



2024 ENGLISH STANDARDS OF LEARNING

Grade 3 Instructional Guide

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GUIDANCE OVERVIEW

The 2024 English *Standards of Learning* ensure that educators across the Commonwealth approach literacy instruction with an emphasis on providing students with opportunities to read complex, grade-level texts. These texts are used as a basis for deep, text-based classroom discussions and as a starting point for writing activities. By developing students' literacy skills and structuring classrooms to offer chances to read, discuss, and write about content, educators ensure that students learn and retain literacy skills and content deeply.

Virginia educators will notice that literacy standards are no longer highlighted in the instructional guides in isolation or in silos of each other; literacy standards are not meant to be taught in isolation. When Grade 3 students engage with complex literary texts (RL), they also practice communicating (C), writing and language, (W and LU), decoding (FFR), encoding (FFW), and building vocabulary (RV) throughout the lesson, all within a literacy genre. The same integration of skills is true as third grade students read complex, grade level informational text (RI). While reading informational text, students will respond through discussion and accessing the communication standards (C) as well as in writing (W) and draw several pieces of evidence to support reading information text (RI) to support claims and draw conclusions. Students will access grade level text by applying their foundational reading and writing standards (FFR and FFW) as they develop as skilled readers and build stamina (DSR).

This guide focuses on developing instructional practice and classroom routines that integrate multiple English standards to provide students with a deeper understanding. Each section starts with educators considering students' current levels of proficiency and grade-level standards using the "Side-by-Sides" and "Progression Charts" of the 2024 English *Standards of Learning*. Educators will then review the "Understanding the Standards" section to gain a deeper understanding of grade-level concepts and instructional practices. Guided by the "Developing Skilled Readers and Building Reading Stamina" standards, educators will plan integrated lessons and use questions and instructional strategies to ensure that all students engage with grade-level content at the appropriate level of rigor. Finally, the guide provides thematic and/or cross-content area connections to extend student learning and deepen their understanding.

In grades K-5, students will receive foundational instruction in both reading (FFR) and writing (FFW) as students grow in their skills of reading unfamiliar words in grade level text. The foundational standards establish the building blocks necessary for students to engage with grade level text. When planning and instructing students across the literacy standards, students will

build reading fluency, read grade-level-complex text, and ensure they're responding both in writing and orally to text-based questioning and instruction. These knowledge building and comprehension skills are outlined in the Developing Skilled Readers and Building Reading Stamina (DSR). The Developing Skilled Readers and Building Reading Stamina was added to emphasize skills and strategies use within content-rich complex text each time students engage with text, rather than isolated skill work. This strand emphasizes that students should be reading challenging grade-level literary and informational texts fluently, while learning vocabulary, writing, collaborating, and researching in grade level complex text. These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.

As educators are utilizing this English Instructional Guide as a resource, each guide page highlights sample standards that may be considered. However, specific standards are text-dependent, instruction will be text-based, and the standards will rely on the grade-level-complex text in which students are engaged.

Text Sets

Text sets are a collection of various texts, like articles, books, videos, or images, all centered around a single topic, theme, or question. Text sets provide students the opportunities to build vocabulary and knowledge around a topic because they offer different perspectives and formats for deeper understanding. Text sets enhance the teaching of the 2024 English *Standards of Learning* and can naturally be paired with content area subjects. Text sets will vary by school and division based on resources and relevant school board policies. Text sets provide the opportunity for students to make authentic connections between texts and apply their background knowledge in order to meet the rigor of the Reading Literary Texts and Reading Informational Text standards.

- Science Example: When teaching the Grade 3, Interactions in Ecosystems standards from the 2018 Science *Standards of Learning* around human impacts on ecosystems, teachers may decide to include reading the literary text, *One Plastic Bag: Isatou Ceesay and the Recycling Women in Gambia* by Miranda Paul and the informational text, *How Can We Reduce Household Waste?* by Mary K. Pratt. This text set reinforces what students are learning in science, while allowing students to engage with multiple grade level texts on a topic.

A more comprehensive list of text set examples is included in the Grade 3 Cross Content Connections section at the end of the instructional guide.

INSTRUCTIONAL GUIDE QUICK LINKS:

While each of the instructional guides has an overarching strand – each guide provides additional avenues, tasks, and planning questions to consider with integrating all the 2024 English *Standards of Learning*.

- [Developing Skilled Readers and Building Reading Stamina](#)
- [Foundations for Reading and Foundations for Writing](#)
- [Reading & Vocabulary](#)
- [Reading Literary Texts](#)
- [Reading Informational Texts](#)
- [Writing and Language Usage](#)
- [Communication & Multimodal Literacies and Language Usage](#)
- [Research](#)
- [Grade 3 Cross Content Connections](#)
- [References](#)

DEVELOPING SKILLED READERS AND BUILDING READING STAMINA

3.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (**Reading Fluency, K-12**).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) (**Text Complexity, 2-12**).
- C. When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (**Textual Evidence, K-12**).
- D. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build

knowledge and vocabulary. Use background knowledge as context for new learning (**Deep Reading on Topics to Build Knowledge and Vocabulary K-12**).

- E. Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others (**Reading Strategies, 3-12**).

Critical for successful planning and implementation of grade level expectations for Developing Skilled Readers and Building Reading Stamina in the 2024 English Standards of Learning.

- [LINK- Grade 3 Understanding the Standards- Developing Skilled Readers and Building Reading Stamina](#)

Planning for Literacy Instruction + Integration of Standards	
Developing Skilled Readers and Building Reading Stamina (DSR)	Connections to High Quality Instructional Materials (HQIM), from <i>Core Curriculum Review Rubric- Grade 3</i>
<p>3.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).</p>	<ul style="list-style-type: none"> • Within division-adopted HQIM materials, texts should be at appropriate levels of complexity for Grade 3 students. • Fluency lessons should include teacher-led modeling, oral reading practice, and immediate feedback. • Provide opportunities for students to self-monitor, self-correct word errors, and improve fluency through practice.
<p>3.DSR.B Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See the Quantitative and Qualitative Analysis charts for determining</p>	<ul style="list-style-type: none"> • Materials within division-adopted HQIM provide opportunities for students to read grade-appropriate, complex texts in a variety of genres and structures (e.g., narrative, informational, technical, fantasy, prose, poetry, plays) that reflect relatable experiences of all students.

<p>complexity in the Appendix 3.) (Text Complexity, 2-12).</p>	
<p>3.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).</p>	<ul style="list-style-type: none"> • Division-adopted HQIM include tasks that require students to present well-defended claims, provide logically ordered reasons supported by facts and details, and use appropriate language and conventions for their grade level.
<p>3.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary K-12).</p>	<ul style="list-style-type: none"> • Division- adopted HQIM materials expose students to a breath of vocabulary words through high-quality text. • Division-adopted HQIM materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge. • Division-adopted HQIM materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas. • Connections can be made between texts in division-adopted HQIM and the <i>Virginia Standards of Learning</i> in both Science and History and Social Science.
<p>3.DSR.E Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These</p>	<ul style="list-style-type: none"> • Literary: Modeling, think alouds, and/or gradual release of responsibility (e.g., I do, we do, you do) are used to develop metacognitive reading habits, discipline-specific practices, and comprehension strategies (e.g., monitoring comprehension, using graphic organizers, answering questions, generating

sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others (**Reading Strategies 3-12**).

- questions, summarizing) with particular emphasis on citing textual evidence.
- **Informational:** Modeling, think alouds, and graphic organizers are used to identify components of text structure (e.g., problem-solution, cause-effect, compare-contrast, sequencing) at both the text level (e.g., argument structure, plot structure) and paragraph level (e.g., paragraph organization, signal words), to aid in careful reading and comprehension of informational texts.

Incorporating K-5 HQIM and the 2024 English *Standards of Learning*:

In the following Instructional Guides, educators will receive additional guidance and instructional supports to ensure students reach the grade-level expectations outlined in the Board of Education adopted 2024 English *Standards of Learning*. Educators will utilize their division adopted and approved HQIM during their core literacy instructional time. The Virginia Literacy Act requires that all Virginia school divisions must adopt HQIM for all K-5 classrooms no later than the 2024-25 school year. This means daily lessons must be grounded in adopted materials, students need access to a curriculum that builds on a systematic sequence in foundational skills and builds coherently grade-to-grade on knowledge-building topics. There is a compelling body of evidence that shows that HQIM not only provides this coherent sequence but leads to better outcomes for students (adopted from the [Virginia Literacy Act Playbook](#)). K-5 educators will use their HQIM, the 2024 *Standards of Learning*, and the Instructional Guidance outlined below when crafting effective, aligned literacy instruction for all learners.

