

Grade 3 English Language Arts Curriculum Guide:

Reading and Viewing (3)

Red text denotes the Grade Level Expectations (GLE's)		
<p><b><u>Content Standards</u></b> Students will understand: <b>A. PROCESS OF READING:</b> Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:</p>	<p><b>B. LITERATURE AND CULTURE:</b> Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:</p>	<p><b>D. INFORMATION TEXTS:</b> Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:</p>

<b><u>Performance Indicators</u></b>	<b><u>Performance Indicators</u></b>	<b><u>Performance Indicators</u></b>
<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Determine the meaning of unknown words <b>through one or more of these strategies: by reading words in context; by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures); by identifying appropriate source(s) [e.g., dictionary, glossary, context]</b></li> <li>♦ Adjust reading speed to suit purpose and difficulty of the material.</li> <li>♦ Recognize when a text is primarily intended to persuade.</li> <li>♦ Select texts for enjoyment.</li> <li>♦ Read a variety of narrative and informational texts independently and fluently.</li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Demonstrate awareness of the culture and geography pertinent to the texts they read.</li> <li>♦ Use literary pieces to better understand and appreciate the actions of others.</li> <li>♦ Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).</li> <li>♦ Share responses to qualify literature with peers, citing reasons and making comparisons to other reading, or viewing or to life experiences.</li> <li>♦ Identify important characters in quality works containing several characters.</li> <li>♦ Make and justify conclusions about the motives of characters and the consequences of their actions.</li> <li>♦ Identify and explain how characters and situations found in various materials area like people or events in their own lives or in other works.</li> <li>♦ Understand how dialogue relates and contributes to a story or text.</li> <li>♦ Recognize basic elements of plot and recount events ideas and important details from material read, heard, or viewed.</li> <li>♦ <b>Apply effective</b></li> </ul>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.</li> <li>♦ <b>Obtain information using text features (e.g., table of contents, glossary, bolded or italicized text, headings, graphic organizers, charts and graph, and illustrations) to gain meaning or relate to written texts.</b></li> <li>♦ Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).</li> <li>♦ Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).</li> <li>♦ Recognize when a text is primarily intended to instruct or to persuade.</li> <li>♦ Understand common technical terms used in instructional and informational texts.</li> <li>♦ Recognize when and how new information in a text connects to prior knowledge.</li> <li>♦ <b>Organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.) and to gain meaning or relate to written texts.</b></li> </ul>

	<p>strategies to the reading and interpretation of fiction (text complexity appropriate for grade 3) by identifying and describing character, setting, and plot.</p> <ul style="list-style-type: none"><li>◆ Analyzing and describing the physical and personality traits of main characters; by identifying the author's basic message; and by identifying the literary devices (appropriate for the genre) of dialogue and description.</li><li>◆ Apply effective strategies to the reading and use of nonfiction (text complexity appropriate for grade 3) by recognizing appropriate generalizations about text (e.g., appropriate titles and generalizations, assertions or controlling ideas) and by making basic inferences, drawing conclusions, or by forming judgments/opinions about central ideas that are relevant.</li></ul>	
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<b><u>Knowledge/Skills</u></b>	<b><u>Knowledge/Skills</u></b>	<b><u>Knowledge/Skills</u></b>
<ul style="list-style-type: none"> <li>♦ The student will: determine the meaning of unknown words by using a dictionary, glossary and other reference sources (Thesaurus etc.)</li> <li>♦ Recognize the difficulty of a text</li> <li>♦ Recognize its purpose</li> <li>♦ Use pictures/graphics, bold print, and vocabulary</li> <li>♦ Be exposed to material that distinguish between fact and opinion</li> <li>♦ Be able to self-select an appropriate text for reading</li> <li>♦ Be exposed to: <ul style="list-style-type: none"> <li>* expository texts</li> <li>* narrative texts</li> <li>* informational texts</li> <li>* descriptive texts</li> </ul> </li> <li>♦ Be exposed to fact and opinion</li> <li>♦ Reflect on own growth as a reader</li> <li>♦ Read unknown words using a variety of strategies, including <ul style="list-style-type: none"> <li>* self-correcting</li> <li>* rereading</li> <li>* applying word structures and letter sound relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>♦ The student will: develop an awareness of vocabulary pertinent to the culture, history and geography of the text</li> <li>♦ Make and justify conclusions about the motives of characters and consequences of their actions</li> <li>♦ Identify and explain how characters and situations found in various materials are like people or events in their lives or in other works</li> <li>♦ Demonstration audience “etiquette”: <ul style="list-style-type: none"> <li>* eye contact with speaker</li> <li>* listen attentively</li> <li>* respond and ask question appropriately</li> </ul> </li> <li>♦ Compare/contrast to expand their line of thinking <ul style="list-style-type: none"> <li>* characters</li> <li>* events-actions</li> <li>* plots, etc.</li> </ul> </li> <li>♦ Identify primary and secondary characters</li> <li>♦ Discuss why a character does something</li> <li>♦ Discuss the result of the character’s action</li> <li>♦ Compare/contrast <ul style="list-style-type: none"> <li>* characters</li> <li>* events-actions</li> </ul> encountered in their own lives or in other texts </li> <li>♦ Discuss how dialogue adds to the action(s) and character(s) of the story</li> <li>♦ Discuss foreign words and/or dialect</li> </ul>	<ul style="list-style-type: none"> <li>♦ The student will: survey text</li> <li>♦ Recognize headings, topic sentences, summary sentences</li> <li>♦ Construct main idea from the above</li> <li>♦ Recognize the purpose for the parts of a book - <ul style="list-style-type: none"> <li>* title page (copyright)</li> <li>* index</li> <li>* table of contents</li> <li>* glossary</li> <li>* Appendix, etc</li> </ul> </li> <li>♦ Read to answer specific questions</li> <li>♦ Read to form opinions</li> <li>♦ Skim for information</li> <li>♦ Read for directions</li> <li>♦ Recognize the main idea or concept</li> <li>♦ Recognize supporting details</li> <li>♦ Write a summary of informational text</li> <li>♦ Identify the purpose of text</li> <li>♦ Recognize fact and opinion</li> <li>♦ Recognize and use new vocabulary introduced in science, math, and social studies unit</li> <li>♦ Recognize and use technical terms derived from computer/technology education</li> <li>♦ Discuss what is known</li> <li>♦ Develop questioning skills</li> <li>♦ Recognize new information</li> </ul>

