

1/16/2013

**NORTH  
SMITHFIELD  
SCHOOL  
DEPARTMENT**

## **ENGLISH LANGUAGE ARTS CURRICULUM GRADE 3**

**Elementary School**

Curriculum Writers: Amanda Fonseca, Lauren Lombardi, and Heather Santurri

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The North Smithfield School Department English Language Arts Curriculum for grades K-12 was completed in June 2012 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- *Common Core Standards for English Language Arts*
- *Common Core State Standards for English Language Arts, Appendix A*
- *Understanding Common Core State Standards, Kendall*
- *PARCC Model Content Frameworks*
- *Numerous state curriculum Common Core frameworks, e.g. Ohio Department of Education*
- *Classroom Instruction That Works*
- *Best Practice, New Standards for Teaching and Learning in America's Schools*
- *Common Core Curriculum Maps*
- *Differentiated Instructional Strategies*
- *Goals for the district*

**Mission Statement**  
*North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society*

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

## COMMON CORE STATE STANDARDS

The **Common Core State Standards (CCSS)** anchor standards include:

- **College and Career Readiness Anchor Standards for Reading**
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge
  - Range of Reading
- **College and Career Readiness Anchor Standards for Writing**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Build and Present Knowledge
  - Range of Writing
- **College and Career Readiness Anchor Standards for Speaking and Listening**
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas
- **College and Career Readiness Anchor Standards for Language**
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use

The **North Smithfield School Department Common Core English Language Arts Curriculum** provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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### RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

- Use **formative assessment** to guide instruction
- Use **constructive and extended responses**
- Use **Classroom Instruction That Works Strategies**:
  - Setting objectives and providing feedback
  - Reinforcing effort and providing recognition
  - Cooperative learning
  - Cues, questions, and advance organizers
  - Nonlinguistic representations
  - Summarizing and note taking
  - Assigning homework and providing practice
  - Identifying similarities and differences
  - Generating and testing hypotheses
  - Provide opportunities for **independent, partner** and **collaborative group work**
- Differentiate **instruction** by varying the **content, process, and product** and providing opportunities for:
  - 5-3-1 strategy
  - anchoring
  - cubing
  - jig-sawing
  - pre/post assessments
  - tiered assignments
- Address **multiple intelligences** instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for **higher level thinking**: **Webb's Depth of Knowledge, 2,3,4**, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the **Applied Learning Standards (SCANS)**:
  - communication
  - critical thinking
  - problem solving
  - reflection/evaluation
  - research
- Model the use of **graphic organizers**:
  - sequence organizers (chains, cycle),
  - concept development (mind map),
  - compare/contrast organizers (Venn diagrams, comparison charts),
  - organizers (word web, concept map),
  - evaluation organizers (charts, scales),
  - categorize/classify organizers (categories, tree)
  - relational organizers (fish bone, pie chart)
- Employ best practice **reading strategies**
  - read aloud
  - think aloud
  - shared reading
  - guided reading
  - self-selected reading
- Model the following **reading strategies**
  - using prior knowledge
  - sampling a page for readability
  - summarizing
  - predicting and making text based inferences

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- determining importance
- generating literal, clarifying, and inferential questions
- constructing sensory images (making pictures in one's mind)
- making connections (text to self, text to text, and text to world)
- taking notes
- locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
- using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
- using metacognition strategies for understanding text
- Facilitate **comprehension strategies**
  - making connections
  - questioning
  - visualizing
  - inferring
  - determining importance
  - synthesizing information
  - self-monitoring or fix-up
  - predicting
  - summarizing
- Model **writers' workshop**
- Facilitate
  - Academic word wall
  - Annotated works cited
  - Article of the week
  - Book clubs
  - Class discussion
  - Guided reading
  - Literature circles
  - RAISE
  - Readers' theater
  - Socratic seminar
  - Think-pair-share
  - Writer's Notebook
- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide **rubrics** and **models**

### COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance-based tasks, standardized mid-term exam, standardized final exam.

- **REQUIRED COMMON ASSESSMENTS**
  - Constructed response
  - DRA
  - Extended response
  - Formative
  - Grade level Assessments, e.g. SLO
  - IMS Fixed Form Assessment
  - Summative
- **Common Instructional Assessments (I)** - used by teachers and students during the instruction of CCSS.
- **Common Formative Assessments (F)** - used to measure how well students are mastering the content standards **before** taking state assessments
  - teacher and student use to make decisions about what actions to take to promote further learning
  - on-going, dynamic process that involves far more frequent testing
  - serves as a practice for students
- **Common Summative Assessment (S)** - used to measure the level of student, school, or program success
  - make some sort of judgment, e.g. what grade
  - program effectiveness
  - e.g. state assessments (AYP), mid-year and final exams

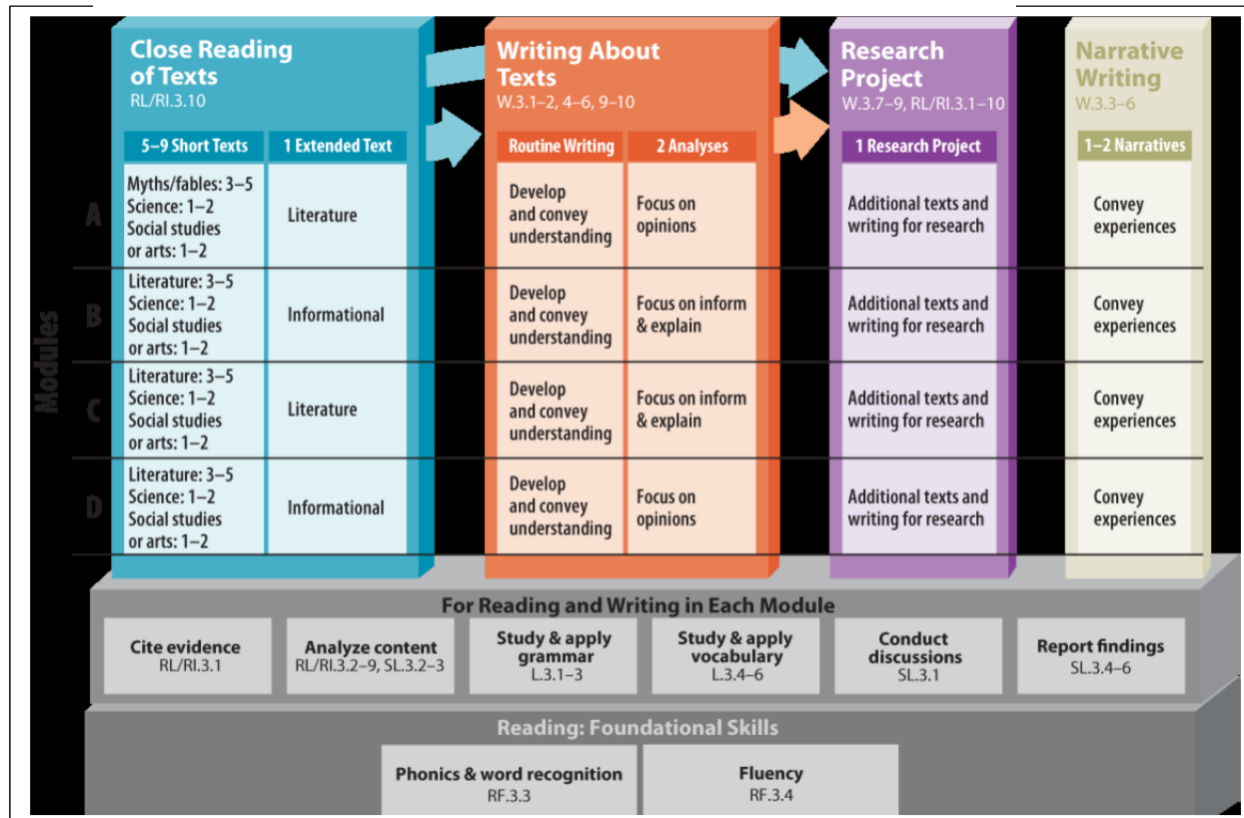
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• **Additional assessments include:**

