

Havre Public School English Language Arts 3rd Grade

Course Information:

Grade Level: 3rd Grade English Language Arts

Time: 1 year

Length: 90 minutes per day

Essential Understandings:

In Grade 3, instructional time should focus on five critical areas: (1) Reading Literature; (2) Reading Informational Text; (3) Reading: Foundational Skills; (4) Writing; (5) Speaking and Listening; and (6) Language.

Course Objectives and Expectations:

Phonemic Awareness-Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives children a basic foundation that helps them learn to read and spell.

Phonics-Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.

Fluency-Fluency means being able to read with an appropriate pace, knowing what the words are, comprehending the passage, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase. Teaching fluency includes guided oral reading, in which students read out loud to someone who corrects their mistakes and provides them with feedback, and independent silent reading where students read silently to themselves.

Vocabulary-Teaches students how to recognize words and understand them.

Comprehension-Teaches specific plans or strategies students can use to help them understand what they are reading.

Student Objectives:

Reading: Literature

Key Ideas and Details

- I can ask and answer questions to show that I understand the stories that I am reading.
- I can find the answers to specific questions within the stories that I read.
- I can remember and retell different kinds of stories from many cultures.
- I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.
- I can describe characters in stories and explain how their actions affect the story.

Craft and Structure

- I can figure out the meanings of words or groups of words in stories by thinking about how they are used.
- I can tell the difference between literal and nonliteral language when I read.
- I can write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).

- I can describe how new parts of fiction build on the parts that have already happened.
- I can tell the difference between what I think and what the author or characters might think in a story

Integration of Knowledge and Ideas

- I can explain how the author uses illustrations to help the meaning in a story.
- I can compare and contrast stories written by the same author about the same or similar characters.

Range of Reading and Level of Text Complexity

- I can read and understand third grade stories, plays and poems independently.

Reading: Informational Text

Key Ideas and Details

- I can ask and answer questions to show that I understand the information that I am reading.
- I can find the answers to specific questions within informational text that I read.
- I can figure out the main idea of information I read.
- I can talk about the most important details in the information I read and how they support the main idea.
- I can describe how some historical events are related.
- I can describe how some scientific ideas are related.
- I can describe how the steps in a set of directions is related.

Craft and Structure

- I can figure out the meanings of words and phrases in science and social studies texts.
- I can use the parts of a text that stand out to find information quickly.
- I can use search tools on the computer to find information quickly.
- I can tell the difference between what I think and what an author writes in informational texts.

Integration of Knowledge and Ideas

- I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how.
- I can describe how the sentences and paragraphs in informational text are connected and follow a logical order.
- I can compare and contrast the most important ideas and details in two pieces of information about the same topic.

Range of Reading and Level of Text Complexity

- I can read and understand 3rd grade informational texts independently.

Reading: Foundational Skills

Phonics and Word Recognition

- I can show what I have learned about letters and sounds by figuring out words.
- I can find and tell the meanings of most common prefixes and suffixes.
- I can read words with common Latin suffixes.
- I can read third grade words that aren't spelled the way they sound.
- I can read words with more than one syllable.

Fluency

- I can fluently read and understand books at my level well.
- I can read and understand third grade books.
- I can read third grade books and poems aloud like a teacher would read them.

- I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

Writing

Text Types and Purposes

- I can write to share my opinion and give reasons to support that opinion.
- I can write my opinion piece in an organized way that introduces my opinion and lists my reasons.
- I can give reasons to support my opinion in my writing.
- I can use linking words (because, therefore, since, for example, etc.) to connect my opinion with my reasons.
- I can write a conclusion (ending) to my opinion piece.
- I can write to inform and explain ideas to others clearly.
- I can write an informative text that introduces my topic and then groups related information together.
- I can include illustrations in my writing to help others understand my topic better.
- I can write about a topic using facts, definitions and details.
- I can use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.
- I can write conclusions (endings) to my informative pieces of writing.
- I can write organized stories that have lots of details.
- I can write stories from different points of view that have characters and a plot.
- I can use dialog between my characters and describe their actions & feelings to help others understand the plots of my stories.
- I can use temporal words (first, next, then, finally, etc.) to help others understand the order in my stories.
- I can write conclusions (endings) to my stories.

Production and Distribution of Writing

- I can stay focused and organized in my different types of writing.
- I can write for different purposes, audiences, and topics.
- I can plan, revise and edit my writing with the help of peers and adults.
- I can use technology to create and publish my writing.
- I can use technology to communicate and work with others

Research to Build and Present Knowledge

- I can do short research projects to help me learn more about a topic.
- I can remember what I have learned or find new information from books or technology to help me with my research.
- I can take notes to help me organize the research in my writing.

Range of Writing

- I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.

Speaking and Listening

Comprehension and Collaboration

- I can successfully participate in discussions.
- I can come to discussions prepared to share my ideas because I have read or studied what I needed to.

- I can listen, wait to speak until it's my turn and be respectful of others when I am having discussions.
- I can ask questions to help me understand discussions, stay on topic and to help me to connect my ideas with other people's ideas.
- I can explain my own thinking and ideas after a discussion.
- I can figure out the main ideas and details of what I see and hear.
- I can ask and answer questions about what a speaker says so that I can talk more about the topic.

