

Unit 1: The Stories We Tell

Duration: (6 weeks) September 3 – October 11, 2013

Essential Questions:

- How do word parts help us understand meaning?
- How does context help us understand word meaning?
- What are the Standard English conventions?
- Why is it important to use correct spelling and grammar?
- How important are Standard English conventions?

Enduring Understandings:

- Students will understand that words are composed of parts that help us understand their meanings.
- Students will understand how a word or phrase is used determines its meaning.
- Students will understand that a dictionary and a thesaurus are resources for finding, understanding, and using words.
- Students will understand that a rich vocabulary enables us to understand and communicate more effectively.
- Students will understand that words become part of our language in many ways.
- Students will understand that vocabulary is acquired through reading, writing, listening, and speaking.
- Conventions are rules that have been established to standardize written communication.
- A writer needs to use Standard English conventions to get his/her message across effectively in terms of intended meaning.

Vocabulary:

Focus Standards

Reading Standards for Literature:

RL2: 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.

RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing:

W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Speaking and Listening:

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

SL1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Language:

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standards:

Reading Standards for Literature:

RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.5 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.

RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.7 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).

MA.RL.8.A Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).

RL.9 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).

RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text:

Reading Standards Foundational Skills:

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)

W.6 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.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

W.10 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.

Speaking and Listening Standards:

- SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- a. 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. 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).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- SL.2** 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.
- SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.4** 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.
- SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Language Standards:

- L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written English.
- L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.5** Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.6** 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., *After dinner that night we went looking for them*).

Reading 3-5 short texts	Reading 1 extended text	Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
Examples: Scholastic News Owl Moon by Jane Yolen A Chair For My Mother by Vera B. Williams	The Stories Julian Tells by Ann Cameron & Ann Strugnell	Examples: Reader’s Notebook Writer’s Notebook	Examples: Reader’s Notebook Reader’s Response	Example: Research a culture related to a favorite trickster tale.	Examples: Monday Letters to Teacher

Resources including activities

Teacher Resources:

Launching the Writing Workshop by Denise LeGrandis

Suggested Authors:

Jane Yolen

Mem Fox

Vera B. Williams

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Patricia Polacco

Cynthia Rylant

Suggested Activities:

Monday Letters to Teacher – Teach students the format of a friendly letter. Students practice writing friendly letters to their teacher about what is currently going on in their lives (narrative).

Assessments

Running Records

Benchmark

Writing Rubric

Unit 2: Just the Facts (Evidence Only!)

Duration: (6 weeks) October 14 – November 22, 2013

Essential Questions:

- How does what you know help you understand text?
- How does thinking about the author’s purpose and message deepen understanding?

Enduring Understandings:

- Students will understand that readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.
- Students will understand that readers continually monitor and check their interpretations of the author’s intent and meaning.
- Students will understand that background knowledge supports understanding of text.
- Students will understand that informational and expository text is written differently than imaginative and literary text and makes different demands on the reader.

Vocabulary:

Focus Standards:

Reading Standards for Literature:

RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Standards for Informational Text:

RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing:

W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

W3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Speaking and Listening:

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

SL1a: 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.

Language:

SL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standards:

Reading Standards for Literature:

RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.5 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.

RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.7 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).

MA.RL.8.A Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).

RL.9 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).

RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text:

RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.6 Distinguish their own point of view from that of the author of a text.

RI.7 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).

RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards Foundational Skills:

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
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- c. Decode multisyllable words.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

d. Read grade-appropriate irregularly spelled words.

RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)

W.6 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.

W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.10 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.

Speaking and Listening Standards:

SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

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- b. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.2 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.

SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.4 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.

SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Language Standards:

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written English.
- L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.5** Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.6** 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., *After dinner that night we went looking for them*).

