

Grade 3

Vision: All students equipped with literacy skills that will empower them to become lifelong learners.

Mission: To develop capability and cultivate interests that allows all students to develop into literate, college or career ready individuals.

Philosophy: The Elementary English Language Arts framework consists of the teaching and learning in the areas of reading, writing, language, and speaking & listening. Each component is a complex, integrated network requiring equal attention to fully develop a student's capacities to become a literate individual. The ELA integrated literacy framework considers the incorporation of systematic, explicit instruction, assessment for and of learning, responsible use of technology and uses evidence based best practices. The integrated literacy classroom is child centered, developmentally appropriate, promotes thinking based learning, and ensures access for all. The integrated literacy teacher models lifelong learning, makes informed professional decisions and strives to build positive relationships.

What is an integrated Reading/English Language Arts program?

Integration of Content and Skills

Literacy in the 21st Century requires that students be critical readers, fluent writers, and strategic thinkers who make use of multiple media sources to connect, interpret and express ideas. The Calvert County Public Schools Reading/English Language Arts Curriculum provides opportunities for students to develop the skills necessary to be productive, literate citizens in tomorrow's world.

The CCPS R/ELA curriculum is based on the philosophy that students learn best when content and processes are taught together. The curriculum integrates the processes of reading, writing, speaking, listening, and language arts through various text genres and multimedia sources. Because these five language processes begin and continue to develop in conjunction with each other, the process approach to teaching English language arts fosters a natural and balanced integration of reading, writing, listening, speaking, and viewing. Integrating language processes within a context encourages students to transfer the knowledge and skills learned to everyday situations in and out of school.

Curricular Organization

The organizing framework for the CCPS R/ELA curriculum is built upon integrated thematic units. Integrated units bring together literacy concepts around a common theme or topic area.

Reading, writing, language, and speaking/listening instruction are blended within a unit of study so that students will read about an idea or issue, write about it, conduct related research, make appropriate language choices to express it, and collaborate, speak, and listen with colleagues and peers about the given theme or topic.

Reading texts come from both informational and literary sources and multimedia. Texts can be read by the teacher, with a partner or independently. Writing assignments include informational, argument, and narrative writing related to the readings and the theme or topic. Research skills, language study and speaking/listening are woven into the assignments and instruction as well.

While the Reading/ELA curriculum is implemented in an integrated approach, the bullets below note learning targets and content standards embedded within curriculum.

Demonstrate Phonics and Word Recognition

- Identify and know the meaning of most common prefixes and derivational suffixes (e.g. re-, un-, -ness, -er).
- Decode words with common Latin suffixes (e.g. -ject, -script).

- Decode words with multiple syllables.

Demonstrate Fluency

- Read with sufficient accuracy and fluency to support comprehension.

Demonstrate Comprehension of Literature

- Ask and answer questions about a text, referring directly to the text to answer the questions.
- Recount stories from diverse cultures and determine the central message, lesson, or moral of the text.
- Describe characters in a story and explain how their actions contribute to the sequence of events.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Compare and contrast the themes, settings, and plots of stories of books from a series.

Demonstrate Comprehension of Informational Text

- Ask and answer questions about a text, referring directly to the text to answer the questions.
- Determine the main idea of a text and explain how key details support the idea.
- Use text feature and search tools to locate information relevant to a given topic.
- Describe the logical connection between particular sentences and paragraphs in a text.
- Compare and contrast the most important points and key details presented in two texts on the same topics.

Respond to Text in Writing in a Variety of Ways

- Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text, state an opinion, lists the reasons that support that opinion, and provide a concluding statement or section.
- Write informative texts to examine a topic. Introduce the topic clearly, group related information, and include illustrations to aid comprehension. Develop the topic with facts, definitions, and details and provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Introduce a narrator or characters and organize events naturally. Use dialogue and descriptions of actions and provide a sense of closure.

Demonstrate Comprehension and Collaboration When Listening

- Engage effectively in a range of collaborative discussions.
- Determine the main ideas and supporting details of text read aloud or information presented in diverse media and formats.
- Ask and answer questions about information from a speaker.

Present Knowledge and Ideas Through Speaking

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

Demonstrate Conventions of Standard English When Speaking or Writing

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.

- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Acquire and Use Vocabulary

- Determine the meaning of unknown and multiple meaning words using sentence-level context clues, known words, known prefixes and suffixes, known root words, and glossaries or beginning dictionaries.
- Demonstrate an understanding of word relationships and nuances in word meanings, including literal and nonliteral meanings of words (e.g., take steps), and phrases and shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).