

# Grade 3 ELA Curriculum Snapshot 2024-2025

## 1<sup>st</sup> Trimester September 5<sup>th</sup> – December 6<sup>th</sup> (Unit 1 and Unit 2)

Unit/Text Set	Reading	Writing/Grammar	Phonics
<b>Unit 1:</b> <b>Text Set 1:</b> <b>Weeks 1 and 2</b>  <b>Essential Question:</b> How do people from different cultures contribute to a community?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Narrative Nonfiction</li> <li>• <b>Comprehension Skills:</b> Ask and Answer Questions, Headings and Maps, Text Structure: Chronology, Author's Purpose</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Compound Words, Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Personal Narrative</li> <li>• <b>Grammar Week 1:</b> Sentences and Fragments; Statements and Questions; Capitalization and Punctuation</li> <li>• <b>Grammar Week 2:</b> Commands and Exclamations; Punctuate Commands and Exclamations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 1:</b> Short Vowels: a, i Structural Analysis: Word Families</li> <li>• <b>Week 2:</b> Short vowels: e, o, u Structural Analysis: Inflectional Endings</li> </ul>
<b>Text Set 2:</b> <b>Weeks 3 and 4</b>  <b>Essential Question:</b> What can traditions teach you about cultures?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Realistic Fiction</li> <li>• <b>Comprehension Skills:</b> Visualize, Character Perspective, Plot: Character Development, Author's Purpose</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Context Clues, Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Personal Narrative</li> <li>• <b>Grammar Week 3:</b> Subjects; Complete Sentences and Fragments</li> <li>• <b>Grammar Week 4:</b> Predicated; Complete Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 3:</b> Final e Structural Analysis: Inflectional endings (drop final e)</li> <li>• <b>Week 4:</b> Long a: ay, ai, a_e, ea, eigh, ei, ey Structural Analysis: Plurals -s and -es</li> </ul>
<b>Text Set 3:</b> <b>Week 5</b>  <b>Essential Question:</b> How do landmarks help us understand our country's story?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Argumentative Text</li> <li>• <b>Comprehension Skills:</b> Ask and Answer Questions, Captions, Map, and Sidebar, Central Idea and Relevant Details, Author's Claim</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Multiple-Meaning Words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Opinion Essay</li> <li>• <b>Grammar Week 5:</b> Simple and Compound Sentences; Punctuate Simple and Compound Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 5:</b> Long o: o, ow, o_e, oa, oe, Structural Analysis: Compound Words</li> </ul>
<b>Week 6: Extend, Connect, and Assess</b>	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Online Article</li> <li>• Reader's Theater</li> <li>• Connect to Content: S.S./Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Opinion Essay</li> </ul>	

Guided Reading/Small Group Differentiated Instruction is expected to be a daily practice.

Assessments: Running Records during Guided Reading, Literacy Footprints (if trained in program), AIMSweb Plus Progress Monitoring, Genre Writing for Writing Portfolios

# Grade 3 ELA Curriculum Snapshot 2024-2025

Unit/Text Set	Reading	Writing/Grammar	Phonics
<b>Unit 2:</b> <b>Text Set 1:</b> <b>Weeks 1 and 2</b>  <b>Essential Question:</b> How do people make government work?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Expository Text</li> <li>• <b>Comprehension Skills:</b> Reread, Headings and Bar Graphs, Author's Claim, Author's Purpose: Text Structure</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Prefixes: re-, un-, Using a Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Realistic Fiction Story</li> <li>• <b>Grammar Week 1:</b> Kinds of Nouns; Capitalize Proper Nouns</li> <li>• <b>Grammar Week 2:</b> Singular and Plural Nouns; Punctuate Four Sentence Types</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 1:</b> Long i: l, ie, igh, i_e, y; Long u: u, u_e, ew Structural Analysis: Plural Words with y to i</li> <li>• <b>Week 2:</b> Long e: e, ea, ee, e_e, ie, ey, y Structural Analysis: Inflectional Endings</li> </ul>
<b>Text Set 2:</b> <b>Weeks 3 and 4</b>  <b>Essential Question:</b> Why do people immigrate to new places?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Historical Fiction</li> <li>• <b>Comprehension Skills:</b> Make Predictions, Plot: Character Development, Theme, Text Structure: Cause and Effect</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Figurative Language, Homographs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Realistic Fiction Story</li> <li>• <b>Grammar Week 3:</b> Special Nouns; Spelling Plural Nouns</li> <li>• <b>Grammar Week 4:</b> Combining Sentences; Commas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 3:</b> Words with Silent Letters Structural Analysis: Singular and Plural Possessives</li> <li>• <b>Week 4:</b> Three-Letter Blends Structural Analysis: Closed Syllables</li> </ul>
<b>Text Set 3:</b> <b>Week 5</b>  <b>Essential Question:</b> How do people figure things out?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Poetry</li> <li>• <b>Comprehension Skills:</b> Alliteration and Rhymed Verse, Text Structure: Limerick and Free Verse, Character Perspective, Rhyme Scheme</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Figurative Language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Poetry</li> <li>• <b>Grammar Week 5:</b> Possessive Nouns; Apostrophes in Possessive Nouns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 5:</b> Digraphs Structural Analysis: Open Syllables</li> </ul>
<b>Week 6: Extend, Connect, and Assess</b>	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Online Article</li> <li>• Reader's Theater</li> <li>• Connect to Content: S.S./Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Poetry</li> </ul>	

