



Dover Area School District Curriculum K-U-D  
Grade 3 ELA

Standards	Eligible Content	Know	Understand	Do
Standards	Eligible Content	Facts, formulas, vocab	Big ideas, concepts, principles, generalization	Numeracy, literacy, thinking strategies
<p>CC.1.1.3.D (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multisyllable words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ul> <p>CC.1.1.3.E (Foundational Skills) Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><i>There is no Eligible Content for this standard.</i></p> <p><i>There is no Eligible Content for this standard.</i></p>	<p>Prefix, suffix, multisyllabic words, decode</p> <p>fluency, accuracy, self-correct, monitoring, rate, expression</p>	<p>Effective readers use decoding strategies when reading unfamiliar words to help create meaning from the text</p> <p>Effective readers read text accurately and smoothly to help them comprehend the meaning of the text.</p>	<p>Identify and know the meaning of the most common prefixes and suffixes. Decode words with common Latin suffixes. Decode multisyllabic words. Read grade appropriate irregularly spelled words. Apply phonics and decoding skills to read unfamiliar words.</p> <p>Read on-level text with accuracy and fluency, with appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>CC.1.2.3.A (Informational) Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.3 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.</p>	<p>main idea, supporting/key details, recount</p>	<p>Texts have a central idea that are supported by specific details.</p>	<p>Locate main idea in text Identify important details that support the main idea Explain how the details support the main idea Complete accompanying graphic organizer based on text</p>
<p>CC.1.2.3.B (Informational) Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	<p>E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.3 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.</p>	<p>inference, text evidence</p>	<p>Readers can ask and answer questions using text evidence to discover the meaning of a text.</p>	<p>Ask and answer questions that can be answered in the text Annotate text evidence. Refer to text evidence to make inferences in order to answer questions about the text.</p>
<p>CC.1.2.3.C (Informational) Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. E03.B-K.1.1.3 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.</p>	<p>sequence, sequential key words (i.e. first, second, third, last, dates), comparison, timeline, chronological order, cause/effect, description, problem/solution, compare/contrast</p>	<p>Informational texts are written with language that is organized using time, sequence and cause/effect.</p>	<p>Identify language within the text that supports a text's structure. Explain why an author chose to use a text structure to deliver information Complete a graphic organizer that supports the text structure.</p>
<p>CC.1.2.3.D (Informational) Explain the point of view of the author.</p>	<p>E03.B-C.2.1.1 Explain the point of view from which a text is written.</p>	<p>author's point of view/opinion, author's viewpoint, author's purpose</p>	<p>Authors write for a specific purpose to convey a message. In order to think critically about a text, readers need to understand who is writing the text and how they feel about the topic.</p>	<p>Identify the point of view of the author by finding evidence in the text. Recognize facts within the text that support the author's purpose for writing.</p>
<p>CC.1.2.3.E Use text features and search tools to locate and interpret information.</p>	<p>E03.B-C.2.1.1 Explain the point of view from which a text is written. E03.B-C.2.1.2 Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.</p>	<p><b>text features</b> (title, heading, subheading, hyperlink, caption, photograph, illustration, diagram, map, timeline, labels, footnotes, table of contents, index, glossary, graph, italics, bold, bullet points, fact bar/side bar), <b>search tools</b> (key words, side bars, hyperlinks)</p>	<p>Specific features are used to convey important information in a way that is easier for the reader to find.</p>	<p>Recognize the specific text features and search tools used in the text. Understand that certain text features are used for a purpose. Determine the meaning of the text based off of the text features included.</p>
<p>CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p>	<p>E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>non-literal language, literal language, figurative language (idiom, personification, metaphor, simile, hyperbole, alliteration), shades of meaning, context clues</p>	<p>Authors choose specific words and phrases to creatively express their thoughts and ideas. Words can have multiple meanings that change based on context.</p>	<p>Interpret the meaning of the figurative language. Use context to determine the meaning of a word, using a variety of strategies. Understand that words have more than one meaning and the meaning changes based on context. Use synonyms and antonyms to organize words based on their meanings.</p>
<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p>	<p>E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>text features</b> (title, heading, subheading, hyperlink, caption, photograph, illustration, diagram, map, timeline, labels, footnotes, table of contents, index, glossary, graph, italics, bold, bullet points, fact bar/side bar), <b>search tools</b> (key words, side bars, hyperlinks)</p>	<p>Specific features are used to convey important information in a way that is easier for the reader to find.</p>	<p>Understand that certain text features are used for a purpose. Explain the purpose of the text features and how it helps the reader understand the text.</p>



