

WGSD Curriculum – English Language Arts  
3<sup>rd</sup> Grade  
Reading

High Priority Standards (MLS)

- 3.R.1.A.b - Develop and demonstrate reading skills in response to text by: draw conclusions and support with textual evidence.
- 3.R.1.A.c - Develop and demonstrate reading skills in response to text by: summarizing a story's beginning, middle, and end, determining their central message, lesson or moral.
- 3.R.1.A.d - Develop and demonstrate reading skills in response to text by: monitoring comprehension and making connections and adjustments when understanding breaks down.
- 3.R.1.B.a – Develop an understanding of vocabulary by: decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words.
- 3.1.B.b. - Develop an understanding of vocabulary by: using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words.
- 3.R.1.B.c - Develop an understanding of vocabulary by: using homographs and homophones.
- 3.R.1.B.d - Develop an understanding of vocabulary by: distinguishing the literal and non-literal meanings of words and phrases in context.
- 3.R.1.B.e - Develop an understanding of vocabulary by: determine the meaning of the new word formed when a known affix is added to a known base word.
- 3.R.1.B.f - Develop an understanding of vocabulary by: using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words.
- 3.R.1.B.g - Develop an understanding of vocabulary by: discussing analogies.
- 3.R.1.B.h - Develop an understanding of vocabulary by: determining the meaning of the author's use of similes and metaphors to produce imagery.
- 3.R.1.B.i - Develop an understanding of vocabulary by: using conversational, general academic, and domain specific words and phrases.
- 3.R.1.D.a – Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate.
- 3.R.1.D.b - Read independently for multiple purposes over sustained periods of time by: producing evidence of reading.
- 3.R.2.A.a – Read, infer, analyze, and draw conclusions to: summarize and sequence the events/plot and explain past events impact future events.
- 3.R.2.A.b - Read, infer, analyze, and draw conclusions to: describe the personality traits of characters from the thoughts, words, and actions.
- 3.R.2.A.c - Read, infer, analyze, and draw conclusions to: describe the interaction of characters including relationships and how they change.
- 3.R.2.A.d - Read, infer, analyze, and draw conclusions to: paraphrase the big idea/themes and supporting details of texts.
- 3.R.2.A.f - Read, infer, analyze, and draw conclusions to: explain cause and effect relationships.
- 3.R.2.B.a - Read, infer and draw conclusions to: use examples of alliteration.
- 3.R.3.A.b - Read, infer and draw conclusions to: explain using details or facts that support the main idea.
- 3.R.3.A.d - Read, infer and draw conclusions to: follow and explain a set of written multi-step directions.
- 3.R.3.C.c - Read, infer and draw conclusions to: use information gained from illustrations and words to demonstrate understanding of the text.
- 3.RF.3.A.a-f - Know and apply grade-level phonics and word analysis skills in decoding words.
- 3.RF.4.A.a -Read with sufficient accuracy and fluency to support comprehension.

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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to read with understanding.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>● demonstrating knowledge of grade appropriate ways to solve words.</li><li>● determining or clarifying the meaning of unknown and multiple-meaning word and phrases based on grade three reading and content, choosing flexibly from a range of strategies.</li><li>● determining the theme or main idea and explaining how it is conveyed through key details in text.</li><li>● using information learned from illustrations and the words in a text to demonstrate understanding of a text.</li><li>● describing the relationship between a series of events, ideas or concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.</li></ul> <p>Approaching: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>● performing basic processes such as:</li><li>● demonstrating knowledge of ways to solve words (noticing word parts, noticing endings and prefixes).</li><li>● asking and answering questions to demonstrate understanding of a text, using textual evidence to support analysis and interpretation.</li><li>● describing how characters in a story respond to major events and challenges.</li><li>● recounting stories and determining the central message, lesson, or moral.</li><li>● identifying the main topic of a text and explain how the key details support the main topic.</li><li>● recognizing and recalling specific vocabulary, such as: expression, rate, accuracy, phrasing, contractions, roots, homographs, homophones, plurals, compound words, plot, synthesis, theme, define, root word, affix, glossary, digital, literal and nonliteral meanings, illustrations, character traits.</li></ul> <p>Beginning: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets

**Phonics and Word Analysis**

Students will:

- demonstrate appropriate stress on words.
- quickly and automatically solve most words in the text in a way that supports fluency.
- demonstrate knowledge of flexible ways to solve and make words (noticing word parts, noticing prefixes and suffixes).
- read words using letter-sound analysis from left to right (g-ar-d-en).
- take apart and make words with a variety of prefixes (un-true, re-play).
- take apart and make words with a variety of suffixes (-ing, -es, -ed, -er; puzzle, puzzling, puzzled, puzzler).
- remove letters or letter clusters from the beginning and ending of a word to recognize a base word (un-friend-ly).
  