FOUNDATIONS FOR READING AND FOUNDATIONS FOR WRITING | GRADE 3 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 3 Foundations for Reading and Foundations for Writing standards, review:

- [Progression Chart - Foundations for Reading](#)
- [Progression Chart - Foundations for Writing](#)
- [Grades 2-4 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Foundations for Reading and Foundations for Writing in the 2024 English *Standards of Learning*.

- [LINK- Grade 3 Understanding the Standards-Foundations for Reading](#)
- [LINK- Grade 3 Understanding the Standards-Foundations for Writing](#)

Teacher's Note:

- Use the Grade 3 Understanding the Standards.
- In Grade 3, Foundations for Reading (FFR) addresses phonics and word analysis.
- The end of year expectation for Grade 3 students is to decode/read and encode/spell words containing vowel teams and r-controlled vowels.
- Grade 3 students are expected to use knowledge of syllabication and syllable types, affixes, to decode/read and encode/write multisyllabic words.
- Teach to build automaticity and accuracy with decoding/reading and encoding/writing.
- Foundations for Writing (FFW) standards focus on the foundational, transcription skills that students must have to effectively and efficiently communicate their ideas through writing.
- The end of the year expectations for students is to accurately and automatically write legible print while continuing to learn proper formation and flow of cursive writing.
- Teach capital and lowercase cursive letters, signing students' first and last name, and writing names and words in cursive.

Foundations for Reading

3.FFR.3 Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

- A. Decode and encode words with vowel teams and r-controlled vowels.
- B. Use knowledge of syllabication and syllable types to decode and encode words.
- C. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.
- D. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

Foundations for Writing

3.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.

3.FFW.1 Handwriting

- A. Maintain legible printing.
- B. Write capital and lowercase letters of the alphabet using correct letter formation in cursive.
- C. Sign his/her first and last name.
- D. Form cursive letters with flow from one letter to the next within names and words.

3.FFW.2 Spelling

- A. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.
- B. Use common affixes to encode (spell) words.
- C. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Decoding <i>3.FFR.3A Decode and encode words with vowel teams and r-controlled vowels.</i></p> <p><i>3.FFR.3B Use knowledge of syllabication and syllable types to decode and encode words.</i></p> <p><i>3.FFR.3C Use knowledge of affixes (e.g., suffixes, prefixes) to decode and</i></p>	<ul style="list-style-type: none"> • Educators will use the scope and sequence from their division-adopted HQIM for decoding and encoding instruction, including high frequency word and affix/suffix instruction. • When incorporating the instruction, educators will use the gradual release model of instruction. 	<ul style="list-style-type: none"> • Provide opportunities for students to decode/read vowel teams and r-controlled vowels in grade level words (<i>3.FFR.3A, 3.FFR.3B</i>). • Provide practice for students to decode/read words using knowledge of syllabication, syllable types, and affixes (<i>3.FFR.3A, 3.FFR.3B</i>). • Provide practice for students to decode/read words that incorporate the new and previously taught phonics features. • Visual Practice: Teacher will show students letter or word cards. Students will give the corresponding sound or read the word shown by the card • Auditory Practice: Teacher will say a sound or word.

<p><i>encode words.</i></p> <p><i>3.FFR.3D Reading grade-level high frequency words, including decodable and irregular words, with automaticity and accuracy.</i></p>		<p>Students will give the letter or letters they hear</p> <ul style="list-style-type: none"> • Word Chaining: Students will use magnetic letters to letter tiles to alter or build words. Teacher will give students the first word. Then the teacher will tell students a sound (phoneme) or letter, to change to create a new word. Example: In this example, the teacher is focusing on the vowel team <i>oi</i> and <i>oy</i>. Students start with the word <i>join</i>. Teacher asks students to change <i>join</i> to <i>joy</i>. The teacher continues to change words one phoneme at a time.
<p>Encoding</p> <p><i>3.FFW.2A Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.</i></p> <p><i>3.FFW.2B Use common affixes to encode (spell) words.</i></p>	<ul style="list-style-type: none"> • Educators will use the scope and sequence from their division-adopted HQIM for decoding and encoding • The division-adopted HQIM notes which affixes to teach within the scope and sequence. Ensure that when introducing new affixes, the teacher also focuses on meaning and part of speech when the affix is added to a base word. 	<ul style="list-style-type: none"> • Provide practice for students to encode/spell words with vowel teams and r-controlled vowels (<i>3.FFR.3A</i>). • Provide practice for students to encode/spell words using knowledge of syllabication, syllable types, and affixes (<i>3.FFR.3A, 3.FFR.3B</i>). • Provide practice for encoding/spelling words that includes new and previously taught phonics features (<i>3.FFW.2A, 3.FFW.2B</i>). <ul style="list-style-type: none"> ○ Word Spelling: Students will write words to correspond to the phonics feature currently being taught. Be sure no words used include phonics features students have not learned. ○ Dictation: Students will write sentence to reinforce phonics features they are currently learning or have learned in previous lessons. Be sure no words in the sentence include phonics features students have not learned (<i>3.FFW.2A, 3.FFW.2B</i>). • Word Chaining: Students will write new words by changing a sound or phoneme in the word. Teacher will

		<p>say the first word and students will write the word down. Then the teacher will tell students to change the word to another word. Example: In this example the teacher is focusing on r-controlled vowel sounds. Students write the first word “far”. Teacher asks students to change the word “far” to “farm”. Teacher asks students to change “farm” to “firm”. Teacher asks students to change “firm” to “form” (3.FFR.3A).</p>
<p>Irregular & High Frequency Words <i>3.FFW.2C Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.</i></p>	<ul style="list-style-type: none"> • Educators will use the scope and sequence from their division-adopted HQIM for the high-frequency words. 	<ul style="list-style-type: none"> • Use protocol for introducing irregular words that calls attention to predictable spellings, along with the unexpected spellings (2.FFR.2C, 2.FFR.2D, 2.FFR.3E, 2.FFR.3G, 2.FFR.3H). <ul style="list-style-type: none"> ○ Introduce students to the new word and use the word in a sentence. ○ Say the sounds and identify how many sounds are in the word, draw blanks for the number of sounds on a whiteboard. ○ Model writing the word for students: Discuss the regularly spelled sounds within the word and model writing them. ○ Discuss the irregular sound with students and tell them they will need to remember this part of the word. ○ Guide students to write the word in the air, on paper, on a whiteboard, etc. ○ Provide opportunities for students to practice writing and saying the word. • When teaching how to spell high-frequency words, work with students in identifying the decodable or regular letter-sound correspondence portions of the word

		<p>before providing the irregular portion of the word. For example, if the word was <i>honest</i> - the teacher would help students to spell the word and the point out that students will need to learn that the <i>h</i> is silent.</p> <ul style="list-style-type: none"> • Provide opportunities for students to practice decoding/reading and encoding/writing high-frequency words (3.FFR.3D).
<p>Connected Text 3.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</p>	<ul style="list-style-type: none"> • What text will be used for students to practice using foundational reading and writing skills? 	<ul style="list-style-type: none"> • When reading grade level text, students will use knowledge of syllabication and syllable types to read/decode words. (3.FFR.3B). • Encourage students to self-monitor while reading (e.g., realizing when to pause, break words into phonemes, syllables, or affixes, and blend together for accuracy when reading for understanding). • Provide students with opportunities to apply knowledge of affixes when reading grade level text to decode the words and gain meaning (3.FFR.3C). • Provide students with opportunities to read text that includes words with the new and previously taught phonics features. Students can: <ul style="list-style-type: none"> ○ Whisper read the text while the teacher monitors, ○ Partner read text, ○ Chorally read the text with the teacher, ○ Reread text to build fluency. • Provide corrective feedback when a student misreads a word. The teacher can alert the student to misread word and give an opportunity to self-correct. If the student has difficulty, the teacher can restate the sound-spelling that was missed and give the student the opportunity to re-blend the word correctly.

