understanding of author and illustrator craft when learning why and how authors invent characters with feelings, motivations, and interventions. This knowledge helps readers to see characters behaving as real people do. Predictions are then developed in this lesson sequence by taking all is known about a characters' feelings, motivations and interactions into consideration against what they know of people in general.

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

<ul style="list-style-type: none"> • Distinguish their own point of view from that of the narrator or those of the characters. • Compare and contrast the themes, settings, and plots of stories written by the same author or about the same or similar characters (e.g., in books from a series). • Compare and contrast the most important points and key details presented in two texts on the same topic. • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • 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. • 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. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • 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. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Know and apply grade-level phonics and word analysis skills (identify and know common prefixes and suffixes) in decoding words (multi-syllable). 	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ✓ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ✓ Develop the topic with facts, definitions, and details. ✓ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ✓ Provide a concluding statement or section. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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October-November

<p align="center"><u>Reading Focuses:</u> Book Clubs and Studying Informational and Nonfiction Books</p>	<p align="center"><u>Writing Focus:</u> Opinion Moving from Petitions and Speeches to Essays (Baby Literary Essay)</p>
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Performance Goals: Tracing character feelings, traits and changes across a text and developing literary essays

<p>During interactive read alouds and shared reading opportunities, students have already been involved in holding rich literature discussions with teacher support. The minilessons in the book club section work to build students' thinking and talking even more in small group book club settings. They will learn ways to respect one another's ideas by agreeing and disagreeing respectfully, building on ideas with evidence and details before talking about new ones, be self-reflective in their participation as well as feel more comfortable asking and answering questions to and from their classmates. Students learn to write about their reading in letters to their teacher and self-assess growth. Students then dig deeper into structure by studying informational structures and why authors use different structures to teach different topics. Lessons are built in to help maintain high levels of comprehension while reading with strategies such as monitoring for meaning, searching for and using information, rereading, and summarizing.</p>	<p>This unit teaches students to structure an essay by drafting and revising multiple essays, especially focusing on using text evidence to support ideas. It also teaches how to raise the level of essay writing using new strategies and revision, and also begin to develop their own thesis statements to support. And last, it teaches students how to use everything they know about essay writing to write compare or contrast essays.</p>
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<ul style="list-style-type: none"> • 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. • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. • 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. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Recount stories, including fables, folktales, and myths from 	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> ✓ Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. ✓ Provide reasons that support the opinion. ✓ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ✓ Provide a concluding statement or section. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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<p>diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <ul style="list-style-type: none"> • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • Distinguish their own point of view from that of the narrator or those of the characters. • Know and apply grade-level phonics and word analysis skills in decoding words. • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • Determine the main idea of a text; recount the key details and explain how they support the main idea. • Distinguish their own point of view from that of the author of a text. • Compare and contrast the most important points and key details presented in two texts on the same topic. 	<ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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December-January

Reading Focuses: Studying Realistic Fiction and Biographies as well as Thinking about Character Development

**Writing Focus: Opinion
Changing the World—Writing Persuasive Speeches, Petitions, and Editorials**

Performance Goals: Develop narrative foundational skills in reading and produce persuasive writing in which the development and organization are appropriate to task and purpose.

This set of lessons first reminds students of the work they did with studying characters and their problems that could be real. Students grow their thinking, talking and writing about the importance of setting, character traits, and character change in fiction books and biographies. Through doing this, students understand more about people and the world. Their ability to think analytically about characters leads to more sophisticated messages. Writing about reading includes writing summaries, drawing sketches, and creating timelines to show important events.

This unit rallies third-graders to use their newfound abilities to gather and organize information to persuade people about causes children believe matter: stopping bullying, recycling, saving dogs at the SPCA. It helps writers live more wide-awake lives, taking in all that is happening around them—injustices, small kindnesses, and so on—and writing about these in ways that move others to action and new thinking. It also aims to help students become increasingly more adept at opinion writing in ways that provide the beginning steps for more formal essay writing and developing skills that will eventually be called upon when they write persuasive essays.