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Reading 3-5 short texts	Reading 1 extended text	Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
Examples: Scholastic News Titanic: Disaster That Rocked the World (DK Readers) Disasters at Sea (DK Readers)	Sarah, Plain & Tall by Patricia MacLachlan	Examples: Reader’s Notebook Writer’s Notebook	Examples: Reader’s Notebook Reader’s Response	Research a favorite sea animal.	Examples: Monday Letters to Teacher
Resources including activities					
<p>Write on Track (Student textbook) – Samples of how to write an opinion letter</p> <p>Suggested Activity:</p> <ul style="list-style-type: none"> • Writing for Change: Have students write a letter to the principal about something they feel could be changed or improved in the school. Students need to support their opinions. • Social • Studies Connection: Points of view – Pilgrims vs. Native Americans 					
Assessments					
<p>Running Records Benchmark Writing Rubric</p>					

Unit 3: Unlocking the Past

Duration: (6 weeks) November 25 – January 17, 2014

SAMPLE

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Essential Questions:

- How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of text?
- How do you classify a piece of literature as a certain genre?
- How does the selection of genre shape the author’s message?
- How does the form chosen by an author accomplish his/her purpose?

Enduring Understandings:

- Students will understand that different genres have different structures and conventions.
- Students will understand that authors choose a particular genre for a specific purpose.
- Students will understand that characteristics of genre may overlap or cut across lines of genre.

Vocabulary:

Focus Standards:

Reading Standards for Literature:

RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Standards for Informational Text:

RI3: 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.

Writing:

W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening:

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others’ ideas and expressing their own clearly.

SL1a: 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.

Language:

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L1h: Use coordinating and subordinating conjunctions.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

L1i: Produce simple, compound, and complex sentences.

Standards:

Reading Standards for Literature:

RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.5 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.

RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.7 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).

MA.RL.8.A Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).

RL.9 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).

RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text:

RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3 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.

RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.6 Distinguish their own point of view from that of the author of a text.

RI.7 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).

RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards Foundational Skills:

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)

W.6 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.

W.7 Conduct short research projects that build knowledge about a topic.

W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.10 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.

Speaking and Listening Standards:

SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- a. 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. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.2 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.

SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.4 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.

SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Language Standards:

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written English.
- L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.5** Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.6** 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., *After dinner that night we went looking for them*).

Reading	Reading	Writing	Writing	Research Project	Narrative
3-5 short texts	1 extended text	Routine writing	4-6 Analyses	1 Research project	1-2 Narratives
Examples: Scholastic News Various biographies of famous people	Biography of a person important in Massachusetts history. (See Massachusetts textbook for suggestions).	Examples: Reader’s Notebook Writer’s Notebook	Examples: Reader’s Notebook Reader’s Response	Take research notes while reading biographies.	Examples: Monday Letters to Teacher
Resources including activities					

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Suggested Activities:

Unit 4: What's it all about? (Making Meaning)

Social Studies & Science Connections: Many available – see Social Studies and Science Curriculum

Assessments

Running Records

Benchmark

Writing Rubric

SAMPLE

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Duration: (6 weeks) January 20 – March 7, 2014

Essential Questions:

- What do readers look for to help them read?
- What do we think about when we read?
- How does what we think about help us comprehend?

Enduring Understandings:

- Students will understand that proficient readers use the relationship between letters and sounds of speech and spelling patterns to problem solve, read fluently, and comprehend.
- Students will understand that proficient readers use print cues to solve unknown words while still focusing on meaning and structure.
- Students will understand that proficient readers develop and use a variety of strategies to attend to information from different sources.
- Students will understand that readers use both text features and the features of written English to comprehend.

Vocabulary:

Focus Standards

Reading Standards for Informational Text:

RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Writing:

W7: Conduct short research projects that build knowledge about a topic.

Speaking and Listening:

SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Language:

L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

L4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Reading Foundations:

RF4: Read with sufficient accuracy and fluency to support comprehension.

RF4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Standards

Reading Standards for Literature:

RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.7 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).

MA.RL.8.A Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).

RL.9 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).

RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text:

RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3 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.

RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.6 Distinguish their own point of view from that of the author of a text.