Supports and Extensions

- Guide students in creating their own sentences using two or more words with the phonics feature being taught.
- Provide opportunities for students to construct new words with affixes and suffixes being taught.
- Students may benefit from additional support with segmenting of individual phonemes while encoding/spelling.
- Provide additional practice for students who need support with phonological awareness to include emphasizing syllables in multisyllabic words.
- Provide additional practice for students to manipulate (delete, add, and substitute) sounds in words.
- Allow students needing additional phonics practice to read decodable texts that focus on difficult phonics skills students need to reinforce and to build fluency and automaticity
- Provide additional support to students with phonological and phonemic awareness to included isolating sounds, blending sounds to create words, and segmenting into individual sounds/phonemes.

READING & VOCABULARY | GRADE 3 – INSTRUCTIONAL GUIDE

Prior to teaching the Grade 3 Reading & Vocabulary standards, review:

- [Progression Chart - Reading and Vocabulary](#)
- [Grades 2-4 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading & Vocabulary in the 2024 *English Standards of Learning*.

- **LINK-** [Grade 3 Understanding the Standards-Reading & Vocabulary](#)

Teacher's Note:

- Use the Grade 3 Understanding the Standards.
- In Grade 3, teachers focus on students systematically building vocabulary from listening to and reading grade level texts, and while participating in discussions.
- Vocabulary words should be culled from student reading instead of using random lists and should not be taught only in isolation.
- Emphasize in-depth instruction on word knowledge, and word relationships found in word parts, word tenses, and word meanings is addressed in the reading and vocabulary standards.

Reading and Vocabulary

3.RV The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.

3.RV.1 Vocabulary Development and Word Analysis

- A. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
- B. Discuss meanings of complex words and phrases acquired through conversations and literature.
- C. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., -s, -ing, -ed).
- D. Use the context of a sentence to apply knowledge of homophones.
- E. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
- F. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
- G. Distinguish shades of meaning among verbs and adjectives.
- H. Use strategies to infer word meanings.
- I. Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
- J. Use newly learned words and phrases in discussions and speaking activities.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Within the selected literary or informational selected complex text <i>3.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful</i></p>	<ul style="list-style-type: none"> • Identify authentic stopping points in the text to teach/decode new, grade level words using morphology and/or syllabication. • Vocabulary taught is 	<ul style="list-style-type: none"> • Teachers should be intentional about which words they select from grade level text, to explicitly teach. These could include: <ul style="list-style-type: none"> ○ General academic language and content-specific vocabulary words, ○ Adding stopping points to model and/or explicitly teach students how to use knowledge of

<p><i>expression in successive readings to support comprehension.</i></p>	<p>dependent on the text. Plan for ways to build students' vocabulary and add to students' understanding of morphology.</p> <ul style="list-style-type: none"> • Consult division-adopted HQIM for a scope and sequence for morphemes to be taught systematically. 	<p>syllabication, syllable types, and morphology to read with automaticity and accuracy (3.RV.1E, 3.FFR.3).</p> <ul style="list-style-type: none"> • Students will use their knowledge of syllabication, syllable types, and morphology to read grade-level high-frequency words with automaticity and accuracy (3.RV.1E, 3.FFR.3).
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<p>Connect to previously read text to build knowledge + vocabulary understanding</p> <p><i>3.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning</i></p>	<ul style="list-style-type: none"> • Utilize division-adopted HQIM and/or text sets to build knowledge and vocabulary. • How will the teacher provide students multiple opportunities to hear related words and build knowledge networks? • What words are selected to explicitly teach from the text? General academic language? Content-specific vocabulary? • How will the teacher explicitly teach selected vocabulary from text? Plan for a vocabulary routine. 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol (3.RV.A, 3.RV.F). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Students will use word in speaking and writing. • Explicitly teach the decoding of grade level vocabulary through syllable types or morphemes. • Model breaking down words to their smallest parts of meaning (base, affixes). • Build background knowledge through visuals based on demands of the text students will read in the lesson (3.RV.A, 3.RV.F). • Allow opportunities for students to use knowledge of word relationships when inferring the meaning of complex words. • Model this process during think alouds while reading grade-level, complex text.
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<p>Supports decoding and encoding <i>3.DSR.A Read a variety of grade-level complex texts</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are decoding (reading) words in fourth grade text (choral read, partner read, independent read, etc.)? • How will the teacher ensure that instruction is explicit (I do, we, do, you do) and systematic (logical order)? • What areas of the grade level text require explicit instruction for students to decode and/or understand grade level vocabulary? • How will the teacher enforce previous taught patterns (cumulative instruction)? • How will students read, write, and discuss/communicate using grade level words and understandings? 	<ul style="list-style-type: none"> • Provide practice for students to decode/read words that incorporate the new and previously taught phonics features (3.FFR, 3.FFW, 3.RV.1E). <ul style="list-style-type: none"> ○ Review known word parts, meaningful morphemes; smallest unit of meaning (root, base) (3.RV.1E). ○ Review word for affixes (prefixes/suffixes) (3.RV.1C, 3.RV.1E). ○ Review word for vowels, count the number of syllables (3.RV.1E). ○ Recognize syllable types (3.FFR.3BE). • Provide practice for students to decode/read words that incorporate the new and previously taught phonics features (3.FFR, 3.FFW). • Provide opportunities for students to use their knowledge of affixes and syllable types when spelling multisyllabic words (3.RV.1E, 3.FFW.2B). • Support students in developing their general academic language and content specific vocabulary by providing opportunities for students to listen, read and discuss a variety of texts (3.C.1, 3.RL, 3.RI).
<p>Craft text dependent questioning: (in discussion and in writing)</p>	<ul style="list-style-type: none"> • Plan for stopping points and questioning that will support student's in 	<ul style="list-style-type: none"> • Provide opportunities for students to use grade level words and vocabulary when responding orally to text-based discussion and when responding to text in writing

<p><i>3.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located</i></p>	<p>systematically building vocabulary and word knowledge – consider roots, bases, affixes, homophones, morphology, synonyms, antonyms, shades of meaning when developing stopping points within the text.</p>	<p><i>(3.RV.1A, 3.RV.1B).</i></p> <ul style="list-style-type: none"> • Students will respond to text-dependent questions in writing, using their knowledge of roots, bases, affixes, and other vocabulary-building strategies to cite evidence from the text <i>(3.FFW.2A, 3.FFW.2B, 3.W.1E, 3.RV.1).</i> • Model the process of drawing evidence from the text, showing students how to identify relevant words, phrases, and details to support their answers during discussions and in written responses.
<p>Locate points in a text to model using a comprehension strategy or give students an opportunity to use a strategy <i>3.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary</i></p>	<ul style="list-style-type: none"> • Use division-adopted HQIM to identify appropriate stopping points to either: <ul style="list-style-type: none"> ○ Model using morphology, or text knowledge to gain additional word meaning. ○ Give students the opportunity to apply knowledge of syllable types to decode, and morphology for building meaning, to support reading and comprehending grade level text. 	<ul style="list-style-type: none"> • Guide students through the process of self-monitoring, prompting them to check their understanding by rereading or applying decoding strategies when encountering complex vocabulary or unfamiliar words <i>(3.FFR.3A, 3.FFR.3B, 3.FFR.3C).</i> • <i>Teacher Think Aloud:</i> How were you able to infer the meaning of a word? How did you check your understanding? <i>(3.RV.1H)</i> • Analyze how author’s use specific word choice purposefully <i>(3.RI.1C, 3.RL.2B).</i>

	<ul style="list-style-type: none"> ○ Distinguish shades of meaning in verbs/adjectives and how they add to the understanding of the text. 	
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READING LITERARY TEXT | GRADE 3 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 3 Reading Literary Text standards, review:

- [Progression Chart- Reading Literary Text](#)
- [Grades 2-4 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Literary Text in the 2024 *English Standards of Learning*.

- **LINK-** [Grade 3 Understanding the Standards-Reading Literary Text](#)

Teacher's Note:

- Use the Grade 3 Understanding the Standards.
- In Grade 3, the Reading Literary Text strand emphasizes the skills necessary for reading and comprehending grade level literary texts, using the guidelines from the appendix in the 2024 *English Standards of Learning*.
- In the Grade 3 Reading Literary Text standards students read a variety of content rich texts which span many genres, to include a focus on folklore and tall tales.
- Key Ideas and Plot Details focuses on identifying thematic topics and lessons learned, identifying the central conflict and resolution using events from the plot to summarize the text, and describing a character's attributes and how they develop throughout a text.
- Craft and Style standards require students to: discuss how an author uses characters and settings to advance plot; identify and explain how authors use sensory words to impact a reader's understanding of characters, settings, and plot events; identify the narrator of a story and the speaker of a poem; and identify the characteristics of different genres.

