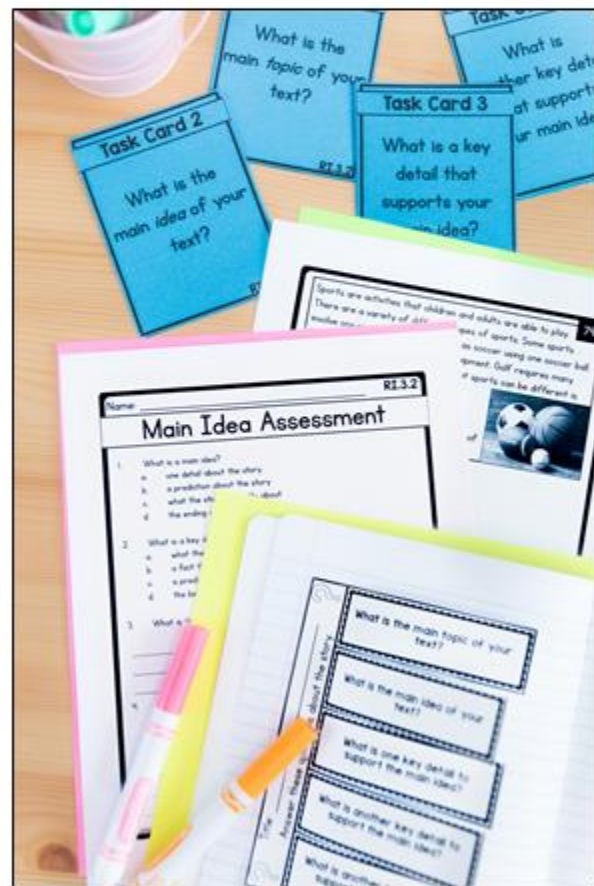


All-Year Materials

3rd Grade ELA lesson plans and supplemental activities that cover **all SIX domains** within Common Core ELA.



What is Included?

Each of the six domains contain lesson plans, graphic organizers, hands-on activities, and more! The domains cover ALL standards within those domains with standards-based materials.




What is Included?


Here is a closer look at what you'll get in each set.


Reading Literature Standards	3-4 mini lessons per standard, graphic organizers to use for any text, Lexile leveled passages, task cards, interactive notebook pieces, assessment for each standard [Digital conversions: graphic organizers, instructional passages]
Reading Informational Standards	3-4 mini lessons per standard, graphic organizers to use for any text, Lexile leveled passages, task cards, interactive notebook pieces, assessment for each standard [Digital conversions: graphic organizers, instructional passages]
Language Standards	Week-long lesson plan with partner and group activities, graphic organizers, hands-on centers, interactive notebook activities [Digital conversions: graphic organizers]
Reading Foundational Skills Standards	4-5 mini lessons per standard, hands-on practice centers, graphic organizers, interactive notebook pieces, assessments [No digital conversions are available at this time]
Writing Standards	6-10 lesson plans per standard (or cluster of standards such as revision and editing), writing prompts, graphic organizers, writing papers, rubrics and assessments [Digital conversions: prompts, graphic organizers, and assessments]
Speaking & Listening Standards	Mini lessons for each standard within this domain (5-6 activities for each lesson), bonus activities to continue practicing each skill [No digital conversions are available at this time]

Lesson Plans

The lesson plans within these units are easy to follow and give step-by-step instructions for whole group, partner, and independent activities. There are also material snapshots next to each step in the lesson plan to help understand which materials go with which step.

