

COURSE: ELA
Grade Level: Third Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Writing Process	Paragraph development	What is the writing process? What do good writers do? Why is a main idea sentence important? How do details support the main idea? How do we end a paragraph?	The Writing process involves: prewriting, Rough-draft, editing, revising, conferencing, and publishing. That a paragraph has a topic sentence and supporting details sentences, and a conclusion focusing on one main idea. The difference between phrases and sentences.	Develop an organized paragraph that has one main idea, at least three details that support the main idea, and a conclusion sentence. Develop an organized paragraph with a theme, an opinion, and a sense of voice. Include personal experiences in writing. Use a graphic organized to organize the content of a paragraph. Use resources to support spelling.	Writing samples. Teacher/peer conferences Literacy profile. Writer's workshop journal. Writing portfolio Rubrics	Sept----- ongoing
Writing Process	Composition Reader response	How does this story affect me or my life? What does this story remind me of? How can I express my reaction to a story?	Details need to be included that relate both the story and the student's life. Need to support personal opinions or predictions with details from the text.	Listen to texts of a variety of genre and write an organized response with a clear theme, an opinion, predictions and a sense of voice. Include personal experiences in writing. Response should summarize the main idea and theme of the text as well as describe literary elements. Response should include examples, reasons, and explanations. Analyze author's use of story elements. Compare and contrast texts. Write a response using a word processing program. Use resources to support spelling.	Reader response journal. Student self- assessment. Rubric Teacher/peer conferences Writing portfolio Rubrics	Oct-- ongoing
Writing Process	Friendly letter Addressing an envelope.	What is the format of a Friendly letter? What do we write about in a Friendly Letter? Why do people write letters?	Every Friendly Letter needs: heading, greeting, body, closing, and signature. Writing is to share information and to learn about other people. People write letters to communicate friendly way. How to address an envelope.	Compose a Friendly Letter using the correct format. Communicate with a pen pal by exchanging friendly letters, listen and discuss content to friendly notes to build relationships. Use resources to support spelling.	Letter writing sample (s). Self- assessment checklist. Teacher/peer conferences Rubrics	Oct----- ongoing

Writing Process	Write a research report.	What important information should be in my report? How do I gather information on a topic? We don't we copy from the book or computer?	Information can be found in a variety of resources. They need to paraphrase information into their own words. Using evidence from expository texts to write research reports.	Locate and identify information on a given topic. Use a graphic organizer to take notes. Use notes to develop paragraphs for each subtopic. Produce a clear, well-organized report that demonstrates an understanding of the topic. Using effective vocabulary in research. Use at least two sources to create the research report. Compare/contrast ideas between two sources. Use ideas from two sources to generalize about causes and effects. Use resources to support spelling. The writing shows a sense of voice.	Completed graphic organizer. Conferencing Published report – Word process. Oral presentation to the class. Rubric Writing portfolio Teacher/peer conferences	Nov Jan-Feb June (if time allows)
Writing Process	Poetry	How is poetry different from other genres of writing?	Rules for a Haiku poem. Rules for a Cinquain poem. Rules for a Free verse poem. Rules for Concrete poem. Understand basic rhyming patterns. Understand stanzas. Understand use of vivid and descriptive language.	Follow rules to create different forms of poetry. Use rhythm and rhyme to write different forms of poetry. Create poetry books using KidWorks Deluxe. Write different forms of poetry using expressive language and showing a sense of voice. Use resources to support spelling. Use vivid and descriptive language in poems.	Written poems Writer's workshop journal Poetry books using KidWorks Deluxe Writing portfolio Published pieces (word processing) Teacher/peer conferences Rubrics	Dec.
Writing Process	Persuasive writing	How can my writing help to change the opinion of others?	An opinion needs be based on facts. Need to locate and gather reliable information about the topic. Need be able to discriminate between fact and opinion. How to write with a specific audience in mind. The goal of persuasive writing is to change the mind of the reader.	Write to express opinions and provide evidence to support their point of view as well as show a sense of voice. Use a graphic organizer. Write an organized persuasive essay about a topic, including an introduction, middle and conclusion. Include personal experiences in writing. Listen and speak in order to express opinion, recognize perspective, evaluate speaker Create an advertisement, using words and pictures, to illustrate an opinion about a product. Use resources to support spelling.	Published – Word processed persuasive essay. Writer's workshop journal. Graphic organizer. Writing portfolio Teacher/peer conferences Rubrics	March