- take apart multi-syllable words to quickly decode manageable units (sand-wich-es, hap-pi-ly). Use what is known about words to read new words (mean, clean; van, vanish; reason, unreasonable; part, partner, partnership).
- take apart and read the full range of contractions (I'm, that's, he'll, won't, they're, you've).
- take apart and make a full range of plurals by adding –s and –es (pens, fairies, mixes), and irregular plurals (child, children) and irregular plurals that require spelling changes (foot/feet, shelf/shelves).
- work flexibly with base words taking apart and making new words by changing letters (grin/groan) and adding prefixes (do/undo) and suffixes (write/writing/rewrite, grew/grow/growing).
- solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge.
- read words that are hyphenated across lines and across pages.
- recognize words that have multiple meanings (spell, spell), homographs (look the same, sound different: present, present), and homophones (sound the same, look different: ate, eight).
- take apart and make compound words and discuss how the parts are related to meaning (bath-tub).
- recognize and pronounce vowel sounds in open (CV: mo-tel) and closed (CVC: rel-ish) syllables.
- take apart and make words using more complex phonograms and long vowel patterns including those with r: VVCe (peace), VVCC (east), VVCe (raise), VCCe (large, waste), VCCC (lunch, night), VVCCC (health, straight).

**Fluency**

Students will:

- demonstrate phrased, fluent oral reading at an appropriate rate.
- demonstrate different ways of reading fiction and nonfiction texts.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, full range of punctuation and size of font, bold, and italics.

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- adjust reading to process text with difficult and complex layout or when searching for information.
- quickly and automatically solve most words in the text in a way that supports fluency.

**Vocabulary**

Students will:

- solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge.
- use fix-up strategies for unknown words such as: rereading, using context clues, using illustrations, and cross-checking (visual - meaning)
- take apart and make compound words and discuss how the parts are related to meaning (bath-tub).
- choose flexibly from a range of strategies to determine unknown vocabulary including:
  - use sentence-level context as a clue to the meaning of a word or phrase.
  - determine meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- distinguish the literal and nonliteral meaning of words and phrases in context (e.g., give me a hand, take steps)
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
- apply vocabulary from science and social studies when reading new texts.

**Comprehension**

Students will:

- read fiction, informational text, poetry, dramas, fable, folktales, and myths from diverse cultures.
- identify the central message, lesson, theme(s), or main idea of the text, using key details to support thinking.
- make a meaningful connection about the theme to their life, what can you learn and draw out to apply to your own life.
- use and apply reading strategies to self-monitor reading – questioning, predicting, inferring, making meaningful connections, and synthesize
- retell stories in their own words (using sequential order and pulling out important details from the text).
- utilize graphic organizers to support beginning-middle-end, cause-effect, problem-solution, and note taking.
- use text to support their thinking.
- use fix-up strategies for unknown words such as: rereading, using context clues, using illustrations, and cross-checking (visual - meaning)
- use illustrations and/or text features (e.g., diagrams, maps, photographs) to help them find additional information, define unknown words and identify

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character traits or mood.

- analyze the author’s word choice and notice how it enhances the story (names of characters related to their personality, setting – how does it help to set the mood).
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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### Text Elements and Structure