3 rd Grade Reading: Informational Lesson	RI.3.1- Lesson 1
I can ask and answer questions about a text and refer to the text for my answers.	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Mini-Lesson Focus: Practicing Asking Questions	
Activities to Teach	Materials:
<p>Step 1- Teacher will create an anchor chart teaching students about asking and answering questions. Students can participate in the creation of the anchor chart through teaching questioning and discussion or display mini poster and discuss.</p> <p>Step 2- Teacher will read a nonfiction text from the classroom library. Throughout the book, teacher will have students practice answering questions about facts from the text and pictures on each page.</p> <p>Step 3- Teacher will display a nonfiction topic picture card on the board. Students will Mix-Pair-Share, which involves mixing up around the room, pairing up with a new partner, and sharing one fact they can create from the image AND one question they have about the topic.</p> <p>Step 4- Students will independently work on a graphic organizer, which practices asking questions. They will tell one fact about the picture, then use that fact to ask a question about the picture. Then, they will check with a nearby partner to compare questions.</p>	

3 rd Grade Language Lesson	L.3.1.e
I can use simple verb tenses.	
Form and use the simple (e.g., / walked; / wak; / will wak) verb tenses.	Vocabulary: verb past tense present tense future tense
Activities to Teach:	Materials:
<p>Day 1- Create 2 anchor charts with meaning and examples of verb tenses or display mini poster AND past tense rules.</p> <p>Day 2- Students will work in a group of students. They will pull a word card and sort it under Past, Present, and Future tense.</p> <p>Day 3- Students will work independently or with a partner. They will put puzzles together of three verb tenses of the same verb (played, playing, will play).</p> <p>Day 4- Students will draw sentence strips and match the sentences to the correct tense.</p> <p>Day 5- Students will work with a partner to draw a picture card. They will use that picture to write three sentences: one past tense, present tense, future tense.</p>	
Suggested Group/ Partner Centers: -Center #1, 2, and 3	Suggested Independent Activities: -Printable #1, 2, 3, 4, and 5 -Interactive Notebook Piece #1, 2, and 3
Informal Assessment: -Give students a Post-it note to number #1-3. They will write three sentences. One for each verb tense.	

3 rd Grade Writing Lesson	W.3.1
I can write opinion pieces.	
Write opinion pieces on topics or texts, supporting a point of view with reasons.	
Focus: Structure of an Opinion Piece	
LESSON!	
Activities to Teach	Materials:
<p>Step 1- Teacher will read about a strong mentor text that shows an opinion throughout. (Suggestions- I Wanna Iguana, The Perfect Pet, Don't Let Pigeon Drive the Bus, Click Clack Moo, I Wanna New Room). Throughout the book, stop to discuss if the beginning states a clear opinion. Guide students to discuss the reasons for the opinion throughout the middle. And finally, discuss if the end has a sense of closure to their opinion.</p> <p>Step 2- Create an anchor chart with the students on a large sheet of anchor chart paper. Or display the mini poster given and discuss opinion writing and the four pieces within it.</p> <p>Step 3- Students will stand up for a cooperative learning activity called Stand Up-Hand Up-Pair Up. Students will stand up and put their hands in their air. Then, they will circle around the room with their hands up. When teacher calls, "Pair Up", students will high-five a partner and put</p>	

High-Interest Resources

Also included in each unit are supplemental materials to use in addition to your lesson plans. These materials can be used in group work, small group, independent time, break-out practice time, and any way you need to fit your ELA block.

Name: _____ 6SOL

Don't Touch That Frog!

Playing with frogs at a pond or in the backyard is a pastime for many children as they grow up. Some of these frogs may be tiny, while others may be the size of a fat. Not all frogs can be played with. There are some frogs in the world that are poisonous. These frogs are called poisonous dart frogs.

These amphibians are very tiny in size, but that does not mean they are not dangerous. A poisonous dart frog is an amphibian, many of which have slimy skin. What makes this frog different from others is the bright skin colors. They can be bright blue, orange, green, yellow, and other bright colors. The bright colors on their skin let people and predators know that their skin is toxic, so they should not touch or hurt them.

Center 1: Match the singular plural noun to the irregular plural noun. L.3.1.b

I dress	2 dresses
I candy	2 candies
I man	

Name: _____

Answering My Own Questions

Look at the **COVERS** of your book.
Write a question you have about the topic. Answer the question after you read the book.

My Question	My Answer

Look at 2 pages **INSIDE** of your book.
Write 2 questions about two different pages that you see. Read the book and answer them.

