



3rd Grade Yearly Sequence

Unit 1 Personal Narrative

- What was your favorite memory from last school year? Tell your story and how the memory made you feel.

Unit 2 Explanatory

- What makes a good friend? Explain the character traits that make a good friend by providing examples and evidence.

Unit 3 Opinion

- Which would be a more valuable field trip for your class to take to learn about animals: the aquarium or the zoo?

Unit 4 Informational Science Focus

- Animals adapt to their environment in order to survive. Choose one animal that has interesting adaptations and write an informational essay about it. Focus on how the animal's adaptations help it survive in its environment.

Unit 5 Explanatory Letters

- Choose a friend that you will do something nice for this month. Write a letter to them explaining what you're going to do for them to make a difference in their life.

Unit 6 Creative Narrative

- Tell a short story with a fictional main character that works as a zookeeper. Include an unexpected event or conflict that might actually happen to a zookeeper.

Unit 7 Nonfiction Narrative

- Write a nonfiction narrative that brings to life the story of an invention from the life of an important historical figure. Use at least two informational sources to write a factual narrative about this event.

Unit 8 Opinion Literature Analysis

- Choose a short story or book that you've read recently. Write an opinion piece about one of the characters in the story, using details from the story to support your opinion.

Unit 9 Informational Social Studies Focus

- Choose one aspect (religious beliefs, customs, traditions, tribal government, everyday life, etc.) of the Native American culture that you're most interested in. Write an informational essay that uses what you already know and research you've completed to inform about this topic.

Unit 10 Poetry

- Write three poems, including a free verse, quatrain, and diamante.



3rd Grade Yearly Standards Sequence

Standard Strand	Standard	Unit 1-Personal Narrative	Unit 2-Explanatory	Unit 3-Opinion	Unit 4-Informational (Science Focus)	Unit 5-Explanatory Letters	Unit 6-Creative Narrative	Unit 7-Narrative Nonfiction	Unit 8-Opinion (Literature Analysis)	Unit 9-Informational (Social Studies Focus)	Unit 10-Poetry
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.3.1.A – Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.			x					x		
	W.3.1.B – Provide reasons that support the opinion.			x					x		
	W.3.1.C – Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.			x					x		
	W.3.1.D – Provide a concluding statement or section.			x					x		
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.3.2.A – Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		x		x	x				x	
	W.3.2.B – Develop the topic with facts, definitions, and details.		x		x	x				x	
	W.3.2.C – Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		x		x	x				x	
	W.3.2.D – Provide a concluding statement or section.		x		x	x				x	
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.3.3.A – Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	x					x	x			
	W.3.3.B – Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	x					x	x			
	W.3.3.C – Use temporal words and phrases to signal event order.	x					x	x			
	W.3.3.D – Provide a sense of closure.	x					x	x			



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Production & Distribution of Writing	W.3.4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	x	x	x	x	x	x	x	x	x	x
	W.3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	x	x	x	x	x	x	x	x	x	x
	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.	x	x	x	x	x	x	x	x	x	x
Research to Build and Present Knowledge	W.3.7 – Conduct short research projects that build knowledge about a topic.			x	x			x		x	
	W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		x	x	x			x		x	
	W.3.9 – Begins in grade 4										
Range of Writing	W.3.10 – 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.	x	x	x	x	x	x	x	x	x	x

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L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1.A – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	x	x	x	x						x		
	L.3.1.B – Form and use regular and irregular plural nouns.								x				
	L.3.1.C. – Use abstract nouns (e.g., <i>childhood</i>).			x									
	L.3.1.D – Form and use regular and irregular verbs.	x											
	L.3.1.E – Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	x											
	L.3.1.F – Ensure subject-verb and pronoun-antecedent agreement.						x						
	L.3.1.G – Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.				x								
	L.3.1.H – Use coordinating and subordinating conjunctions.				x								
	L.3.1.I – Produce simple, compound, and complex sentences.			x		x							
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2.A – Capitalize appropriate words in titles.							x			x		
	L.3.2.B – Use commas in addresses.					x							
	L.3.2.C – Use commas and quotation marks in dialogue.	x					x	x					
	L.3.2.D – Form and use possessives.					x		x					
	L.3.2.E – Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	<i>Covered within the Spelling Program.</i>											
	L.3.2.F – Use spelling patterns and generalizations.												