



Third Grade Instructional Plan for Reading Language Arts: First Semester

Course Overview

Third Grade Reading Language Arts is designed to develop proficient readers and writers through a structured literacy approach rooted in the science of reading. Students will build strong foundational skills in fluency, vocabulary, and comprehension while learning to read, analyze, and write about a variety of texts. Instruction will be explicit, systematic, and scaffolded to support all learners in mastering grade-level expectations.

Throughout the year, students will:

- Strengthen decoding and word recognition skills
- Read with fluency and expression
- Expand vocabulary and knowledge of word structure
- Develop comprehension strategies for multiple genres
- Learn grammar and language conventions
- Write in multiple modes (narrative, opinion, informational)
- Engage in speaking, listening, and collaborative discussions

Contact Information

Teacher Name: Elizabeth Whitten

Email: elizabeth.whitten@midlandisd.net

Phone: 432.240.7600

Conference Time: 12:45 pm - 1:30 pm

Classroom Expectations

Our classroom is a safe learning place, which encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and to other's ideas. All students will be hard working contributors in the process of getting their education in order to be successful and reach their full potential.

Expectation 1: Be respectful

- Use appropriate voice level
- Raise your hand, and wait your turn to speak
- Listen to all instructions and directions
- Stay in your seat and wait for teacher permission

Expectation 2: Be responsible

- Complete all assigned tasks
- Be prepared: Have all necessary materials

Expectation 3: Be safe

- Always keep your hands and feet to self
- Walk at all times
- Report problems to an adult

Expectation 4: Be ready to learn and try your best every day

- Come to class on time
- Prioritize daily attendance

Positive reinforcement and clear routines will help students learn and meet these expectations.

If expectations are not met, the teacher will first reteach and remind the student(s) of expectations. If a student continues to fail to meet expectations, they will be redirected, then parents will be contacted. If a student is unable to meet expectations after these preventative measures, an office referral will be made via PBIS.



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Behavior Monitoring: PBIS App

On our campus, we use the PBIS Rewards app to recognize positive behavior and academic effort. Students can earn points for meeting expectations such as being prepared, participating, showing respect, and working hard. Points can be redeemed for rewards and privileges every 6 weeks. This system helps us build a positive campus culture where everyone feels encouraged to do their best. **Major and minor office referrals for negative behavior will be documented through this app as well.** Any communication about behavior issues will be communicated through class DoJo.

HOMEWORK BINDERS

Each 3rd grade student will have a homework binder. This binder will go home each night, and come back to school every morning. Parents/Guardians need to check these each night for graded papers, important papers, and homework. **The Homework Log in the binder needs to be signed each night by a parent/guardian.** This binder is expected to be brought to school each day to help teach your child responsibility.

Attendance Policy & Its Importance

Regular attendance is vital to your child's academic development. Third grade is a pivotal year in reading - students move from learning to read to reading to learn. When students attend daily, they stay current with new skills, deepening their knowledge of the world, develop thinking skills, and practice important habits that support lifelong learning.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives

By the end of the first semester, students will be able to develop literacy skills such as:

- Analyzing characters and plot elements of classical literature
- Determining key details and the central idea of informational text
- Analyze and understand text features within informational text
- Making inferences about text, using textual evidence to support thinking about the text
- Comparing and contrasting texts about the same topic
- Synthesizing information across texts about the same topic
- Respond to text to demonstrate understanding

Course Resources

- Chromebook (provided by Midland ISD)
- Journals and writing utensils (part of the school supply list)
- How to Be Cool in the Third Grade by Betsy Duffy



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- Amplify, i-Ready, and IXL (provided by Midland ISD)
- WeWillWrite.com
- Gimkit.com (Gamified homework to build vocabulary and content understanding.)

Grading Policy

According to Midland ISD Grading Policy:

Teachers are expected to use a variety of types of student work performance to assess student achievement. The teacher should choose those which are most appropriate to the class, the students, and the TEKS/SEs under study.

Students will receive minor assignment feedback within three to five school days. Major assignments such as research projects, group projects, and research papers or other long-term projects shall receive a final cumulative grade within ten school days. However, the teacher shall award interim minor assessment grades for individual steps in the process.

Major assignments - 40%

Minor assignments - 60% which may include homework; however, homework may not constitute more than one fourth of the minor assessment summative grade.

Class DoJo (School-wide System of Communication)

Our campus uses ClassDoJo to communicate with families. Please ensure you join our class for important updates.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

Please fill out the portion below and return this portion to your teacher.

We acknowledge that we have read and that we understand the expectations in Third Grade Reading Language Arts. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Student Name:

Student Signature:

Parent Name:

Parent Signature :

Cell Phone Number: _____

E-Mail: _____

Date: _____