Writing Process	Creative writing	What makes a good story?	A good story includes all of the story elements: Setting, and well-developed characters in the introduction, problem and plot in the middle, and solution at the conclusion. An author writes with an audience in mind. They need to try to hook their reader in the beginning. Write an adaptation to a story. Understand use of dialogue in creative writing.	Use a graphic organizer to plan their writing. Write a well developed and organized story including all story elements as well as dialogue. Try to hook the reader in the beginning of their story. Use the writing process. Use a computer to create a book. Use resources to support spelling The writing shows a sense of voice. Use vivid and descriptive language in writing.	Completed graphic organizer. Published report – Word processed. Oral presentation to the class. Writing portfolio Teacher/peer conferences Rubrics	April
Writing Process	Narrative writing	What is narrative writing? How do writers hook their readers? What is the format of a narrative?	A Narrative is about the writer's personal experience. Good writers try to hook their readers in the beginning. A narrative has an introduction, middle, and conclusion. How to use descriptive language.	Use a graphic organizer as a prewriting tool. Write an organized narrative (three paragraphs) about one personal experience, including an introduction, middle, and conclusion. Try to write a hook in the introduction. Use the writing process to develop the Narrative. Use computer software to create a story. Use resources to support spelling. The writing shows a sense of voice. Use descriptive language in writing.	Writer's workshop journal. Graphic organizer. Published narrative (Word process) Writing portfolio Rubric Teacher/peer conferences	May

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Reading	Text selection	How do I choose a book that is just right for me?	When choosing a book, apply the five-finger rule, preview the book, and consider personal interest. It is OK to lose interest if it "doesn't fit."	Use the five-finger strategy to find a book that is just right. Reading for enjoyment during D.E.A.R. time or S.S.R.	Read self selected books at an appropriate level. Informal teacher conference.	September ongoing
Reading	Reading for information	How are non-fiction texts different from fiction texts? What features of a non-fiction text can help you to find the information you are looking for?	How to read an expository text for information. How to locate resources to acquire information. How to use comprehension strategies to help them retain important information. How to distinguish between fact and opinion.	Locate and use library media resources to acquire information, with assistance. Locate information in a text that is needed to solve a problem. Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings, to locate information, with assistance. Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance. Relate data and facts from informational texts to prior information and experience. Compare and contrast information on one topic from two different sources. Identify and interpret facts taken from maps, graphs, charts, and other visuals. Read and understand directions. Identify author's purpose Distinguish between important and unimportant details. Fact/Opinion Judge accuracy of content to gather facts with assistance Use opinions of teachers and peers to evaluate personal interpretation of ideas and information. Recognize how language and illustrations are used to persuade in advertisements, with assistance.	Student self-assessment questionnaire Reading log.	October ongoing

