

## 3RD GRADE ELA SCOPE AND SEQUENCE

### EARLY FIRST QUARTER

#### **Phonemic Awareness, Word Recognition and Fluency:**

- A. Use letter-sound correspondence knowledge and structural analysis to decode words.
- B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

#### **Acquisition of Vocabulary**

- B. Read accurately high frequency sight words.
- D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.

#### **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

- C. Draw conclusions from information in text.
- E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).

#### **Reading Applications: Informational, Technical and Persuasive Text**

- C. Identify the central ideas and supporting details of informational text.

#### **Writing Process**

- A. Generate ideas and determine a topic suitable for writing.
- C. Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.
- D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.
- E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
- G. Edit to improve sentence fluency, grammar and usage.

#### **Writing Conventions**

- A. Write legibly in finished drafts.
- B. Spell grade-appropriate words correctly.
- C. Use conventions of punctuation and capitalization in written work.
- D. Use grammatical structures to effectively communicate ideas in writing.

#### **Communications: Oral and Visual**

- A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
- C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.

### LATE FIRST QUARTER

#### **Phonemic Awareness, Word Recognition and Fluency:**

- A. Use letter-sound correspondence knowledge and structural analysis to decode words.
- B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

#### **Acquisition of Vocabulary**

- A. Use context clues to determine the meaning of new vocabulary.

#### **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

- A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
- F. Apply and adjust self-monitoring strategies to assess understanding of text.

#### **Reading Applications: Informational, Technical and Persuasive Text**

- D. Use visual aids as sources to gain additional information from text.
- E. Evaluate two- and three step directions for proper sequencing and completeness.

#### **Reading Applications: Literary Text**

- B. Use supporting details to identify and describe main ideas, characters and setting.

#### **Writing Process**

- D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.
- G. Edit to improve sentence fluency, grammar and usage.
- H. Apply tools to judge the quality of writing.

#### **Writing Conventions**

- A. Write legibly in finished drafts.
- B. Spell grade-appropriate words correctly.
- C. Use conventions of punctuation and capitalization in written work.
- D. Use grammatical structures to effectively communicate ideas in writing.

#### **Communications: Oral and Visual**

- C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.