- Anecdotal records
- Conferencing
- Exhibits
- Interviews
- Graphic organizers
- Journals
- Multiple Intelligences assessments, e.g.
  - Role playing - bodily kinesthetic
  - Graphic organizing - visual
  - Collaboration - interpersonal
- Multi-media/technology
- Non-linguistic representations
- Oral presentations
- Problem/Performance based/common tasks
- RAISE responses
- Rubrics/checklists (mathematical practice)
- Tests and quizzes
- Technology tasks (Photo-story, Power Point, etc.)
- Think-alouds
- Writing genres
  - Arguments/ opinion
  - Information
  - Narrative
  - Research

## Standards organized into suggested quarter modules (PARCC)



## RESOURCES GRADE 3

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### Textbooks

- *Treasures*
- *Charlotte's Web*
- *Where the Sidewalk Ends*
- *Amelia Earhart*

### Supplementary Student

- **Literary** (Lexile rates 450–790)
- **Informational** (Lexile rates 450–790)
- Core Books
- Holt Handbook, First Course
- *Sentence Composing for Elementary School*
- Suggested Reading
- Write Source
- Write Traits Kit

### Supplementary Teacher

- *Classroom Instruction That Works*, McRel
- *Craft Lesson Teaching Writing K-8*, Ralph Fletcher and Joann Portalupi.
- *7 Keys to Comprehension: How to Help Your Kids Read It and Get It*, Zimmermann, Hutchins
- *Activators: Activity Structure to Support Integration and Retention of New Learning*, Research for Better Teaching, Inc.
- *Common Core Curriculum Maps by Teachers for Teachers*
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- *Formative Assessment and Standards-Based Grading, Classroom Strategies That Work*, Marzano
- *Guiding Readers and Writers, Grades 3-6*, Irene Fountas and Gay Su Pinnell
- *Literature Circles*, Daniels
- *Make It Real Strategies for Success with Informational text*, Linda Hoyt
- *Mosaic of Thought*, Keene, Zimmerman
- *Nonfiction Matters Reading Writing and Research Grades 3-8*, Stephanie Harvey
- *Reading Essentials*, Routman
- *Rhode Island PreK-12 Literacy Policy*
- *Strategies that Work, Non Fiction Matters*, Harvey
- *Texts and Lessons*, Daniels and Steineke
- *Write Like This, Teaching Real-World Writing Through Modeling and Mentor Text*, Gallagher

### Supplementary Teacher Links

- CNN Student News (<http://www.cnn.com/studentnews/index.html>)
- Common Core Maps [www.commoncore.org/maps](http://www.commoncore.org/maps)
- Common Core Standards (<http://www.corestandards.org/>)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance [http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS\\_Criteria-Guidance\\_and\\_Appendices-FINAL.pdf](http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS_Criteria-Guidance_and_Appendices-FINAL.pdf)
- Discovery Education (<http://my.discoveryeducation.com/>)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at [www.cast.org](http://www.cast.org)
- Formative Assessment and Standards Based Grading ([http://www.marzanoresearch.com/reproducibles/formative\\_assessment.html#reproducibles](http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles))
- Grammar girl
- [http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29\\_Resources.pdf](http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29_Resources.pdf)
- Library Database (Ebsco, World Book, etc.)
- Microsoft Learning
- Ohio State Curriculum <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1>
- PARCC <http://www.parcconline.org/parcc-content-frameworks>
- PARCC [http://www.parcconline.org/sites/parcc/files/PARCC\\_Draft\\_ModelContentFrameworksForEnglishLanguageArts0.pdf](http://www.parcconline.org/sites/parcc/files/PARCC_Draft_ModelContentFrameworksForEnglishLanguageArts0.pdf)
- PBS Learning

- Promethean Planet
- Shmoop
- The Teaching Channel
- Thinkfinity.org
- Writingfix.org
- You Tube

### Reading Standards Links

- *7 Keys to Comprehension* (<http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf>)
- Fontas and Pinnell, Instructional Level Expectations for Reading <http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf>
- Graphic Organizers (<http://www.eduplace.com/graphicorganizer/>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- Lexile Finder (<http://www.lexile.com/>)
- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Reading Essentials (<http://www.regieroutman.com/teachingessentials/print.asp>)
- RI PreK-12 Literacy Policy (<http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf>)
- Strategies the Work: Non Fiction Matters (<http://www.mcte.org/fallwork/archive/harvey/resources.html>)
- T-Chart ([http://www.eduplace.com/graphicorganizer/pdf/tchart\\_eng.pdf](http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf))
- Text Structures (<http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf>)
- Venn Diagram (<http://www.eduplace.com/graphicorganizer/pdf/venn.pdf>)

### Writing Standards Links

- Criterion Writing Evaluation (<https://criterion.ets.org/>)
- Editing Checklists (<http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html>)
- KWL (<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>)
- References/ Citations (<http://easybib.com/>)
- Research, grammar <http://owl.english.purdue.edu>
- *Teaching Argument Writing*, George Hillocks, Jr.
- *Write Like This*, Kelly Gallagher
- Research, grammar <http://owl.english.purdue.edu>
- Write Source Text (<http://thewritesource.com/>)

### Speaking and Listening Standards Links

- Literature Circles (<http://www.litcircles.org/>)
- Reader's Workshop (<http://www.readersworkshop.org/>)
- Socratic Seminars (<http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf>)
- Living Museums ([http://www.educationworld.com/a\\_curr/curr231.shtml](http://www.educationworld.com/a_curr/curr231.shtml))