	<ul style="list-style-type: none"> <li>♦ Discuss regional colloquialisms</li> <li>♦ Identify primary and secondary characters</li> <li>♦ Identify setting</li> <li>♦ Recognized the problem and its solution</li> <li>♦ Recall order of events</li> <li>♦ Identify important details</li> <li>♦ Understand elements of different genre</li> <li>♦ Understand story elements</li> <li>♦ Understand point of view, style, and literary devices <ul style="list-style-type: none"> <li>* simile</li> <li>* metaphor</li> <li>* personification</li> </ul> </li> <li>♦ Recognize the difference between biography and autobiography</li> <li>♦ Recognize a variety of reference and research materials (e.g. letters, diaries, articles, histories)</li> </ul>	
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Let's Read</li> <li>♦</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦ Let's Read</li> <li>♦</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ Leveled Books</li> <li>♦ Soar To Success</li> <li>♦ Early Success</li> <li>♦ Classroom libraries</li> <li>♦ Write Source Materials</li> <li>♦ Write Traits Material</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ Leveled Books</li> <li>♦ Soar To Success</li> <li>♦ Early Success</li> <li>♦ Science/Social Studies materials</li> <li>♦ Library Resources</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>♦ Library Resources</li> <li>♦ Social Studies/Science materials</li> <li>♦ Computer based research</li> <li>♦</li> </ul>
<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Whole Group Instruction</li> <li>♦ Small Group Instruction</li> <li>♦ Individual Conferences</li> <li>♦ Independent Reading</li> <li>♦</li> <li>♦</li> </ul>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Whole Group Instruction</li> <li>♦ Small Group Instruction</li> <li>♦ Individual Conferences</li> <li>♦ Independent Reading</li> <li>♦ Read Aloud</li> <li>♦ Books on Tape</li> </ul>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>♦ Whole Group Instruction</li> <li>♦ Small Group Instruction</li> <li>♦ Individual Conferences</li> <li>♦ Independent Reading</li> <li>♦ Read Aloud</li> <li>♦ Books on Tape</li> </ul>

<ul style="list-style-type: none"> <li>♦</li> <li>♦</li> </ul>	<ul style="list-style-type: none"> <li>♦ Field trips</li> <li>♦ Morning Meetings</li> </ul>	<ul style="list-style-type: none"> <li>♦ Field trips</li> <li>♦ Morning Meetings</li> <li>♦ Research: Internet, library</li> </ul>
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**Grade 3 English Language Arts Curriculum Guide**