- Integration of Concepts focuses on strengthening students’ capacity to think deeply within and between texts.
- These standards are met by students reading a variety of grade-level complex texts to include paired passages.

Reading Literary Text

3.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tale, with a focus on folklore and tall tales.

3.RL.1 Key Ideas and Plot Details

- Identify thematic topics of stories (e.g., friendship, survival, determination) and the lessons learned.
- Identify the central conflict and resolution using events from the plot to summarize the text.
- Describe a character’s attributes, including their traits, motivations, or feelings and how they develop throughout the text.

3RL.2 Craft and Style

- Discuss how an author uses characters and settings to advance the plot.
- Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader’s understanding of characters, settings, and plot events.
- Identify the narrator of a story and the speaker of a poem.
- Identify the characteristics of different genres.

3.RL.3 Integration of Concepts

- Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.
- Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for	Instructional Approaches for Integrating Strands

	Planning	
<p>Select a complex text <i>3.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • Educators will utilize division-adopted HQIM for text selections. • When selecting text, plan for appropriate grade level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 <i>English Standards of Learning</i>. • Ensure Grade 3 students read a variety of complex literary text including fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tales, with a focus on folktale and tall tales. 	<ul style="list-style-type: none"> • Use grade-level complex texts from division-adopted HQIM higher end of Grade 2-3 Lexile band on the Appendix 740-1010 (<i>3.DSR.A</i>). • Provide practice for students to read complex texts with appropriate fluency, accuracy, and expression, focusing on building comprehension and vocabulary through successive readings (<i>3.DSR.A, 3.RV.1</i>).

<p>Demands of the Text* <i>3.DSR.A Read a variety of grade-level complex texts</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging with and reading the complex text? • What are the knowledge demands of the text (Literary knowledge, background knowledge, vocabulary knowledge)? • Examine the text to locate authentic opportunities to highlight, apply, or integrate additional standards to enhance students' understanding of the text. 	<ul style="list-style-type: none"> • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade level literary text (<i>3.DSR.A</i>). ○ Partner read with a strategically selected partner for second read of text. ○ Partner read grade level text (<i>3.RL.1C, 3.RL.2B, 3.RL.2C</i>). • Discuss meanings of complex words and phrases acquired while reading literature (<i>3.RV.1B, 3.RL.1, 3.RL.2, 3.C.1</i>). • Provide sentence frames to support both oral language and writing (<i>3.RV.1A, 3.RV.1B, 3.W, 3.LU, 3.RL</i>). • Provide opportunities for students to discuss how an author uses language, characters, and settings to advance the plot (<i>3.RV.1, 3.RL.2A</i>). • Explicitly teach characteristics of literary genres; students will be able to discuss and/or express in writing <i>the</i> characteristics of a variety of literary genres they are reading and/or have read (<i>3.W.1, 3.RL.2D</i>). • Provide sentence frames to support text dependent questions and answers, support both oral language and writing. • *Provide scaffolded assistance as needed.
<p>Connect to previously read text to build knowledge and vocabulary understanding <i>3.DSR.D Regularly engage</i></p>	<ul style="list-style-type: none"> • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Division-adopted HQIM 	<ul style="list-style-type: none"> • Explicitly pre-teach academic vocabulary, and content specific vocabulary crucial to the meaning of the text by using the following strategies: <ul style="list-style-type: none"> ○ Teach students to use word attack skills in breaking words apart by prefixes, suffixes, and root and/or base words, finding meaningful parts

<p><i>in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning</i></p>	<p>will support the building of thematic units.</p> <ul style="list-style-type: none"> • Plan to set a purpose for reading by activating or building prior (experience) and background (content knowledge) (3.RL). 	<ul style="list-style-type: none"> ○ of word to construct meaning (3.RV.1C, 3.RV.1E, 3.FFR.3C, 3.FFR.3D). ○ Read Aloud/Think Aloud: Stop at predetermined points to read challenging words together and think/discuss their meaning within the sentence (3.RV.1H). ○ When determining meaning of words, visualize and connect challenging words to connected words, as well as examples and non-examples (3.RV.1A, 3.RV.1E). ○ Pre-teach and discuss critical Tier 2, and Tier 3 content that is crucial to understanding the text through visual aid, videos, etc. (3.RV.1A, 3.RV.1C). • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (3.RV.1A, 3.RV.1J). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. • Build students’ academic language and content specific vocabulary by providing opportunities for students to listen, read, and discuss text (3.RL, 3.RV.1A). • Build background knowledge through visuals based on demands of the text students will read in the lesson (3.RV.1A, 3.RV.1F). • <i>Teacher Think Aloud</i>: Teacher will stop at strategic, predetermined, points to model thinking and use of
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		<p>knowledge of morphology to decode words and determine word meaning (3.FFR.3C, 3.RV.1D, 3.RV.1E)</p> <ul style="list-style-type: none"> Utilize thematic text sets, available from division-adopted HQIM, to support knowledge building and vocabulary development by providing diverse, complex texts on related topics (3.DSR.D). Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text dependent questioning (in discussion and in writing) <i>3.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located</i></p>	<ul style="list-style-type: none"> Identify key questions from division-adopted HQIM to match the lesson’s objectives. Ensure questioning is text dependent, think through exemplar student responses that push students back to the text to support response, both in student discussion and in student writing. Plan to extend student comprehension by writing about what is read by using division-adopted HQIM. 	<ul style="list-style-type: none"> Lead class in text-based question discussion, urging students to go back to the text to support their thinking (3.C.1, 3.C.2). Provide opportunities for students to respond to text dependent questions during discussion and support reasoning with evidence from the text (3.C.1, 3.C.2). Model Language Usage (LU) and Writing (W) standards prior to having students show their thinking through writing (3.FFW.1, 3.FFW.2, 3.W.1E, 3.LU.1A, 3.LU.1B, 3.LU.1E, 3.LU.1F). Provide opportunities for students to write in response to reading (3.FFW.1, 3.FFW.2, 3.W.1E). Support students with the use of textual evidence to demonstrate comprehension, both orally and in writing (3.W.1E).
<p>Locate points in a text to model using a comprehension strategy</p>	<ul style="list-style-type: none"> Use division-adopted HQIM to identify appropriate stopping 	<ul style="list-style-type: none"> <i>Teacher Think Aloud:</i> Teacher will stop at strategic, predetermined, points to model thinking and comprehension strategy (3.DSR.E, 3.RL.1, 3.RL.2).

<p>or give students an opportunity to use a strategy <i>3.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary</i></p>	<p>points to either:</p> <ul style="list-style-type: none"> ○ Model using a comprehension strategy, ○ Give students the opportunity to apply a comprehension strategy to gain meaning from the text. 	<ul style="list-style-type: none"> ● Provide opportunities for students to use reading strategies to aid and monitor their comprehension of challenging, grade-level texts (3.DSR.E).
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READING INFORMATIONAL TEXT | GRADE 3 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 3 Reading Informational Text standards, review:

- [Progression Chart - Reading Informational Text](#)
- [Grades 2-4 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Reading Informational Text in the 2024 English Standards of Learning.

- [LINK- Grade 3 Understanding the Standards-Reading Informational Text](#)

Teacher's Note:

- Use the Grade 3 Understanding the Standards.
- In Grade 3, Reading Informational Text standards focus on students regularly reading a variety of informational grade level text, using the guidelines from the appendix in the 2024 English *Standards of Learning*.
- Key Ideas and Confirming Details focuses on students summarizing the main idea using evidence from the text, summarizing events, including what happened and why, and explaining textual evidence that supports the author's opinion found within the text.
- Craft and Style focuses on students understanding how the author's choice of text-features, organizational pattern, and author's purpose are used to convey a message.

- Integration of Concepts focuses on students making connections between and within informational texts.
- Vocabulary words should be culled from student reading instead of using random lists and should not be only taught in isolation.
- Integrate literary and informational texts paired on a common theme or topic and have students compare/contrast to deepen their knowledge of a topic.
- Provide opportunities for students to write about what they have read.

Reading Informational Text

3.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

3.RI.1 Key Ideas and Confirming Details

- A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.
- B. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.
- C. Identify and explain how an author uses reasons and evidence to support specific points in texts.