Guided Reading/Small Group Differentiated Instruction is expected to be a daily practice.

Assessments: Running Records during Guided Reading, Literacy Footprints (if trained in program), AIMSweb Plus Progress Monitoring, Genre Writing for Writing Portfolios

# Grade 3 ELA Curriculum Snapshot 2024-2025

## 2<sup>nd</sup> Trimester December 9<sup>th</sup> – March 14<sup>th</sup> (Cont. Unit 2, Unit 3, and Unit 4)

Unit/Text Set	Reading	Writing/Grammar	Phonics
<b>Unit 3:</b> <b>Text Set 1:</b> <b>Weeks 1 and 2</b>  <b>Essential Question:</b> What do we know about Earth and its neighbors?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Expository Text</li> <li>• <b>Comprehension Skills:</b> Summarize, Key Words and Charts, Central Idea and Relevant Details, Personification</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Suffixes -y, -ly, Using a Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Opinion Writing</li> <li>• <b>Grammar Week 1:</b> Action Verbs; Quotation Marks with Dialogue</li> <li>• <b>Grammar Week 2:</b> Present-Tense Verbs; Subject-Verb Agreement</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 1:</b> r-Controlled Vowels Structural Analysis: Contractions</li> <li>• <b>Week 2:</b> r-Controlled Vowels Structural Analysis: Prefixes: un-, re-, pre-</li> </ul>
<b>Text Set 2:</b> <b>Weeks 3 and 4</b>  <b>Essential Question:</b> What makes different animals unique?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Folktale</li> <li>• <b>Comprehension Skills:</b> Visualize, Theme, Character Perspective, Text Structure: Compare and Contrast</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Synonyms, Idioms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Opinion</li> <li>• <b>Grammar Week 3:</b> Past-Tense Verbs; Abbreviations and Names Titles</li> <li>• <b>Grammar Week 4:</b> Future-Tense Verbs; Book Titles</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 3:</b> r-Controlled Vowels Structural Analysis: Suffixes: -y and -ly</li> <li>• <b>Week 4:</b> Prefixes: pre-, dis-, mis- Structural Analysis: Final -e</li> </ul>
<b>Text Set 3:</b> <b>Week 5</b>  <b>Essential Question:</b> How is each event in history unique?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Expository Text</li> <li>• <b>Comprehension Skills:</b> Summarize, Timelines and Captions, Text Structure: Chronology, Author's Purpose</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Suffixes: -able, -ful, -less</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Opinion Writing</li> <li>• <b>Grammar Week 5:</b> Combining Sentences with Verbs; Punctuation in Formal Letters, Dates, Addresses, and Locations</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 5:</b> Diphthongs /oi/ and /ou/ Structural Analysis: Prefixes: un-, non-, dis-</li> </ul>
<b>Week 6: Extend, Connect, and Assess</b>	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Online Article</li> <li>• Reader's Theater</li> <li>• Connect to Content: Social Studies/Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Opinion Writing</li> </ul>	

Guided Reading/Small Group Differentiated Instruction is expected to be a daily practice.

