

# Language Arts Grade 3 Course Overview

Content Area: **English/Language Arts**  
Course(s): **ILA-READING-3, ILA-WRITING-3**  
Time Period:  
Length: **Full Year**  
Status: **Published**

## Cover

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### **EAST BRUNSWICK PUBLIC SCHOOLS** **East Brunswick New Jersey**

#### **Superintendent of Schools**

Dr. Victor P. Valeski

#### **ENGLISH/LANGUAGE ARTS** **Grade 3**

Course No. 4003 (Reading)

Course No: 4013 (Writing)

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Course Adoption: 04/21/1986

Curriculum Adoption: 08/01/2001

Date of Last Revision Adoption: 09/01/2021

## Course Overview

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## Grade 3 Balanced Literacy Curriculum

The Grade 3 Balanced Literacy Program is primarily implemented through the Reading and Writing Workshop Model. Typically, each "workshop" begins with a mini-lesson during which the teacher models a particular reading or writing strategy. Students have an opportunity to discuss, ask questions, and try the strategy, often by turning and talking with a partner as the teacher listens in. Following the mini-lesson students read or write independently for an extended period during which time the teacher observes, confers, and/or works with small groups of students with similar needs. At the culmination of the workshop session, selected students share their strategies and work with the class.

Direct Instruction in phonics, vocabulary, and word study is an important part of any Balanced Literacy Program. What is explicitly taught is carried into both the Reading and Writing Workshops.

## Components of A Balanced Literacy Program

### Phonics and Word Study

[Wilson Foundations](#) provides all students in K-3 classrooms with a systematic program in the foundational skills for reading (decoding) and spelling (encoding), emphasizing phonemic awareness, phonics-word study, fluency, vocabulary, handwriting, and spelling. [Level 3 Foundations®](#) builds on the basic skills that were learned in Foundations Levels K-2 and progresses further into the study of word structure, focusing on advanced spelling rules and morphology. It is important to note that teachers should combine Foundations with a wide variety of text experiences, and expose students to poetry, narrative, and informational text.

### Reading Workshop

**Mini Lesson (5-7 minutes):** A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and modeling of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- Connection - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn..."
- Teach - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- Active Involvement - Students "have a go;" this is the time for students to practice the work the teacher just taught them.
- Link -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent reading; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent reading.

**Independent Reading (20-30 minutes):** During this time the teacher confers with individual students, takes conference notes on each child and meets with a guided and/or strategy group(s).

- Guided Reading - Teacher may meet with one to two guided reading groups each day. Guided reading groups consist of no more than six students on the same instructional reading level. Guided reading groups are flexible, constantly changing as the students' reading levels change.
- Strategy Group - Strategy groups are established based on who needs instruction on specific skills rather than level. Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- Mid-Workshop Interruption - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus; it is an

opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

**Partner Reading (10 minutes):** Students will talk with their partner about the books they are reading. Teachers facilitate the pairing of students in several different ways (same reading levels, below benchmark student with meeting or exceeding grade level student, meeting with exceeding, below grade level with approaching, etc.); what works in one classroom does not always work in another. Partnerships participate in discussions to strengthen their use of reading strategies and their understanding of the text.

**Share (3-5 minutes):** Students and teacher return to meeting area to reinforce expectations and good reading habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice and/or partner work.

## **Writing Workshop**

**Mini Lesson (5-7 minutes):** A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and model of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- Connection - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn..."
- Teach - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- Active Involvement - Students "have a go;" this is the time for students to try out the work the teacher just taught them.
- Link -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent writing; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent writing.

**Independent Writing (20-30 minutes):** During this time the teacher confers with individual students, takes conference notes and meets with a strategy group(s).

- Strategy Group - Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- Mid-Workshop Interruption - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus, and is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

**Partner Writing (10 minutes):** Students will talk with their partners about their writing. Teachers facilitate the pairing of students based on student needs and skill level; what works in one classroom does not always work in another. Partnerships share their independent writing, ask each other questions and offer one another suggestions to help improve each other's work. Writing partnerships should be long term.

**Share (3-5 minutes):** Students and teacher return to meeting area to reinforce expectations and good writing habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice.

## **Instructional Strategies**

**Shared Reading:** Shared reading is an important component as it serves as the time for the teacher to model the active reading strategies (thinking/picturing aloud). This time can serve as an additional opportunity to model print strategies in

an authentic setting. A shared reading text is one that can be seen by all students. This is also a time to teach vocabulary within the context of the book.

**Close Reading:** Reading a shorter text multiple times to uncover layers of meaning that lead to deep comprehension. This is another opportunity to teach vocabulary within the context of the book. This can be accomplished using the following types of text:

- Newspaper/magazine/current events article(s) like Time for Kids, Newsela, ReadWorks, etc.
- Web page excerpt on projector
- Poem
- Song
- Short Stories

**Interactive Read Aloud:** Reading aloud, one of the most important things teachers (and parents) can do. Reading aloud serves many purposes:

- Provides and promotes enjoyment and bonding
- A model for fluency, expression, and intonation
- Model active reading strategies (predict and infer, connect, visualize/envision, clarify, react, question, evaluate, summarize) to increase comprehension and enjoyment
- Encourage and scaffold conversation surrounding a text
- Reinforce the importance of story elements and story structure
- Increase listening and speaking skills

**Shared Writing:** Teacher teaches students how to write by writing with them. The process of writing is demonstrated by the teacher through a "write aloud" process. The teacher acts as a scribe while the students contribute ideas. The pen is always in the teacher's hand.

