# Standards Plus High Impact Standards – Language Arts – Grade 3

| Strand | Lesson | Focus | Digital Lesson # | Standard(s) |
|---|---|---|---|---|
| **Grammar and Usage** | 1 | Compound Sentences and Coordinating Conjunctions | 17 | **L.3.1h:** Use coordinating and subordinating conjunctions. **L.3.1i:** Produce simple, compound, and complex sentences. |
| | 2 | Compound Sentences and Coordinating Conjunctions | 18 | |
| | 3 | Complex Sentences and Coordinating Conjunctions | 19 | |
| | 4 | Complex Sentences and Subordinating Conjunctions | 20 | |
| | A1 | Assessment – Compound and Complex Sentences | A5 | |
| **Vocabulary Acquisition & Use** | 1 | Using Context Clues | 1 | **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase. |
| | 2 | Using Context Clues | 2 | |
| | 3 | Using Context Clues | 3 | |
| | 4 | Using Context Clues | 4 | |
| | A1 | Assessment – Using Context Clues | A1 | |
| **Reading Literature** | 1 | Understanding Text, Character Traits, and Actions | 1 | **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers. **RL.3.3:** Describe the characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events. |
| | 2 | Understanding Text, Character Traits, and Actions | 2 | |
| | 3 | Understanding Text, Character Traits, and Actions | 3 | |
| | 4 | Understanding Text, Character Traits, and Actions | 4 | |
| | A1 | Assessment – Understanding Text, Character Traits, and Actions | A1 | |
| | 5 | Fables, Folktales, Myths, and Word Meanings | 13 | **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. **RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| | 6 | Fables, Folktales, and Myths | 14 | |
| | 7 | Fables, Folktales, and Myths | 15 | |
| | 8 | Fables, Folktales, and Myths | 16 | |
| | A2 | Assessment – Fables, Folktales, Myths, and Vocabulary | A4 | |
| | 9 | Point of View | 17 | **RL.3.6:** Distinguish their own point of view from that of the narrator or those of the characters. |
| | 10 | Point of View | 18 | |
| | 11 | Point of View | 19 | |
| | 12 | Point of View | 20 | |
| | A3 | Assessment – Point of View | A5 | |
| | | **Performance –** Reading Literature: Point of View Movie Poster | | |

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|---|---|---|---|---|
| Reading Informational Text | 1 | Understanding Text | 1 | **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| | 2 | Understanding Text and Using Sequence Words | 2 | **RI.3.1, 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. |
| | 3 | Understanding Text and Cause and Effect | 3 | |
| | 4 | Understanding Text and Steps in a Text | 4 | |
| | A1 | Assessment – Understanding Text and Relationships | A1 | **RI.3.1, RI.3.3** |
| | **Performance** – Reading Informational Text:  Literal and Inferred Questions | | | |
| | 5 | Main Ideas and Supporting Details | 5 | **RI.3.2:** Determine the main idea of a text; recount the key details, and explain how they support the main idea. |
| | 6 | Main Ideas and Supporting Details | 6 | |
| | 7 | Main Ideas and Supporting Details | 7 | |
| | 8 | Main Ideas and Supporting Details | 8 | |
| | A2 | Assessment – Main Ideas and Supporting Details | A2 | |
| | **Performance** – Reading Informational Text:  Main Idea Graphic Organizer and Poster | | | |
| | 9 | Point of View | 9 | **RI.3.6:** Distinguish their own point of view from that of the author of a text. |
| | 10 | Point of View | 10 | |
| | 11 | Text Connections | 11 | **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g. *comparison, cause/effect, first/second/third in a sequence*). |
| | 12 | Text Connections | 12 | |
| | A3 | Assessment – Point of View and Text Connections | A3 | **RI.3.6, RI.3.8** |
| | 13 | Text Features | 13 | **RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| | 14 | Text Features | 14 | |
| | 15 | Search Tools | 15 | |
| | 16 | Search Tools | 16 | |
| | A4 | Assessment – Text Features and Search Tools | A4 | |
| | **Performance** – Reading Informational Text:  Point of View and Text Connections | | | |
| | 17 | Using Illustrations | 17 | **RI.3.7:** 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). |
| | 18 | Using Illustrations | 18 | |
| | 19 | Using Illustrations | 19 | |
| | 20 | Using Illustrations | 20 | |
| | A5 | Assessment – Using Illustrations | A5 | |

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| Strand | Lesson | Focus | Digital Lesson # | Standard(s) |
|---|---|---|---|---|
| Writing | 1 | Opinion Pieces – Supporting Reasons | 1 | **W.3.1a:** Introduce the topic or text they are writing about; state an opinion, and create an organizational structure that lists reasons. **W.3.1b:** Provide reasons that support the opinion. |
| | 2 | Opinion Pieces – Topic Sentences and Supporting Reasons | 2 | **W.3.1a, W.3.1b, W.3.1d:** Provide a concluding statement or section. |
| | 3 | Opinion Pieces – Linking Words and Phrases | 3 | **W.3.1a, W.3.1b, W.3.1c:** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **W.3.1d** |
| | 4 | Opinion Pieces – Paragraphs | 4 | **W.3.1a, W.3.1b, W.3.1c, W.3.1d** |
| | A1 | Assessment  - Opinion Pieces | A1 | |
| | 5 | Opinion Pieces – Expanding Ideas | 5 | **W.3.1a, W.3.1b, W.3.1c, W.3.1d** |
| | 6 | Opinion Pieces – Expanding Ideas | 6 | |
| | 7 | Opinion Pieces – Linking Words and Phrases | 7 | **W.3.1a, W.3.1b, W.3.1c** |
| | 8 | Opinion Pieces – Concluding Paragraph | 8 | **W.3.1a, W.3.1b, W.3.1c, W.3.1d** |
| | A2 | Assessment – Opinion Pieces | A2 | |
| | **Performance** – Writing:  Opinion – The Best Super Power | | | |
| | 9 | Informative/Explanatory Texts – Topic Sentence and Illustrations | 9 | **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| | 10 | Informative/Explanatory Texts – Topic Sentence and Details | 10 | **W.3.2a, W.3.2b:** Develop the topic with facts, definitions, and details. |
| | 11 | Informative/Explanatory Texts – Details, Illustrations, and Conclusions | 11 | **W.3.2a, W.3.2b, W.3.2d:** Provide a concluding statement or section. |
| | 12 | Informative/Explanatory Texts – Paragraph | 12 | |
| | A3 | Assessment – Informative/Explanatory Texts | A3 | |
| | 13 | Informative/Explanatory Texts – Linking Words and Phrases | 13 | **W.3.2a, W.3.2b, W.3.2c:** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **W.3.2d** |
| | 14 | Informative/Explanatory Texts – Expanding Ideas | 14 | |
| | 15 | Informative/Explanatory Texts – Linking Words and Phrases | 15 | |
| | 16 | Informative/Explanatory Texts – Conclusions | 16 | |
| | A4 | Assessment – Informative/Explanatory Texts | A4 | |
| | **Performance** – Writing:  Informative/Explanatory – Compare 2nd and 3rd Grade | | | |