3.RI.2 Craft and Style

- A. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader's understanding of the text.
- B. Use text features and search tools (e.g., sidebars, hyperlinks) to locate and gain information efficiently.
- C. Identify the author's purpose for writing, including what the author wants to answer, explain, or describe.

3.RI.3 Integration of Concepts

- A. Use prior (experience) and background (content) knowledge as context for new learning.
- B. Compare and contrast the most important points and key details presented in two texts on the same topic.
- C. Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- D. Demonstrate comprehension by writing about what is read using the text for support.

Planning for Literacy Instruction + Integration of Standards

Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select a complex text <i>3.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • When selecting text, plan for appropriate grade-level complexity and plan for teaching points and places in the text that will meet the rigor of the 2024 English Standards of Learning. • Educators will utilize division-adopted HQIM for text selections. 	<ul style="list-style-type: none"> • Grade 2-3 Lexile band on the Appendix 740-1010 (<i>3.DSR.A</i>). • Select text strategically to explain how authors use organizational patterns to support purpose and understanding of the text (<i>3.RI.2A</i>).
<p>Demands of the Text* <i>3.DSR.A Read a variety of grade-level complex texts</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging with and reading the complex text? • What are the knowledge demands of the text (Literary knowledge, background knowledge, vocabulary knowledge)? • Examine the text to locate authentic opportunities to highlight, apply, or 	<ul style="list-style-type: none"> • Provide students with opportunities to read grade-level complex text. Students can: <ul style="list-style-type: none"> ○ Chorally read grade level literary text (<i>3.DSR.A</i>), ○ Partner read with a strategically selected partner for second read of text, ○ Partner read grade level text (<i>3.RL.1C, 3.RL.2B, 3.RL.2C</i>). • Provide sentence frames (<i>3.RV.1A, 3.RV.1B, 3.W, 3.RL</i>). • Discuss meanings of complex words and phrases acquired while reading informational text (<i>3.RV.1B, 3.RL.1, 3.RL.2, 3.C.1</i>). • Provide opportunities for students to discuss how an author uses reasons and evidence to support specific points in the text (<i>3.RV.1, 3.RI.1C</i>).

	<p>integrate additional standards to enhance students' understanding of the text.</p>	<ul style="list-style-type: none"> • <i>*Provide scaffolded assistance as needed.</i>
<p>Connect to previously read text to build knowledge + vocabulary understanding <i>3.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning</i></p>	<ul style="list-style-type: none"> • How will the teacher use Text Sets (<i>Cross Content Connections – Literary and Informational paired texts</i>)? • Approved core curriculums will build thematic units. • How does the selected grade level informational text support student understanding of text structures? 	<ul style="list-style-type: none"> • Explicitly teach new words using vocabulary protocol that provides opportunities for students to engage with the word meaning (<i>3.RV.11A, 3.RV.1J</i>). <ul style="list-style-type: none"> ○ Provide students with student friendly definition. ○ Provide examples and non-examples in context. ○ Provide related words. ○ Provide opportunities for students to use word in speaking and writing. • Support students in building their academic language and content specific vocabulary by listening to, reading, and discussing text (<i>3.RL, 3.RV.1A</i>). • Build background knowledge through visuals based on demands of the text students will read in the lesson (<i>3.DSR.D</i>). • <i>Teacher Think Aloud:</i> Teacher will stop at strategic, predetermined, points to model thinking and use of knowledge of morphology to decode words and determine word meaning (<i>3.FFR.3C, 3.RV.1D, 3.RV.1E</i>). • Develop breadth of vocabulary knowledge by having students listen to and read high quality, complex text (<i>3.RV.1A, 3.RV.1B</i>). • Utilize thematic text sets, available from division-adopted HQIM, to support knowledge building and vocabulary development by providing diverse, complex texts on related topics (<i>3.DSR.D</i>).

		<ul style="list-style-type: none"> Additional literary and informational texts can be found in the <i>Cross Content Connections</i> section.
<p>Craft text dependent questioning (in discussion and in writing) <i>3.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located</i></p>	<ul style="list-style-type: none"> Identify key questions from division-adopted HQIM to match the lesson’s objectives. Ensure questioning is text dependent, think through exemplar student responses that push students back to the text to support response, both in student discussion and in student writing. Plan to extend student comprehension by writing about what is read by using HQMI. Integrate/model writing utilizing the organizational patterns used in informational text selection. 	<ul style="list-style-type: none"> Lead the class in text-based question discussion, urging students to go back to the text to support their thinking (3.C.1, 3.C.2). Provide opportunities for students to respond to text dependent questions during discussion and support reasoning with evidence from the text (3.C.1, 3.C.2). Model Language Usage (LU) and Writing (W) standards prior to having students show their thinking via writing (3.FFW.1, 3.FFW.2, 3.W.1E, 3.LU.1). Provide opportunities for students to write in response to reading (3.FFW.1, 3.FFW.2, 3.W.1E, 3.LU.1A, 3.LU.1B, 3.LU.1E, 3.LU.1F).
<p>Locate points in a text to model using a comprehension strategy or give students an opportunity to use a</p>	<ul style="list-style-type: none"> Use division-adopted HQIM to identify appropriate stopping points to either: <ul style="list-style-type: none"> Model using a 	<ul style="list-style-type: none"> <i>Teacher Think Aloud:</i> Teacher will stop at strategic points to model thinking and using a comprehension strategy to build meaning from the text (3.DSR.E, 3.RI.1, 3.RI.2). Stop at strategic points to model/explain thinking behind

<p>strategy <i>3.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<p>comprehension strategy.</p> <ul style="list-style-type: none"> ○ Identify points to describe structural differences between organizational pattern(s) utilized – provide explanation for how author selected organizational pattern based on purpose of text and how text structure and/or organization supports a reader’s comprehension? ○ Give students the opportunity to apply a comprehension strategy to gain meaning from the text. 	<p>author’s organizational pattern and students will explain how text structure shows how new information being presented is related or connected throughout the text (3.RI.2).</p> <ul style="list-style-type: none"> ● Provide opportunities for students to use reading strategies to aid and monitor their comprehension of challenging, grade-level texts (3.DSR.E).
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WRITING & LANGUAGE USAGE | GRADE 3 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 3 Writing and Language Usage standards, review:

- [Progression Chart - Writing](#)
- [Progression Chart - Language Usage](#)
- [Grades 2-4 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Writing and Language Usage in the 2024 *English Standards of Learning*.

- [LINK- Grade 3 Understanding the Standards-Writing](#)
- [LINK- Grade 3 Understanding the Standards-Language Usage](#)

Teacher’s Note:

- Use the Grade 3 Understanding the Standards.
- Recognize the difference between teaching writing and assigning writing.
- In Grade 3, students will develop and build their reading and writing skills together.
- Modes and Purposes of Writing focuses on students’ ability to write in a variety of forms including narratives, explanatory, and opinion pieces about topics, or texts, as well as reflectively in response to texts.
- Organization and Composition provides specific information on how students should engage in writing as a process to generate and compose a well-developed paragraph containing a clear topic sentence centered on a main idea and ending a writing composition with a concluding statement.
- Usage and Mechanics specifically addresses quality of ideas, organization, sentence fluency, and word choice.
- Language Usage strand (LU) standards focus on students’ use of language when communicating their ideas both orally and in writing.
- Model the writing process for students and use mentor texts to support students’ understanding of genre and writing techniques.
- Integrate grammar/language usage standards with writing standards for instruction, using student writing to teach editing and peer-editing skills.
- Writing conferences and portfolios are tools teachers can use to monitor student progress. Teachers provide opportunities for independent writing and options for student choice.
- Grammar instruction and practice are integrated during reading, writing, and discussion.
- Explicitly teach the features of the three domains of writing:
 - Composing—focusing on a clear, central idea; providing elaboration, organization, and unity
 - Written Expression—sentence variation, selected information, word choice, voice, and tone
 - Language Usage/Mechanics—grammar, punctuation, and usage as appropriate for the grade level
- Support students in developing various styles of writing, teachers model embedding narrative techniques in multiple forms of writing.

Writing

3.W. The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.

3.W.1 Modes and Purposes for Writing

- A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.
- B. Write personal or fictional narratives that organize event sequences that unfold naturally.
- C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.
- D. Write opinion pieces on topics or texts, supporting a point of view with facts and reasons.
- E. Write in response to text(s) read or heard to share thinking using supporting details from the text.

