

English Language Arts Master Map Grade 3

<u>Competencies</u>	<u>Content (CCSS)</u>	<u>Skills</u>	<u>Assessment (Label Formative, Summative, Performance) (DOK)</u>
<p>Reading Literature</p> <p>1. <u>Reading Literature Competency:</u></p> <p>Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.</p>	<p>Anchor Standards for Reading/Literacy</p> <ul style="list-style-type: none"> -Key ideas and details -Craft and structure -Integration of knowledge and ideas 	<p>1.Key Ideas and Details: Craft and ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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>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>1.Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Refer to parts of stories, dramas, and poems when writing</p>	<p>Students will answer questions at the end of a reading activity. Responses will be based on information gathered from the text. Formative Assessment (DOK 1-2)</p> <p>Students will read and discuss various fables. Examples: <u>What About Me?</u> by Ed Young; <u>Aesop's Fables Retold</u> by Ann McGovern "The Shepherd Boy and the Wolf"; <u>Little House in the Big Woods</u> by Laura Ingalls Wilder Chapter 11 "Harvest". Formative Assessment (DOK1-2)</p> <p>Students will write their own fable using simple characters to teach a lesson. Formative Assessment (DOK 2) Graphic Organizer. Summative Assessment (DOK 2-3) Draft Writing, Editing Process. Performance Assessment (DOK 4) Final Published Copies.</p>

<p>2. Reading Informational Texts</p>		<p>or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>1. Integration of Knowledge and Ideas: 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) 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> <p>1. Range of Reading and Level of Text Complexity: 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.</p> <p>2. Key Ideas and Details Ask and answer questions to demonstrate understanding of a</p>	<p>Students will read and discuss narrative poems. Examples: <u>When Charlie McButton Lost Power</u> by Suzanne Collins; <u>Bringing the Rain to Kapiti Plain</u> by Verna Aardema; <u>On the Day Peter Stuyvesant Sailed Into Town</u> by Arnold Lobel.</p> <p>Formative Assessment (DOK 1-2) Using lines and stanzas with a clear sequence of events, students will write their own narrative poem telling about a time when the power went out at their home. Formative Assessment (DOK 2) Graphic Organizer Summative Assessment (DOK 2-3) Draft Writing, Editing Process Performance Assessment (DOK 4) Final Published Copy</p> <p>Students will read <u>Poppleton in Winter</u> by Cynthia Rylant to discuss how Mark Teague's illustrations help to create the mood of the story and emphasize different aspects of the characters and the setting of the story Formative Assessment (DOK 1-2)</p>
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<p><u>Competency:</u></p> <p>Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts –including texts for science, social studies, and technical subjects. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p>text, referring explicitly to the text as the basis for the answers.</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>2. Craft and Structure</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Distinguish their own point of view from that of the author of a text.</p> <p>2. Integration of Knowledge and Ideas</p> <p>Use information gained from illustrations (e.g., maps, photographs)</p>	<p>Students will answer questions at the end of a reading activity. Responses will be based on information gained from the text. Formative Assessment (DOK 1-2)</p> <p>The students will read a biography about a famous person. Example: America's Champion Swimmer: Gertrude Ederle by David A. Adler</p>
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1-5 All ELA and Literacy Competencies

and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Compare and contrast the most important points and key details presented in two texts on the same topic.

2. Range of Reading and Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Phonics and Word Recognition:

Know and apply grade-level phonics and word analysis skills in decoding words.

Identify and know the meaning of the most common prefixes and derivational suffixes.

Using facts from the biography, the students will choose a section of the story to rewrite from the point of view of another character in the story.

Formative Assessment (DOK 1-2)

Gathering Facts, Graphic Organizer

Summative Assessment (DOK 2-3)

Draft Writing, Editing Process

		<p>Decode words with common Latin suffixes.</p> <p>Decode multisyllable words.</p> <p>Read grade-appropriate irregularly spelled words.</p> <p><u>Fluency:</u></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	
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Grade 3
English/Language Arts

<u>Competencies</u>	<u>Content (CCSS)</u>	<u>Skills</u>	<u>Assessment (Label Formative, Summative, Performance) (DOK)</u>
Writing		Performance Indicators	
<p><u>1. Writing Arguments Competency:</u></p> <p>Students will</p>	<p>Anchor Standards for Writing/Literacy</p> <ul style="list-style-type: none"> • Text Types and Purposes 	<p><u>1. Text Types and Purposes:</u></p>	<p>Students will write an introductory paragraph and a body paragraph that include linking words and</p>