**Use of Mentor Texts:** as per the National Writing Project, [Mentor Texts](#) are pieces of literature that both teacher and student can return to and reread for many different purposes. They are texts to be studied and imitated. Mentor texts help students take risks and become different writers tomorrow than they are today. They help them try out new strategies and formats. They should be books that students can relate to and can even read independently or with some support. A mentor text doesn't have to be in the form of a book; a mentor text might be a poem, a newspaper article, song lyrics, comic strips, technical manuals, essays, etc.

[Link to Scope and Sequence Document for Grade 3](#)

## Modifications

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Each teacher, student, and classroom is unique and adaptations are specific to each situation. Differentiating instruction and providing multiples ways to assess allows more flexibility for students to meet the standards and requirements of the grade level. Below are samples of the types of modifications and accommodations that may occur for students based on need. This includes English Language Learners, students with a 504 plan, students with an IEP, basic skills students, and gifted and talented students.

Input	Output	Time
Adapt the way instruction is delivered to the learner.  For example:	Adapt how the learner can respond to instruction.  For example:	Adapt the time allotted and allowed for learning, task completion, or testing.

<ul style="list-style-type: none"> <li>• Use different and additional visual aids.</li> <li>• Plan more concrete and familiar examples.</li> <li>• Provide hands-on activities.</li> <li>• Please students in partnership or cooperative group.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow a verbal response instead of written.</li> <li>• Utilize software for voice to text.</li> <li>• Use a communication book for students.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Individualize a timeline for completing a task.</li> <li>• Pace learning differently (increase or decrease (for some learners))</li> <li>• Provide opportunities for brain breaks during a block of work.</li> </ul>
<p style="text-align: center;"><b>Difficulty</b></p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach work.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Simplify task directions.</li> <li>• Break tasks into smaller parts.</li> </ul>	<p style="text-align: center;"><b>Level of Support</b></p> <p>Increase the amount of personal assistance with specific learner.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Assign peer buddies or cross-age tutors.</li> <li>• Confer with student one-on-one or pull them in additional small groups.</li> </ul>	<p style="text-align: center;"><b>Size</b></p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Reduce the number of post-its a student needs to complete in response to their independent reading.</li> <li>• Modify the amount of pages a student is expected to read or the amount of lines/pages a student is asked to write.</li> </ul>
<p style="text-align: center;"><b>Degree of Participation</b></p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Allow for one-on-one or small group conferring to demonstrate understanding, rather than presentations to the whole class.</li> </ul>	<p style="text-align: center;"><b>Alternate Goals</b></p> <p>Adapt the goals or outcome expectations while using the same material.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Students in the same class are expected to either write 5 paragraphs, 3 paragraphs, or one paragraph. Other students may meet with the teacher to provide a verbal response.</li> <li>• Students are expected to read different books and different amounts of a common text.</li> <li>• Students are expected to participate based on a personal goal that may</li> </ul>	<p style="text-align: center;"><b>Substitute Curriculum</b></p> <p>Provide differentiated instruction and materials to meet a learner's individual goals.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• provide alternative text, anchor chart, or activities based on student readiness levels.</li> <li>• Use of Learning Ally or iReady instruction.</li> </ul>

	differ from general class expectations.	
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## **Textbooks and Other Resources**

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Units of Study for Teaching Reading Grade 3, Lucy Calkins with Colleagues from the Reading and Writing Project, 2015

Units of Study for Teaching Writing Grade 3, Lucy Calkins with Colleagues from the Reading and Writing Project, 2013

The Fountas & Pinnell Literacy Continuum, Irene Fountas and Gay Su Pinnell, 2017

The Reading Strategies Book, Jennifer Serravallo, 2015

The Writing Strategies Book, Jennifer Serravallo, 2017

Notice & Note: Strategies for Close Reading, Kyleene Beers and Robert E. Probst, 2013

Reading Nonfiction: Notice and Note Stances, Sign Posts, and Strategies, 2016

Foundations Level 3, Barbara Wilson, Wilson Language Corporation, 2012

Newsela

ReadWorks

## **Suggested Read Alouds and Mentor Texts**

### **Reading**

#### **Building a Reading Life**

- *Indian Shoes* by Cynthia Leitich Smith
- *Sable* by Karen Hesse
- *Third Grade Angels* by Jerry Spinelli
- *Each Kindness* by Jacqueline Woodson

#### **Reading to Learn**

- *Gorillas* by Lori McManus
- *Frogs and Toads* by Bobbie Kalman
- *Cactus Hotel* by Brenda Z. Guiberson and Megan Lloyd
- *Planting Stories the Life of Librarian and Storyteller Pura Belpre* by Anika Aldanny Denise