**Writing and Speaking (3)**

<p><b>E. PROCESSING OF WRITING AND SPEAKING:</b> Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:</p>	<p><b>F. STANDARD ENGLISH CONVENTIONS:</b> Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:</p>	<p><b><u>Content Standards</u></b> Students will understand: <b>G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING:</b> Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. students will be able to:</p>

<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Identify strengths and weaknesses in their own writing and seek effective help from others.</li> <li>♦ Improve their finished product by revising content from draft to final piece.</li> <li>♦ Use planning, drafting, and revising to produce on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command or mechanics.</li> <li>♦ Report orally and summarize personal discoveries they have made as a result of reading and viewing.</li> <li>♦ Give accurate directions.</li> <li>♦ Summarize central concepts from oral presentations.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Edit written work for standard English spelling and usage, evidenced by pieces that show and contain: 1) few significant errors in the use of pronouns and adjectives 2) attention to the proper use of adverbial forms and conjunctions 3) few significant errors in the spelling of frequently used words 4) no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles 5) no significant errors in the use of ending punctuation marks and an understanding of how to use commas</li> <li>♦ Use the level of language formality required in a variety of speaking situations.</li> </ul>	<p><b><u>Performance Indicators</u></b> Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.</li> <li>♦ Write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).</li> <li>♦ Write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.</li> <li>♦ Write pieces that show awareness of a variety of intended audiences and identifiable purposes.</li> <li>♦ Explain the various purposes of spoken communications.</li> <li>♦ Explain how speakers use physical gestures and eye contact and use this knowledge in their own presentations.</li> <li>♦ Use a variety of media and technological resources to make creative and expository oral presentations.</li> </ul>
<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ The student will: understand and write using the Write Traits rubric.</li> <li>♦ Peer and self-edit <ul style="list-style-type: none"> <li>* set writing goals based upon Write Traits</li> <li>* Read own work aloud</li> <li>* Listen to own work read by peer</li> <li>* Gather feedback on</li> </ul> </li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ The student will employ the following knowledge/skills to edit their own work: <ul style="list-style-type: none"> <li>* spelling- 3<sup>rd</sup> grade spelling list (Rebecca Sitton)</li> <li>* Capitalization – first word in sentence, pronoun “I”, proper nouns, titles and</li> </ul> </li> </ul>	<p><b><u>Knowledge/Skills</u></b></p> <ul style="list-style-type: none"> <li>♦ The student will: substitute colorful, strong language in place of over used words</li> <li>♦ Use specific detail, sensory detail and concrete language</li> <li>♦ Organize writing with a beginning, middle, and end</li> <li>♦ Explore ways to lead off</li> </ul>