My Question	My Answer

Center 7: Identify the word in the picture, then find the three syllables that spell the word. RF.3

di no saur	butt er fly	dom in o
car i bou	hur ri cane	bi cy cle
tor na do	ex er cise	fac tor y

Name: _____ 6OL

Ben's Baseball Game

Ben loved to play baseball. He was a very talented baseball player, actually. Every day after school, he played baseball with some friends at the park. Today, Ben had to stay after school with Ms. Winslow for some homework help. All he could think of was his baseball game and how he was missing it. Ms. Winslow really helped him though, so he was grateful for that. When his tutoring lesson was over, Ben hurried to pack his backpack and head to the park. It was an hour later than usual, so he didn't know if they'd still be there.

When Ben walked up to the field, he noticed a group of fifth grade boys playing baseball. Being a third grader, Ben knew he would never get a chance to play today. So, Ben hung his head low and headed away from the field. After feeling a strong sense of disappointment, Ben felt a tinge of excitement when he heard one fifth grader yell, "Hey, you!" Ben walked back to the field and they asked him to play with them because they were missing a player. It was Ben's lucky day!

	Unlike hot summer weather, winter weather requires you to bundle up.	comparison
	Chirp, chirp, chirp. Hungry baby birds wait for the mother bird to feed them.	onomatopoeia
	Have you ever felt a strong gust of wind on a stormy day?	question
	Could you imagine having to make all your food over a fire instead of using the microwave?	real-life connection

Name: _____

Ask and Answer Questions

Who is the story about? What happens in the story?

Where does the story happen? When does the story happen?

Write a question you had after you read the story.

Reading: Informational

Main Idea
Mini
Lesson 1

Standard
CC.2.L.1.1.1
Determine the main idea of a text and explain how the key details and examples support that main idea.

Main Idea

Changes for America

The Pacific Crest Trail

Mini Lessons

Passages

Pick the Main

Main Idea Assess

Assessment

Main

Main Idea &

Main Idea

Main

Graphic Organizers

Notebook Pieces &
Task Cards

A collage of various educational materials including:

- Worksheets for "Changes for America" and "The Pacific Crest Trail" with reading passages and comprehension questions.
- A "Main Idea Assessment" worksheet with multiple-choice questions about a text on sports.
- A "Pick the Main" activity with images of a traffic light, a police officer, and a person at a computer.
- Graphic organizers such as a "Main Idea" box, a "Main Idea & Key Detail" box, and a "Main Idea" circle.
- Task cards for identifying key details and main ideas.
- Hand-drawn illustrations of a chipmunk and a hiker.

Reading: Literature

Illustrations in a Text
Mini Lesson 3

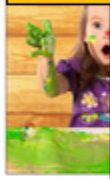
Standard

CC.5-8.A.1.9

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood or emphasize aspects of a character or setting).

I Can Statements

Mini Lessons



Choose a picture to explain.

Illustration

Identify the character and setting in your picture.

Explain what is happening in the picture.

What mood is being conveyed in the picture?

Illustration

Illustration Explanation

Tell a story using your partner's illustration.

Lost in the Zoo

Gratchen and her third grade class were at the zoo today for their field trip. There were four chimpanzees on their field trip with them. She was with Cameron's mom, who was very responsible. Cameron's mom kept a count on their heads every five minutes, so Gratchen knew she was watching them. Their group headed into the monkey exhibit, which was brand new and very crowded. Gratchen made a mistake.

Lost in the Zoo

She saw four chimpanzees. Cameron's mom's group was to follow after them. She followed the monkeys exhibit, looking at her favorite new exhibit of the zoo.

Passages

Clock Tower Races

Everything that Jamie and Jessa did was competitive. They were so close in age that all of their games became contests. The two sisters always wanted to beat each other. Jamie was a little bit older than Jessa, so she tended to beat her in all of their races and contests. This did not make Jessa happy. She was young.

Clock Tower Races

1. What happened when Jessa and Jamie usually raced?

2. What else did Jamie love?

3. Why did Jamie worry before the race?

Assessment

Illustration Assessment

1. How do illustrations help readers?

- a) They give them something to laugh about.
- b) They give more detail.
- c) They show the reader what the author looks like.
- d) Illustrations do not help readers.