### **Mystery: Foundational Skills in Disguise**

- *The Absent Author* by Ron Roy
- *The Diamond Mystery (The Whodunit Detective Agency Series Book #1)* by Martin Widmark

### Character Studies

- *Because of Winn Dixie* by Kate DiCamillo
- *Peter's Chair* by Ezra Jack Keats
- *Make Way for Dymonde Daniel* by Nikki Grimes

### Research Clubs: Elephants, Penguins, and Frogs, Oh My!

- *The Life Cycle of an Emperor Penguin* by Bobbie Kalman and Robin Johnson
- *The Life Cycle of a Frog* by Bobbie Kalman and Kathryn Smithyman
- Any additional nonfiction texts on penguins and frogs

### Social Issues Book Clubs

- *Each Kindness* by Jacqueline Woodson
- *The Hundred Dresses* by Eleanor Estes

### Writing

### Crafting True Stories

- *Come on Rain* by Karen Hesse

### Baby Literary Essay

- *Each Kindness* by Jacqueline Woodson
- "Indian Shoes" from *Indian Shoes* by Cynthia Leitich Smith

### Once Upon a Time: Adapting and Writing Fairytales

- *Prince Cinders* by Babbette Cole
- *The Other Side of the Story Series*
  - *Trust Me, Hansel and Gretel are Sweet*
  - *No Lie, I Acted Like a Beast*
  - *Seriously, Cinderella is So Annoying*

## Content Specific Standards

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LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	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.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	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).
LA.RL.3.8	(Not applicable to literature)
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.3	Reading Informational Text
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	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.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.6	Distinguish their own point of view from that of the author of a text.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.3.B	Decode words with common Latin suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
LA.W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.W.3.1.B	Provide reasons that support the opinion.
LA.W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.



LA.W.3.1.D	Provide a conclusion.
LA.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.3.2.A	Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
LA.W.3.2.B	Develop the topic with facts, definitions, and details.
LA.W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.W.3.2.D	Provide a conclusion.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.
LA.W.3.4	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 above.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.W.3.7	Conduct short research projects that build knowledge about a topic.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.W.3.9	(Begins in grade 4)
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1	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.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms 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).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	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.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LA.SL.3.4	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.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
LA.L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.
LA.L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
LA.L.3.1.I	Produce simple, compound, and complex sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
LA.L.3.2.B	Use commas in addresses.
LA.L.3.2.C	Use commas and quotation marks in dialogue.
LA.L.3.2.D	Form and use possessives.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.
LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.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).
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the

	precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	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).

## Interdisciplinary Standards

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SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SCI.3-LS2-1	Construct an argument that some animals form groups that help members survive.
SCI.3-LS3-1	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
SCI.3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

## Grading and Evaluation Guidelines

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### Assessment:

**Summative:** Usually takes place at the end of a large chunk of learning and students/parents/teachers can use the results to see where the students performance lies compared to either a standard or a group of students.

**Running Records:** Running Records are used to determine students' independent, instructional and frustration reading levels. During the administration of a Running Record, a teacher records the student's reading behaviors, miscues, retelling and answers to comprehension questions, as he/she reads a leveled book. Students' oral reading rate (fluency) – words per minute is also determined via a Running Record. The books are leveled along a gradient from Level A (easiest) to Level Z (hardest).

**Independent Reading Assessment:** Assesses what students can do independently. Pinpoints students' comprehension during sustained reading of whole literary and informational texts.

**On Demand Writing (WOD):** On demand pre-assessments should be done before each unit in order to best assess

students' ability within each genre. On demand post-assessments should also be done at the conclusion of each unit in order to show student growth. The on demand writing will be graded using a genre specific rubric based on the Writing Learning Progression. Prompts direct students to compose the best piece of writing they can - narrative, information, or opinion - in a fixed period of time.

**Fundations Unit Tests:** Administered at the end of each unit, Foundations Unit Tests measure a student's knowledge of concepts taught in a specific Foundations unit.

**Formative:** Considered to be the most powerful type of assessment, the results are used to modify and validate instruction. Students receive immediate feedback. Teachers guide students as they monitor their progress and set new learning goals. Examples of formative assessments used during Reading and Writing Workshop include:

- Observations during mini lesson, small groups, and partner work.
- Conferences (anecdotal notes)
- Notes from guided reading and strategy groups.
- Interactive class discussion
- Exit Slips
- Reading responses

## **Other Details**

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**Language Arts:** Grade 3

**SCED Number:** 51031

**Course Number:** 4003 (Reading)

**Course Number:** 4013 (Writing)

**Schools:** All Elementary (Bowne-Munro, Central, Chittick, Frost, Irwin, Lawrence Brook, Memorial, Warnsdorfer)

**Minutes Per Week:** 600

**Course Duration:** Full Year

## **21st Century Life and Career Ready Practice Standards**

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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

## Technology Standards

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TECH.8.1.5.A.1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

TECH.8.1.5.A.2

Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.A.3

Use a graphic organizer to organize information about problem or issue.

TECH.8.1.5.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.5.E.1

Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.