

GRADE 3 ENGLISH LANGUAGE ARTS FRAMEWORK

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EXPECTATIONS

WRITING EXPECTATIONS

Students will be expected to:

- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

LANGUAGE USAGE EXPECTATIONS

To strengthen language skills, students are expected to complete grammar exercises, based on grade level content, on a daily basis.

SPEAKING AND LISTENING EXPECTATIONS

Students will be expected to:

- Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

READING EXPECTATIONS

By the end of the year students will be expected to:

- Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

IT EXPECTATIONS

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf?

READING LIST

WHOLE CLASS NOVELS

- Flat Stanley, by Jeff Brown
- Ramona Quimby, Age 8, by Beverly Cleary
- Odd and the Frost Giants, by Neil Gaiman

GUIDED READING/SHORT STORIES

- Socks, by Beverly Cleary
- Ralph S. Mouse, by Beverly Cleary
- Runaway Ralph, by Beverly Cleary

- The Mouse and the Motorcycle, by Beverly Cleary
- Muggie Maggie, by Beverly Cleary
- The Extra-Good Sunday (Excerpt from Ramona Quimby, Age 8), by Beverly Cleary
- Ananse's Feast, by Tololwa M. Mollel
- Odin's Three Quests, by Mary Pope Osborne (Adapted by Kate Adams)
- Loki Lends a Hand, from Usborne Illustrated Norse Myths, by Alex Frith
- Thor's Hammer, from Usborne Illustrated Norse Myths, by Alex Frith

HOOKED ON BOOKS

- Charlie Bumpers vs. The Teacher of the Year, by Bill Harley

POEMS READ AS PART OF THE CURRICULUM

- Love That Dog, by Sharon Creech
 - Hate That Cat, by Sharon Creech
- *Both of these books include a selection of very famous poetry by poets such as William Carlos Williams, Robert Frost, and Walter Dean Myers

DRAMA/PLAYS

- Thor's Hammer, by Roger Hurn

INFORMATIONAL TEXTS (USED IN ELA)

- One Hen, by Katie Smith Milway
- Mali: Land of Gold & Glory, by Joy Masoff
- Sundiata: Lion King of Mali, by David Wisniewski
- Who Were the Vikings? by Jane Chisholm & Struan Reid
- Round and Round the Money Goes: What Money Is and How We Use It, by Melvin and Gilda Berger
- Buy It! A History of Money, by Debra J. Housel
- Explore Money! With 25 Great Projects, by Cindy Blobaum
- Life Cycle of... (Series)
- See How They Grow (Series)
- Rotten Pumpkin: A Rotten Tale in 15 Voices, by David Schwartz
- Disaster! Floods, by Dennis B. Fradin
- Science Around Us: Magnetism, by Darlene R. Stille
- Exploring Countries (Series)
- Round and Round the Money Goes: What Money Is and How We Use It, by Melvin and Gilda Berger
- Buy It! A History of Money, by Debra J. Housel
- Explore Money! With 25 Great Projects, by Cindy Blobaum
- Various RAZ Kids & Daily Reading Comprehension selections

PERFORMANCE INDICATORS

READING LITERATURE

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. DOK 1, 2, 3 E

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. DOK 2, 3 E

Describe characters in a story and explain how their actions contribute to the sequence of events.

DOK 1, 2, 3 E

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. DOK 1, 2, 3 E

Distinguish their own point of view from that of the narrator or those of the characters. DOK 2, 3 E

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. DOK 2, 3 E

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. DOK 3, 4 E

READING INFORMATIONAL TEXT

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. DOK 1, 2, 3 E

Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOK 1, 2, 3 E

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

DOK 2, 3 E

Use text features and search tools to locate information relevant to a given topic efficiently. DOK 1, 2 E

Distinguish their own point of view from that of the author of a text. DOK 2, 3 E

Use information gained from illustrations and the words in a text to demonstrate understanding of the text. DOK 2, 3 E

Describe the logical connection between particular sentences and paragraphs in a text. DOK 2 E

Compare and contrast the most important points and key details presented in two texts on the same topic. DOK 3 E

READING FOUNDATIONAL SKILLS

Know and apply grade-level phonics and word analysis skills in decoding words. DOK 1 E

Read with sufficient accuracy and fluency to support comprehension. DOK 1, 2 E

WRITING

Write opinion pieces on topics or texts, supporting a point of view with reasons. DOK 3, 4 E

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

DOK 3, 4 E

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. DOK 3, 4 E

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. DOK 3, 4 E

Conduct short research projects that build knowledge about a topic. DOK 1, 2, 3, 4 E

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. DOK 1, 2 E

SPEAKING AND LISTENING

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. DOK 1, 2

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. DOK 1, 2

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. DOK 1, 2, 3, 4 E

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. DOK 1, 2

LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. DOK 1, 2 E

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. DOK 1 E

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. DOK 1, 2, 3

Demonstrate understanding of word relationships and nuances in word meanings. DOK 1, 2, 3

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. DOK 1, 2