

Course Overview for English Language Arts

Grade 3

Marking Period 1:

Reading: During the first marking period, third graders engage in choral, echo, and partner reading to build comprehension and fluency. They respond orally to comprehension questions and respond in writing to some questions. Students read realistic fiction and informational nonfiction texts with science and social studies topics to focus on text structures. Students listen to a variety of fiction and informational texts that are read aloud by the teacher to help build knowledge and vocabulary.

Writing: Third graders identify and apply the characteristics and components of narrative, opinion, and informative/explanatory writing through shared and modeled writing lessons.

Spelling and word work: Third graders learn the doubling principles for adding -ed and -ing to base words. They also learn syllable types to help them pronounce and spell multisyllabic words. Students transition to spelling vocabulary words and learning meaning simultaneously.

Handwriting: Students continue to build fluency in printing and continue to learn more letters for cursive handwriting.

County Assessments: In the fall, students are administered Acadience Oral Reading Fluency (previously DIBELs Next) and Measures of Academic Progress (MAP) in reading to determine strengths and areas of need.

Marking Period 2:

Reading: During the second marking period, third graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students read a variety of texts: informational, realistic fiction, historical fiction, and fantasy. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: Third graders continue to review and apply characteristics of explanatory/informative and opinion writing through shared and modeled writing lessons. They also engage in a narrative writing unit and write a book review.

Spelling and word work: Students continue to learn about syllable types to help them pronounce and spell multisyllabic words. They identify common prefixes and suffixes. Word work includes both spelling and meaning of vocabulary words.

Handwriting: Students continue to build fluency in printing and continue to learn more letters for cursive handwriting.

County Assessments: In the winter, students are administered Acadience Oral Reading Fluency (previously DIBELs Next) and Measures of Academic Progress (MAP) in reading to determine progress, strengths, and areas of need.

Marking Period 3:

Reading: During the third marking period, third graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students focus on informational texts and read biographies and a nonfiction text related to science. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: Students complete a biography writing project during the third marking period through shared and modeled writing lessons.

Spelling and word work: Students continue to learn about syllable types, prefixes, and suffixes to help them pronounce and spell multisyllabic words. Word work includes both spelling and meaning of vocabulary words.

Handwriting: Students continue to build fluency in printing and continue to learn more letters for cursive handwriting.

Marking Period 4:

Reading: During the fourth marking period, third graders continue to engage in choral, echo, and partner reading to build comprehension and fluency. They continue to respond orally to comprehension questions and to respond in writing to some questions. Students read realistic fiction, a biography, and an informational text to help them engage in a research project. Students continue to listen to a variety of texts that are read aloud by the teacher to build knowledge and vocabulary.

Writing: Third graders complete a narrative unit and a research unit through shared and modeled writing lessons. They also continue opinion writing during the fourth marking period.

Spelling and word work: Students continue to use syllable types, prefixes, and suffixes to help them pronounce and spell multisyllabic words. Word work includes both spelling and meaning of vocabulary words.

Handwriting: Students should have fluency in printing and are transitioning to cursive handwriting for some written assignments.

County Assessment: In the spring, students are administered Acadience Oral Reading Fluency (previously DIBELs Next) in reading to determine progress, strengths, and areas of need.

State Assessment: In the spring, students are administered the state assessment (MCAP) to determine level of reading and writing proficiency.