

District Aligned Curriculum
 Third Grade
 Boone County Schools

3rd Grade ELA

F=Formative UA=Unit Assessment		Q1		Q2			Q3			Q4	
Standards:	30	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Reading Standards for Literature-Grade 3											
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		F	F	UA	UA	UA	F	UA	UA	UA	UA
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.		F	F	F	F	F		F	F	F	F
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		F	F	UA	UA	F		F	F	UA	UA
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				UA	UA	UA	F	UA	UA	UA	UA
RL.3.5 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.			F	F	F			F	F	F	F
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.			F	F	F			F	F	F	F
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story			F	F	F			F	F	F	

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(e.g., create mood, emphasize aspects of a character or setting).											
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			F	F	F	UA		UA	UA	UA	UA
RL.3.10 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		F	F	F	F	F	F	F	F	F	F
Standards:	30	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Reading- Informational Text- Grade 3											
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		UA	UA	F		F	UA		F	F	
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		UA		F		F	F		F	F	F
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.		F					F		F	F	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		UA	UA				UA				
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a				F				F			

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explore ideas under discussion.											
SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		F	F	F	F	F	F	F	F	F	F
SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		F	F	F	F	F	F	F	F	F	F
SL.3.1d Explain their own ideas and understanding in light of the discussion.		F	F	F	F	F	F	F	F	F	F
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		F		F			F	F	F	F	F
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.											
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		F	F	F	F	F				F	F
SL.3.5 Create engaging and fluid oral presentations; add visual displays when appropriate to emphasize certain facts or details (REVISED STANDARD)		F		F		F	F	F	F	F	F
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		F	F		F	F			F	F	F
Standards:	30	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit

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Writing- Grade 3											
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (This stem precedes the following standards)				UA			UA		UA		
W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		F	F	F	F	F	F	F	F	F	F
W.3.1b Provide reasons that support the opinion.		F	F	F	F	F	F	F	F	F	F
W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		F	F	F	F	F	F	F	F	F	F
W.3.1d Provide a concluding statement or section.		F	F	F	F	F	F	F	F	F	F
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (This stem precedes the following standards)		UA				UA					UA
W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.			F	F		F	F	F	F	F	F
W.3.2b Develop the topic with facts, definitions, and details.			F	F		F	F	F	F	F	
W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.			F	F		F	F	F	F	F	F

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W.3.2d Provide a concluding statement or section.			F	F		F	F	F	F	F	F
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (This stem precedes the following standards)		UA			UA		F	UA		UA	
W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		F	F	F	F	F	F	F	F	F	F
W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		F	F	F	F	F	F	F	F	F	F
W.3.3c Use temporal words and phrases to signal event order.		F	F	F	F	F	F	F	F	F	F
W.3.3d Provide a sense of closure.		F	F	F	F	F	F	F	F	F	F
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		F	F	F	F	F	F	F	F	F	F
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		F	F	F	F	F	F	F	F	F	F
W.3.6 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.		F	F	F			F		F	F	F
W.3.7 Conduct short research projects that build knowledge about a topic.		F	F	F	F	F	F		F		

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when writing, speaking, reading, or listening. (This stem precedes the following standards)											
L.3.3a Choose words and phrases for effect.			F				F	F	F		
L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.											
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (This stem precedes the following standards)		UA	UA	UA	UA	F	UA	UA	UA	UA	UA
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.			F	F		F	F	F		F	
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).											
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).							F				
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.					F			F			
L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (This stem precedes the following standards)				F							
L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).								F			

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L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).								F	F		
L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).						F					
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 (e.g., After dinner that night we went looking for them).		F	F								F
Standards:	30	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Reading- Foundational Skills- Grade 3											
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (This stem precedes the following standards)											
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.				F				F	F		
RF.3.3b Decode words with common Latin suffixes.											
RF.3.3c Decode multisyllable words.		F									
RF.3.3d Read grade-appropriate irregularly spelled words.											
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. (This stem precedes the following standards)		F	F		F						