3.W.2 Organization and Composition

- A. Engage in writing as a process to compose a well-developed paragraph. This includes:
 - i. Writing a clear topic sentence focusing on a main idea.
 - ii. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.
 - iii. Elaborating writing by including supporting details.
 - iv. Using transition words to vary sentence structure.
 - v. Providing a concluding statement.

3.W.3 Usage and Mechanics

- A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.
- B. With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations).

Language Usage

3.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

3.LU.1 Grammar

- A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.
- B. Distinguish between complete and incomplete sentences.

- C. Form and use comparative and superlative adjectives when speaking and writing.
- D. Form and use regular and irregular verbs when speaking and writing.
- E. Use subject-verb agreement in simple sentences.
- F. Eliminate double negatives when speaking and writing.

3.LU.2 Mechanics

- A. Use commas in series, dates, addresses, and in greetings and closings of letters.
- B. Use apostrophes to form contractions and frequently occurring possessions in writing.
- C. Capitalize holidays, names, and places.
- D. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
- E. Consult reference materials, including beginning dictionaries to check and correct spelling.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select an exemplar of the type of writing <i>3.DSR.A Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension.</i></p>	<ul style="list-style-type: none"> • How will teachers utilize model texts of the type of writing, <ul style="list-style-type: none"> ○ Texts from division-adopted HQIM, ○ Texts from multiple sources, ○ Student exemplar? 	<ul style="list-style-type: none"> • Introduce students to the genre they will be writing by linking novels/texts (3.W.1A, 3.W.1B, 3.W.1C, 3.W.1D). • Link to previous instruction in division-adopted HQIM around the characteristics of identified writing and/or genre (3.W.1A, 3.W.1B, 3.W.1C, 3.W.1D). • Introduce the genre and collaboratively brainstorm characteristics. See division-adopted for examples (3.W.1A, 3.W.1B, 3.W.1C, 3.W.1D). • Provide opportunities for students to engage with the genre characteristics through class discussions, analysis of mentor texts, and writing activities that encourage them to practice those traits in their own writing.

		<ul style="list-style-type: none"> • Use think alouds to demonstrate what you notice about the mentor/ model text (3.W.1). • Strategically note how the model/mentor introduces the topic, supports the main idea, and organizes the content (3.W.2, 3.W.3).
<p>Connect to previous knowledge <i>3.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How does this writing instruction connect to previously instruction? <ul style="list-style-type: none"> ○ Educators will plan to build writing instruction off previous steps in the writing process. 	<ul style="list-style-type: none"> • Make connections between previously read text from the division adopted HQIM as an exemplar of the type of writing to collaboratively brainstorm common characteristics (3.W.1A, 3.W.1B, 3.W.1C, 3.W.1D). • Use graphic organizer(s) from division-adopted HQIM to support planning process (3.W.2A). • Provide opportunities for students to respond to the text in various ways including summaries of the main points, personal reflections, and critiques of the texts.
<p>Skills in Practice <i>3.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and</i></p>	<ul style="list-style-type: none"> • How will the teacher ensure all students are engaging in the writing process (Modeled, Shared writing, Sentence level/sentence stems, Paragraph stems, Graphic organizers to 	<ul style="list-style-type: none"> • Provide opportunities for students to respond to the text in various ways including summaries of the main points, personal reflections, and critiques of the texts (3.W.1E). • Combine, revise, and edit shorter pieces students previously wrote (e.g., reader’s response journals or quick writes) to develop extended pieces of writing to emphasize writing being a continuous process (3.W.2). • Purposeful partnerships: teachers should consider

<p><i>inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>	<p>support organization and thinking)?</p> <ul style="list-style-type: none"> • How will the teacher ensure that all students can access the mentor or exemplar texts? 	<p>pairing students strategically based on reading and writing strengths and ability to provide strategic supports (3.C.1).</p> <ul style="list-style-type: none"> • Provide scaffolded student choice- how will students respond to the texts including summaries of the main points, personal reflections, and critiques of the texts? • Provide sentence and/or paragraph frames (3.RV.1A, 3.RV.1B, 3.W, 3.LU, 3.RL). • Explicitly pre-teach key vocabulary that cannot be easily determined using context or morphology (3.RV.1). • To prepare students for writing and to ensure all students have a catalyst to write, consider pulling an excerpt or paired passage to build background knowledge and context (3.DSR.D). • Include opportunities to apply the newly learned words and phrases in discussions, take student oral language and extend into student writing (3.C.1, 3.W).
<p>Locate points to model author decision making <i>3.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<ul style="list-style-type: none"> • How can the teacher demonstrate how authors make purposeful decisions to make their writing clear to their readers? • How can the teacher model working through the writing process? 	<ul style="list-style-type: none"> • Model using the genre graphic organizer to plan their writing (3.W.1, 3.W.2). • Use think alouds to demonstrate decision making decision to ensure characteristics of the genre are included (3.W.1, 3.RL). • Model using the graphic organizer to compose a draft of their introduction, planning, drafting (3.W.2). • Model using the writing process (planning, drafting, revisions, editing, publishing).

COMMUNICATION & MULTIMODAL LITERACIES AND LANGUAGE USAGE | GRADE 3 -

INSTRUCTIONAL GUIDE

Prior to teaching the Grade 3 Writing standards, review:

- [Progression Chart - Communication & Multimodal Literacies](#)
- [Progression Chart - Language Usage](#)
- [Grades 2-4 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Communication & Multimodal Literacies and Language Usage in the *2024 English Standards of Learning*.

- [LINK- Grade 3 Understanding the Standards-Communication & Multimodal Literacy](#)
- [LINK- Grade 3 Understanding the Standards-Language Usage](#)

Teacher's Note:

- Use the Grade 3 Understanding the Standards.
- Model expectations for how students should participate in discussion on Grade 3 topics and texts, while collaborating with diverse partners.
- Build students' skills around speaking and presentation of ideas.
- Explicitly teach effective presentation skills with audience involvement.
- Provide opportunities for students to create interactive, multimodal presentations. Multimodal is the strategic use of two or more interdependent modes of communication where both/all modes are essential to convey the intended message (e.g., graphics, written language, moving images, music, audio, presentation technologies, movement).
- Integrate Communication and Language Usage standards to allow students to demonstrate their understanding of new learning through oral communication experiences prior to applying this learning to their reading and writing.
- Highlight the importance of the reciprocal nature of speaking and writing by focusing on students' speaking skills to strengthen students' writing and vice versa.

Communication and Multimodal Literacies

3.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

3.C.1 Communication, Listening, and Collaboration

- A. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and

texts. This includes:

- i. Listening actively and speaking using agreed-upon discussion rules.
- ii. Respectfully building on others' ideas and expressing their own clearly.
- iii. Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others.
- iv. Actively engaging throughout the collaboration.

3.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
 - a. Using descriptive details and appropriate facts to support themes or central ideas.
 - b. Speaking audibly with appropriate pacing, prosody, and voice level.
 - c. Using language (formal or informal) and style as appropriate to audience, topic, and purpose.

3.C.3 Integrating Multimodal Literacies

- A. Create a simple presentation using multimodal tools that enhance the topic and/or presentation.

Language Usage

3.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

3.LU.1 Grammar

- A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.
- B. Distinguish between complete and incomplete sentences.
- C. Form and use comparative and superlative adjectives when speaking and writing.
- D. Form and use regular and irregular verbs when speaking and writing.
- E. Use subject-verb agreement in simple sentences.
- F. Eliminate double negatives when speaking and writing.

3.LU.2 Mechanics

- A. Use commas in series, dates, addresses, and in greetings and closings of letters.
- B. Use apostrophes to form contractions and frequently occurring possessions in writing.
- C. Capitalize holidays, names, and places.

- D. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.
- E. Consult reference materials, including beginning dictionaries to check and correct spelling.

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
Reading Literary Texts	<ul style="list-style-type: none"> • How will the teacher support students in responding to text dependent questions? • Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about grade level texts. 	<ul style="list-style-type: none"> • Provide sentence frames/stems to build academic language and responses around grade level text (<i>3.RL.1, 3.RL.2, 3.RL.3, 3.C.1</i>). • Use text-dependent questioning to lead to deep discussions (<i>3.RL.1, 3.RL.2, 3.RL.3, 3.C.1iii</i>).
Reading Informational Texts	<ul style="list-style-type: none"> • How will the teacher support students in responding to text dependent questions? • Plan for and/or structure literacy instruction for students to regularly engage in sustained, collaborative discussions about grade level texts. 	<ul style="list-style-type: none"> • Provide sentence frames/stems to build academic language and responses around grade level text (<i>3.RI.1, 3.RI.2, 3.RI.3, 3.C.1</i>). • Use text-dependent questioning to lead to deep discussions (<i>3.RI.1, 3.RI.2, 3.RI.3</i>).