RI.7 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).

RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards Foundational Skills:

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)

W.6 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.

W.7 Conduct short research projects that build knowledge about a topic.

W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.10 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.

Speaking and Listening Standards:

SL.01 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. 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. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.02 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.

SL.03 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.04 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.

SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Language Standards:

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

- b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written English.
- L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.5** Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.6** 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., *After dinner that night we went looking for them*).

Reading 3-5 short texts	Reading 1 extended text	Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
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English Language Arts – *Draft* Grade 3 curriculum
 Based on 2011 MA English Language Arts Curriculum Framework

<p>Examples: Scholastic News VOTE! By Eileen Christelow Woodrow for President: A Tail of Voting, Campaigns, and Elections</p>	<p>Molly's Pilgrim</p>	<p>Examples: Reader's Notebook Writer's Notebook</p>	<p>Examples: Reader's Notebook Reader's Response</p>	<p>Take research notes from several sources about one topic. Suggestions: American Revolution, Constitution, Presidents.</p>	<p>Examples: Monday Letter to Teachers</p>
<p><i>Resources including activities</i></p>					
<p>Suggested Authors:</p> <p>Jane Yolen</p> <p>Patricia Polacco</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Personal Narrative: Students will write about a time in their life that was important to them. They will use a graphic organizer to plan. Students will focus on making their writing interesting and meaningful to their readers through the use of expressive language. 					
<p><i>Assessments</i></p>					
<p>Running Records Benchmark Writing Rubric</p>					

Unit 5: What Do You Think?

Duration: (6 weeks) March 10 – April 18, 2014

SAMPLE

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Essential Questions:

- How can organization influence meaning and clarity in a piece of writing?
- What does it mean to be organized in writing?

Enduring Understandings:

- Students will understand that ideas in writing can be organized in many different ways depending on the author’s purpose.
- Students will understand that there is a direct correlation between organization and effectiveness of writing.
- Students will understand that working on organizing ideas in writing develops more logical ways of reasoning.

Vocabulary:

Focus Standards:

Reading Standards for Literature:

RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL5: 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.

Reading Standards for Informational Text:

RI7: 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).

Writing:

W1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

Language:

L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

Reading Foundations:

RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

RF3b: Decode words with common Latin suffixes.

Standards:

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Reading Standards for Literature:

- RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.2** 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.
- RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.5** 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.
- RL.6** Distinguish their own point of view from that of the narrator or those of the characters.
- RL.7** 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).
- MA.RL.8.A** Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).
- RL.9** 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).
- RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text:

- RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.6** Distinguish their own point of view from that of the author of a text.
- RI.7** 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).
- RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.
- RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards Foundational Skills:

- RF.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.
- RF.4** Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

- W.MA.3.A** Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.
- W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)
- W.05** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

W.06 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.

W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.10 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.

Speaking and Listening Standards:

SL.01 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- a. 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. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.02 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.

SL.03 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.04 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.

SL.5 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.

SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Language Standards:

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

- a. Choose words and phrases for effect.*
- b. Recognize and observe differences between the conventions of spoken and written English.
- L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.5** Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.6** 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., *After dinner that night we went looking for them*).

Reading 3-5 short texts	Reading 1 extended text	Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
Examples: Various fables, folktales, and myths		Examples: Reader’s Notebook Writer’s Notebook	Examples: Reader’s Notebook Reader’s Response	Example: Research different myths. Create a presentation about your myth. Share presentations.	Weekly Letter to teacher

Resources including activities

This unit gives students an opportunity to apply the skills learned in previous units to use their creativity to develop their own fables, folktales, and myths. Many good examples of fables, folktales, and myths are available depending on teacher preference.

