

**Grade 3 Language Arts**

**Ongoing**

Topic	Language Arts Objectives	Sample Essential Questions
<b>Reading Strategies, Phonics and Word Development</b>	<b>Phonics Instruction should be sequential as outlined by program selected for use by each school. The objectives starting with a “1” must be met through that program or incorporated into the program.</b>	
Decoding	<b>1.01</b> Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	What suffixes/prefixes do I see in words what is a root word?
Prefixes and Suffixes	<b>1.02</b> Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	What does the prefix ____ mean and the suffix ____ mean?
Strategies	<b>1.03</b> Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	What do I do when I come to a word I don't know?
Vocabulary	<b>1.04</b> Increase sight vocabulary, reading vocabulary, and writing vocabulary through: wide reading, word study, listening, discussion, book talks, book clubs, seminars, viewing, role play, and studying author's craft.	How many words on the wall can I read?
Reference Materials	<b>1.05</b> Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.	How do I use dictionaries, glossaries, etc. to pronounce, spell, and understand words?
Independent reading	<b>1.06</b> Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency, build background knowledge, and extend vocabulary.	How do I use what I already know to understand what I read?
<b>Comprehension</b>		
Genres	<b>2.03</b> Read a variety of texts, including: fiction (short stories, novels, fantasies, fairy tales, fables), nonfiction (biographies, letters, articles, procedures and instructions, charts, maps), poetry (proverbs, riddles, limericks, simple poems), and drama (skits, plays).	What are the different types of texts? Genre?

<p>Reader's Purpose</p> <p>Listening Skills</p> <p>Compare / Contrast</p>	<p><b>2.07</b> Explain choice of reading materials congruent with purposes (e.g., <u>solving problems, making decisions</u>).</p> <p><b>2.08</b> Listen actively by: <u>facing the speaker, making eye contact, asking questions to clarify the message, asking questions to gain additional information and ideas</u>.</p> <p><b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <u>considering the differences among genres and participating in creative interpretations</u>.</p>	<p>Why did I choose this reading material? How will this reading material fulfill my purpose? What is my purpose for reading the text _____ and what do I already know that will help me understand it?</p> <p>How can I make the speaker know I am listening?</p> <p>How is fiction different from nonfiction? How is poetry different from drama?</p>
<p><b>Writing &amp; Response</b></p> <p>Read Aloud</p> <p>Open- ended questions</p> <p>Share Writing</p> <p>Planning</p> <p>Learning Logs</p> <p>Computer</p> <p><b>Grammar and Spelling</b></p>	<p><b>4.01</b> Read aloud grade-appropriate text with fluency, comprehension, and expression.</p> <p><b>4.02</b> Use oral and written language to <u>share information and ideas</u> and <u>answer open-ended questions</u>.</p> <p><b>4.03</b> Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).</p> <p><b>4.04</b> Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).</p> <p><b>4.06</b> Compose a draft that conveys major ideas and maintains focus on the topic using preliminary plans.</p> <p><b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama selections using self – selected topics and forms (e.g., learning logs.)</p> <p><b>4.10</b> Explore technology as a tool to create a written product.</p>	<p>Do I read fluently?</p> <p>Can I hold a conversation on a topic?</p> <p>What are different ways that I can share my writing?</p> <p>What are different ways to plan?</p> <p>Did I write in my learning log today?</p> <p>Can I use a computer to write a report?</p>

<p>Capitalization &amp; Punctuation; Review nouns</p>	<p><b>5.01</b> Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).</p>	<p>Did I use correct capitalization and did I punctuate everything correctly?</p>
<p>Spelling</p>	<p><b>5.05</b> Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).</p>	<p>Did I spell the words correctly? How did I figure out how to spell this word?</p>
<p>Edit</p>	<p><b>5.07</b> Edit (with assistance) to use conventions of written language and format.</p>	<p>How do you edit a paper?</p>
<p>Handwriting</p>	<p><b>5.08</b> Create readable documents with legible handwriting. (manuscript and cursive).</p>	<p>Did I write my document well enough for someone to read it?</p>