Assessments: Running Records during Guided Reading, Literacy Footprints (if trained in program), AIMSweb Plus Progress Monitoring, Genre Writing for Writing Portfolios

# Grade 3 ELA Curriculum Snapshot 2024-2025

Unit/Text Set	Reading	Writing/Grammar	Phonics
<b>Unit 4:</b> <b>Text Set 1:</b> <b>Weeks 1 and 2</b>  <b>Essential Question:</b> How can you use what you know to help others?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Realistic Fiction</li> <li>• <b>Comprehension Skills:</b> Ask and Answer Questions, Character Perspective, Plot: Character Development, Figurative Language</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Prefixes: un-, non-, im-, pre-</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Expository Writing</li> <li>• <b>Grammar Week 1:</b> Linking Verbs; End Punctuation and Complete Sentences</li> <li>• <b>Grammar Week 2:</b> Contractions with Not; Using Apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 1:</b> /u/: oo, ew, u_e, u, ui, ou; /u/: oo, ou Structural Analysis: Base Words in Related Words</li> <li>• <b>Week 2:</b> Plural Words Structural Analysis: Vowel Team Syllables</li> </ul>
<b>Text Set 2:</b> <b>Weeks 3 and 4</b>  <b>Essential Question:</b> How do animals adapt to challenges in their habitat?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Expository Text</li> <li>• <b>Comprehension Skills:</b> Reread, maps and Captions, Text Structure: Compare and Contrast</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Sentence Clues, Greek and Latin Roots</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Expository Writing</li> <li>• <b>Grammar Week 3:</b> Main and Helping Verbs, Quotation Marks, Commas, and Periods</li> <li>• <b>Grammar Week 4:</b> Complex Sentences; Commas in Sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 3:</b> Variant Vowel /o/ Structural Analysis: Greek and Latin Roots</li> <li>• <b>Week 4:</b> Homophones Structural Analysis: r-Controlled Vowel Syllables</li> </ul>
<b>Text Set 3:</b> <b>Week 5</b>  <b>Essential Question:</b> How can others inspire us?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Poetry</li> <li>• <b>Comprehension Skills:</b> Repetition and Rhymed Verse, Narrative, Free Verse, and Haiku, Theme, Imagery</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Metaphor</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Expository Writing</li> <li>• <b>Grammar Week 5:</b> Irregular Verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 5:</b> Soft c and g Structural Analysis: Words with -er and -est</li> </ul>
<b>Week 6: Extend, Connect, and Assess</b>	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Online Article</li> <li>• Reader's Theater</li> <li>• Connect to Content: Social Studies/Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write Sources: Expository Writing</li> </ul>	

Guided Reading/Small Group Differentiated Instruction is expected to be a daily practice.

Assessments: Running Records during Guided Reading, Literacy Footprints (if trained in program), AIMSweb Plus Progress Monitoring, Genre Writing for Writing Portfolios

# Grade 3 ELA Curriculum Snapshot 2024-2025

## 3<sup>rd</sup> Trimester March 17<sup>th</sup> – June 20<sup>th</sup> (Cont. Unit 4, Unit 5, and Unit 6)

Unit/Text Set	Reading	Writing/Grammar	Phonics
<b>Unit 5:</b> <b>Text Set 1:</b> <b>Weeks 1 and 2</b>  <b>Essential Question:</b> What do good citizens do?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Biography</li> <li>• <b>Comprehension Skills:</b> Ask and Answer Questions, Captions and Timelines, Author's Claim, Text Structure: Cause and Effect</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Prefixes and Suffixes, Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Opinion Writing</li> <li>• <b>Grammar Week 1:</b> Singular and Plural Pronouns; Pronoun Agreement; Capitalizing I, and Nouns</li> <li>• <b>Grammar Week 2:</b> Subject and Object Pronouns; Pronoun Usage</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 1:</b> Compound Words Structural Analysis: Consonant + le syllables</li> <li>• <b>Week 2:</b> Inflectional Endings Structural Analysis: Suffixes: -ful, -less, -able</li> </ul>
<b>Text Set 2:</b> <b>Weeks 3 and 4</b>  <b>Essential Question:</b> How do we get what we need?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Fairy Tale</li> <li>• <b>Comprehension Skills:</b> Summarize, Theme, Character Perspective, Author's Purpose</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Base Words, Homophones</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Opinion Writing</li> <li>• <b>Grammar Week 3:</b> Pronoun-Verb Agreement</li> <li>• <b>Grammar Week 4:</b> Possessive Pronouns; Possessive Pronouns and Reflexive Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 3:</b> Syllabication: Closed Syllables Structural Analysis: Base Words in Related Words</li> <li>• <b>Week 4:</b> Inflectional Endings, y to i Structural Analysis: Suffixes: -ful, -ness, -less</li> </ul>
<b>Text Set 3:</b> <b>Week 5</b>  <b>Essential Question:</b> What are different kinds of energy?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Argumentative Text</li> <li>• <b>Comprehension Skills:</b> Ask and Answer Questions, Author's Claim, Text Structure: Cause and Effect, Text Features</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Homophones</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Opinion Writing</li> <li>• <b>Grammar Week 5:</b> Pronoun-Verb Contractions; Spelling Contractions and Possessive Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 5:</b> Open Syllables Structural Analysis: Prefixes and Suffixes</li> </ul>
<b>Week 6: Extend, Connect, and Assess</b>	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Online Article</li> <li>• Reader's Theater</li> <li>• Connect to Content: Social Studies/Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Opinion Essay</li> </ul>	