Assessments

Running Records
Benchmark
Writing Rubric

Unit 6: Through the Eyes of a Third Grader

Duration: (6 weeks) April 28 – June 6, 2014 (approx. 7 school days buffer at end)

SAMPLE

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Essential Questions:

- What is poetry?
- How is poetry different from prose?
- What are the elements and structures of poetry that deepen the understanding of poetry?
- How does a reader identify, respond to, analyze, and compare the elements of poetry?
- How do readers recognize a nonfiction piece versus a fiction piece?
- Why is it important to differentiate between fiction and nonfiction?
- How do readers approach different types of text?
- How do writers know their audience?
- How does knowing your audience and purpose contribute to effective writing?
- How do writers tailor their writing for a specific purpose and audience?

Enduring Understandings:

- Students will understand that poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.
- Students will understand that poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way.
- Understanding the textual and graphic features of nonfiction provides powerful tools when reading and writing.
- Authors use the structures and elements of nonfiction for specific purposes.
- Students will understand that the key to quality writing is to know audience and purpose.
- Students will understand that audience and purpose impact a writer's style.
- Students will understand that word choice conveys a level of formality, sense of style, and tone.

Vocabulary:

Focus Standards:

Reading Standards for Literature:

RL2: 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.

RL6: Distinguish their own point of view from that of the narrator or those of the characters.

RL10: 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

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

independently and proficiently.

Reading Standards for Informational Text:

RL10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing:

W.MA.3.A Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.

Speaking and Listening:

SL5: 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.

Language:

Reading Foundations:

RF4: Read with sufficient accuracy and fluency to support comprehension.

RF4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standards

Reading Standards for Literature:

RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.5 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.

RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.7 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).

MA.RL.8.A Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).

RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text:

RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.6 Distinguish their own point of view from that of the author of a text.

RI.7 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).

RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.10 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

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

independently and proficiently.

Reading Standards Foundational Skills:

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards:

W.MA.3.A Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.

W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)

W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)

W.6 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.

W.10 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.

Speaking and Listening Standards:

SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- a. 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. 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).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.2 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.

SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.5 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.

Language Standards:

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
- L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written English.
- L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.5** Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- L.6** 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., *After dinner that night we went looking for them*).

Reading 3-5 short texts	Reading 1 extended text	Writing Routine writing	Writing 4-6 Analyses	Research Project 1 Research project	Narrative 1-2 Narratives
Examples: Amelia Bedelia Dog Breath! The Horrible Trouble with Hally Tosis My Momma Likes to Say	Poetry for Children series	Examples: Reader’s Notebook Writer’s Notebook	Examples: Reader’s Notebook Reader’s Response	Research and write a report about a current science topic using the key questions (who, where, when, why, what, how)	Examples: Monday letter to Teacher

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

<i>Resources including activities</i>					
Suggested Resources: Poetry Speaks to Children Joyful Noise There are many poems appropriate to children. Selection depends on particular element being taught and teachers choice.					
<i>Assessments</i>					
Running Records Benchmark Writing Rubric					

English Language Arts – *Draft* Grade 3 curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Appendix A: Important Vocabulary

- Genre
- Synonym
- Antonym
- Analogy
- Homophone
- Homonym
- Fact
- Opinion
- Cause
- Effect
- Fantasy
- Context clue
- Character trait
- Syllable
- Noun
- Common Noun
- Proper Noun
- Singular
- Plural
- Guide words
- Alphabetical order
- Statement
- Command
- Question
- Exclamation
- Homophone pair
- Friendly Letter (heading, greeting, body, closing, signature)
- Paragraph
- Sequence
- Character
- Setting
- Plot
- Problem
- Solution
- Verb
- Adverb
- Adjective
- Subject
- Predicate
- Prefix
- Suffix
- Point of view
- Rhyme
- Pronoun
- Idioms
- Metaphor
- Simile
- Possessive
- Quotation marks
- Dialogue
- Comma
- Punctuation
- Capitalization
- Narrator
- Plot
- Character
- Root Word (base word)
- Drama
- Theme
- Text
- Connection
- Illustrate
- Author
- Stanza
- Chapter
- Scene
- Table of Contents
- Moral
- Fable
- Abstract noun
- Past
- Present
- Future