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Reading	Comprehension	Does what I am reading make sense? What do I do if what I am reading does not make sense?	Good readers think about what they are reading to get meaning from text. Good readers stop and try to apply strategies to make sense of what they are reading. There are many comprehension strategies: Connecting text to prior knowledge or personal experience, rereading, main idea, supporting details, compare and contrast, summarizing, sequencing, drawing conclusions, making predictions and confirming, locating information, and cause and effect, retelling, and SQ3R. How to use graphic organizers.	Read and understand written directions. Demonstrate use of a variety of comprehension strategies on instructional level text. Participate in a variety of reading groups. Demonstrate understanding of text through writing in a variety of formats. Use graphic organizers to aid understanding: KWL, compare/contrast, Venn diagram, cause/effect, story elements. Use information from the text to complete reports or projects. Identify cultural influences in texts and performances with assistance.	Informal observation. Checklist of strategies. Journal writing. Graphic organizers. Cross curriculum testing. Book reports/ projects.	Sept-- ongoing
Reading	Oral reading fluency	How can I become a better reader? What should you do when you come to a word you do not know?	Good readers use a variety of strategies to help them identify unknown words: blanking, context and meaning clues, apply decoding strategies (structural analysis), looking at the beginning and ending of a word, chunking, using words you know, remove prefixes or suffixes, using environmental print, illustrations. Rereading aloud orally can help them become a better reader.	Read aloud with attention to sentence structure, and punctuation. Read aloud with appropriate volume and pacing. Read aloud with an expressive voice appropriate to the text read and audience. Read aloud from a variety of genres. Engage in purposeful oral reading in groups. Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar words. Decode words using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words. Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, verb endings, plurals, contractions, and compounds.) Read texts with appropriate speed and accuracy.	Running records Checklist of strategies Self evaluations Reader's Theater Teacher observation Poetry read alouds	Sept-- ongoing
Reading	Story elements	What are story elements?	Story elements are: setting, characters, plot (problem, solution, events,), theme, author's purpose.	Use graphic organizers to identify story elements. Write a composition about story elements using a graphic organizer to plan. Participate in a variety of reading groups to discuss and interpret story elements. Relate story elements to own life. Use evidence in response to literature.	Reader response journal. Teacher observation. Graphic organizers Retelling checklist.	Oct-- ongoing

Reading	Vocabulary	Why is important to clearly understand vocabulary in your reading?	How to analyze word structure. How to use strategies to decode words. How to use a dictionary and thesaurus.	Study categories of words to learn grade-level vocabulary. Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning. Connect words and ideas in books to spoken language vocabulary and background knowledge. Learn new vocabulary and concepts indirectly by reading books and other print sources. Identify specific words causing comprehension difficulties in oral or written language. Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms.	Informal observation Running records Self assessments Teacher/student conferences Reader responses	November ongoing
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Listening	Listening for a purpose	What do good listeners do?	Good listeners are better students and better citizens. Good listeners are respectful: Look at speaker, use appropriate body language, ask appropriate questions, paraphrase, and speak in turn. Sequencing steps How to use note taking and graphic organizers Tone of voice	Listen for a purpose. Listen attentively for a specified period of time. Listen attentively to books read aloud Respect the age, gender, social position, and cultural traditions of the writer or speaker. Identify details Determine a sequence of steps given Interpret information by drawing upon prior knowledge and experience. Collect information Identify the author's use of rhythm, repetition, and rhyme. Use note taking and graphic organizers to record and organize information and details recalled from stories read aloud. Recognize the perspective of others, with assistance. Form personal opinion about the quality of texts read aloud Identify the tone of voice and content that signal friendly communication. Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners.	Teacher observation	Sept—ongoing

Speaking	Speaking for a purpose	What are the traits of good speakers?	How to get and hold an audience's attention in an appropriate manner.	Take turns speaking appropriately in discussions and actively participate (provide feedback, offer opinion, ask questions, etc.). Use appropriate grade-level vocabulary. Speak in an organized manner using conventional grammar and logical order. Respect the age, gender, social position, and cultural traditions of the listener. Vary formality of language according to purpose. Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, or audience. Take turns in conversation and respond respectfully when speaking in groups. Provide directions. Ask questions. Summarize with assistance. Describe a problem and suggest one or more solutions. Present a short oral report, using at least two sources of information, such as a person, book, magazine, or electronic text. Present original works such as stories, poems, and plays, to classmates. Give book reviews, with assistance. Offer feedback to others during conferences. Discuss themes of literary texts, with assistance.	Teacher observation (during discussion and reading groups) Oral project Partner sharing	Sept--ongoing
Spelling Phonics	Homophones	How can some words sound the same but have different meanings?	Know what a homophone is. Differentiate between there, their, they're To, two, and too Witch, which Heard, herd Peace, piece Wear, where Bear, bare Hair and hare Would and wood	Collect pictures of homophones Watch for example of homophones in sentences they read and write and share with the class	Spelling journals Spelling Tests	Sept. Ongoing
Spelling Phonics	Exploring Sounds /er/, /ir/, /ar/ and /or/ and magic e	How can some words have the same sounds but different spelling patterns?	How to use letter-sound relationships when writing Letter-sounds in English can be represented in more than one way Certain letter combinations occur in predictable positions	Use different texts to find these sounds and the spelling patterns used Word sorts Bring in short lists of words containing these sounds Use words they know and smaller words Within larger words.	Word work journals Teacher observation Teacher-Student conferences	Sept. Ongoing
Spelling Phonics	Contractions and abbreviations	How can we write two words and shorten them into one and still have the same meaning?	To understand that a contraction is a shortened form of a written or spoken expression created by omitting one or more letters or sounds. Understand that an apostrophe in a contraction indicates an omission and usually replaces one or two letters but sometimes more.	Use different texts and find contractions and abbreviations Play contraction bingo Make short lists of contractions	Spelling journals Teacher observation Teacher-student conferences	Oct. Ongoing