### Materials

#### Technology

- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<b>READING LITERATURE (RL)</b>  Key Ideas and Details		<p><b>Students</b></p> <p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> <li>○ "Perfect Pet" problem/solution (unit 1)</li> <li>○ RAISE constructed responses</li> <li>○ Extended text – <i>Charlotte's Web</i></li> <li>○ <i>Where the Sidewalk Ends</i></li> </ul> <p><b>RL.3.2</b> 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> <ul style="list-style-type: none"> <li>○ "The Strongest One" (unit 2)</li> <li>○ "Seven Spools of Thread" (unit 4)</li> <li>○ "Stone Soup" folk tale (unit 3)</li> <li>○ "Strongest One" (unit 2)</li> <li>○ <i>Where the Sidewalk Ends</i></li> <li>○ <i>Charlotte's Web</i></li> </ul> <p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <ul style="list-style-type: none"> <li>○ "First Day Jitters" – character feeling (unit 1)</li> <li>○ "On Riddle One Answer" compare characters (Twins) and how they contribute to events (unit 3)</li> <li>○ "Castle on Viola Street" (how do characters feelings change) (unit 6)</li> <li>○ Extended text – <i>Charlotte's Web</i></li> <li>○ "Cock-a-Doodle-do" (unit 4)</li> <li>○ "Seven Spools of Thread" (unit 4)</li> </ul>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Event/reaction graphic organizer</i></li> <li>• <i>Double-sided journal entry</i></li> <li>• <i>Guided reading</i></li> <li>• RAISE</li> <li>• <i>Summarizing and note taking (McRel)</i></li> <li>• <i>Think Aloud</i></li> <li>• <i>Thinkmarks</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Conclusion diagram (Treasures)</i></li> <li>• <i>Guided writing</i></li> <li>• <i>Summarizing and note taking (McRel)</i></li> <li>• <i>Think Aloud</i></li> <li>• <i>THinkmarks</i></li> <li>• <i>Treasures Anthology, Read Aloud</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Character setting chart (Treasures)</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Partner reading</i></li> <li>• <i>Story map (Fountas and Pinnell)</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Charlotte's Web</i>, E.B.White</li> <li>• <i>Where the Sidewalk Ends</i></li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ "Cock-a-Doodle-do" (unit 4)</li> <li>○ "Perfect Pet" problem/solution (unit 1)</li> <li>○ "Seven Spools of Thread" (unit 4)</li> <li>○ "The Strongest One" (unit 2)</li> <li>○ "Stone Soup" folk tale (unit 3)</li> <li>○ "Strongest One"(unit 2)</li> <li>○ "First Day Jitters" – character feeling (unit 1)</li> <li>○ "On Riddle One Answer" compare characters (Twins) and how they contribute to events (unit 3)</li> <li>○ "Castle on Viola Street" (how do characters feelings change) (unit 6)</li> </ul> </li> <li>• <i>Classroom Instruction That Works</i>, McRel</li> <li>• <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Fountas and Pinnell , Instructional Level Expectations for Reading <a href="http://www.heinemann.com/fou">http://www.heinemann.com/fou</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• DRA 2</li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				<a href="https://www.cast.org/ntasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">ntasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a> • Diverse Learners: <a href="http://www.cast.org">www.cast.org</a>	
<p style="text-align: center;"><b>READING LITERATURE (RL)</b></p> <p>Craft and Structure</p>		<p><b>Students</b></p> <p><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <ul style="list-style-type: none"> <li>• “Cook-a-doodle-doo” (unit 4)</li> <li>• <i>Where the Sidewalk Ends</i></li> </ul> <p><b>RL.3.5</b> 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> <ul style="list-style-type: none"> <li>• “Boomtown” - sequencing (unit 5)</li> <li>• <i>Where the Sidewalk Ends</i></li> <li>• “Seven Spools of Thread” (unit 4)</li> <li>• Charlotte’s Web</li> </ul> <p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <ul style="list-style-type: none"> <li>• <i>First Day Jitters</i>” (unit 1)</li> <li>• <i>Treasures, Charlotte’s Web</i> – compare P.O.V to character’s in the story (unit 6.2)</li> </ul>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Author’s purpose (Treasures)</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Nonlinguistic representation (McRel)</i></li> <li>• <i>Story map (Fountas and Pinnell)</i></li> <li>• <i>Think Aloud</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Character and plot chart (Treasures)</i></li> <li>• <i>Comprehension strategies: making connections, synthesizing</i></li> <li>• <i>Guided writing</i></li> <li>• <i>Treasures Anthology, Read Aloud</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Guided reading</i></li> <li>• <i>Plot setting chart (Treasures)</i></li> <li>• <i>Think Aloud</i></li> <li>• <i>Visualizing</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ “Cook-a-doodle-doo” (unit 4)</li> <li>○ “Boomtown” - sequencing</li> <li>○ <i>Charlotte’s Web</i></li> <li>○ “First Day Jitters”</li> <li>○ “Seven Spools of Thread” (unit 4)</li> </ul> </li> <li>• <i>Where the Sidewalk Ends</i></li> <li>• <i>Charlotte’s Web</i></li> <li>• <i>Classroom Instruction That Works, McRel</i></li> <li>• <i>Guiding Readers and Writers, Grades 3-6, Irene Fountas and Gay Su Pinnell (Appendix 24)</i></li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance  <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Fontas and Pinnell , Instructional Level Expectations for Reading  <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Think aloud notes</li> <li>• DRA 2</li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
<p style="text-align: center;"><b>READING LITERATURE (RL)</b></p> <p>Integration of Knowledge and Ideas</p>		<p><b>Students</b></p> <p><b>RL.3.7</b> 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> <ul style="list-style-type: none"> <li>• “First Day Jitters” (unit 1)</li> <li>• “Wilbur’s Boost” (unit 6) compare p.o.v. to author’s</li> </ul> <p><b>RL.3.9</b> 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> <ul style="list-style-type: none"> <li>• Compare <i>Charlotte’s Web</i> to excerpt from <i>Stuart Little</i></li> </ul>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Artist to Artist</i></li> <li>• <i>Connect to Social Studies</i></li> <li>• <i>Graphic organizers</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Sequence chart (Treasures)</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Compare and contrast charts (Treasures)</i></li> <li>• <i>Comparison charts (Fountas and Pinnell, McRel)</i></li> <li>• <i>Guided writing</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Classroom Instruction That Works</i>, McRel</li> <li>• <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell</li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>o “First Day Jitters” (unit 1)</li> <li>o “Wilbur’s Boost” (unit 6) compare p.o.v. to author’s</li> </ul> </li> <li>• Trade books for comparing and contrasting</li> <li>• <i>23 Major Illustrators Talk to Children About Their Art</i>, Eric Carle Museum of Picture Book Art</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive%20Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive Assessment.pdf</a></li> <li>• Fountas and Pinnell, <b>Instructional Level Expectations for Reading</b> <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Brochure</li> <li>• Graphic organizers</li> <li>• DRA 2</li> </ul>
<p style="text-align: center;"><b>READING LITERATURE (RL)</b></p> <p>Range of Reading and Level of Text Complexity</p>		<p><b>Students</b></p> <p><b>RL.3.10</b> 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 (Lexile rates 450–790) independently and proficiently.</p> <ul style="list-style-type: none"> <li>• “Strongest One” (drama, unit 2)</li> </ul>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Broad range quality reading</i></li> <li>• <i>Dimensions for measuring text complexity:</i> <ul style="list-style-type: none"> <li>o <i>Qualitative dimensions of</i></li> </ul> </li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• Common Core State Standards, Appendices A and B</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> </ul>

