

3rd Grade English Language Arts Curriculum Year-At-A-Glance – Writing

Unit 1: Launching Writers’ Workshop	Unit 2: Narrative Writing	Unit 3: Opinion Writing	Unit 4: Informative/Explanatory Writing
<p>Essential Standard(s): 3_W_1 The student will understand and apply the structure of the workshop model.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 3_W_1_A Explain and demonstrate the work of a writer (K, S) • 3_W_1_B Identify the purpose of the three components within the workshop model: crafting, composing, reflecting • 3_W_1_C Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (K, R) • 3_W_1_D Understand and demonstrate the procedures and routines during Writer’s Workshop (K, S) • 3_W_1_E Identify the ways that writers get their ideas (K) • 3_W_1_F Use a writer’s notebook (i.e. folder, binder, composition notebook) • 3_W_1_G Write routinely over extended time frames and shorter time frames (P) (W.3.10) 	<p>Essential Standard(s): 3_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 3_W_3 The student will apply the conventions of Standard English grammar and usage in writing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 3_W_2_A Follow a writing process to plan writing by using pre-writing strategy, revise and edit a draft, use a variety of formats, including digital formats, to publish writing (P) (W.3.5,6) • 3_W_2_B Write narratives that develop real or imagined experiences or events using descriptive details and clear event sequences (P) (W.3.3) • 3_W_2_C Write narratives that establish a situation and introduce a narrator and/or characters (P) (W.3.3a) • 3_W_2_D Write narratives that use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (P) (W.3.3b) • 3_W_2_E Write narratives that use transition words and phrases to signal event order (P) (W.3.3c) • 3_W_2_F Write narratives that provide a sense of closure (P) (W.3.3d) • 3_W_3_B Use commas in addresses, series, and dates (K) (L.3.2b) • 3_W_3_D Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (setting, smiled, cries, happiness) (K) (L.3.2e) • 3_W_3_E Use spelling patterns and generalizations (word families, position based spelling, syllable patterns, ending rules, meaningful word parts) in writing words (K) (L.3.2f) • 3_W_3_H Form and use regular and irregular plural nouns (K) (L.3.1b) • 3_W_3_C Capitalize proper nouns and words in titles (K) (L.3.2a) • 3_W_3_K Form and use the simple verb tenses (I walked, I walk, I will walk) (K) (L.3.1e) • 3_W_3_A Use commas and quotation marks in dialogue (K) (W.3.2c) 	<p>Essential Standard(s): 3_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 3_W_3 The student will apply the conventions of Standard English grammar and usage in writing. 3_IL_1 The student will gather information from print and digital sources to produce and publish writing. 3_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 3_W_2_L Write opinion pieces on topics or texts that introduce the topic or text they are writing about, state an opinion (P) (W.3.1a) • 3_W_2_M Write opinion pieces on topics or texts supporting a point of view with reasons (P) (W.3.1b) • 3_W_2_N Write opinion pieces on topics or texts that use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons (P) (W.3.1c) • 3_W_2_O Write opinion pieces on topics or texts that provide a concluding statement or section (P) (W.3.1d) • 3_IL_1_A Conduct short research projects that build knowledge about a topic (R) (W.3.7) • 3_W_3_N Use subject-verb and pronoun-antecedent agreement (K) (L.3.1f) • 3_W_3_I Form and use possessives (K) (L.3.2d) • 3_W_3_G Use abstract nouns (K) (L.3.1c) • 3_SL_1_D Use visual displays, audio recordings, video, or graphics when appropriate to clarify ideas, thoughts, and feelings (S) SL.3.5) 	<p>Essential Standard(s): 3_W_2 The student will compose an appropriate type of writing for a variety of purposes and audiences. 3_W_3 The student will apply the conventions of Standard English grammar and usage in writing. 3_IL_1 The student will gather information from print and digital sources to produce and publish writing.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • 3_W_2_G Write informational & explanatory texts that examine a topic and convey ideas and information clearly (P) (W.3.2) • 3_W_2_H Write informational & explanatory texts that introduce a topic, group related information together and include illustrations when useful to aiding comprehension (W.3.2a,b) • 3_W_2_I Write informational & explanatory texts that develop the topic with facts, definitions, and details (W.3.2c) • 3_W_2_J Write informational & explanatory texts that use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information (W.3.2d) • 3_W_2_K Write informational & explanatory texts that provide a concluding statement or section (W.3.2e) • 3_W_3_F Consult reference materials, including beginning dictionaries, as needed to check and correct spellings (K) (L.3.2g) • 3_W_3_O Produce simple, compound and complex sentences (P) (L.3.1i) • 3_W_3_L Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified (K) (L.3.1g) • 3_W_3_M Use coordinating and subordinating conjunctions (K) (L.3.1h) • 3_IL_1_A Conduct short research projects that build knowledge about a topic (W.3.7) • 3_IL_1_B Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into provided categories (K) (W.3.8) • 3_IL_1_C Use informational text features and/or search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic (RI.3.5) • 3_IL_1_D With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers (P) (W.3.6)