Presentation of Knowledge and Ideas

- I can give a report or share a story or experience with important details to help others understand.
- I can speak clearly and at an appropriate speed when I give a report or share a story or experience.
- I can create engaging recordings of stories or poems to show my fluency in reading.
- I can create visual presentations to help me share facts and details better.
- I can speak in complete sentences to make what I am sharing more clear to others.

Language

Conventions of Standard English

- I can show that I know how to use words correctly when I write and speak.
- I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.
- I can correctly say, write and use all kinds of plural nouns.
- I can use abstract nouns (e.g., childhood, honesty, courage, faith).
- I can correctly say, write and use regular and irregular verbs (action words).
- I can correctly say, write and use different verb tenses (e.g. I walked; I walk; I will walk).
- I can make sure that all of my subjects and verbs go together correctly in the sentences I say and write.
- I can make sure that all of my pronouns and the nouns they refer to go together correctly in the sentences I say and write.
- I can correctly use comparative and superlative adjectives and adverbs correctly in my speech and writing.
- I can use conjunctions in the correct way in my speech and writing.
- I can say and write simple, compound and complex sentences.
- I can show that I know how to write sentences correctly.
- I can use capital letters correctly when I write titles.
- I can use commas correctly in addresses.
- I can use commas and quotation marks correctly when I write dialogue between two people or characters.
- I can use apostrophes appropriately to show possession.
- I can spell commonly used words correctly and add suffixes to them.
- I can use spelling patterns and rules to help me spell new words.
- I can use a dictionary or other resources to check and correct my spelling.

Knowledge of Language

- I can write, speak, read and listen by using what I know about the English language.
- I can choose interesting words and phrases to help others understand my meaning better.
- I can recognize differences between my speaking language and my written language.
- I can figure out what words mean by using the strategies I know and by thinking about what I have read.

- I can use context clues to help me understand new words.
- I can use prefixes and suffixes that I know to help me understand new words.
- I can use root words I know to help me understand the meanings of new words.
- I can use print and computer dictionaries to help me find the meanings of new words.
- I can show that I understand figurative language (e.g. busy as a bee; slow as a snail; you are what you eat).
- I can figure out how words are related and how their meanings might be similar.
- I can tell the difference between literal and nonliteral language when I read.
- I can find real life connections between words and the way they are used (e.g. people who are friendly or helpful).
- I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered).
- I can use the new words and phrases I have learned in different ways to show that I know what they mean.

***Pacing Guides, Timelines and Resources will be completed when new materials arrive.**

Pacing and Timeline:

Pacing Guide: Pacing is determined by the calendar year, due to various changes. Grade level teachers determine the schedule at the beginning of the year.

Appendix A will show the breakdown of content by unit when materials arrive.

Appendix B will show an example of a yearly pacing guide when materials arrive.

Montana Content Standards:

Reading Standards for Literature (RL.3)

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures, including those by and about American Indians, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.3.5 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.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters and include works by and about American Indians.

Integration of Knowledge and Ideas

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8 (Not applicable to literature)

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational (RI.3)

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 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 and include texts by and about American Indians.

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.3.10 By the end of the year, 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.

Reading Standards: Foundational Skills (RF.3)

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllabic words.

RF.3.3d Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4a Read with sufficient accuracy and fluency to support comprehension.

RF.3.4b Read on-level text with purpose and understanding.

RF.3.4c Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4d Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W.3)

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b Provide reasons that support the opinion.

W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. W.3.1.d Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2.b Develop the topic with facts, definitions, and details.

W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.d Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c Use temporal words and phrases to signal event order.

W.3.3.d Provide a sense of closure.

Production and Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.3.7 Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories and include sources by and about American Indians.

W.3.9 Begins at grade 4

Range of Writing

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards (SL.3)

Comprehension and Collaboration

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1.d Explain their own ideas and understanding in light of the discussion.

SL.3.2 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.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4 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 and include sources by and about American Indians.

SL.3.5 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.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language Standards (L.3)

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.b Form and use regular and irregular plural nouns.

L.3.1.c Use abstract nouns (e.g., childhood).

L.3.1.d Form and use regular and irregular verbs.

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

- L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.*
- L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1.h Use coordinating and subordinating conjunctions.
- L.3.1.i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2.a Capitalize appropriate words in titles.
- L.3.2.b Use commas in addresses.
- L.3.2.c Use commas and quotation marks in dialogue.
- L.3.2.d Form and use possessives.
- L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3.a Choose words and phrases for effect.
- L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4.b Determine the 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).
- L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5.a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

<http://montanateach.org/wp-content/uploads/2017/10/MCS-ELA-3rd.pdf>

Resources:

“I Can” Statements: <http://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/ican/ican3rdelachecklists.pdf>

Montana Content Standards: <http://montanateach.org/wp-content/uploads/2017/10/MCS-ELA-3rd.pdf>

Levels of Mastery Outline: <http://www.nj.gov/education/cccs/frameworks/ela/>

Bloom’s Taxonomy Verbs: <https://www.fractuslearning.com/2016/01/25/blooms-taxonomy-verbs-free-chart/>

3rd Grade Level Expectations: http://reading.uoregon.edu/big_ideas

