



3rd Grade Reading Curriculum

	Module Focus Essential Question	Skills
September	Module 1: What a Character! What makes a character interesting?	Reading: Point of View, Predictions, Literary Elements, Theme, Monitor/Clarify, Inferences, Text and Graphic Features, Character, and Visualize Writing: Personal Narrative Grammar: Simple Sentences, Kinds of Sentences, and Compound Sentences
October	Module 2: Use Your Words How do people use words to express themselves?	Reading: Text and Graphic Features, Retell, Point of View, Characters, Ask/Answer Questions, Figurative Language Writing: Letter Writing Grammar: Common and Proper Nouns, Plural Nouns, and Verbs
November	Module 3: Let Freedom Ring! How do historic places, documents, and symbols represent our nation?	Reading: Author's Purpose, Synthesize, Central Idea, Text Structure, Summarize, Media, Retell, Text Structure, Ask/Answer Questions, and Literary Elements Writing: Descriptive Essay Grammar: Verb Tenses, Commas, and Nouns
December	Module 4: Stories on Stage Why might some stories be better told as plays?	Reading: Ideas/Support, Visualize, Literary Elements, Figurative Language, Retell/Summarize, Theme, Media, Monitor/Clarify Writing: Narrative Story Grammar: Pronouns, Antecedents, Plural Nouns, and Writing Quotations
January	Module 5: Teamwork What can sports teach us about working together?	Reading: Author's Purpose, Ask/Answer Questions, Literary Elements, Theme, Author's Craft, Media, Monitor/Clarify, Predictions, Text Structure, Figurative Language, and Point of View Writing: Persuasive Letter Grammar: Subject-Verb Agreement, Pronoun-Verb Agreement, and Verb Tenses

HMH Foundational Skills:

Grades 3-6- Vowels, Syllables, Prefixes, Suffixes, and Greek/Latin Roots



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February	Module 6: Animal Behaviors What behaviors help animals survive?	Reading: Informational Text- Text and Graphic Features, Summarize, Author’s Purpose, Author’s Craft, Ask and Answer Questions, Central Idea, Figurative Language, Monitor and Clarify, and Text Structure Writing: Informational Text- Expository Essay Grammar: Adjectives and Articles, Adjectives that Compare, and The Verb Be and Helping Verbs
March	Module 7: Make a Difference How can one person make a meaningful difference in their local and global community?	Reading: Biography, Narrative Nonfiction and Historical Fiction- Author’s Purpose, Predictions, Text Structure, Point of View, Inferences, Text and Graphic Features, Synthesize, Literary Elements, and Figurative Language Writing: Argument-Opinion Essay Grammar: Irregular Verbs, Adverbs, and Adverbs that Compare
April	Module 8: Imagine! Invent! What does it take to make a successful invention?	Reading: Informational Text- Text and Graphic Features, Inferences, Text Structure, Central Idea, Predictions, Author’s Purpose, Literary Elements, Figurative Language, Summarize, Identify Claim, Ideas and Support Writing: Informational Text- Research Report Grammar: Making Comparisons, Nouns and Pronouns, and Complex Sentences
May/June	Module 9: From Farm to Table How does food get to your table?	Reading: Media, Informational Text- Ideas and Support, Ask and Answer Questions, Media Techniques, Figurative Language, Text Structure, Central Idea, Monitor and Clarify Content Area Words, and Point of View Writing: Poetry Grammar: Abbreviations, Contractions, and Commas in Sentences and Series

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Third Grade "I Can" Statements for Writing

- I can use the Focal Text as a model for my writing.
- I can understand the steps in the writing process.
- I can participate in a shared research project and work collaboratively to develop a plan of shared responsibility.
- I can use multiple prewriting strategies to plan.
- I can turn prewriting into the beginning of a draft.
- I can use craft to compose a personal narrative.
- I can understand genre characteristics of a personal narrative.
- I can use craft to develop a draft into a focused, structured, and coherent piece of writing.
- I can record notes and use them to create posters.
- I can work collaboratively to improve writing.
- I can publish writing for appropriate audiences.
- I can use technology to help with writing.
- I can identify and correct errors to edit drafts.
- I can explore background knowledge related to writing a letter.
- I can use context and print/digital resources to determine meaning within a letter.
- I can use prewriting strategies to plan writing.
- I can plan a first draft of a letter.
- I can review the parts of a letter.
- I can organize letter drafts.
- I can craft an engaging idea for writing.

- I can draft a letter using an organizational structure.
- I can edit my letter for correct pronouns and punctuation.
- I can edit writing for spelling, capitalization, and punctuation.
- I can edit writing for complete sentences and subject-verb agreement.
- I can publish letters.
- I can share my writing and hold a collaborative discussion.
- I can use context to determine meaning within a descriptive essay.
- I can understand features of descriptive writing.
- I can develop a topic sentence for a description.
- I can complete a graphic organizer and draft a description.
- I can apply knowledge of sentence structure to writing.
- I can begin sentences with different parts of speech to vary sentence structure.
- I can publish a description using technology to assist with publishing.