Spelling Phonics	Compound Words	How does knowing compound words help us to read and write?	To understand that compound words are two smaller words in a word that are related in meaning.	Bring compound words from home Crossword puzzles Short lists of compound words	Observe students' writing Spelling journals Teacher- student conferences	Oct. ongoing
Word Study	Spell High Frequency Words	Why do we need to spell words correctly?	Spelling is important so readers can read our writing How to use word wall	Use dictionaries/computer software to spell words correctly Use Word Wall Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing.	Writing journals Spelling journals Teacher observation Performance based assessments	Sept. ongoing

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Spelling Phonics	Prefixes and suffixes Re-, un-, dis-, -er, -or, -ing, -ed, -ful Consonant, vowel, consonant rule	Why do we add prefixes and suffixes to words? How do prefixes and suffixes change the meaning of a word?	Know how to add prefixes and suffixes to base words Know how prefixes and suffixes change the meaning of a word.	Use different literature and find prefixes and suffixes Create spelling games Create a short list of prefixes and suffixes Use prefixes and suffixes to spell and build vocabulary.	Spelling journals Teacher- student conferences Teacher observation Assess students' writing	Nov. ongoing
Spelling Phonics	Plurals	When do we add s and es to the end of a word? How does adding and s or an es to a word change its meaning?	Know when to add s or es to a word Words must end in ch, sh, x, and s in order to make it a plural word.	Use different literature to find examples of plural words Create word searches or crossword puzzles Create a short list of plural words	Spelling journals Teacher-student conferences Teacher observation Assess students' writing	Nov. ongoing
Spelling Phonics	Apostrophes for possessives and plurals	When do we use apostrophes? What is the difference between s' and 's?	An apostrophe is a mark of punctuation If not inserted in the appropriate place in the word, it is considered misspelled Used to indicate possessive case ex: Dog's tail Used to indicate plural possessive case ex: Dogs' tails Understand that apostrophes are not used with every word that ends with s.	Find examples of words with apostrophes in shared reading or independent reading. Group examples and add them to class chart	Teacher observation Assess students' writing Teacher- Student conferences	Dec. Ongoing

Spelling Phonics	Synonyms, Antonyms and Homonyms	How do synonyms and antonyms help our writing?	Synonyms are words that have the same meaning. Antonyms are words that are opposites Homonyms are words that are spelled the same but have different meanings.	Find examples in different texts Create lists Create crossword puzzles	Teacher observation Spelling journals Teacher-student conferences Assess students' writing	Jan. ongoing
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Spelling Phonics	Correct use of a comma	What are some examples of places we use commas in our every day writing?	Commas in a series Commas in a date Commas in a friendly letter format Commas in City and State Commas before transition words	Find examples in different texts	Teacher observation Spelling journals Teacher-student conferences Assess Student' writing	Jan ongoing
Spelling Phonics	Parts of Speech Ie. Nouns, pronouns, verbs, adverbs adjectives	How do the different parts of speech improve our writing?	What each part of speech means. How to use each part of speech properly in their writing.	Find different parts of speech throughout texts. Group parts of speech and make a chart.	Teacher observation Spelling journals Teacher-student conferences Assess student's writing	Feb. ongoing