## ENGLISH LANGUAGE ARTS CURRICULUM Grade 3

Curriculum Writers: Amanda Fonseca, Lauren Lombardi, Heather Santurri

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> <li>• <i>Where the Sidewalk Ends</i></li> <li>• <i>Charlotte's Web</i></li> </ul>	<p><i>text</i></p> <ul style="list-style-type: none"> <li>○ Quantitative dimension of text complexity</li> <li>○ Reader and task considerations</li> <li>○ CCSS ELA Appendices A and B</li> </ul> <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Reader's Theater</li> <li>• Scaffolded instruction in core and independent reading</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ "Strongest One" (drama, unit 2)</li> </ul> </li> <li>• <i>Where the Sidewalk Ends</i></li> <li>• <i>Charlotte's Web</i></li> </ul> <ul style="list-style-type: none"> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Fontas and Pinnell, Instructional Level Expectations for Reading <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal record/notes taken during guided reading</li> <li>• Graphic organizers</li> <li>• DRA 2</li> </ul>
<p style="text-align: center;"><b>READING INFORMATIONAL TEXT (RI)</b></p> <p>Key Ideas and Details</p>		<p><b>Students</b></p> <p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> <li>• RAISE constructed response to text</li> <li>• Non-fiction extended text: <i>Amelia Earhart</i> (biography)</li> </ul> <p><b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <ul style="list-style-type: none"> <li>• "Penguin Chick" (unit 1)</li> <li>• "Whose Habitat is It?" (unit 1)</li> <li>• "Beatrice's Goat" (unit 5)</li> </ul> <p><b>RI.3.3</b> 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> <ul style="list-style-type: none"> <li>• "What Do Illustrators Do? (technical procedure/sequence, unit 3)</li> <li>• "What's In Store for the Future?" (past, present, future, unit 2)</li> </ul>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• Book Talks</li> <li>• Character trait and evidence (<i>Fountas and Pinnell</i>)</li> <li>• Graphic organizing</li> <li>• Guided reading</li> <li>• Inference chart (<i>Treasures</i>)</li> <li>• RAISE</li> <li>• Science books</li> <li>• Summarizing and note taking (<i>McRel</i>)</li> </ul> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Guided reading</li> <li>• Inference chart (<i>Treasures</i>)</li> <li>• Primary source materials</li> <li>• RAISE</li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ "Beatrice's Goat" (unit 5)</li> <li>○ "Boomtown"</li> <li>○ "Penguin Chick"</li> <li>○ "What Do Illustrators Do? (technical procedure/sequence, unit 3)</li> <li>○ "What's In Store for the Future?" (past, present, future, unit 2)</li> <li>○ "Whose Habitat is It?"</li> </ul> </li> <li>• <i>Amelia Earhart</i> (biography)</li> <li>• Science kit books (<i>Water, Life Structures, and Invention</i>)</li> <li>• <i>Classroom Instruction That Works</i>, McRel</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal notes taken</li> <li>• Book talk rubrics</li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> <li>• “Boomtown” (historical non-fiction) (unit 5)</li> <li>• Non-fiction extended text: Amelia Earhart (biography)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Synthesizing chart (Fountas and Pinnell)</i></li> <li>• <i>Think Alouds</i></li> <li>• <i>Thinkmarks</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell (Appendix 23)</li> <li>• <i>Make It Real Strategies for Success with Informational text</i>, Linda Hoyt</li> <li>• <i>Nonfiction Matters Reading Writing and Research Grades 3-8</i>, Stephanie Harvey</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Fontas and Pinnell , Instructional Level Expectations for Reading <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• RAISE response rubric</li> <li>• Thinkmark rubric</li> <li>• DRA 2</li> </ul>
<p style="text-align: center;"><b>READING INFORMATIONAL TEXT (RI)</b></p> <p>Craft and Structure</p>		<p><b>Students</b></p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 3 topic or subject area.</p> <ul style="list-style-type: none"> <li>• <a href="#">Vocabulary throughout Treasures</a></li> <li>• <a href="#">Science- non-fiction leveled texts</a></li> </ul> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <ul style="list-style-type: none"> <li>• <a href="#">Science- non-fiction leveled texts</a></li> <li>• <a href="#">Computer researched topic on crayfish</a></li> </ul>	<p style="color: red;"><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Class discussion</i></li> <li>• <i>Description chart (Treasures)</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Think aloud</i></li> <li>• <i>Vocabulary and concept graphic organizers (McRel)</i></li> <li>• <i>Vocabulary Strategies (Allen)</i></li> <li>• <i>Graphic organizers (McRel)</i></li> <li>• <i>Guided writing</i></li> <li>• <i>Main idea web (Treasures)</i></li> <li>• <i>Glossary</i></li> </ul>	<p style="color: red;"><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ “Beatrice Goat (unit 5)</li> <li>○ “The Printer” (unit 5)</li> </ul> </li> <li>• <i>Amelia Earhart</i></li> <li>• <a href="#">Science non-fiction leveled texts</a></li> <li>• <i>Classroom Instruction That Works</i>, McRel</li> <li>• <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell</li> </ul>	<p style="color: red;"><b>ASSESSMENT NOTES</b></p> <p style="color: red;"><b>Required</b></p> <ul style="list-style-type: none"> <li>• <b>Constructed response</b></li> <li>• <b>DRA</b></li> <li>• <b>Extended response</b></li> <li>• <b>Formative</b></li> <li>• <b>Grade level Assessments, e.g. SLO</b></li> <li>• <b>IMS Fixed Form Assessment</b></li> <li>• <b>Summative</b></li> </ul> <p style="color: red;"><b>Suggested</b> (see assessment list in the</p>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <ul style="list-style-type: none"> <li>• “Beatrice Goat” (unit 5)</li> <li>• “The Printer” (unit 5)</li> <li>• <i>Amelia Earhart</i></li> </ul>	<ul style="list-style-type: none"> <li>• 5-3-1</li> <li>• <i>Class discussions</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Main idea web (Treasures)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Make It Real Strategies for Success with Informational text, Linda Hoyt</i></li> <li>• <i>Nonfiction Matters Reading Writing and Research Grades 3-8, Stephanie Harvey</i></li> <li>• <i>Words, Words, Words, Janet Allen</i></li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Fontas and Pinnell, <b>Instructional Level Expectations for Reading</b> <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p>introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal notes taken during guided reading</li> <li>• Graphic organizers</li> <li>• DRA 2</li> </ul>
<p style="text-align: center;"><b>READING INFORMATIONAL TEXT (RI)</b></p> <p>Integration of Knowledge and Ideas</p>		<p><b>Students</b></p> <p><b>RI.3.7</b> 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).</p> <ul style="list-style-type: none"> <li>• All non-fiction leveled readers</li> <li>• Science non-fiction readers</li> </ul> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text e.g.</p> <ul style="list-style-type: none"> <li>• comparison</li> <li>• cause/effect</li> <li>• first/second/third</li> <li>• in a sequence                             <ul style="list-style-type: none"> <li>○ “Beatrice’s Goat” (unit 5)</li> <li>○ “An American Hero” (unit 6)</li> </ul> </li> </ul>	<p style="text-align: center;"><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Fact and opinion chart (Treasures)</i></li> <li>• <i>Guided reading</i></li> <li>• RAISE</li> <li>• <i>Skimming and scanning</i></li> <li>• <i>Synthesize from notes</i></li> <li>• <i>Fact and opinion chart (Treasures)</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Notetaking (McRel)</i></li> <li>• RAISE</li> <li>• <i>Thinkmarks</i></li> </ul>	<p style="text-align: center;"><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ “An American Hero”</li> <li>○ “Beatrice’s Goat”</li> <li>○ “Here’s My Dollar”</li> <li>○ “Penguin Chick”</li> <li>○ “The Printer”</li> <li>○ “What’s In Store for the Future?” (past, present, future, unit 2)</li> <li>○ “Whose Habitat is it?”</li> </ul> </li> <li>• <i>Amelia Earhart</i></li> <li>• non-fiction leveled readers</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal records taken during guided reading</li> </ul>

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		<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <ul style="list-style-type: none"> <li>• “Beatrice’s Goat (unit 5)                             <ul style="list-style-type: none"> <li>◦ Theme: people who make a difference in the world/heroes</li> </ul> </li> <li>• “The Printer” (unit 5) heroes/people who make a difference</li> <li>• “Here’s My Dollar” (unit 4)</li> <li>• <i>Amelia Earhart</i></li> <li>• “Penguin Chick”</li> <li>• “What’s In Store for the Future?” (past, present, future, unit 2)</li> <li>• “Whose Habitat is It?”</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Conclusion chart (Treasures)</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Picture Book Practice</i> Use two informational pictures books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.</li> <li>• <i>Practice with Purpose: Literacy Work Stations for Grades 3-6 by Debbie Diller (Stenhouse, 2005)</i> discusses ways to build centers that allow students to work together on the skills of reading, writing, speaking and listening. The book includes practical strategies for setting up literacy centers that are rigorous enough for intermediate students. ODE</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Classroom Instruction That Works</i>, McRel</li> <li>• <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and Gay Su Pinnell</li> <li>• <i>Make It Real Strategies for Success with Informational text</i>, Linda Hoyt</li> <li>• <i>Nonfiction Matters Reading Writing and Research Grades 3-8</i>, Stephanie Harvey</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Fontas and Pinnell, <i>Instructional Level Expectations for Reading</i> <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a></li> <li>• <i>Diverse Learners</i>: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Thinkmarks</li> <li>• DRA 2</li> </ul>
<p style="text-align: center;"><b>READING INFORMATIONAL TEXT (RI)</b></p> <p>Range of Reading Level of Text Complexity</p>		<p><b>Students</b></p> <p><b>RI.3.10</b> 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 (Lexile rates 450–790) independently and proficiently.</p> <ul style="list-style-type: none"> <li>• <i>Amelia Earhart</i></li> <li>• <i>Treasures non fiction</i></li> <li>• <i>Science non-fiction books</i></li> </ul>	<p style="text-align: center;"><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Broad range quality reading</i></li> <li>• <i>Dimensions for measuring text complexity</i>:                             <ul style="list-style-type: none"> <li>◦ <i>Qualitative dimensions of text</i></li> <li>◦ <i>Quantitative dimension of text complexity</i></li> <li>◦ <i>Reader and task considerations</i></li> <li>◦ <i>CCSS ELA Appendices A and B</i></li> </ul> </li> <li>• <i>Guided reading</i></li> <li>• <i>Informational reading</i></li> </ul>	<p style="text-align: center;"><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Amelia Earhart</i></li> <li>• <i>Treasures non fiction</i></li> <li>• <i>Science non-fiction books</i></li> <li>• <i>Classroom Instruction That Works</i>, McRel</li> <li>• <i>Guiding Readers and Writers, Grades 3-6</i>, Irene Fountas and</li> </ul>	<p style="text-align: center;"><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• <b>Constructed response</b></li> <li>• <b>DRA</b></li> <li>• <b>Extended response</b></li> <li>• <b>Formative Assessments, e.g. SLO</b></li> <li>• <b>IMS Fixed Form Assessment</b></li> <li>• <b>Summative</b></li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<p><i>strategies applied to content areas</i></p> <ul style="list-style-type: none"> <li>• <i>Sequence chart (Treasures)</i></li> <li>• <i>Features of informational text</i></li> <li>• <i>Scaffolded instruction in core and independent reading</i></li> </ul>	<p>Gay Su Pinnell</p> <ul style="list-style-type: none"> <li>• <i>Make It Real Strategies for Success with Informational text, Linda Hoyt</i></li> <li>• <i>Nonfiction Matters Reading Writing and Research Grades 3-8, Stephanie Harvey</i></li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Fontas and Pinnell , Instructional Level Expectations for Reading <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• DRA</li> <li>• Graphic organizers</li> <li>• Informal running records</li> <li>• Reading logs</li> <li>• DRA 3</li> </ul>
<p><b>READING (RF)</b></p> <p>Foundational Phonics and Word Recognition</p>		<p><b>Students</b></p> <p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. <b>RF.3.3a</b></p> <ul style="list-style-type: none"> <li>• "Wilbur's Boast" (unit 6, prefixes)</li> <li>• unit 6.4 suffixes <a href="https://www.mbu.edu/">https://www.mbu.edu/</a></li> </ul> <p>b. Decode words with common Latin suffixes. <b>RF.3.3b</b></p> <ul style="list-style-type: none"> <li>• "American Heroes" (unit 6)</li> </ul> <p>c. Decode multi-syllable words. <b>RF.3.3c</b></p> <ul style="list-style-type: none"> <li>• <i>Treasures</i> spelling lessons</li> </ul> <p>d. Read grade-appropriate irregularly spelled words. <b>RF.3.3d</b></p> <ul style="list-style-type: none"> <li>• <i>Treasures</i> 2.3, 4.4</li> </ul>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Direct instruction basic rules</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Paired reading</i></li> <li>• <i>Readers Theater</i></li> <li>• <i>Repeated reading</i></li> <li>• <i>Structural analysis charts</i></li> <li>• <i>Thinkmarks</i></li> <li>• <i>Word sorts</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ "American Heroes"</li> <li>○ "Wilbur's Boast"</li> <li>○ Spelling lessons</li> </ul> </li> <li>• Florida's Center for Reading Research <a href="https://www.mbu.edu/">https://www.mbu.edu/</a></li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• <b>Constructed response</b></li> <li>• <b>DRA</b></li> <li>• <b>Extended response</b></li> <li>• <b>Formative</b></li> <li>• <b>Grade level Assessments, e.g. SLO</b></li> <li>• <b>IMS Fixed Form Assessment</b></li> <li>• <b>Summative</b></li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• <b>DRA</b></li> </ul>