#### High Priority Standards (MLS)

- 3.R.1.A.a – Develop and demonstrate reading skills in response to text by: explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- 3.R.1.C.a – Explain relevant connections between: text to text (ideas and information in various fiction and nonfiction works, compare and contrast).
- 3.R.1.C.b - Explain relevant connections between: text to world (text ideas to experiences in the world).
- 3.R.2.A.e - Read, infer, analyze, and draw conclusions to: compare and contrast the fey elements in various types of fiction.
- 3.R.2.A.g - Read, infer, analyze, and draw conclusions to: distinguish their own point of view from that of the narrator or those of the characters.
- 3.R.2.B.b - Read, infer and draw conclusions to: identify basic forms of poetry.
- 3.R.2.C.a - Read, infer and draw conclusions to: explain the elements of plot, setting and character as presented through dialogue in scripts that are read or viewed.
- 3.R.2.C.b - Read, infer and draw conclusions to: identify and describe language that creates a graphic visual experience and appeals to the senses.
- 3.R.3.A.a - Read, infer and draw conclusions to: explain the author’s purpose.
- 3.R.3.A.c - Read, infer and draw conclusions to: use text features to locate information and to make and verify predictions.
- 3.R.3.A.e - Read, infer and draw conclusions to: describe relationship between events, ideas, concepts or steps.
- 3.R.3.B.a - Read, infer and draw conclusions to: distinguish between biography and autobiography.
- 3.R.3.B.b - Read, infer and draw conclusions to: distinguish fact from opinion.
- 3.R.3.B.c - Read, infer and draw conclusions to: distinguish point of view to what the author is trying to persuade the reader to think or do.
- 3.R.3.B.d - Read, infer and draw conclusions to: explain examples of sound devices, literal and nonliteral meanings, and figurative language.
- 3.R.3.C.a - Read, infer and draw conclusions to: describe relationships among events, ideas, concepts, and cause and effect in texts.
- 3.R.3.C.b - Read, infer and draw conclusions to: describe and explain the relationship between problems and solutions.
- 3.R.3.C.d - Read, infer and draw conclusions to: explain author’s purpose.
- 3.R.3.C.e - Read, infer and draw conclusions to: compare and contrast the most important points and key details presented in texts on the same topic.
- 3.R.4.A.a – Read to develop an understanding of media and its components by: understanding how communication changes when moving from one genre of media to another.
- 3.R.4.A.b - Read to develop an understanding of media and its components by: explaining how various design techniques used in media influence the message.
- 3.R.4.A.c - Read to develop an understanding of media and its components by: comparing various written conventions used for digital media.
- 3.R.4.A.d - Read to develop an understanding of media and its components by: identifying text structures and graphic features of a web page.

#### Learning Goal

Students will be able to analyze what they read.

#### Proficiency Scale

- Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- distinguishing different point of view (narrator, characters, author, and his/her own).
  - comparing and contrasting the literary elements, content, structure and/or organization of texts.
  - describing text structure and identifying organizational structure (e.g., description, compare/contrast,

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cause and effect, sequence) of texts to improve comprehension.

- using a full range of text features and search tools to locate information.
- explaining how authors and illustrators use text and art to express their ideas.
- relating stories and their characters, settings, and plots to events and people.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - identifying characteristics of literary genres (e.g., realistic fiction, historical fiction, narrative, biography, plays, etc.).
  - identifying author's point of view.
  - using various text features to gather information.
- recognizing and recalling specific vocabulary, such as: myth, sequence of events, persuade, sequential words, comparison, cause/effect, chapter, scene, stanza, text features, sidebars, hyperlinks, theme, series, structure.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- read dramas, informational text, poetry, fable, folktales, and myths from diverse cultures.
- utilize graphic organizers (beginning, middle, end or problem solution) and note taking.
- retell stories in their own words (using sequential order and pulling out important details from the text).
- use reading strategies – questioning, predicting, inferring, making meaningful connections.
- use text to support their thinking.
- read a piece and determine the author's and/or narrator point of view.
- read a piece and determine the characters' and/or narrator point of view.
- create their own thinking around a story (what is your opinion on the piece, what is your point of view).
- comparing your point of view with the author, character, or narrator.
- analyze characters actions and how that reflects their point of view.
- see that characters change throughout the piece (shown through their thoughts, feelings, actions).
- narrator influences the reader (is it told through the good guy or bad guys) how does that effect your point of view.

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- discuss why the author wrote a piece (entertain, inform, persuade).
- analyze the words in the text with the pictures to create the mood and emphasize aspects of a character and setting.
- understand how stories build on each other (the beginning sets up the story, middle \_\_\_\_\_, end is the conclusion).
- refer back to the text using key word such as chapter, stanza, scene to refer to the parts of a story.
- analyze cause and effect relationships.
- use a graphic organizer to sort cause/effect and to sequence events.
- locate and explain the use of text features (e.g., Where is the table of contents? What is it used for?).
- use reliable online resources to locate information.
- use search tools (e.g., key words, sidebars, hyperlinks).
- determine theme or central message in a story.
- identify setting (time and place).
- identify the main characters and supporting characters.
- analyze and list traits of the main character.
- determining similarities and difference between two texts or characters.
- determine the plot.
- read books in a series or by the same author.
- annotate (“mark-up the text”) while reading.
- read non-fiction books on the same topic.
- find key details and important points in a text.