	<ul style="list-style-type: none"> The teacher will plan (and integrate with Research (R) and Informational Text (RI)) for students to develop the ability to interpret and present information gathered around a topic. 	
Reading and Vocabulary	<ul style="list-style-type: none"> How is the teacher supporting students to learn, use, and develop their general academic and content specific vocabulary? 	<ul style="list-style-type: none"> Explicitly teach vocabulary tied to Grade 3 texts and topics (<i>3.RV.1</i>). Model using taught vocabulary during daily instruction when speaking and writing (<i>3.RV.1J</i>). Facilitate opportunities for students to utilize grade-level vocabulary in discussion to build on others' ideas and express their own clearly (<i>3.C.1ii</i>).
Writing and Language Usage	<ul style="list-style-type: none"> How will the teacher instruct and/or provide feedback on oral language usage in order to support classroom instruction and student response? 	<ul style="list-style-type: none"> Model and guide respectful discussions and collaborative work so that, as students ask clarifying questions, they should be able to paraphrase and summarize ideas being discussed and support those ideas with evidence, examples, and details. Through teacher modeling and guidance students can take the ability to synthesize ideas to their own writing (<i>3.W.1, 3.W.2, 3.W.3, 3.C.1</i>). Plan for opportunities for students to ask clarifying questions in order to paraphrase and summarize ideas being discussed.
Research	<ul style="list-style-type: none"> How will the teacher support effective speaking and the 	<ul style="list-style-type: none"> Model appropriate language usage (<i>3.C.1, 3.LU.1A, 3.LU.1B, 3.LU.1C, 3.LU.1D, 3.LU.1E, 3.LU.1F</i>). Integrate opportunities for students to research and present

	<p>presentation of ideas in order for students to communicate research findings successfully?</p> <ul style="list-style-type: none"> • Plan for experiences where students are asked to present in an organized and concise manner, providing evidence to support their main ideas, as founded through research. 	<p>ideas on various aspects of both literary and informational nonfiction texts in various formats (3.R.1E).</p>
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RESEARCH | GRADE 3 - INSTRUCTIONAL GUIDE

Prior to teaching the Grade 3 Research standards, review:

- [Progression Chart - Research](#)
- [Grades 2-4 Side-By-Side](#)

Critical for successful planning and implementation of grade level expectations for Research in the 2024 English Standards of Learning.

- [LINK- Grade 3 Understanding the Standards-Research](#)

Teacher's Note:

- Use the Grade 3 Understanding the Standards.
- In Grade 3, the students use the research process by evaluating and synthesizing information collected to create a research product.
- Students learn to conduct research to build knowledge, solve problems, and support cross-curricular learning.
- Encourage students to formulate questions, evaluate the reliability of their research from various sources, and apply it in their own writing, and responses to texts read.

- Research is collaborative, cross-curricular, and integrated throughout the year.
- Use the librarian/media specialist’s expertise in teaching the research process.
- Make students aware of possible consequences of plagiarism.
- Emphasize giving credit to all sources used when gathering information, including music and graphics.
- Model responsible use of the Internet.

Research

3.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-three content and texts, solve problems and support cross-curricular learning.

3.R.1 Evaluation and Synthesis of Information

- Identify a topic and generate questions that explore the topic.
- Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.
- Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.
- Organize and share information orally, in writing, or through visual display.
- Avoid plagiarism, giving credit to sources of information (title and author when available).

Planning for Literacy Instruction + Integration of Standards		
Standard	Considerations for Planning	Instructional Approaches for Integrating Strands
<p>Select the purpose for research <i>3.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range</i></p>	<ul style="list-style-type: none"> • Utilize themes from division- adopted HQIM. • Utilize opportunities for cross-content connections when researching topics or themes from History and Social Science, and Science. 	<ul style="list-style-type: none"> • Use a variety of literary and informational texts to provide opportunities to compare and contrast topics and ideas (<i>3.RL.3B, 3.RI.3B</i>).

<p><i>of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>		
<p>Connect to previous knowledge/work <i>3.DSR.D Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning.</i></p>	<ul style="list-style-type: none"> • How does this research connect to the topics and themes students are learning? • Plan for how students will share new knowledge garnered from research and continue to ask questions to deepen understanding. 	<ul style="list-style-type: none"> • Use research to organize and share information orally, in writing, or through visual display (3.R.1E). • Research to build background knowledge on grade level content and texts (3.RL.3A, 3.RI.3A).
<p>Skills in Practice <i>3.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex</i></p>	<ul style="list-style-type: none"> • Plan for integrating student research with expository writing (W, L) instruction and student reading of informational text (RI, RV). 	<ul style="list-style-type: none"> • Provide opportunities during reading and writing instruction for students to formulate questions about specific literary or informational nonfiction text topics (3.R.1A). • Provide opportunities for students to revise research questions (3.R.1A).

<p><i>texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p>		<ul style="list-style-type: none"> • Determine words/terms that can be used when searching for more information on various topics (3.R.1B). • Demonstrate thinking by writing responses to texts using details, examples and other evidence from the text (3.W.1E). • Research the historical periods and/or scientific concepts to gain a better understanding of the texts.
<p>Modeling <i>3.DSR.C When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located.</i></p> <p><i>3.DSR.E Monitor while reading to confirm or self-correct word recognition and understanding, as necessary.</i></p>	<ul style="list-style-type: none"> • How can the teacher model working through the research process? • Utilize examples of finished research products (papers, multimodal presentations). 	<ul style="list-style-type: none"> • Model how to respond to topics using notes and information from print and digital literary and informational texts (3.R.1B, 3.R.1C). • Model how to evaluate sources and gather information, organize and synthesize information, and cite sources. • Demonstrate how to respond to topics using evidence from various text sources and how to avoid plagiarism when using another person’s work (3.R.1E, 3.DSR.C).

GRADE 3 CROSS CONTENT CONNECTIONS

Developed in collaboration with the Virginia Department of Education’s History and Science Department

Teacher’s Note about Lexile Levels and Pairing Text: The Virginia English *Standards of Learning* focus on building student ability to read and understand grade-level complex text and express that understanding clearly through writing and speaking. The English *Standards of Learning* emphasize the role of close engagement with text in students building knowledge about the world. A coherent sequence of texts around a clear topic or line of inquiry will support students in building vocabulary and background knowledge. In addition to educators utilizing their division, selected approved HQIM, text sets are one tool for educators in planning units of instruction to help students meet the demands of the standards. Additionally, Virginia K-5 educators will utilize HQIM throughout the entirety of the core literacy instructional time. Educators should seek opportunities to reinforce the English *Standards of Learning* throughout the instructional day. While there is no single process for developing text sets, students should be anchored in grade-level complex text. Grade level complex text is both a quantitative and qualitative decision-making process. In the sample text sets below, organized around grade level science and/or social studies content, students will be engaged in grade level, complex text for the bulk of instructional time. However, teachers may decide to introduce a topic and/or build understanding around a theme or area of knowledge by reading a text that is below the quantitative grade band outlined in the Appendix of the English *Standards of Learning* with the intent of utilizing the knowledge/vocabulary/topics in that text to scaffold students in accessing grade-level text and expressing comprehension of what they’ve read in both writing and speaking.

Note: The included texts are intended to serve as a suggested sample for compiling text variety within a suggested topic. When determining texts and materials to utilize in the classroom, it is key that all educators adhere to and follow the guidance of their local school board and division.