## ENGLISH LANGUAGE ARTS CURRICULUM Grade 3

Curriculum Writers: Amanda Fonseca, Lauren Lombardi, Heather Santurri

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				<a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive%20Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive Assessment.pdf</a> • Fontas and Pinnell , <b>Instructional Level Expectations for Reading</b> <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a> • Diverse Learners: <a href="http://www.cast.org">www.cast.org</a>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Running Record</li> </ul>
<b>READING (RF)</b>  Foundational Skills Fluency		<b>Students</b>  <b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding. <b>RF.3.4a</b></li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <b>RF.3.4b</b></li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <b>RF.3.4c</b> <ul style="list-style-type: none"> <li>• <a href="#">Treasures leveled readers</a></li> </ul> </li> </ul>	<b>TEACHER NOTES, for example</b> <ul style="list-style-type: none"> <li>• <i>Independent conferencing</i></li> <li>• <i>Guided reading</i></li> <li>• <i>Paired reading</i></li> <li>• <i>Readers Theater</i></li> <li>• <i>Repeated reading</i></li> </ul>	<b>RESOURCE NOTES</b> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ Fluency sheets</li> <li>○ Leveled readers</li> </ul> </li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance  <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive%20Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive Assessment.pdf</a></li> <li>• Fontas and Pinnell , Instructional Level Expectations for Reading  <a href="http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf">http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<b>ASSESSMENT NOTES</b>  <b>Required</b> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <b>Suggested</b> (see assessment list in the introduction) <ul style="list-style-type: none"> <li>• DRA</li> <li>• Running Record</li> <li>• Timed fluency sheet</li> </ul>
<b>WRITING (W)</b>  Text Types and Purposes*		<b>Students</b>  <b>W.3.1</b> Write <b>opinion pieces</b> on topics or texts, supporting a point of view with reasons.	<b>TEACHER NOTES, for example</b> <ul style="list-style-type: none"> <li>• <i>Story: "First Day Jitters"</i> <ul style="list-style-type: none"> <li>○ Prompt: <i>Is it OK for</i></li> </ul> </li> </ul>	<b>RESOURCE NOTES</b> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> </ul>	<b>ASSESSMENT NOTES</b>  <b>Required</b> <ul style="list-style-type: none"> <li>• Constructed</li> </ul>