<p>demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.</p> <p><u>2.Explanatory (Expository) Writing Competency:</u></p> <p>Students will demonstrate the ability to effectively write informative texts to examine and convey complex ideas for variety of purposes and audiences.</p>	<ul style="list-style-type: none"> • Production and Distribution • Research to Build and Present Knowledge 	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Provide reasons that support the opinion.</p> <p>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>Provide a concluding statement or section.</p> <p>2.Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, and details.</p> <p>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>Provide a concluding statement or section.</p>	<p>phrases to connect reasons to their opinions. Students will write a concluding paragraph that support their opinion. Examples: "My Favorite Season"; "Reindeer Problems at the North Pole" Formative Assessment (DOK 2) Graphic organizers, Research for different animal to pull Santa's Sleigh Summative Assessment DOK 2-3) Draft Writing, Editing Process</p> <p>Performance Assessment (DOK 4) Final Published Copies of Stories</p> <p>Students will write three paragraphs including an introduction, body, and conclusion that include linking words and phrases to connect their ideas with their topic. Students will support their topic sentence by using facts and details. Students will sort their information into correct categories based on their topic. Examples: Thank you letters to Ms. Kimball/History of Thornton and Mrs. Taffe and volunteers/Quincy Bog; "My Favorite Store" Formative Assessment (DOK 2) Graphic organizers Summative Assessment (DOK 2-3) Draft Writing, Editing Process Performance Assessment (DOK 4) Final Published Copies</p>
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3.Narrative Writing Competency:

Students will demonstrate the ability to effectively apply narrative strategies for variety of purposes and audiences.

4.Research Competency:

Students will engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

3.Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Use temporal words and phrases to signal event order.

Provide a sense of closure.

4.Research to Build and Present Knowledge:

Conduct short research projects that build knowledge about a topic.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Students will write a real or an imaginative narrative story that includes a narrator and/or characters using dialogue. Students will use sequencing to signal order event. Students will correctly use commas and quotation marks when writing dialogue. Examples: "Marvelous Summer"; Personal Narrative From Their Childhood: "I'm a Little Raindrop"/Science Water Cycle Formative Assessment (DOK 2) Graphic Organizers Summative Assessment (DOK 2-3) Draft Writing, Editing Process Performance Assessment (DOK 4) Final Published Copies)

Students will gather information from up to four sources, such as experiences, interviews, printed materials or digital sources to examine a topic. Using their notes, students will write three paragraphs, including an introduction, body, and conclusion that include linking words and phrases to connect their ideas with the topic. Students will sort their information into correct categories based on their topic. Examples: Interview of Parent for "Math in Our Parents"

<p><u>5.Listening Competency:</u></p> <p>Students will demonstrate the ability to speak purposefully and effectively-strategically making decisions about content, language use, and discourse style.</p>	<p>Anchor Standards for Speaking & Listening</p> <ul style="list-style-type: none"> • Presentation of Knowledge and Ideas 	<p><u>5.Comprehension and Collaboration:</u></p> <p>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> <p>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.</p> <p>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).</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their own ideas</p>	<p>Jobs", Animal Research Reports/Power Point Presentation, Quincy Bog Research Stories. Formative Assessment (DOK 2) Graphic Organizer Summative Assessment (DOK 2-3) Draft Writing, Editing Process Performance Assessment (DOK 4) Final Published Copies</p>
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		<p>and understanding in light of the discussion.</p> <p>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>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>Presentation of Knowledge and Ideas:</u></p> <p>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>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>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>	
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1-6 All ELA and Literacy Competencies

Anchor Standards for Language
• Conventions of Standard English
• Knowledge of Language
• Vocabulary Acquisition and Use

Conventions of Standard English:

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

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., *childhood*).

Form and use regular and irregular verbs.

Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

Ensure subject-verb and pronoun-antecedent agreement.

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

		<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue.</p> <p>Form and use possessives.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>).</p> <p>Use spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words.</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><u>Knowledge of Language:</u></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases for effect.*</p>	
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		<p>Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><u>Vocabulary Acquisition and Use:</u></p> <p>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> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
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		<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>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> <p><u>6.Production and Distribution of Writing:</u></p> <p>With guidance and support from adults, produce writing in which the development and organization are</p>	
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6. Technology Competency:

Students will demonstrate the ability to use the tools of technology (including digital media and the Internet) to gather, interpret, and analyze information and create shareable products.

appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students will write three paragraphs including an introduction, body, and conclusion. Students will use sequencing to signal an order of events. Examples: All previously listed writing examples.

Students will complete the writing process by starting with a graphic organizer. Students will edit and revise their work both independently and with the support of adults. Examples: All previously listed writing examples. Cooperatively, students will publish pieces of writing using keyboarding skills with assistance from adults. Examples: Animal Research Reports/PowerPoint Presentations; Quincy Bog Slide Show/App Story Creator Formative Assessment (DOK 2) Graphic Organizers, Animal Research, Pictures taken with iPads at Quincy Bog Summative Assessment (DOK 2-3) Draft Writing, Editing Process Performance Assessment (DOK 4) Published Media Shows

			<p>Students will write over an extended period of time for research and reflection purposes. Students will produce a piece of writing in a single setting with a specific purpose in mind.</p> <p>Examples:</p> <p>“Chasing Rainbows”</p> <p>Cinquain Poems; Science Water Unit Cinquain Poems; Acrostic Holiday and Seasonal Poems; Free Write Journals Formative Assessment (DOK 2) Graphic Organizer Summative Assessment (DOK 2-3) Draft Writing, Editing Process Performance Assessment (DOK 4) Final Published Copy</p>
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