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CC.1.2.3.H (Informational) Describe how an author connects sentences and paragraphs in a text to support particular points.	E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	main idea, details, understanding the importance of order within a text, sequence, sequential key words (i.e. first, second, third, last, dates), comparison, timeline, chronological order	Informational texts are written with language that is organized using a structure that helps the reader develop meaning.	Identify language within the text that supports a text's structure. Explain why an author chose to use a text structure to deliver information
CC.1.2.3.I (Informational) Compare and contrast the most important points and key details presented in two texts on the same topic.	E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence). E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic. E03.B-C.3.1.3 Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	compare/contrast, main idea, key details, text structure, text features	Multiple texts can be compared to identify similarities and differences between main idea and details.	Identify key words and details within the text that supports a text's structure. Explain why an author chose to use a text structure to deliver information. Identify key words that portray similarities and differences. (i.e. similar, also, unlike, too, etc.)
CC.1.2.3.J (Informational) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.	<i>Vocabulary varies depending on text</i>	Knowledge of topic-specific vocabulary helps a reader to comprehend the meaning of the word within the text.	Identify general academic and domain-specific vocabulary. Define the content specific vocabulary word using context from the text.
CC.1.2.3.K (Informational) Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.	E03.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. E03.B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings	homophone, homonym, context clues, homograph, multiple meaning word, shades of meaning, suffix, prefix, root word	An expanded vocabulary helps you to communicate ideas and information clearly, as well as understand the meaning of a text.	Define the meaning of the unknown or multiple-meaning word using context from the text.
CC.1.2.3.L (Informational) Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	<i>There is no Eligible Content for this standard.</i>	nonfiction, informational text, comprehend	Effective readers use appropriate strategies to construct meaning from text.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.3.A (Literature) Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.A-K.1.1.2 Recount poems, dramas, or 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. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.	central message, lesson, moral, theme	Texts have a central idea that are supported by specific details.	Determine the central message, lesson, or theme in literary text. Explain how the theme is supported in the text using text evidence.
CC.1.3.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.A-K.1.1.2 Recount poems, dramas, or 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. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.	infer, inference, text evidence, annotate	Readers can ask and answer questions using text evidence to discover the meaning of a text.	Ask and answer questions that can be answered in the text. Annotate text evidence. Refer to text evidence to make inferences in order to answer questions about the text.
CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.	E03.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. E03.A-K.1.1.2 Recount poems, dramas, or 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. E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events	characters, sequence of events, text evidence, annotate	Skilled readers are able to describe characters in a story and identify how their actions impact the sequence of events.	Explain how the thoughts, feelings, actions, dialogue, and traits affect the events in the text.
CC.1.3.3.D Explain the point of view of the author.	E03.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.	point of view, third person, first person	In order to think critically about a text, readers need to understand who is telling the story to better understand the characters' thoughts and feelings.	Identify the narrator of a story and if the the narrator is being told in 1st or 3rd person.
CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.	<i>There is no Eligible Content for this standard.</i>	chapter, scene, stanza, paragraph	Evidence and important supporting information can be found in specific locations within a text.	Cite and explain evidence within the text by referring to specific parts of the text. Explain how each part of the text builds upon earlier sections.



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CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.	non-literal language, literal language, figurative language (idiom, personification, metaphor, simile, hyperbole, alliteration), shades of meaning, context clues	Knowledge of vocabulary and word meaning helps a reader to comprehend text and communicate effectively.	Use vocabulary to better understand the meaning of the text. Apply newly learned vocabulary in conversation form to show understanding of the word's meaning.
CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<i>There is no Eligible Content for this standard.</i>	illustration, mood	Illustrations can help you understand the feeling or mood of the story and/or the characters/setting.	Analyze illustrations to look at colors, expressions, textures, events, characters, and actions.
CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	E03.A-C.3.1.1 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). Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	compare, contrast, theme, setting, plot	Stories by the same author have themes, characters, settings, and plots that can be compared and contrasted.	Identify similarities and differences between characters, setting, and plot with two or more texts.
CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.	homophone, homonym, context clues, homograph, multiple meaning word, shades of meaning, suffix, prefix, root word	Knowledge of vocabulary helps a reader to comprehend the text and communicate effectively.	Use vocabulary to better understand the meaning of the text. Apply newly learned vocabulary in conversation form to show understanding of the word's meaning.
CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	<i>E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</i> <i>E03.A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings</i>	<i>Vocabulary varies depending on text</i>	Knowledge of vocabulary helps a reader to comprehend the text and communicate effectively.	Use vocabulary to better understand the meaning of the text. Apply newly learned vocabulary in conversation form to show understanding of the word's meaning.
C.1.3.3.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.	<i>There is no Eligible Content for this standard.</i>	literary fiction, comprehend	Effective readers use appropriate strategies to construct meaning from text.	Use strategies to independently read and comprehend grade level text.
CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	<i>There is no Eligible Content for this standard.</i>	informational writing, topic, supporting details, research, facts	Effective writers write with an audience and purpose in mind using various techniques.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.3.B Identify and introduce the topic.	E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.; E03.C.1.2.2 Develop the topic with facts, definitions, and/or details.; E03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.; E03.C.1.2.4 Provide a concluding statement or section.	topic, introduction	Effective writers introduce and develop their writing focused on a topic.	Identify and introduce the topic.
CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.	E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.; E03.C.1.2.2 Develop the topic with facts, definitions, and/or details.; E03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.; E03.C.1.2.4 Provide a concluding statement or section.	topic, facts, definitions, details, illustrations	Effective writers develop their topic by incorporating facts, definitions details and illustrations.	Develop the topic with facts, definitions, details, and illustrations, as appropriate.
CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	E03.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose. E03.C.1.2.2 Develop the topic with facts, definitions, and/or details. E03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. E03.C.1.2.4 Provide a concluding statement or section.	introduction/conclusion, body paragraph, transition words (first, next, then, finally, etc.)	Effective writers use an organizational structure that connects information and ideas.	Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.
CC.1.4.3.E Choose words and phrases for effect.	E03.D.2.1.1 Choose words and phrases for effect.	descriptive words, adjectives, sensory words, shades of meaning	Effective writers select specific words and phrases for effect.	Use a variety of words and sentence types to appeal to the audience.



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CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. E03.D.1.1.2 Form and use regular and irregular plural nouns. E03.D.1.1.3 Use abstract nouns (e.g., childhood). E03.D.1.1.4 Form and use regular and irregular verbs. E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. E03.D.1.1.8 Use coordinating and subordinating conjunctions. E03.D.1.1.9 Produce simple, compound, and complex sentences. E03.D.1.2.1 Capitalize appropriate words in titles. E03.D.1.2.2 Use commas in addresses. E03.D.1.2.3 Use commas and quotation marks in dialogue. E03.D.1.2.4 Form and use possessives. E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	nouns, pronouns, verbs, adjectives, adverbs, irregular plural nouns, regular plural nouns, abstract nouns, regular verbs, irregular verbs, verb tenses, subject-verb agreement, pronoun-antecedent agreement, comparative adjectives, comparative adverbs, superlative adjectives, superlative adverbs, coordinating conjunctions, subordinating conjunctions, simple sentences, compound sentences, complex sentences, capitalization, commas, quotation marks, dialogue, possessives, suffix, high frequency word, word family, syllable patterns	Effective writers write and speak in a clear and effective way by following conventions of the English language.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CC.1.4.3.G Write opinion pieces on familiar topics or texts.	<i>There is no Eligible Content for this standard.</i>	opinion writing, topic, supporting details, research, fact	Effective writers focus their opinion writings on a specific topic or text.	Write opinion pieces on familiar topics or texts.