## ENGLISH LANGUAGE ARTS CURRICULUM Grade 3

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure that lists reasons. <b>W.3.1a</b></p> <p>b. Provide reasons that support the opinion. <b>W.3.1b</b></p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <b>W.3.1c</b></p> <p>d. Provide a concluding statement or section. <b>W.3.1d</b></p> <ul style="list-style-type: none"> <li>• Story: "First Day Jitters" <ul style="list-style-type: none"> <li>○ Prompt: Is it OK for Teachers to be Nervous?</li> </ul> </li> <li>• Story: <i>Charlotte's Web</i> <ul style="list-style-type: none"> <li>○ Prompt: Is Templeton a Mean Character?</li> </ul> </li> <li>• Science: <ul style="list-style-type: none"> <li>○ Is This Experiment Fair?</li> </ul> </li> <li>• Text: <i>Amelia Earhart</i> <ul style="list-style-type: none"> <li>○ In your opinion do you believe Amelia Earhart is a hero? Why or why not? Use details from the text to argue your point.</li> </ul> </li> </ul>	<p><i>Teachers to be Nervous?</i></p> <ul style="list-style-type: none"> <li>• Story: <i>Charlotte's Web</i> <ul style="list-style-type: none"> <li>○ Prompt: Is Templeton a Mean Character?</li> </ul> </li> <li>• Science: <i>Is This Experiment Fair?</i></li> <li>• RAISE</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Charlotte's Web</i></li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ "First Day Jitters"</li> </ul> </li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> <li>• Persuasive Writing Map This is an interactive tool that students use to develop a persuasive writing selection. It helps students understand the ways to use facts and how to support them. Find it at <a href="http://www.readwritethink.org/files/resources/interactives/persuasion_map/">http://www.readwritethink.org/files/resources/interactives/persuasion_map/</a>.</li> <li>• The Forms of Writing website is a hero? Why or why not? provides descriptions and instructions for teaching a variety of types of writing, including letter writing, how-to writing, poetry and persuasion. Find it at <a href="http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm">http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm</a>.</li> </ul>	<p>response</p> <ul style="list-style-type: none"> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Opinion writing rubric/checklist</li> <li>• RAISE rubric</li> </ul>
<p><b>WRITING (W)</b></p> <p>Text Types and Purposes*</p>		<p><b>Students</b></p> <p><b>W.3.2</b> Write <b>informative/explanatory texts</b> to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <b>W.3.2a</b></p> <p>b. Develop the topic with facts, definitions, and details. <b>W.3.2b</b></p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <b>W.3.2c</b></p>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• Story: "The Printer" <ul style="list-style-type: none"> <li>○ Prompt: How Have These People Changed the World?</li> </ul> </li> <li>• Story: "Penguin Chick" <ul style="list-style-type: none"> <li>○ Prompt: Pick an Antarctic Animal and Describe How it Survives in its Habitat</li> </ul> </li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Treasures</i>, <ul style="list-style-type: none"> <li>○ Writing a magazine article</li> <li>○ "Penguin Chick"</li> <li>○ "The Printer"</li> </ul> </li> <li>• Common Core State Standards, "Horses," Appendix c, p. 18</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form</li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p>d. Provide a concluding statement or section. <b>W.3.2d</b></p> <ul style="list-style-type: none"> <li>• Story: "The Printer"                             <ul style="list-style-type: none"> <li>○ Prompt: How Have These People Changed the World?</li> </ul> </li> <li>• Story: "Penguin Chick"                             <ul style="list-style-type: none"> <li>○ Prompt: Pick an Antarctic Animal and Describe How it Survives in its Habitat</li> </ul> </li> <li>• Research project: Crayfish                             <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ physical characteristics</li> <li>○ food</li> <li>○ habitat</li> <li>○ interesting facts/behavior</li> <li>○ conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Note taking</li> <li>• RAISE</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive%20Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p style="color: red;">Assessment</p> <ul style="list-style-type: none"> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• information writing rubric/checklist</li> <li>• RAISE rubric</li> </ul>
<p><b>WRITING (W)</b></p> <p>Text Types and Purposes*</p>		<p><b>Students</b></p> <p><b>W.3.3</b> Write <b>narratives</b> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <b>W.3.3a</b></p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <b>W.3.3b</b></p> <p>c. Use temporal words and phrases to signal event order. <b>W.3.3c</b></p> <p>d. Provide a sense of closure. <b>W.3.3d</b></p> <ul style="list-style-type: none"> <li>• Story: "First Day Jitters"                             <ul style="list-style-type: none"> <li>○ Prompt: Tell about how you felt on the first day of school</li> </ul> </li> <li>• <i>Charlotte's Web</i> – write dialogue for characters</li> <li>• Fiction story – character, setting, plot, and sequence (unit 1)</li> </ul>	<p style="color: red;">TEACHER NOTES, for example</p> <ul style="list-style-type: none"> <li>• Story: <i>Treasures</i> <ul style="list-style-type: none"> <li>○ "First Day Jitters"</li> <li>○ Prompt: Tell about how you felt on the first day of school</li> </ul> </li> </ul>	<p style="color: red;">RESOURCE NOTES</p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Charlotte's Web</i></li> <li>• <i>Treasures</i> <ul style="list-style-type: none"> <li>○ "First Day Jitters"</li> </ul> </li> <li>• Common Core State Standards, "When My Puppies Ranaway," Appendix c, p. 22</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive%20Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p style="color: red;">ASSESSMENT NOTES</p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Narrative rubric/checklist</li> <li>• RAISE response rubric</li> </ul>
<p><b>WRITING (W)</b></p> <p>Production and Distribution of Writing</p>		<p><b>Students</b></p> <p><b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <ul style="list-style-type: none"> <li>• adult conferencing to plan</li> </ul>	<p style="color: red;">TEACHER NOTES, for example</p> <ul style="list-style-type: none"> <li>• Story:                             <ul style="list-style-type: none"> <li>○ Prompt:</li> </ul> </li> </ul>	<p style="color: red;">RESOURCE NOTES</p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Mentor Texts: Teaching Writing</i></li> </ul>	<p style="color: red;">ASSESSMENT NOTES</p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> </ul>

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		<p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by</p> <ul style="list-style-type: none"> <li>• Planning/prewriting</li> <li>• Revising/drafting</li> <li>• Editing/revising</li> <li>• (editing for conventions should demonstrate command of Language standards).               <ul style="list-style-type: none"> <li>○ publish</li> <li>○ sharing presenting published work</li> </ul> </li> </ul> <p><b>W.3.6</b> 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.</p>	<ul style="list-style-type: none"> <li>• <i>Graphic organizers, e.g.</i> <ul style="list-style-type: none"> <li>○ <i>sequence organizers (chains, cycle),</i></li> <li>○ <i>concept development (mind map),</i></li> <li>○ <i>compare/contrast organizers (Venn diagrams, comparison charts),</i></li> <li>○ <i>organizers (word web, concept map),</i></li> <li>○ <i>evaluation organizers (charts, scales),</i></li> <li>○ <i>categorize/classify organizers (categories, tree)</i></li> <li>○ <i>relational organizers (fish bone, pie chart)</i></li> </ul> </li> <li>• KWL (<a href="http://www.eduplace.com/agraphicorganizer/pdf/kwl.pdf">http://www.eduplace.com/agraphicorganizer/pdf/kwl.pdf</a>)</li> <li>• 6-Traits</li> <li>• Write Source Text (<a href="http://thewritesource.com/">http://thewritesource.com/</a>)</li> <li>• Big 6 Research Strategies (<a href="http://www.crlsresearchguid.e.org/Big_Six_Steps.asp">http://www.crlsresearchguid.e.org/Big_Six_Steps.asp</a>)</li> <li>• Ideas and development organizations</li> <li>• Peer Edit with Perfection: Effective Strategies," by Sarah Dennis-Shaw provides step-by-step practice for peer editing. It is from the site ReadWriteThink, a professional resource collaboratively designed by the International Reading Association and the National Council of Teachers of English. Find it at <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html">http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html</a></li> </ul>	<p><i>Through Children's Literature, K-6</i> by Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2007) provides suggestions of titles and methods for using children's books as models during writing instruction.</p> <ul style="list-style-type: none"> <li>• <i>Treasures</i></li> <li>• <i>The Production and Distribution of Writing</i></li> <li>• <i>Wondrous Words: Writers and Writing in the Elementary Classroom</i> by Katie Wood Ray (National Council of Teachers of English, 1996) discusses how children learn to write from their reading, and includes student writing samples, student illustrations and writing strategies from contemporary children's book authors. ODE</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Peer editing</li> <li>• RAISE response</li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<ul style="list-style-type: none"> <li>• <i>Structure of language</i></li> <li>• <i>Conventions</i></li> </ul>		
<p><b>WRITING (W)</b></p> <p>Research to Build and Present Knowledge</p>		<p><b>Students</b></p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <ul style="list-style-type: none"> <li>• Story: “Penguin Chick”               <ul style="list-style-type: none"> <li>○ <a href="#">Research an Antarctica animal</a></li> <li>○ <a href="#">Research water cycle (optional)</a></li> </ul> </li> </ul> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <ul style="list-style-type: none"> <li>• <a href="#">Note-taking with crayfish (behaviors and research)</a></li> </ul>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• Story: “Penguin Chick”               <ul style="list-style-type: none"> <li>○ Prompt: <i>research and Antarctica animal</i></li> </ul> </li> <li>• <i>Note taking</i></li> <li>• <i>Graphic organizers (topic/details chart)</i></li> <li>• <i>KQL chart</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• Magic School bus Water Cycle</li> <li>• <i>Comprehension, Collaboration: Inquiry Circles in Action</i>, Harvey Daniels and Stephanie Harvey</li> <li>• <i>Strategies That Work</i>, Stephanie Harvey</li> <li>• Prentice Hall, <i>Writer’s Workshop</i> pp 940-944</li> <li>• References/ Citations (<a href="http://easybib.com/">http://easybib.com/</a>)</li> <li>• Research, grammar <a href="http://owl.english.purdue.edu">http://owl.english.purdue.edu</a></li> <li>• <a href="http://www.readwrite.think.com">www.readwrite.think.com</a></li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal records</li> <li>• Extended response rubric</li> <li>• Graphic organizers</li> <li>• Research project</li> <li>• Teacher conferencing notes</li> <li>• RAISE</li> </ul>
<p><b>WRITING (W)</b></p> <p>Range of Writing</p>		<p><b>Students</b></p> <p><b>W.3.10</b> 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.</p> <ul style="list-style-type: none"> <li>• <a href="#">Crayfish research project (extended)</a></li> <li>• <a href="#">Opinion piece (extended) – Amelia Earhart</a></li> <li>• <a href="#">Narrative piece (extended) = fiction story</a></li> </ul>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Math writing to explain</i></li> <li>• <i>Reader’s notebook</i></li> <li>• <i>Reflection logs</i></li> <li>• <i>Response to text</i></li> <li>• <i>Science notebook</i></li> <li>• <i>Writer’s notebook</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <a href="http://enningtonpublishing.com">http://enningtonpublishing.com</a></li> <li>• Launch an Intermediate <i>Writing Workshop: Getting Started with Units of Study for Teaching Writing, Grades 3-5</i> by Lucy Calkins provides strategies for</li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> </ul>