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### Writing

#### High Priority Standards (MLS)

- 3.W.1.A.a – Follow a writing process to plan a first draft by: using a simple pre-writing strategy when given the purpose and the intended audience.
- 3.W.1.B.a – Appropriate to genre type, develop a draft from prewriting by: generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory.
- 3.W.1.B.b - Appropriate to genre type, develop a draft from prewriting by: supporting the topic sentences within each paragraph with facts and details (from sources when appropriate).
- 3.W.1.B.c - Appropriate to genre type, develop a draft from prewriting by: categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end.
- 3.W.1.B.d - Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience.
- 3.W.1.C.a – Reread, revise and edit draft with assistance from adults/peers, to: develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience/purpose, voice.
- 3.W.2.A.a-g – Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3.W.2.B.a-f - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3.W.2.C.a-e - Write fiction or non-fiction narratives and poems that develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 3.W.3.A.d - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.L.1.A.a-g - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 3.L.1.B.a-l - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 3.W.2.A.c - Use specific words and accurate words that are related to the topic, audience, and purpose.

#### Learning Goal

Students will be able to write to communicate for a variety of purposes and audiences.

#### Proficiency Scale

- Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- Meeting: Student demonstrates mastery with the learning goal as evidenced by:
- identifying which style of writing to use for a specific purpose and organizing a composition accordingly.
  - creating interest by adding supporting details, adding dialogue, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
  - using developmentally appropriate grammar, spelling, punctuation, capitalization and structure.
- Approaching: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
    - recognizing or recalling formats and the appropriate audience.

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- demonstrating focus and organization in written compositions.
- using correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: point of view, dialogue, nouns, verbs, precise, complex sentence, paragraphs, quotation marks, regular verb, irregular verb, verb tense, adjective, adverb, possessives.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Writing Process

Students will:

- develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults.
- write an introduction, middle, and conclusion.
- write in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another.
- use linking words and transitional phrases (e.g., because, therefore, since, for example, also, another, and, more, but, a little later, after that).
- organize an event using temporal words and phrases (first, next, later, then, etc.).
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) to improve narrative writing.
- choose words and phrases for effects.
- produce simple, compound, and complex sentences.
- use paragraphing, sections, or parts in order to separate their piece.
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others with guidance and support from adults.

Narrative

Students will:

- produce narratives with guidance and support from adults.
- tell the story in small moments (bit by bit)
- write a beginning in which helped readers know who the characters were and what the setting was in his story.
- provide a sense of closure using action, talk, or feelings that would make a good ending.
- write in a way that got readers to picture what was happening and that brought their story to life.
- use dialogue and descriptions of actions, thoughts, and feelings to develop the characters.
- use commas and quotation marks in dialogue.

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### Writing

#### Informational/Expository

Students will:

- develop and produce informational/explanatory pieces with guidance and support from adults.
- develop the topic with facts, definitions, details, quotes, numbers, names, examples, and/or directions.
- write an introduction statement or section that introduces the topic and hooks the reader by explaining why the subject mattered, telling a surprising fact, asking a question, or giving a big picture.
- organize and group related information together.
- provide a concluding statement or section that reminds readers of her subject, suggested a follow up action, or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.
- includes illustrations, diagrams, and/or captions when useful to aid comprehension.

#### Opinion

Students will:

- tell his opinion and ideas on a text or a topic and support his opinion with reasons with guidance and support from adults.
- write an introduction in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.
- provide a concluding statement or section that related to her opinion.
- provide and organize several effective reasons that support the opinion and write several sentences about each reason.
- write in a way that not only told readers to believe him, but also in ways that got them thinking or feeling in certain ways.

#### Grammar (L.1.A)

Students will:

- use regular and irregular verb and simple verb tenses (3.L.1.A.a).
- use helping verbs with irregular verbs (3.L.1.A.b).
- use complete subject and complete predicate in a sentence (3.L.1.A.c).
- use comparative, demonstrative and superlative adjectives and adverbs (3.L.1.A.d).
- use subject/verb agreement in sentences (3.L.1.A.e).
- produce simple and compound imperative, exclamatory, declarative, interrogative sentences (3.L.1.A.f).
- use 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person pronouns and their antecedents (3.L.1.A.g).

#### Punctuation, Capitalization, Spelling (L.1.B)

Students will:

- write legibly (print and cursive) (3.L.1.B.a).
- use an apostrophe to form possessives (3.L.1.B.b).
- demonstrate and use commas and quotation marks in dialogue (3.L.1.B.c).

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- capitalize dialogue correctly (3.L.1.B.d).
- use commas for greeting and closing of a friendly letter (3.L.1.B.e).
- capitalize names of places (3.L.1.B.f).
- capitalize titles of books, stories, and songs (3.L.1.B.g).
- use spelling patterns and generalizations to spell compound words (3.L.1.B.h).
- spell words that double the consonant (3.L.1.B.i).
- spell plural words that change the 'y' to 'ies' (3.L.1.B.j).
- consult reference materials to check and correct spellings (3.L.1.B.k).
- arrange words in alphabetical order, to the third letter (3.L.1.B.l).