CC.1.4.3.H Introduce the topic and state an opinion on the topic.	E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. E03.C.1.1.2 Provide reasons that support the opinion. E03.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. E03.C.1.1.4 Provide a concluding statement or section.	topic, opinion	Effective writers clearly introduce a topic and state their opinion.	Introduce the topic and state an opinion on the topic.
CC.1.4.3.I Support an opinion with reasons.	E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. E03.C.1.1.2 Provide reasons that support the opinion. E03.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. E03.C.1.1.4 Provide a concluding statement or section.	opinion, reasons	Effective writers use reasons to support their opinion.	Support an opinion with reasons.
CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section	E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. E03.C.1.1.2 Provide reasons that support the opinion. E03.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. E03.C.1.1.4 Provide a concluding statement or section.	introduction/conclusion body paragraph transition words (first, next, then, finally, etc.)	Effective writers use an organizational structure that connects information and ideas.	Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.	E03.D.2.1.1 Choose words and phrases for effect.	descriptive words, adjectives, sensory words, shades of meaning	Effective writers use appropriate words to convey the meaning behind the writing.	Use and identify the most descriptive words and phrases in writing.



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<p>CC.1.4.3.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. E03.D.1.1.2 Form and use regular and irregular plural nouns. E03.D.1.1.3 Use abstract nouns (e.g., childhood). E03.D.1.1.4 Form and use regular and irregular verbs. E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement. E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. E03.D.1.1.8 Use coordinating and subordinating conjunctions. E03.D.1.1.9 Produce simple, compound, and complex sentences. E03.D.1.2.1 Capitalize appropriate words in titles. E03.D.1.2.2 Use commas in addresses. E03.D.1.2.3 Use commas and quotation marks in dialogue. E03.D.1.2.4 Form and use possessives. E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>nouns, pronouns, verbs, adjectives, adverbs, irregular plural nouns, regular plural nouns, abstract nouns, regular verbs, irregular verbs, verb tenses, subject-verb agreement, pronoun-antecedent agreement, comparative adjectives, comparative adverbs, superlative adjectives, superlative adverbs, coordinating conjunctions, subordinating conjunctions, simple sentences, compound sentences, complex sentences, capitalization, commas, quotation marks, dialogue, possessives, suffix, high frequency word, word family, syllable patterns</p>	<p>Effective writers write and speak in a clear and effective way by following conventions of the English language.</p>	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
<p>CC.1.4.3.M Write narratives to develop real or imagined experiences or events.</p>	<p><i>There is no Eligible Content for this standard.</i></p>	<p>narrative writing, events, experiences, personal narrative, fictional narrative</p>	<p>Effective writers develop real or imagined experiences or events in their writing.</p>	<p>Write narratives to develop real or imagined experiences or events.</p>
<p>CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.</p>	<p>E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. E03.C.1.3.3 Use temporal words and phrases to signal event order. E03.C.1.3.4 Provide a sense of closure.</p>	<p>narrator, characters, introduction, topic, supporting details, hook/lead</p>	<p>Effective writers clearly establish a situation and introduce a narrator or characters.</p>	<p>Establish a situation and introduce a narrator and/or characters.</p>
<p>CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<p>E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. E03.C.1.3.3 Use temporal words and phrases to signal event order. E03.C.1.3.4 Provide a sense of closure.</p>	<p>dialogue, quotation marks</p>	<p>Effective writers use a variety of methods to fully develop characters, events, and situations.</p>	<p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>
<p>CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p>	<p>E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. E03.C.1.3.3 Use temporal words and phrases to signal event order. E03.C.1.3.4 Provide a sense of closure.</p>	<p>temporal words, closure/conclusion, events, sequence</p>	<p>Effective writers introduce then clearly sequence events in their writing.</p>	<p>Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p>
<p>CC.1.4.3.Q Choose words and phrases for effect.</p>	<p>E03.D.2.1.1 Choose words and phrases for effect.</p>	<p>descriptive words, adjectives, sensory words, shades of meaning</p>	<p>Effective writers select specific words and phrases for effect.</p>	<p>Determine appropriate words to convey different aspects of meaning behind a piece of writing.</p>