3rd Grade English Language Arts Curriculum Year-At-A-Glance – Reading

Unit 1: Launching Readers' Workshop	Unit 2: Monitoring for Meaning	Unit 3: Using Schema	Unit 4: Visualizing
<p>Essential Standard(s): 3_R_1 The student will apply the structure of the workshop model. 3_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 3_R_1_A Identify the purpose of the three components within the workshop model: crafting, composing, reflecting (K) 3_R_1_B Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting (R) 3_R_1_C Understand and demonstrate the procedures and routines during Reader's Workshop (S) 3_R_1_D Select a variety of appropriate text based on interest, purpose and reading level and a keep a record of reading (R) 3_R_1_E Explain and demonstrate the work of a reader (S) 3_R_1_F Communicate about reading in a variety of ways (S) 3_R_1_G Select appropriate personal goals as a reader to monitor progress (K) 3_SL_1_B Ask and answer questions in order to seek help, get information, or clarify something that is not understood (S) (SL.3.1c) 	<p>Essential Standard(s): 3_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text. 3_R_3 The student will read with sufficient fluency and accuracy to support comprehension. 3_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 3_R_2_A Clarify meaning of unknown words and phrases and domain specific words based on third grade reading and content using a variety of strategies (R) (RL.3.4, RI.3.4) 3_R_3_A Use context to confirm or self correct word recognition and understanding within grade level text (RFS.3.4c) 3_R_3_B Read grade level text orally w/ accuracy, appropriate rate, & expression (S) (RFS.3.4b) 3_R_4_G Recognize when understanding becomes unclear. (R) 3_R_2_E Determine the meaning of the new word formed when an affix is added to a known word (R) (L.3.4b) 3_R_2_D Determine the meaning of unknown words using the root word (R) (L.3.4c) 	<p>Essential Standard(s): 3_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text. 3_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 3_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 3_R_2_B Choose the word that best describes the mood/state of mind/degrees of certainty (i.e. knew, believed, suspected, wondered) (K) (L.3.5c) 3_R_2_E Determine the meaning of the new word formed when an affix is added to a known word (R) (L.3.4b) 3_R_2_D Determine the meaning of unknown words using the root word (R) (L.3.4c) 3_R_2_C Determine the meaning of unknown words using a glossary and/or dictionary (print and digital) (S) (L.3.4d) 3_R_4_H Make connections and explain how the connections help with understanding the literary text (R) 3_R_5_H Make connections and explain how the connections help with understanding the informational text (R) 	<p>Essential Standard(s): 3_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 3_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text. 3_R_2 The student will develop vocabulary and determine the meaning of words and phrases as they are used in text.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 3_R_5_C Use language that pertains to time, sequence and cause and effect to describe a series of historical events, scientific concepts and steps in technical procedures (R) (RI.3.3) 3_R_4_F Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events (R) (RL.3.3) 3_R_2_A Clarify meaning of unknown words and phrases and domain specific words based on third grade reading and content using a variety of strategies (R) (RL.3.4, RI.3.4) 3_R_4_I Create sensory images while reading a literary text (R)
Unit 5: Questioning	Unit 6: Inferring	Unit 7: Determining Importance	Unit 8: Synthesizing
<p>Essential Standard(s): 3_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 3_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 3_R_5_B Ask and answer questions referring explicitly to an informational text as the basis for answers (R) (RI.3.1) 3_R_4_B Ask and answer questions referring explicitly to a literary text as the basis for answers (R) (RL.3.1) 3_R_5_I Use multiple resources to answer questions and deepen understanding (R) 	<p>Essential Standard(s): 3_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 3_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 3_R_4_A Make inferences from literary texts and support with evidence (R) 3_R_5_G Make inferences from informational texts and support with evidence (R) 3_R_4_E Determine the central message, lesson, and/or moral of a text (fables, folktales, and myths from diverse cultures) and support it with key details from literary text (R) (RL.3.2) 	<p>Essential Standard(s): 3_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 3_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 3_R_5_A Identify the main idea of an informational text and explain how key details support that idea (R) (RI.3.2) 3_R_4_E Determine the central message, lesson, and/or moral of a text (fables, folktales, and myths from diverse cultures) and support it with key details from literary text (R) (RL.3.2) 3_R_5_F Locate and apply information from text features (R) (RI.3.7) 3_R_5_E Compare and contrast the most important points and key details presented in two informational texts on the same topic (R) (RI.3.9) 3_R_4_D Summarize literary text including important characters and key details, while staying in sequence (R) (RL.3) 	<p>Essential Standard(s): 3_R_4 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature. 3_R_5 The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text. 3_SL_1 The student will speak and listen effectively in multiple contexts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> 3_R_4_C Compare and contrast the themes, settings and plots written by the same author about the same or similar characters (R) (RL.3.9) 3_R_5_D Describe the logical connection between particular sentences and paragraphs in a text (i.e. comparison, cause/effect, first/second/third in a sequence) (R) (RI.3.8) 3_R_4_J Monitor overall meaning, important concepts in a literary text. (R) 3_SL_1_C Tell a story, recount an experience, or report on a topic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S) (SL.3.4)