<p>own work</p> <ul style="list-style-type: none"> <li>♦ Rewrite based on revision/editing suggestions</li> <li>♦ Be able to have work proofread</li> <li>♦ Read work aloud to hear errors</li> <li>♦ Practice writing daily for a variety of purposes <ul style="list-style-type: none"> <li>* select topic appropriate to purpose</li> <li>* understand ways to build support for a thesis, claim or story</li> <li>* Organize writing with a beginning, middle, and end</li> <li>* identify what is relevant/irrelevant to writing</li> <li>* explore leads and conclusions in a piece of writing</li> <li>* use paragraphing that includes transitional words</li> <li>* write sentences and paragraphs that use a variety of parts of speech and sentence patterns</li> <li>* substitute colorful strong language</li> <li>* begin to experiment with voice</li> <li>* use self-editing tools</li> </ul> </li> <li>♦ Speak daily in small and large groups</li> <li>♦ Prepare and present reports, skits/plays</li> <li>♦ Adjust use of spoken language to communicate with a variety of audiences</li> <li>♦ Use sequential order</li> <li>♦ Use steps of procedural writing (Write Source)</li> <li>♦ Take notes or use</li> </ul>	<p>geographic names, days and months, religions, nationalities, language</p> <ul style="list-style-type: none"> <li>* end punctuation – periods, exclamation mark, question mark</li> <li>* periods: initial, abbreviation, decimal</li> <li>* commas: series, compound sentence, dialogue, in letters, dates and addresses, numbers of 4 digits or more</li> <li>* colon: introduce in list, time, ratios</li> <li>* apostrophes: contractions, singular and plural possessives</li> <li>* quotation marks: titles of songs, poems, short stories, chapters, dialogue</li> <li>* hyphens: dividing words at the end of a syllable</li> <li>* parentheses: added information within sentence for clarification, in math</li> <li>* italics/underlining: book titles</li> </ul> <ul style="list-style-type: none"> <li>♦ Self-edit and peer edit for errors in a formal or informal context</li> <li>♦ Know the parts of speech/sentences <ul style="list-style-type: none"> <li>* subject-verb agreement</li> <li>* pronoun-antecedent agreement</li> <li>* verb tenses</li> </ul> </li> <li>♦ Know that a sentence needs a subject and predicate</li> <li>♦ Knows that a paragraph contains a main idea and supporting details</li> <li>♦ Look up words in a</li> </ul>	<p>and conclude writing</p> <ul style="list-style-type: none"> <li>♦ Use transition words</li> <li>♦ Verbalize the main idea</li> <li>♦ Understand ways to build support for a thesis</li> <li>♦ Identify what is relevant/irrelevant</li> <li>♦ Explore ways to lead off and conclude a piece of writing</li> <li>♦ Discuss intended audience</li> <li>♦ Discuss the purpose of the writing</li> <li>♦ Know that the speaking is a means of processing ideas</li> <li>♦ Know that spoken language can enhance or diminish communication</li> <li>♦ Identify rhetorical techniques and speaking styles to inform, persuade or move an audience</li> <li>♦ Identify the elements of an effective oral presentation</li> <li>♦ Explore the use of Powerpoint, Hyperstudio, KidPix</li> </ul>
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<p>pictures to organize information</p> <ul style="list-style-type: none"> <li>◆ Restate someone else's ideas</li> </ul>	<p>dictionary/thesaurus</p> <ul style="list-style-type: none"> <li>◆ Check nearby words in text</li> <li>◆ Divide words into parts (prefix, root, suffix)</li> <li>◆ Read and write cursive or manuscript</li> </ul>	
<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>◆ Let's Read</li> <li>◆ Writing Prompt</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>◆ Let's Read</li> <li>◆ Writing Prompt</li> </ul>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>◆ Let's Read</li> <li>◆ Writing Prompt</li> </ul>
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>◆ Teacher created material</li> <li>◆ Responsive material</li> <li>◆ Write Traits</li> <li>◆ Write Source</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>◆ Teacher created material</li> <li>◆ Write Traits</li> <li>◆ Write Source</li> <li>◆ Rebecca Sitton Spelling</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>◆ Teacher created material</li> <li>◆ Write Traits</li> <li>◆ Write Source</li> </ul>
<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>◆ Whole group</li> <li>◆ Small group</li> <li>◆ Individual conferences</li> <li>◆ Research</li> <li>◆ Presentations</li> <li>◆ Modeling</li> <li>◆ Writing Process</li> <li>◆ Shared Writing</li> <li>◆ Practice Scoring</li> <li>◆ Morning Meeting</li> </ul>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>◆ Teacher directed lessons</li> <li>◆ Written assignments</li> <li>◆ Peer Editing</li> <li>◆ Adult editing</li> <li>◆ Modeling</li> <li>◆ Practice scoring</li> </ul>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>◆ Teacher directed</li> <li>◆ Student led discussions</li> <li>◆ Student sharing</li> <li>◆ Whole group</li> <li>◆ Small group</li> <li>◆ Individual conferencing</li> </ul>

**Grade 3 English Language Arts Curriculum Guide:**

**Integrated Literacy (3)**

<p><b>C. LANGUAGE AND IMAGES:</b> Students will demonstrate an</p>	<p><b>H. RESEARCH-RELATED WRITING AND SPEAKING:</b> Students will work, write, and speak effectively when doing</p>

<p><b>understanding of how words and images communicate. Students will be able to:</b></p>	<p><b>research in all content areas. students will be able to:</b></p>
<p><b><u>Performance Indicators</u></b>  Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).</li> <li>♦ Identify and social context of conversations and its effect on how language is used.</li> <li>♦ Identify the use of nonverbal cues in conversations.</li> <li>♦ Make observations about the use of language and graphic symbols encountered in various real-life situations.</li> <li>♦ Investigate the language of other cultures compare/contrast them to English.</li> <li>♦ Make observations about specific uses and idioms of language.</li> </ul>	<p><b><u>Performance Indicators</u></b>  Student will be able to:</p> <ul style="list-style-type: none"> <li>♦ Ask and seek answers to questions.</li> <li>♦ Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.</li> <li>♦ Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).</li> <li>♦ Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.</li> <li>♦ Demonstrated initial understanding of how to cite sources.</li> </ul>



<ul style="list-style-type: none"><li>♦ Modeling</li><li>♦ Group projects</li></ul>	<ul style="list-style-type: none"><li>♦ Modeling</li><li>♦ Group projects</li></ul>
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