Dover Area School District Curriculum K-U-D  
Grade 3 ELA

Standards	Eligible Content	Know	Understand	Do
Standards	Eligible Content	Facts, formulas, vocab	Big ideas, concepts, principles, generalization	Numeracy, literacy, thinking strategies
<p>CC.1.4.3.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.            E03.D.1.1.2 Form and use regular and irregular plural nouns.            E03.D.1.1.3 Use abstract nouns (e.g., childhood).            E03.D.1.1.4 Form and use regular and irregular verbs.            E03.D.1.1.5 Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).            E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.            E03.D.1.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.            E03.D.1.1.8 Use coordinating and subordinating conjunctions.            E03.D.1.1.9 Produce simple, compound, and complex sentences.            E03.D.1.2.1 Capitalize appropriate words in titles.            E03.D.1.2.2 Use commas in addresses.            E03.D.1.2.3 Use commas and quotation marks in dialogue.            E03.D.1.2.4 Form and use possessives.            E03.D.1.2.5 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).            E03.D.1.2.6 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.            E03.D.2.1.1 Choose words and phrases for effect.</p>	<p>nouns, pronouns, verbs, adjectives, adverbs, irregular plural nouns, regular plural nouns, abstract nouns, regular verbs, irregular verbs, verb tenses, subject-verb agreement, pronoun-antecedent agreement, comparative adjectives, comparative adverbs, superlative adjectives, superlative adverbs, coordinating conjunctions, subordinating conjunctions, simple sentences, compound sentences, complex sentences, capitalization, commas, quotation marks, dialogue, possessives, suffix, high frequency word, word family, syllable patterns</p>	<p>Effective writers write and speak in a clear and effective way by following conventions of the English language.</p>	<p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.            Form and use regular and irregular plural nouns.            Use abstract nouns (e.g., childhood).            Form and use regular and irregular verbs.            Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).            Ensure subject-verb and pronoun-antecedent agreement.            Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.            Use coordinating and subordinating conjunctions.            Produce simple, compound, and complex sentences.            Capitalize appropriate words in titles.            Use commas in addresses.            Use commas and quotation marks in dialogue.            Form and use possessives.            Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).            Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.            Choose words and phrases for effect.</p>
<p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p><i>There is no Eligible Content for this standard.</i></p>	<p>evidence, support, response</p>	<p>Readers actively read and analyze text to support their thoughts about the text using text evidence.</p>	<p>Write or discuss a response to a text-dependent question, citing evidence from literary or informational text to support analysis, reflection, and research.</p>
<p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<p><i>There is no Eligible Content for this standard.</i></p>	<p>writing process (plan, edit, revise)</p>	<p>Writers plan, revise, and edit their writing consistently to present their ideas in a clear way.</p>	<p>Develop writing by planning, revising, and editing</p>
<p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><i>There is no Eligible Content for this standard.</i></p>	<p>writing process (publishing)</p>	<p>Writers can use technology to produce and publish writing as well as collaborate with others about their writing.</p>	<p>Use technology to produce and publish writing (using keyboarding skills)            Interact and collaborate with others.</p>
<p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p>	<p><i>There is no Eligible Content for this standard.</i></p>	<p>research, facts, sources</p>	<p>Writers will conduct research to build knowledge about a topic.</p>	<p>Conduct short research projects that build knowledge about a topic.</p>
<p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><i>There is no Eligible Content for this standard.</i></p>	<p>sources, evidence, note-taking</p>	<p>Writers need to gather information from multiple sources and organize notes effectively.</p>	<p>Recall information from experiences            Gather information from print and digital sources            Take brief notes on sources            Sort evidence into provided categories</p>
<p>CC.1.4.3.X 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.</p>	<p><i>There is no Eligible Content for this standard.</i></p>	<p>purpose, audience, task</p>	<p>Writers write frequently for different purposes and audiences.</p>	<p>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.</p>