## ENGLISH LANGUAGE ARTS CURRICULUM Grade 3

Curriculum Writers: Amanda Fonseca, Lauren Lombardi, Heather Santurri

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
				<p>effectively teaching narrative and expository writing.</p> <ul style="list-style-type: none"> <li>• <i>Craft Lesson Teaching Writing K-8</i>, Ralph Fletcher and Joann Portalupi.</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>IMS Fixed Form Assessment</b></li> <li>• <b>Summative</b></li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Reflection logs</li> <li>• Science notebook</li> <li>• Writer's notebook</li> </ul>
<p><b>SPEAKING AND LISTENING (SL)</b></p> <p>Comprehension and Collaboration</p>		<p><b>Students</b></p> <p><b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>• 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>SL.3.1a</b></li> <li>• 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). <b>SL.3.1b</b></li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <b>SL.3.1c</b></li> <li>• Explain their own ideas and understanding in light of the discussion. <b>SL.3.1d</b></li> </ol> <p><b>SL.3.2</b> 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><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Book Talks</i></li> <li>• <i>Claims and evidence organizer</i></li> <li>• <i>Classroom Instruction That Works, McRel</i> <ul style="list-style-type: none"> <li>◦ <i>Note taking and summarizing</i></li> </ul> </li> <li>• <i>Literature Circles</i> (<a href="http://www.litcircles.org/">http://www.litcircles.org/</a>)</li> <li>• <i>Peer conferencing</i></li> <li>• <i>Reader's Workshop</i> (<a href="http://www.readersworkshop.org/">http://www.readersworkshop.org/</a>)</li> <li>• <i>Real Talk in Elementary Classrooms: Effective Oral Language Practice</i> by Maureen P. Boyd PhD, Lee Galda PhD, and Donald L. Rubin PhD (Guilford Press, 2011) <i>promotes the use of dialogue as a classroom-learning tool for literacy. ODE</i></li> <li>• <i>Small group reading</i></li> <li>• <i>Socratic Seminars</i> (<a href="http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf">http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf</a>)</li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Classroom Instruction That Works, McRel</i></li> <li>• <i>Fontas and Pinnell</i></li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• <b>Constructed response</b></li> <li>• <b>DRA</b></li> <li>• <b>Extended response</b></li> <li>• <b>Formative</b></li> <li>• <b>Grade level Assessments, e.g. SLO</b></li> <li>• <b>IMS Fixed Form Assessment</b></li> <li>• <b>Summative</b></li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal notes taken during guided reading and Think-pair-share in <i>Treasures</i> assessment</li> <li>• Book Talk rubrics</li> <li>• Graphic organizers</li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<p><b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<ul style="list-style-type: none"> <li>• <i>Think Alouds</i></li> <li>• <i>Turn and Talk</i></li> </ul>		
<p><b>SPEAKING AND LISTENING (SL)</b></p> <p>Presentation of Knowledge and Ideas</p>		<p><b>Students</b></p> <p><b>SL.3.4</b> 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><b>SL.3.5</b> 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><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Book discussions</i></li> <li>• <i>Book talks</i></li> <li>• <i>Class discussions</i></li> <li>• <i>Formal/informal class presentations</i></li> <li>• <i>Powerful words</i></li> <li>• <i>Providing feedback</i></li> <li>• <i>Read, write, think</i></li> <li>• <i>Sharing published works</i></li> <li>• <i>Turn and talk</i></li> </ul> <p>• <b>Active Literacy Across the Curriculum:</b> <i>Strategies for Reading, Writing, Speaking and Listening by Heidi Hayes Jacobs. (Eye on Education, 2006)</i></p> <p>• <b>Presenting with Multimedia</b> <a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>• <b>Powerful Words</b> <i>This strategy helps students understand that words used in persuasive speaking are critical to the effectiveness of the outcome. Present students with a series of paired statements and have them select the sentence that is the most persuasive. An example of sentence pairs is:</i></p> <ul style="list-style-type: none"> <li>• <i>Students should be allowed to chew gum in school.</i></li> <li>• <i>Because mint increases brainpower, chewing gum should be required in the fifth grade.</i></li> </ul> <p><i>Have students listen to or read excerpts of famous speeches paying attention to the power words and phrases. As they craft their own</i></p>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> <li>• Recorded plays or poems, <i>Where the Sidewalk Ends</i></li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive%20Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Anecdotal records/notes</li> <li>• Graphic organizers</li> <li>• Teacher peer conferencing</li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<p><i>speeches, encourage students to include power words and phrases to increase the persuasive effectiveness.</i></p>		
<p><b>LANGUAGE (L)</b></p> <p>Conventions of Standards English</p>		<p><b>Students</b></p> <p>Apply and effectively <u>use background knowledge</u> of:</p> <ul style="list-style-type: none"> <li>• Collective nouns (e.g., group).</li> <li>• Occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>• Reflexive pronouns (e.g., myself, ourselves).</li> <li>• Past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>• Adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Simple and compound sentences.</li> </ul> <p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of</p> <ul style="list-style-type: none"> <li>○ nouns – <i>naming words</i> (<i>Treasures</i>, unit 2)</li> <li>○ pronouns – <i>take the place of nouns</i> (<i>Treasures</i>, unit 5)</li> <li>○ verbs – <i>action and state of being words</i> (<i>Treasures</i>, unit 3, 4.1-4.4)</li> <li>○ adjectives – <i>describing words</i> (<i>Treasures</i>, unit 6.1, 6.2)</li> <li>○ adverbs – <i>describes verbs, tells how e.g. walk slowly</i> (<i>Treasures</i>, unit 6.3) <b>L.3.1a</b></li> </ul> <p>in general and their functions in particular sentences.</p> <p>b. Form and use</p> <ul style="list-style-type: none"> <li>○ regular plural nouns, e.g. <ul style="list-style-type: none"> <li>▪ <i>book and books</i> (<i>Treasures</i>, unit 2.2)</li> <li>▪ <i>box and boxes</i></li> <li>▪ <i>pony and ponies</i></li> </ul> </li> <li>○ irregular plural nouns, e.g. <ul style="list-style-type: none"> <li>▪ <i>child and children</i></li> <li>▪ <i>man and men, woman and women</i> (<i>Treasures</i>, unit 2.3)</li> <li>▪ <i>geese and goose</i> <b>L.3.1b</b></li> </ul> </li> </ul> <p>c. Use abstract nouns - things you cannot touch e.g.,</p> <ul style="list-style-type: none"> <li>○ <i>childhood</i></li> <li>○ <i>freedom</i></li> <li>○ <i>education</i> <b>L.3.1c</b></li> </ul> <p>d. Form and use.</p> <ul style="list-style-type: none"> <li>○ regular verbs <ul style="list-style-type: none"> <li>▪ <i>walk, talk, play</i> (<i>Treasures</i>, unit 3)</li> </ul> </li> </ul>	<p>• <i>Grammar lessons from Treasures</i></p> <p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Model to apply in context (ELA and content)</i></li> <li>• <i>Teacher conference in Writers Workshop</i></li> <li>• <i>Teacher mini lessons</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>The Writing Fix</i></li> <li>• <i>Treasures</i> grammar and spelling components</li> <li>• <i>Writers' Workshop Tools for Writing</i>, Ralph Fletcher</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> <li>• <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• <b>Constructed response</b></li> <li>• <b>DRA</b></li> <li>• <b>Extended response</b></li> <li>• <b>Formative Assessments, e.g. SLO</b></li> <li>• <b>IMS Fixed Form Assessment</b></li> <li>• <b>Summative</b></li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• <i>Treasures</i> Assessments for Grammar</li> </ul>



