

Course Name:	Language Arts Grade 3	Textbooks: Researching Science of Reading and research proven resources to Pilot. 2022-2023 Really Great Reading- Explicit Phonics and Foundational Instruction Reading Mini-Lessons- Fountas and PInnell Interactive Read Aloud Resources Literacy Footprints Targeted leveled readers	
Credits:	N/A		
Prerequisites:	N/A		
Description:	Grade 3 General Education Year Long Curriculum (Includes: Reading, Writing, and Word Study		
Academic Standards:	W.3.3.B		
<b>Units:</b>	Unit Length:4 Units each consisting of one quarter (1 year)	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
Ready to Read and Write and Narrative Writing through Historical Fiction Journaling	1 quarter	(power standards)Read grade level text with accuracy, fluency, and comprehension. Retell the key details of a fictional story. also: SL 3.1, RL 3.1,3.2,3.3,3.4,3.10	Students will be able to... <b>Reading-</b> choose a book to read for enjoyment while building stamina (up to 20 minutes), sustain attention to listen to or read texts, strive for deeper understanding by connecting parts of a story, notice and think critically about an author's word choice, follow and comprehend a text with a complex plot and a character with multiple conflicts, ground predictions in the character's story with supportive evidence, derive the meaning of words from the context of a sentence, paragraph and story. <b>Writing-</b> write with stamina, share ideas and get ideas from my peers show steps of a story in time order add ideas using quotation marks and dialogue to provide narration or show thoughts and feelings understand that fiction can be written in various forms such as a book, journal entries, letters, etc. complete a narrative writing piece and a fictional journal entry as they lived in colonial times. <b>Word Study-</b> recognize and use letter combinations/vowel teams to represent long vowel sounds, use strategies for acquiring a large core of 3rd grade and below high frequency

<p>Reading and Writing Informational Texts, Publishing a Research Book</p>	<p>1 quarter</p>	<p>(Power standards as they are assessed on report card) Read grade level text with accuracy, fluency, and comprehension. RI.3.1 Develop and answer questions and locate relevant and specific details in a text to support an answer (answer questions in informational text by looking back at the text). also: SL 3.2, RI 3.2,3.4,3.6,3.7,3.8, 3.9,3.10 Standards: Writing-CCSS.ELA-LITERACY.W.3.2 (Power standard as it appears on the report card) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.3.2.A also: W 3.4,3.5,3.6,3.7,3.10 L3.2</p>	<p>Students will be able to...</p> <p><b>Reading-</b> distinguish between fiction and nonfiction reading elements, notice that a nonfiction writer puts together information in order, relating connecting topics using topics, subtopics, and headings list significant events or ideas, track important page numbers, and pose questions about things I do not understand, use academic language to talk about and identify text features and why they are important to the reader, can define five main types of nonfiction structure summarize narrative nonfiction, determine elements of a biography, Assessments: Main idea and detail assessments, question and answer assessment, independent summaries for narrative nonfiction, journals and teacher notes</p> <p><b>Writing-</b> choose a topic that will interest my reader and understand that I will have to share extensive information on a topic, understand and develop a strong lead in fiction or nonfiction text organize and present information in paragraphs in a way that demonstrates a clear understanding of paragraph structures write an informational text in a logical order and present new information for my reader to learn by gathering resources on a topic, use headings, table of contents, and text features to help a reader locate information, use language specific to a topic, tell about a topic in an interesting way, and select information that supports the topic, Assessment: Outline, Expert Essay, Research Book</p> <p><b>Word Study-</b> develop and use strategies for acquiring a large core of 3rd grade and below high frequency words recognize parts of speech, recognize and use inflectional endings Assessments: weekly word check, finding spelling patterns in words in reading, writing spelling pattern words correctly in writing</p>
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<p>Character Novel Study/Book Clubs/Strong Opinion Writing/Speech</p>	<p>1 quarter</p>	<p>“(power standards)Read grade level text with accuracy, fluency, and comprehension. Retell the key details of a fictional story. Reading-CCSS.ELA-LITERACY.RL.3.3 also: RL 3.1,3.2,3.9,3.10, SL 3.4 Writing-CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons also: W3.4,3.5,3.8,3.10, L3.2”</p>	<p>Students will be able to...</p> <p><b>Reading-</b> recognize and discuss aspects of narrative writing, understand problems that occur in daily life including complex problems and how that can be related to students' own lives, form and express opinions about a character and support with rationale and evidence notice how an author reveals a character and makes them seem real, notice language and events that convey an emotional atmosphere, <b>Assessments:</b> Lucy summative assessment, teacher observation, Journal entries, Big idea Character Theory, Story Map/Mountain Board Game Design, book club observation and meetings</p> <p><b>Writing-</b> communicate clearly the main points a reader is supposed to understand, through the writing process persuade and elaborate to convince readers Assessments: Opinion Paragraph Hey Little Ant School related Opinion Essay Speech Donut Design Project</p> <p><b>Word Study-</b> develop and use strategies for acquiring a large core of 3rd grade and below high frequency words recognize and use plurals to add s or es recognize and use plurals with root word ending in y, recognize and use irregular plurals, recognize and use possessives that end in apostrophe s or already end in s use contractions with am, is, not and will Assessments: weekly word check, finding spelling patterns in words in reading, writing spelling pattern words correctly in writing</p>
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<p>Fables, Folktales, Fantasy</p>	<p>1 quarter</p>	<p>L3.5A RL 3.2,3.3,3.4,3.5, L3.1 A L3.2B L3.1I,L 3.4B, L3.5 RF 3.3A and B W 3.3 part A,B,C,D W3.5,W3.6 W3.10</p>	<p>"Students will be able to...</p> <p><b>Reading-</b> use academic language to talk about specific genres such as folklore, fables, and fantasies. understand how characters are complex and change over time ie: good to evil, follow plots that have a pattern, understand beyond my experience by reading about other cultures and beliefs, understand basic motifs of traditional literature, understand and recognize different types of poetry notice and note how descriptive and figurative language are important to overall understanding of text.</p> <p>Assessments: Genre quiz, use of academic vocabulary Observation/formative assessment</p> <p><b>Writing-</b> notice how authors write to apply to my own writing, quickly draft my ideas on a paper, write with an end in mind, understand revisions are to make written messages clearer and stronger, write in different genres for different purposes</p> <p>Assessments: Teacher observations during writing conferencing Published student written fractured fairy tale friendly letter</p> <p><b>Word Study-</b> recognize homophones correctly, develop and use strategies for acquiring a large core of 3rd grade and below high frequency words use common prefixes and suffixes to spell correctly and understand word meaning, identify parts of speech</p> <p>Assessments: Weekly word work check, finding spelling patterns in words in our reading writing spelling pattern words correctly in our writing, applying rules learned to reading and writing</p>
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