2. What can you learn about the character from the illustration?

- a) The character likes to read.
- b) The character likes to play.
- c) The character is a student.
- d) The character is a teacher.

3. What can you tell about the setting from the illustration?

- a) They were on a road.
- b) They were at the beach.
- c) They went to the park.
- d) They were at the store.

Alex was my new baby brother, who was only eight months old. He was a little bit naughty because he was always causing trouble at his young age. One night, Mom and Dad heard two loud thumps come from Alex's room. I saw them run past my room. I peeked my head out of my door because I was curious, too. I couldn't see what had just happened, but I heard Mom and Dad telling Alex that he was not allowed to climb over again. What is crazy is that this is the second time he has done that this month!

By myself, I boiled the noodles, made the sauce, and prepared the table for when I grow up, so this was my first time as I brought in the food they were cooking. I tripped on the rug, so I wouldn't be able to eat.

6. How are the illustrations different if there were no illustration?

- a) There was a loud thump and Mom and Dad ran down the hall.
- b) Mom and Dad tucked the boy in to bed.
- c) Everyone in the house was sleeping.
- d) The family's pet made a loud noise.

7. What does the illustration tell you about the event?

- a) Alex was asleep in bed.
- b) Mom and Dad were in the doorway.
- c) Alex was playing with his toys.
- d) Alex was climbing over the fence.

Text and Illustrations

What are some words and phrases that describe the characters, setting, and events?

Illustrations in a Text

Illustrations

Text and Illustrations

What does the illustration tell you about the setting?

Do the illustrations give you more information about the setting?

What does the illustration tell you about the characters?

Do the illustrations give you more information about the characters?

How do the illustrations create a mood for the story?

Graphic Organizers

How do the illustrations help you understand the text?

How do the illustrations help you understand the text?

How do the illustrations help you understand the text?

How do the illustrations help you understand the text?

How does the text help you understand the events in the story?

How does the text help you understand the characters in the story?

How does the text help you understand the setting in the story?

How do the illustrations help you understand the events in the story?

How do the illustrations help you understand the characters in the story?

How do the illustrations help you understand the setting in the story?

Notebook Pieces & Task Cards

Language

Irregular

There are three v past, present

-Past tense usually adds a verb
-Some past tense verbs rules. These are irregular

quit

quit

string

bind

bound

find

Name: _____

Center 1 Match the irregular past tense verb to its present tense and future tense.

think

thought

teach

taught

read

read

seek

sought

Center 2 Students will draw a card and read aloud the present tense or future tense, then they will write the irregular past tense verb next to it.



fight

Past:



bring

Past:

Mini Lessons

Centers

Irregular Verbs

Name: _____ L.3.1.d
Fill in the sentence with the missing irregular verb.

She _____ her math problem of teacher explained it to her.

The brother and sister _____ week about their chores.

I _____

Irregu

Name: _____ L.3.1.d
Read the sentence in future tense, then rewrite the sentence in past tense.

The pirate will seek out the treasure.

The baby may sleep

Jillan will teach her

Billy will catch the

Irregular Verbs

Name: _____
Look at the picture and write the past, present, and future tenses.

Graphic Organizers

Interactive Notebook Pieces

stand

quit

understand

become

seek

teach

do

wear

find

bake

ink

stood

Writing

Lesson Plans

In narrative writing, are very important. They will introduce the reader and help...

Lesson Plans

Prompt #2

Write a personal narrative about a time you felt worried.

Writing Projects

Rubrics & Assessments

Informational Writing Rubric

Topic/Info	0	1	2	3	4
Student goal to inform the reader about a topic or issue.					
Student provides the topic or issue and includes the topic or issue in the title.					
Student provides the topic or issue and includes the topic or issue in the title.					
Student provides the topic or issue and includes the topic or issue in the title.					
Student provides the topic or issue and includes the topic or issue in the title.					

Graphic Organizers

Prompts

Write a personal narrative about doing a chore or task.

Write a personal narrative about the first time you lost a tooth.

