

LaGrange School District 105 3rd Grade English Language Art Curriculum	
<p>Statement of English Language Arts Philosophy</p> <p>Language Arts includes reading, writing, speaking, listening, spelling, and the study of literature. A language rich environment combines these skills while promoting a child’s appreciation and enjoyment of the learning process. In order to provide for the integration of the language arts in a reading program, a holistic and relevant approach is needed to meet a child’s developmental level. An appropriate balance of reading, writing, speaking, listening, and thinking will ultimately foster a successful, productive learning environment.</p>	
Instructional Practices in English Language Arts Education	
<p><u>Grades K - 8</u></p> <p><i>English Language Arts Classroom Practices:</i></p> <ul style="list-style-type: none">• Address explicit, sequential instruction of foundational skills--specifically in grades K-5-- to ensure a continuum of literacy learning in all grades.• ELA Classroom Structures• Structure blocks of time devoted to guided, collaborative, and independent student literacy experiences.• Develop a common language for literacy instruction across all grade levels.• Apply literacy skills in increasingly authentic, complex, and varied purposes.• Embrace innovative technologies that enhance the learning experience.• Guide and differentiate instruction in response to ongoing assessments, feedback, and goal setting by teachers, peers, and self.• Facilitate student-driven instruction, collaboration and discussions: brainstorming, reflective listening, conferencing.• Encourage high-level thinking through questioning (i.e., Webb’s “Depth of Knowledge”).• Reading• Provide access to authentic, quality texts at differentiated levels.• Increase, gradually and incrementally, the emphasis on informational literacy within the English language arts class and across content areas.• Provide explicit, integrated skill instruction and modeling for balanced literacy components in varied genres: reading, writing, speaking, listening, and viewing.• Teach and reinforce strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.• Provide explicit, integrated instruction of metacognitive strategies such as predicting, summarizing, visualizing, inferring, connecting, questioning, and close reading.• Instruct in all text types and genres (i.e., fiction, drama, poetry, primary/ secondary sources, speeches, political cartoons, media, digital text... etc.) as students progress from grade-to-grade.• Writing• Guide writing instruction using writing traits such as ideas, organization, word choice, sentence fluency, voice, and conventions.• Write OPINION/ARGUMENTATIVE, INFORMATIVE, and NARRATIVE focused pieces with increased sophistication.• Implement a variety of flexible student groupings for literacy experiences: read alouds, guided reading, shared reading, book talks, and written work.• Encourage use of evidence from literary and informational texts to support students’ interpretations and opinions.• Model and promote information literacy to increase student skills in analyzing and evaluate sources for credibility, bias, purpose, and audience.	<p><u>Specific Student Groups K-8</u></p> <p><i>Practices for continual student improvement in the English Language Arts classroom:</i></p> <ul style="list-style-type: none">• Adapt New Illinois ELA Learning Standards to needs of English Language Learners, and measure their critical thinking skills without penalty for lack of experience with English.• Support students with special needs as they experience the New Illinois ELA Learning Standards; align their IEP goals to grade level standard; and expose students to rich academic content.• Ensure literacy instruction for highly-able students that honors their instructional entry points, and set and monitor related growth expectations.

Common Core Standards Taught Throughout the Year

Reading Informational Text (RI) and Literature (RL)

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; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea
- 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
- 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.

Craft and Structure

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

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)
- 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).
- RL.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).
- RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author 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 Foundations Standards

Phonics and Word Recognition

- RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multi-syllable words.
 - d. Read grade-appropriate irregularly spelled words.

Fluency

- RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards

Conventions of Standard English

- L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
- L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
 - 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.
- a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written standard English.

Language Standards Continued
<p>Vocabulary Acquisition and Use</p> <p>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.</p> <ul style="list-style-type: none">a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none">a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). <p>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., <i>After dinner that night we went looking for them</i>).</p>

Speaking and Listening Standards
<p>Comprehension and Collaboration</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none">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.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).c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.d. Explain their own ideas and understanding in light of the discussion. <p>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.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>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 here for specific expectations.)</p>

ELA Unit 1: Metacognitive Readers and Writers
Timing: August – October

Essential Questions:

- How can you become a real reader and writer?

Essential Vocabulary/Concepts:

- Visualizing
- Connection
- Questioning
- Prediction
- Schema
- Inference
- Determine Importance
- Summary
- Synthesize
- Metacognition
- Context clues
- Illustration

Unit 1 ELA
Common Core Standards FOCUS

Reading Informational Text and Literature

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.

Craft and Structure

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

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)

Language

Conventions of Standard English

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

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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*).

ELA Unit 2: Character Traits and Feelings
Timing: October - December

- Essential Questions:
- How does distinguishing my own point of view from that of the narrator or characters help me to understand the author’s purpose?
 - How do the characters’ actions affect the sequence of the story?
 - How does identifying characters’ traits, feelings, and motives influence my understanding of what happens in the story?

- Essential Vocabulary/Concepts:
- Point of view
 - Character feelings
 - Character motivations
 - Character traits
 - Author’s purpose

Unit 2 ELA
Common Core Standards FOCUS

Reading Informational Text and Literature

Key Ideas and Details

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.3.5 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.

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)

ELA Unit 3: Main Idea and Details
Timing: January - February

- Essential Questions:
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- Essential Vocabulary/Concepts:
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Unit 3 ELA Common Core Standards FOCUS	
<p><u>Reading Informational Text and Literature</u></p> <p><i>Key Ideas and Details</i></p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><i>Craft and Structure</i></p> <p>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.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>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)</p>	
ELA Unit 4: Literature: Theme, Comparing and Contrasting Timing: February – April	
<p>Essential Questions:</p> <ul style="list-style-type: none">• How can I learn life lessons from stories?• Why is using key details from the story important in retelling the story?• In what ways can I use the details of the text and the lesson or message to recognize the genre and its purpose?• How does the text structure help me understand the text?• Why does the structure of the text matter?• What are the text structures and how they help me understand the text?	
<p>Essential Vocabulary/Concepts:</p>	

Unit 4 ELA Common Core Standards FOCUS
<p><u>Reading Informational Text and Literature</u></p> <p><i>Key Ideas and Details</i></p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><i>Craft and Structure</i></p> <p>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.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>
ELA Unit 5: Text Structures Timing: April - May
Essential Questions:
Essential Vocabulary/Concepts:
Unit 5 ELA Common Core Standards FOCUS
<p><u>Reading Informational Text and Literature</u></p> <p><i>Key Ideas and Details</i></p> <p>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</p> <p><i>Craft and Structure</i></p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><i>Integration of Knowledge and Ideas</i></p> <p>RL.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).</p>