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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> <li>o irregular verbs                             <ul style="list-style-type: none"> <li>▪ run/ran, read/read (<i>Treasures</i>, unit 4.4)</li> <li>▪ all forms of be</li> <li>▪ go, going</li> <li>▪ bring, brought</li> <li>▪ make and made L.3.1d</li> </ul> </li>   <li>e. Form and use the simple verb tenses e.g.,                             <ul style="list-style-type: none"> <li>o I walked, I walk, I will walk L.3.1e (<i>Treasures</i>, unit 3)</li> </ul> </li>   <li>f. Ensure subject-verb and pronoun-antecedent agreement.                             <ul style="list-style-type: none"> <li>o he plays, they play</li> <li>o I am, he is, they are</li> <li>o must link a pronoun to a noun L.3.1f (<i>Treasures</i>, unit 5.4)</li> </ul> </li>   <li>g. Form and use                             <ul style="list-style-type: none"> <li>o comparative and superlative adjectives                                     <ul style="list-style-type: none"> <li>▪ tall, taller, tallest</li> <li>▪ big, bigger, biggest</li> <li>▪ old, older, oldest (<i>Treasures</i>, unit 6.2)</li> </ul> </li> <li>o adverbs                                     <ul style="list-style-type: none"> <li>▪ quickly, more quickly, most quickly</li> <li>▪ carefully, more carefully, and most carefully (<i>Treasures</i>, unit 6.3)</li> </ul> </li> </ul> <p>Choose between them depending on what is to be modified L.3.1g</p> </li>   <li>h. Use                             <ul style="list-style-type: none"> <li>o coordinating conjunctions – joins two clauses of equal importance, e.g. and, but, so, for, nor, and yet</li> <li>o subordinating conjunctions – joins two clauses of unequal importance, e.g. after, as, because, before, if, than, that, though, unless, when, where L.3.1h (<i>Treasures</i>, unit 1.5)</li> </ul> </li>   <li>i. Produce                             <ul style="list-style-type: none"> <li>o simple sentences, e.g. I walk</li> <li>o compound sentences – two independent clauses, e.g. I walk and I play</li> <li>o complex sentences – has a dependent and independent clause, e.g. Because mom’s car broke, I walk to school with my sister L.3.1i (<i>Treasures</i>, unit 1)</li> </ul> </li>   <li>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                             <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles. L.3.2a</li>   <li>b. Use commas in addresses. L.3.2b</li>   <li>c. Use commas and quotation marks in dialogue. L.3.2c</li> </ul> </li> </ul>			

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
		<ul style="list-style-type: none"> <li>• <a href="#">Comic strip</a></li> </ul> <p>d. Form and use possessives. <a href="#">L.3.2d</a> (<i>Treasures</i>, unit 2.4, 5.3)</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). <a href="#">L.3.2e</a></p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <a href="#">L.3.2f</a></p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <a href="#">L.3.2g</a></p>			
<p><b>LANGUAGE (L)</b></p> <p>Knowledge of Language</p>		<p><b>Students</b></p> <p><a href="#">L.3.3</a> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect. <a href="#">L.3.3a</a></p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English. <a href="#">L.3.3b</a></p>	<p><b>TEACHER NOTES, for example</b></p> <ul style="list-style-type: none"> <li>• <i>Classroom Instruction That Works, McRel</i> <ul style="list-style-type: none"> <li>○ <i>Non-linguistic representation</i></li> </ul> </li> <li>• <i>Figurative/descriptive language</i></li> <li>• <i>Grammar to Enrich and Enhance Writing by Constance Weaver and Jonathan Bush (Heinemann, 2008) as described by the publisher states, "an up-to-date, ready-to-use, comprehensive resource for leading students to a better understanding of grammar as an aid to more purposeful, detailed, and sophisticated writing."</i> ODE</li> <li>• <i>Reader's Theater</i></li> <li>• <i>Knowledge of Language allows for informed choices in the context of the communication. Writers and speakers select language, word choice and punctuation appropriate for purpose,</i></li> </ul>	<p><b>RESOURCE NOTES</b></p> <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• Classroom Instruction That Works, McRel</li> <li>• <i>Grammar to Enrich and Enhance Writing</i> by Constance Weaver and Jonathan Bush (Heinemann, 2008)</li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive_Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<p><b>ASSESSMENT NOTES</b></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Constructed response</li> <li>• DRA</li> <li>• Extended response</li> <li>• Formative</li> <li>• Grade level Assessments, e.g. SLO</li> <li>• IMS Fixed Form Assessment</li> <li>• Summative</li> </ul> <p><b>Suggested</b> (see assessment list in the introduction)</p> <ul style="list-style-type: none"> <li>• Class discussions</li> </ul>

## ENGLISH LANGUAGE ARTS CURRICULUM Grade 3

Curriculum Writers: Amanda Fonseca, Lauren Lombardi, Heather Santurri

STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<i>audience and effect.</i>		
<b>LANGUAGE (L)</b> Vocabulary  Acquisition and Use		<b>Students</b>  <b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. <b>L.3.4a</b> <ul style="list-style-type: none"> <li>• <i>Treasures 1.2, 3.5, 6.1</i></li> </ul> b. 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> ). <b>L.3.4</b>  c. 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> ). <b>L.3.4c</b>  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <b>L.3.4d</b> <ul style="list-style-type: none"> <li>• <i>Treasures glossaries</i></li> </ul> <b>L.3.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ). <b>L.3.5a</b>  b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ). <b>L.3.5b</b>  c. 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> ). <b>L.3.5c</b>  <b>L.3.6</b> 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> ).	<b>TEACHER NOTES, for example</b>  <i>Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely.</i>  <ul style="list-style-type: none"> <li>• <i>Compare and contrast poetry</i></li> <li>• <i>Concept maps</i></li> <li>• <i>Context clues</i></li> <li>• <i>Four Corners</i> <i>This strategy focuses on vocabulary development. Have students divide their papers into four sections. Title the sections as follows:</i> <ul style="list-style-type: none"> <li>• <i>Synonyms/Word Families</i></li> <li>• <i>Word/Definition</i></li> <li>• <i>Sentence</i></li> <li>• <i>Illustration</i></li> </ul> </li> <li>• <i>Idiom of the day</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>No excuse word list</i></li> <li>• <i>RAISE</i></li> <li>• <i>Read an discussion of poetry</i></li> <li>• <i>Read, write, discuss</i></li> <li>• <i>Teacher prepared notes</i></li> </ul>	<b>RESOURCE NOTES</b>  <ul style="list-style-type: none"> <li>• See Resource list in the introduction, p. 6</li> <li>• <i>Treasures</i></li> <li>• Comprehensive Assessment System: Rhode Island Criteria &amp; Guidance <a href="http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive%20Assessment.pdf">http://webmail1.mail.aol.com/35478-111/aol-6/en-us/mail/get-attachment.aspx?uid=33668445&amp;folder=Inbox&amp;partId=3&amp;saveAs=Comprehensive Assessment.pdf</a></li> <li>• Diverse Learners: <a href="http://www.cast.org">www.cast.org</a></li> </ul>	<b>ASSESSMENT NOTES</b>  <b>Required</b> <ul style="list-style-type: none"> <li>• <b>Constructed response</b></li> <li>• <b>DRA</b></li> <li>• <b>Extended response</b></li> <li>• <b>Formative Assessments, e.g. SLO</b></li> <li>• <b>IMS Fixed Form Assessment</b></li> <li>• <b>Summative</b></li> </ul> <b>Suggested</b> (see assessment list in the introduction) <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• RAISE response</li> <li>• Teacher anecdotal notes</li> <li>• Teacher conferencing</li> </ul>

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STANDARDS	Unit	STANDARDS/BENCHMARKS North Smithfield School Department	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENTS
			<ul style="list-style-type: none"> <li>• <i>Vocabulary analysis</i></li> <li>• <i>Vocabulary concepts maps</i></li> <li>• <i>Word walls</i></li>   <li>• <i>Frayer Model</i>  <i>The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include:</i> <ul style="list-style-type: none"> <li>○ <i>A definition of the word/concept</i></li> <li>○ <i>A description of its essential characteristics</i></li> <li>○ <i>Examples of the word/concept</i></li> </ul> </li> </ul>		