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Research

High Priority Standards (MLS)

- 3.W.3.A.a – Apply research process to: generate a list of subject appropriate topics.
- 3.W.3.A.b – Apply research process to: create an individual question about a topic.
- 3.W.3.A.c – Apply research process to: decide what sources of information might be relevant to answer these questions.
- 3.W.3.A.d – Apply research process to: locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts.
- 3.W.3.A.e – Apply research process to: determine the accuracy and relevance of the information related to a selected question.
- 3.W.3.A.f – Apply research process to: take simple notes in own words and sort evidence into provided categories or organizer.
- 3.W.3.A.g – Apply research process to: use quotation marks to denote direct quotations when recording specific words and sentences from a source.
- 3.W.3.A.h – Apply research process to: create a resource page from notes.
- 3.W.3.A.i – Apply research process to: present and evaluate the information in a report or annotated display, using previously established teacher/student criteria.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

Meeting: Student demonstrates mastery with the learning goal as evidenced by:

- forming research questions to inquire about a topic.
- gathering information about a topic from print and digital sources.
- taking notes or making sketches to help recall information.
- using search tools to locate information.

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - identifying questions and gathering information.
  - recalling information.
  - using text features to locate information.
- recognizing and recalling specific vocabulary, such as: search tools, locating, organizing, digital, researchable.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

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Learning Targets

Students will:

- gather information.
- take brief notes on sources.
- identify important information.
- sort evidence into provided categories.
- identify questions.

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Speaking and Listening

High Priority Standards (MLS)

- 3.SL.1.A.a – Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules.
- 3.SL.1.A.b - Develop and apply effective listening skills and strategies in formal and informal settings by: ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others.
- 3.SL.1A.c - Develop and apply effective listening skills and strategies in formal and informal settings by: following three-step instructions, according to classroom expectations.
- 3.SL.2.A.a - Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations.
- 3.SL.3.A.a – Speak clearly and to the point, using conventions of language when presenting individually or with a group by: come to discussions prepared having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 3.SL.3.A.b - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: responding appropriately to discussion in a variety of settings, according to classroom expectations.
- 3.SL.3.A.c - Speak clearly and to the point, using conventions of language when presenting individually or with a group by: expressing opinion of read-alouds and independent reading topics.
- 3.SL.4.A.a – Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: using presentation skills and/or appropriate technology.
- 3.SL.4.A.b - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: presenting information with clear ideas and details speaking clearly at an understandable pace.
- 3.SL.4.A.c - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: giving an informal presentation, using a variety of media.
- 3.SL.4.A.d - Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: choosing words and phrases for effect (adjectives, action verbs, figurative language).

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>Innovating: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>Meeting: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● demonstrating understanding of material presented orally by determining the main ideas and supporting details.</li> <li>● expressing a complete thought with grade level-appropriate language and vocabulary to the situation, message, and audience.</li> <li>● creating multimedia project when appropriate to enhance meaning.</li> </ul>

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Speaking and Listening

Approaching: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
  - speaking in complete sentences.
  - asking and answering questions to improve understanding.
  - reporting on a topic or text, telling a story, or recounting an experience with facts and relevant, descriptive details.
- recognizing and recalling specific vocabulary, such as: speaker, complete sentence, prepared, main idea, supporting details, elaborate, relevant facts, pace, enhance, audio recording, clarifications.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- have discussions in one-on-one, in groups, and teacher-led settings.
- participate in conversations by listening and building on others ideas.
- prepare information to share with the group.
- use prior knowledge to enhance their conversations.
- gain the floor in respectful ways.
- listen to others with care.
- speaking one at a time about the topics and text under discussion.
- self-monitor their understanding (asking questions for clarification when needed).
- share their point of view or details to the discussion.
- determine main idea and supporting details of a text read aloud or other media format (video, power point, presentation).
- ask and answer questions about the text read aloud or other media format for clarification.
- acquire new words and using them in conversation about the read aloud or other media format.
- actively listen and actively engage (being an audience).
- share ideas using a clear voice at an understandable pace.
- record themselves reading a story or poem showing good fluency.
- add visual displays in their presentations (when appropriate).
- defend their piece when asked clarifying questions.



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## 3<sup>rd</sup> Grade

### Speaking and Listening

- be aware of audience (where to stand, how to hold visuals, eye-contact, posture, confidence).