Science		
<i>Grade 3 Quantitative Range (420-820) from Appendix of the 2024 English Standards of Learning</i>		
Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile
Interactions and Forces	<ul style="list-style-type: none"> • <i>Eric, the Boy Who Lost His Gravity</i> by Jenni Desmond (440L) • <i>The Missing Cuckoo Clock: A Mystery About Gravity</i> by Lynda Beauregard (550L) 	<ul style="list-style-type: none"> • <i>Pushing and Pulling</i> by Natalie Hyde (540L) • <i>Forces and Motion</i> Jane Weir (810L) • <i>Forces and Motion Through Infographics</i> by Rebecca Rowell (650L)

	<ul style="list-style-type: none"> • <i>Move On Up That Beanstalk, Jack! The Fairy-Tale Physics of Forces and Motion (STEM-Twisted Fairy Tales)</i> by Thomas Kingsley (600L) • <i>Keep It Simple, Rapunzel! The Fairy-Tale Physics of Simple Machines (STEM-Twisted Fairy Tales)</i> by Thomas Kingsley (570L) 	<ul style="list-style-type: none"> • <i>Balanced and Unbalanced Forces</i> by Jenna Winterberg (660L)
Earth's Water	<ul style="list-style-type: none"> • <i>We Are Water Protectors</i> by Carole Lindstrom (520) • <i>Autumn Peletier, Water Warrior</i> by Carole Lindstrom (520L) • <i>Water Steps</i> by A. LaFaye (790L) • <i>A Drop Around the World: The Science of Water Cycles on Planet Earth for Kids</i> by Barbara Shaw McKinney (820L) 	<ul style="list-style-type: none"> • <i>The Water Cycle</i> by Carmel Reilly (820L) • <i>Earth's Landforms and Bodies of Water</i> by Natalie Hyde (590L) • <i>The Water Beneath Your Feet</i> by Ellen Lawrence (610L) • <i>Say Hello to H2O</i> by Ellen Lawrence (770L)
Adaptations	<ul style="list-style-type: none"> • <i>The Werewolf Chase: A Mystery About Adaptations</i> by Lynda Beauregard (580L) • <i>Odder</i> by Katherine Applegate (650L) • <i>The Octopus Escapes Again</i> by Laurie Ellen Angus (650L) • <i>Animal Groups: How Animals Live Together</i> by Etta Kaner (860L) 	<ul style="list-style-type: none"> • <i>Animals of the Rainforest</i> by Debbie Croft (560L) • <i>Why Animals Migrate</i> by Debbie Croft (680L) • <i>Patterns in Nature</i> by Pamela Rushby (610L) • <i>Adaptations</i> by Monika Davies (770L) • <i>Animal Adaptations</i> by Julie Lundgren (490L)
Interactions in Ecosystems	<ul style="list-style-type: none"> • <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> by Miranda Paul (570L) 	<ul style="list-style-type: none"> • <i>From Plastic Bottles to Clothes</i> by Carmel Reilly (530L) • <i>Real World Science: Protecting</i>

	<ul style="list-style-type: none"> • <i>When the Giant Stirred</i> by Celia Godkin • <i>The Yucky Deck Rescue: A Mystery About Pollution</i> by Lynda Beauregard (560L) • <i>Hoot</i> by Karl Hiaasen (760L) • <i>Powering Up to Fight Pollution</i> by Lisa Bullard (520L) 	<ul style="list-style-type: none"> • <i>Ecosystems</i> by Leanne Currie-McGhee (860L) • <i>Science Explorer: Ecosystems</i> by Matt Mullins (800L) • <i>How Can We Reduce Household Waste?</i> By Mary K. Pratt (780L)
Interactions with Soil	<ul style="list-style-type: none"> • <i>Farmer Will Allen Growing Allen</i> by Jacqueline Briggs Martin (620L) • <i>Erosion: How Hugh Bennett Saved America’s Soil and Ended the Dust Bowl</i> by Darcy Patterson (810L) • <i>Mr. Kean’s Garden</i> by Ann Weil (540L) • <i>Up in the Garden and Down in the Dirt</i> by Kate Messner (730L) 	<ul style="list-style-type: none"> • <i>How Do Animals Help Make Soil</i> by Ellen Lawrence (570L) • <i>Under Your Feet...Spol, Snad and Everything Underground</i> by Wenjia Tang (*840L) • <i>Looking at Layers: Looking into Soil</i> by Emma Huddleston (560L)
Interactions that Impact Ecosystems	<ul style="list-style-type: none"> • <i>Farmer Will Allen Growing</i> by Jacqueline Briggs Martin (620L) • <i>Energy Island: How One Community Harnessed the Wind and Changed Their World</i> by Allan Drummond (**920L) • <i>Pax</i> by Sara Pennypaker (760L) • <i>The Water Princess</i> by Susan Verde (480L) 	<ul style="list-style-type: none"> • <i>Forest Fires</i> by Patrick Merrick (620L) • <i>Hurricanes</i> by Peter Murray (*850L) • <i>Tsunamis</i> by Anne Wendorff (820L) • <i>Wind Energy: Blown Away!</i> By Amy Hansen (800L)

Social Studies		
<i>Grade 3 Quantitative Range (420-820) from Appendix of the 2024 English Standards of Learning</i>		
Theme	Literary Text(s) + Lexile	Informational Text(s) + Lexile

<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • <i>Lewis and Clark Map the American West</i> by Nel Yomtov (620L) • <i>The Map of Good Memories</i> by Fran Nuno (820L) • <i>The Boy Who Loved Maps</i> by Kari Allen (590L) 	<ul style="list-style-type: none"> • <i>Reading Maps</i> by Rolf Sandvold (570L) • <i>The Purpose of Maps</i> by Samantha S. Bell (520L) • <i>Political Maps</i> by Jessica Pegis (770L) • <i>Making Your Own Maps</i> by Susan Ahmadi Hansen (420L) • <i>Explore Earth’s Five Oceans (Explore the Continents)</i> by Bonnie Kalman (830L) • <i>Maps</i> by Aleksandra and Daniel Mizielin (none)
<p style="text-align: center;">Ancient Civilization</p>	<ul style="list-style-type: none"> • <i>If You Were Me and Lived In . . . the Ancient Mali Empire: An Introduction to Civilizations Throughout Time</i> by Carole P. Roman • <i>I Lost My Tooth in Africa</i> by Penda Diakite (620L) • <i>Magic Treehouse #3 Mummies in the Morning</i> by Mary Pope Osborne (500L) • <i>The Ch’i-lin Purse: A Collection of Ancient Chinese Stories</i> by Linda Fang (790L) • <i>The Egyptian Cinderella</i> by Shirley Climo (810L) • <i>Adventures in Ancient Egypt (Good Times Travel Agency)</i> by Linda Bailey and Bill Slavin (710L) • <i>Chengli and the Silk Road Caravan</i> by Hildi Kang (*830L) 	<ul style="list-style-type: none"> • <i>Primary Source Readers: Mansa Musa, Leader of Mali</i> by Lisa Zamosky (710L) • <i>Egyptian Gods and Goddesses</i> by Tyler Gieseke (560L) • <i>Ancient Egypt: King Tut</i> by Tyler Gieseke (680L) • <i>If I Were a Kid in Ancient Egypt</i> by Cobblestone Publishing (610L) • <i>National Geographic Kids: Pyramid</i> (560L) • <i>National Geographic Kids: Mummies</i> (640L) • <i>Who Was King Tut</i> by Roberta Edwards (690L) • <i>Mummies Made in Egypt</i> by Alikei (810L) • <i>Fun with Hieroglyphs</i> by Metropolitan Museum of Art (none) • <i>Where is the Great Wall</i> by Patricia

	<ul style="list-style-type: none"> • <i>A Single Pebble: A Story of the Silk Road</i> by Bonnie Christensen (570L) 	<p>Brennan (970L)</p> <ul style="list-style-type: none"> • <i>Tools and Treasures of Ancient Rome</i> by Matt Doeden (620L) • <i>Explore Ancient Rome!</i> By Carmella Van Vleet (760L)
Economics	<ul style="list-style-type: none"> • <i>Alexander, Who Used to Be Rich Last Sunday</i> by Judith Viorst (570L) • <i>Those Shoes</i> by Maribeth Boelts (550L) • <i>Violet the Pilot</i> by Steve Brenn (740L) • <i>Beatrice’s Goat</i> by Page McBrier (640L) 	<ul style="list-style-type: none"> • <i>Do I Need It? Or Do I Want It? Making Budget Choices</i> by Jennifer Larson (510L) • <i>Let’s Chat About Economics!: Basic Principles Through Everyday Scenarios</i> by Michelle A. Balconi (n/a) • <i>All In Just One Cookie</i> by Susan E. Goodman (*830) • <i>How Did That Get in My Lunchbox?: The Story of Food</i> by Chris Butterworth (710L)

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