Guided Reading/Small Group Differentiated Instruction is expected to be a daily practice.

Assessments: Running Records during Guided Reading, Literacy Footprints (if trained in program), AIMSweb Plus Progress Monitoring, Genre Writing for Writing Portfolios

# Grade 3 ELA Curriculum Snapshot 2024-2025

Unit/Text Set	Reading	Writing/Grammar	Phonics
<b>Unit 6:</b> <b>Text Set 1:</b> <b>Weeks 1 and 2</b>  <b>Essential Question:</b> Why are goals important?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Biography</li> <li>• <b>Comprehension Skills:</b> Reread, Key Words and Photographs, Central Idea and Relevant Details, Imagery</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Greek and Latin Roots, Multiple-Meaning Words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Expository Writing</li> <li>• <b>Grammar Week 1:</b> Adjectives and Articles; Commas in a Series, in Dates and Coordinating Adjectives, and Appositives</li> <li>• <b>Grammar Week 2:</b> Adjectives that Compare; Correct Comparative and Superlative Forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 1:</b> Prefixes Structural Analysis: Greek and Latin Roots</li> <li>• <b>Weeks 2:</b> Consonant + le Syllables Structural Analysis: Latin Suffixes</li> </ul>
<b>Text Set 2:</b> <b>Weeks 3 and 4</b>  <b>Essential Question:</b> How do you decide what is important?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Drama/Myth</li> <li>• <b>Comprehension Skills:</b> Make Predictions, Elements of Play, Theme, Plot: Character Development</li> <li>• <b>Vocabulary:</b> Academic Vocabulary, Base Words, Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Expository Writing</li> <li>• <b>Grammar Week 3:</b> Adverbs; Adverbs and Adjectives</li> <li>• <b>Grammar Week 4:</b> Adverbs that Compare; Using More and Most</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 3:</b> Vowel Team Syllables Structural Analysis: Base Words in Related Words</li> <li>• <b>Week 4:</b> r-Controlled Vowel Syllables Structural Analysis: Latin Suffixes</li> </ul>
<b>Text Set 3:</b> <b>Week 5</b>  <b>Essential Question:</b> What makes you laugh?	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Poetry</li> <li>• <b>Comprehension Skills:</b> Rhythm and Rhymed Verse, Text Structure: Stanzas and Events, Character Perspective, Figurative Language</li> <li>• <b>Vocabulary:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Source: Expository Writing</li> <li>• <b>Grammar Week 5:</b> Prepositions; Commas after Introductory Words and Punctuation with Interjections</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Week 5:</b> Suffixes: -ful, -less, -less Structural Analysis: Frequently Misspelled Words</li> </ul>
<b>Week 6: Extend, Connect, and Assess</b>	<ul style="list-style-type: none"> <li>• <b>Genre:</b> Online Article</li> <li>• Reader's Theater</li> <li>• Connect to Content: Social Studies/Science</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing Process:</b> Write to Sources: Expository Writing</li> </ul>	

Guided Reading/Small Group Differentiated Instruction is expected to be a daily practice.

Assessments: Running Records during Guided Reading, Literacy Footprints (if trained in program), AIMSweb Plus Progress Monitoring, Genre Writing for Writing Portfolios