<b>Grade 3 Language Arts</b>	<b>First Six Weeks</b>
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Topic	Language Arts Objectives	Sample Essential Questions
<b>Comprehension</b>		
Strategies to comprehend	<b>2.01</b> Use metacognitive strategies to comprehend text (e.g., <u>reread</u> , <u>read ahead</u> , and <u>retell</u> ).	How do authors organize different types of text?
Purpose, Prediction, Questions, and Locating Information	<b>2.02</b> Interact with the text before, during, and after reading, listening, or viewing by: <u>setting a purpose</u> , <u>previewing the text</u> , <u>making predictions</u> , <u>asking questions</u> , <u>locating information for specific purposes</u> , <u>making connections</u> , and <u>using story structure and text organization to comprehend</u> .	What do I think will happen in the passage?
Sequence, Lesson, message Main idea/ Supporting details	<b>2.04</b> Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <u>sequence</u> , <u>lesson and/or message</u> , and <u>main idea and supporting details</u> .	What is the problem and how is it solved? How are characters alike and different? What is the sequence of events? What message or lesson is the author trying to give?
Main Idea	<b>2.06</b> <u>Summarize main idea(s)</u> from written or spoken texts using succinct language.	What is the main idea in this paragraph? Text? Story?
Listening	<b>2.08</b> Listen actively by: facing the speaker; making eye contact; <u>asking questions to clarify the message</u> ; <u>asking questions to gain additional information and ideas</u> .	How can I show someone that I am listening?
<b>Writing &amp; Response</b>		
Sequencing	<b>4.02</b> Use oral language and written language to present information in a sequenced, logical manner, discuss, share information and ideas.	What is the correct sequence?
Share Writing	<b>4.03</b> Share written and oral products in a variety of ways (e.g., author’s chair, book making, publications, discussions, presentations).	What are some ways that I can share my writing? Why did the author write the story?
Purpose	<b>4.05</b> Identify (with assistance) the purpose, the audience, and the appropriate form for oral or written task.	Does my draft include the ideas I included in

<p>First Draft</p> <p>Simple Narratives</p> <p>Revision</p> <p>Personal Narratives</p>	<p><b>4.06</b> Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p> <p><b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., simple narratives).</p> <p><b>4.08</b> Focus reflection and revision (with assistance) on target elements by clarifying ideas, and sequencing events and ideas.</p> <p><b>4.09</b> Produce work that follows the conventions of particular genres (e.g., personal narratives.)</p>	<p>my plan?</p> <p>Did I write a narrative?</p> <p>How can I make my ideas clearer? Are my ideas in the right order?</p> <p>Does my writing have a beginning, middle and ending?</p>
<p><b>Grammar and Spelling</b></p> <p>Capitalization &amp; Punctuation; Review nouns.</p> <p>Spelling</p> <p>Proofreading</p>	<p><b>5.01</b> Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).</p> <p><b>5.05</b> Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).</p> <p><b>5.06</b> Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).</p>	<p>Did I use correct capitalization and did I punctuate everything correctly?</p> <p>What strategy did I use to spell this word?</p> <p>Have I misspelled any words in my writing? What references can I use to check myself?</p>

<b>Grade 3 Language Arts</b>	<b>Second Six Weeks</b>
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Topic	Language Arts Objectives	Sample Essential Questions
<b>Comprehension</b>		
Strategies	<b>2.01</b> Use metacognitive strategies to comprehend text (e.g., <u>reread</u> , <u>read ahead</u> , <u>ask for help</u> , <u>adjust reading speed</u> , <u>question</u> , <u>paraphrase</u> , <u>retell</u> ).	What do I do when I come to a word I don't know?
Plot, conflict, Resolution, Figurative Language	<b>2.04</b> Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <u>author's purpose</u> , <u>plot</u> , <u>conflict</u> , <u>resolution</u> , <u>author's use of figurative language</u> (e.g., simile, metaphor, imagery).	How do authors organize different types of text? What is the problem in the story and how is it solved?
Plot, Setting, Characters	<b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by relating <u>plot</u> , <u>setting</u> , and <u>characters to own experiences and ideas</u> .	How is the setting like a place I have seen? How is the main character like me? Like a friend?
<b>Writing and Response</b>		
Draft	<b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems and simple narrative).	How do I write a poem? personal narrative?
Revision (Adjectives)	<b>4.08</b> Focus reflection and revision (with assistance) on target elements by adding descriptive words and phrases ( <i>adjectives</i> ).	How can I make my writing more descriptive?
Final Draft	<b>4.09</b> Produce work that follows the conventions of particular genres (e.g., personal narrative).	Does my work follow all the guidelines of a narrative?
<b>Grammar and Spelling</b>		
Subject / Verb	<b>5.02</b> Use correct subject/verb agreement.	Do the subject and verb agree?
Paragraphs	<b>5.04</b> Compose two or more paragraphs with topic sentences, supporting details, appropriate, logical sequence, and sufficient elaboration.	Did I write a paragraph with a topic sentence? Does my paragraph have supporting details? Is there a logical sequence in my paragraph?

<b>Grade 3 Language Arts</b>	<b>Third Six Weeks</b>
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Topic	Language Arts Objectives	Sample Essential Questions
<b>Comprehension</b>		
Independent Reading	<b>2.01</b> Use metacognitive strategies to comprehend text (e.g., <u>reread</u> , <u>read ahead</u> , <u>ask for help</u> , <u>adjust reading speed</u> , <u>question</u> , <u>paraphrase</u> , <u>retell</u> ).	How do authors organize different types of text?
Cause & Effect Fact & Opinion Point of View	<b>2.04</b> Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the <u>cause and effect</u> , <u>fact and opinion</u> , and <u>point of view</u> (author and character).	How do I find cause and effect? What is the author’s point or view?
Point of view	<b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by <u>considering main character’s point of view</u> .	What is the main character’s point of view?
Compare /Contrast	<b>3.02</b> Identify and discuss <u>similarities and differences in events characters</u> concepts, and ideas within and across selections and support them by referencing the text.	How are these events similar? Different? How are these characters similar? Different?
<b>Writing</b>		
Letters / Simple Narratives	<b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., notes, letters, simple narratives).	How do you write a letter to a friend? A poem? A narrative?
Word choice	<b>4.08</b> Focus reflection and revision (with assistance) on target elements by <u>combining short, related sentences</u> and <u>strengthening word choice</u> .	Did I choose the best words to make a strong story? How else could I revise?
Letter / Narratives	<b>4.09</b> Produce work that follows the conventions of particular genres (e.g., friendly letter and personal narrative).	Do I have a beginning, middle and end to my story? Do I have all the parts to a letter?