Write a personal narrative about the first time you learned a new skill.

Write a personal narrative about a time you learned a new skill.

Write a personal narrative about a time you felt worried.

Write a personal narrative about a time you went to the doctor.

Write a personal narrative about going to a dinner.

Write a personal narrative about a time you learned a new skill.

Write a fictional narrative about a boy buying a new toy.

Write a fictional narrative about animals working on a farm.

Write a fictional narrative about a boy buying a new toy.

Write a fictional narrative about a girl learning a new language.

Speaking & Listening

Lesson Plans

Activity 1

Draw a card from the pile.

Share with your partner how you feel about each

Playing Sports	Having an Emergency	Making a Mess	Earning Money
Buying Lunch	Getting Lost	Getting Really Upset	
Waiting in a Long Line	Pretending		

Activity 2

Draw a sentence from the pile

If I could travel

At school On the first day of school, I felt

Bonus Practice Activities

Listen to how about each

I am a good friend

My favorite food is

They should keep art and music in schools because...

I am a responsible person because

My favorite subject is

When I grow up, I want to...

I help at home by...

The time I felt the most sad was...

One time I felt

Helping you around

important

Recycling

Topic: You were chosen to be the Class President

Homework must be

To

Your mom for lunch and give

The best meal

You just finished basketball

You were invited to the best party

To

You want to be a friend

Topic: You watched another

Setting:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Character:

Name: Self-Assessment: SL.3.6

Check the box if you succeeded	1 can determine if a sentence is complete or incomplete.
	2 can use a complete sentence to explain a picture.
	3 can use a complete sentence to explain a story.
	4 can convey my thoughts and feelings with complete sentences.
	5 can finish a sentence often to complete a sentence.
My Score: _____ / 5	

Name: Self-Assessment: SL.3.6

Check the box if you succeeded	1 can determine if a sentence is complete or incomplete.
	2 can use a complete sentence to explain a picture.
	3 can use a complete sentence to explain a story.
	4 can convey my thoughts and feelings with complete sentences.
	5 can finish a sentence often to complete a sentence.
My Score: _____ / 5	



Complete the sentences

Complete the sentences

Complete the sentences

Complete the sentences

Complete the sentences

Complete the sentences

Complete the sentences

Complete the sentences

My classroom is fun because...

At school On the first day of school, I felt

lengths is...

longer because...

My favorite food is

When I grow up, I want to...

The time I felt the most sad was...

Complete the sentences

Reading: Foundational Skills

The image displays a collection of educational materials for reading foundational skills, organized into four main categories:

- Mini Lessons:** Includes worksheets on irregular spelling (e.g., "English has a lot of rules that some words follow"), phonics and word recognition (Lesson 4), and procedures for introducing and discussing anchor charts.
- Centers:** Features interactive activities like "Kaboom!" (a word game), "Match the sentence with the missing word to the prefix that fits," and "Match the word in the three syllables that spell the word." Other centers include matching words to pictures and identifying syllables.
- Graphic Organizers:** Shows various organizational tools such as word banks, prefix charts, and word webs to help students understand word structure and meaning.
- Interactive Notebook Pieces:** Includes cut-and-paste activities for multisyllabic words, emergency-related words (e.g., "emergency", "successful", "disconnect", "episode"), and other thematic word cards.

Additional visible content includes a "Be Mine" Valentine's card, a calculator, and various word lists and puzzles.

Pacing Guide

I have also included a pacing guide of suggested timelines for your year. These are only suggestions of how to fit in instruction and review. If your district requires other pacing and standard ordering, these resources can still be used!

The image displays four overlapping pages of a 3rd Grade ELA Pacing Guide, one for each quarter. Each page is a grid with columns for different skill areas and rows for weeks. The pages are color-coded: Quarter 1 (red), Quarter 2 (yellow), Quarter 3 (green), and Quarter 4 (blue). Each cell in the grid contains a week number, a skill code (e.g., RI.1.1), a brief description of the skill, and a small icon representing a resource or activity. The text is dense and follows a standard curriculum structure for 3rd grade ELA.