

# **Campbell County School District #1 Gillette, Wyoming**

## **Language Arts - Grade 3**

In Campbell County, third grade teachers are expected to teach this language arts curriculum using a well planned, comprehensive, researched based, balanced literacy program. This program includes whole class and small group (guided reading and intervention groups) instruction in phonemic awareness, phonics, comprehension, vocabulary expansion, fluency, grammar, spelling, writing, speaking, listening, library media, and handwriting. There should be an emphasis on informational text. Materials and resources provided by the district should be the first resource teachers turn to for instruction. Those core resources are:

- Treasures by Macmillan/McGraw-Hill
- Leveled books housed at LLC and in individual schools
- Lucy Calkins' Units of Study, Six Traits of Writing, and Step Up to Writing
- Handwriting Without Tears
- Third – sixth grades may choose from Treasures, Word Journeys or Rebecca Sitton for spelling instruction.

Campbell County teachers add their expertise to instruction to provide the most effective and explicit instruction for students. Teachers are expected to adjust the instruction to meet the students' needs and accelerate their learning.

### **Reading Standards for Literature (Content Standard)**

College and Career Readiness Anchor Standards for Reading

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- 10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Reading Standards for Literature (Critical –Assess DSPA LA-03-03)**

#### **RL.3.1.**

**(Critical –Assess) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

#### **RL.3.2**

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.3.3.**

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

#### **RL.3.4.**

**(Critical –Assess) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.**

#### **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.

RL.3.6.

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

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).

RL.3.9.

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.3.10

(Critical-Assess) 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 (Critical-Assess DSPA LA-03-03)**

RI.3.1

(Critical-Assess) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2.

(Critical-Assess) Determine the main idea of a text; recount the key details and explain how they support the main idea.

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.

RI.3.4.

(Critical-Assess) 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.3.5.

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

RI.3.6.

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

RI.3.7

(Critical-Assess) 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.3.8.

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

RI.3.9.

(Critical-Assess) Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10.

(Critical-Assess) 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 for Foundational Skills (Critical-Assess DSPA LA-03-03)**

RF.3.3.

(Critical-Assess) Know and apply grade-level phonics and word analysis skills in decoding words.

- a. (Critical-Assess) 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. (Critical-Assess) Read grade-appropriate irregularly spelled words.

#### RF.3.4.

(Critical-Assess) Read with sufficient accuracy and fluency to support comprehension.

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

### **Writing Standards (Content Standard)**

College and Career Readiness Anchor Standards for Writing

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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 tasks, purposes, and audiences.

## **Writing Standards**

### **W.3.1.**

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.3.2.**

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.3.3. (Critical-Assess DSPA LA-03-04-03)

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

- a. (Critical-Assess) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. (Critical-Assess) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. (Critical-Assess) Use temporal words and phrases to signal event order.
- d. (Critical-Assess) Provide a sense of closure.

### W.3.4.

(Critical-Assess) 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.)

### W.3.5.

(Critical-Assess) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### W.3.6.

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.3.7.

Conduct short research projects that build knowledge about a topic.

### 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.

### W.3.10.

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 (Content Standards)

College and Career Readiness Standards for Speaking and listening

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### 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.

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.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.

### SL.3.3.

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

### 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.

### SL.3.5.

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.3.6.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **Language Standards (Content Standard)**

College and Career Readiness Anchor Standard for Language

- 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.3.1. (Critical-Assess-DSPA LA-03-04-06) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. (Critical-Assess) 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. (Critical-Assess) Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. (Critical-Assess) 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. (Critical-Assess) Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

L.3.2. (Critical-Assess-DSPA LA-03-04-06) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. (Critical-Assess) Capitalize appropriate words in titles.
- b. (Critical-Assess) 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.3.3.

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 Standard English.

L.3.4 (Critical-Assess DSPA LA-03-03)

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. (Critical-Assess) 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. (Critical-Assess) Use a known root word as a clue to the meaning of

an unknown word with the same root (e.g., *company*, *companion*).

- d. (Critical-Assess) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

### L.3.5.

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *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.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*).

## **LA-03-05 - LIBRARY MEDIA (Content Standard)**

C - Critical--Assessment Reporting Required

State Standard and Benchmark Correlation:

LA3.1.2 Read and Interpret Literature

LA3.2.1 Apply Writing Skills to Plan/Draft/Revise/Publish

Students will be knowledgeable about the library media center and able to utilize its resources at a level appropriate for third grade. Instruction should take place through integration of content such as social studies research or science projects. Assessment should be based on observed behaviors when students are applying the appropriate library skills. The classroom teacher or the library media specialist may do assessment. Language Arts assessment sheets must be used for the assessment and are the responsibility of the classroom teacher. A single evaluation will be made for this competency and will include all critical objectives within the competency area.

### **LA-03-05-01 - Use of the Library Media Center (Objective)**

C-CS - Critical-Assessment at Content Standard

The information-literate student will appreciate literature and other creative expressions of information. Students will be able both to understand and enjoy creative works

presented in all formats.

**LA-03-05-02 - Checking Out Materials (Objective)**

C-CS - Critical-Assessment at Content Standard

The information-literate student will apply the principles of media circulation procedures.

**LA-03-05-03 - Locating Information (Objective)**

T – Teach – These skills are taught.

The information-literate student will identify a variety of information sources, use successful strategies for locating information, and access that information efficiently and effectively.

**LA-03-05-04 - Producing/Communicating Info/Ideas in Appropriate Forms (Objective)**

T – Teach – These skills are taught.

The information-literate student will use technology tools and applications to organize, produce, and communicate information (e.g., desktop publishing, databases, multimedia presentations, and electronic searches).