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author or about the same or similar characters (e.g., in books from a series).
- Know and apply grade-level phonics and word analysis skills (identify and know common prefixes and suffixes) in decoding words (multi-syllable).

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - ✓ Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - ✓ Provide reasons that support the opinion.
 - ✓ Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - ✓ Provide a concluding statement or section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

<ul style="list-style-type: none"> • Determine the main idea of a text; recount the key details and explain how they support the main idea. • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 	
February-March	
<p><u>Reading Focuses:</u> Noticing Nonfiction Craft: Text Features, Text Structures, and Illustrations/Graphics and Studying Poetry and Fables</p>	<p><u>Writing Focus:</u> Informational Writing About Research</p>
<p>Performance Goal: Develop books or essays that advance the <u>big ideas</u> the club has been exploring: animal adaptations, differences in animal habitats, etc.</p>	
<p>These sets of lessons begin with inquiring into nonfiction craft with the analysis of text features used to gain information, and another focus on structure (sequence, comparison, cause/effect). It then moves into learning information from an assortment of illustrations and graphics (labels, captions, maps, legends, infographics, diagrams, and art). The focus on these craft moves enriches students' understanding of the messages given in nonfiction texts and how the craft moves help communicate these messages from the author.</p> <p>The next set of lessons delves into studying poetry from the craft side of its structure and parts. Focus is on author language and punctuation choices to create effects on how readers feel and/or to create a sense of humor.</p> <p>The final set of lessons reviews characters' feelings, traits and lessons into a study of fables.</p>	<p>This unit is the sequel to <i>The Art of Information Writing</i>. Support transference in this unit by pulling in everything they learned in that unit and applying it to new projects they will write about that they are reading about in <i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i>. This unit also supports students in deepening their information writing skills in structure, elaboration, organization, and craft.</p>
<ul style="list-style-type: none"> • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. • Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • 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). • Determine the main idea of a text; recount the key details and explain how they support the main idea. • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. • Compare and contrast the themes, settings, and plots of stories written by the same author or about the same or similar characters (e.g., in books from a series). • 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. • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, 	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ✓ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ✓ Develop the topic with facts, definitions, and details. ✓ Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ✓ Provide a concluding statement or section. • Conduct short research projects that build knowledge about a topic. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>emphasize aspects of a character or setting).</p> <ul style="list-style-type: none"> • 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. • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. • Determine the meaning of words and phrases both literal and non-literal language as they are used in the text. • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • Use sentence-level context as a clue to the meaning of a word or phrase. • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meaning. • Choose words and phrases for effect. • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • Read with sufficient accuracy and fluency to support comprehension. 	
April-May	
<p><u>Reading Focuses:</u> Studying Folktales, Author’s Purpose, Text Resources, and Fantasy</p>	<p><u>Writing Focus:</u> Narrative Once Upon a Time: Adapting Fairy Tales</p>
Performance Goals: Tracing character feelings, traits and changes across a text and develop an adapted story.	
<p>This set of lessons begin with continuing fiction skills by studying the genre of folktales. Again, students will focus on characters’ feelings, traits, motivations, problem-solving, and lessons learned. Students will think about the author’s purpose for writing books like the ones across the many genres studied this school year. They learn to really think about author’s point of view and reasons why an author might write a book to get its reader to think or do something. There are lessons that review illustrations in fiction books as a craft move made to help the reader learn more about characters and settings.</p>	<p>This unit uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood. Furthermore, this unit is about crafting stories told in a storyteller’s voice with rich and beautiful language! Storytelling is at the heart of this unit. Students will learn not only to write well-crafted tales, but to story-tell those tales with drama, precise action, and language that captures the hearts and minds of the listener.</p>
<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. • Compare and contrast the themes, settings, and plots of stories written by the same author or about the same or similar characters (e.g., in books from a series). • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (cause and effect). • Distinguish their own point of view from that of the narrator or those of the characters. • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. • 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. • Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ✓ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ✓ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ✓ Use temporal words and phrases to signal event order. ✓ Provide a sense of closure. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.