<p><b>Grammar and Spelling</b></p>		
<p>Sentences</p>	<p><b>5.03</b> Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.</p>	<p>What are the differences in the different types of sentences? Do I use them correctly?</p>
<p>Proofread</p>	<p><b>5.06</b> Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).</p>	<p>Did I proofread and find all the misspelled words? Do I need to use a dictionary to help?</p>

<b>Grade 3 Language Arts</b>	<b>Fourth Six Weeks</b>
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Topic	Language Arts Objectives	Sample Essential Questions
<b>Comprehension</b>		
Paraphrasing	<b>2.01</b> Use metacognitive strategies to comprehend text (e.g., <u>paraphrase</u> ).	How do you paraphrase this story?
Conclusion & Generalizing	<b>2.05</b> <u>Draw conclusions</u> , <u>make generalizations</u> , and <u>gather support by referencing the text</u> .	What conclusion can you draw from what you now know? What generalization can you make based on what you have read?
Making Inferences & Conclusions	<b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by <u>making inferences</u> and <u>drawing conclusions</u> about characters and events.	What can I figure out about the main character? What conclusion can I draw about what happened?
<b>Writing &amp; Response</b>		
Recount	<b>4.02</b> Use oral and written language to recount or narrate and explain own learning.	How can I explain what I just learned?
Draft Directions, Instructions, & Narratives	<b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., directions, instructions and personal narratives).	What do I need include in directions and instructions for someone to follow?
Final Copy of Directions, Instructions & Narratives	<b>4.09</b> Produce work that follows the conventions of particular genres (e.g., directions and instructions and personal narratives).	Could someone follow the direction or instruction that I wrote?

<b>Grade 3 Language Arts</b>	<b>Fifth Six Weeks</b>
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Topics	Language Arts Objectives	Sample Essential Questions
<b>Comprehension</b>		
Strategies to Comprehend	<b>2.01</b> Use metacognitive strategies to comprehend text (e.g., <u>reread</u> , <u>read ahead</u> , <u>ask for help</u> , <u>adjust reading speed</u> , <u>question</u> , <u>paraphrase</u> , <u>retell</u> ).	How do authors organize different types of text?
Reflect, Insights, Further Study	<b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by <u>reflecting on learning</u> , <u>gaining new insights</u> , and <u>identifying areas for further study</u> .	What have I just learned from what I read?
Verification	<b>3.03</b> Use text and own experiences to <u>verify facts</u> , <u>concepts</u> , and <u>ideas</u> .	How can I verify that fact? That concept? That idea?
Informed Judgments	<b>3.04</b> <u>Make informed judgments</u> about television productions.	How do I judge a TV production?
Research	<b>3.06</b> Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., <u>print and non-print texts</u> , <u>artifacts</u> , <u>people</u> , <u>libraries</u> , <u>databases</u> , <u>computer networks</u> ).	What do I want to know about _____?
<b>Writing</b>		
Reports	<b>4.02</b> Use oral and written language to report information on a topic.	How do I report on a topic?
Reports & Narratives	<b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., short reports and personal narratives).	How do I write a report or personal narrative on a topic?
Reports	<b>4.09</b> Produce work that follows the conventions of particular genres (e.g., short reports and personal narratives).	What are the major parts that I need to include when I write a short report?

<b>Grade 3 Language Arts</b>	<b>Sixth Six Weeks</b>
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Topic	Language Arts Objectives	Sample Essential Questions
<b>Comprehension</b>		
Verification	<b>3.03</b> Use text and own experiences to <u>verify facts, concepts, and ideas</u> .	How can I verify that fact? That concept? That idea?
Informed Judgments	<b>3.04</b> <u>Make informed judgments</u> about television productions.	How do I judge that television production?
Compare / Contrast	<b>3.05</b> <u>Analyze, compare and contrast printed and visual information</u> (e.g., graphs, charts, maps).	How is this printed material like ____? How is this visual like ____?
Research	<b>3.06</b> Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., <u>print and non-print texts, artifacts, people, libraries, databases, computer networks</u> ).	How do I conduct research?
<b>All Area Review</b>	Review necessary Language Arts skills for annual assessment using test preparation materials.	What have I learned this year? What types of things will be asked of me on the EOG? How can I prepare for the EOG? What strategies could I reinforce for better reading? What could I do at home to prepare?