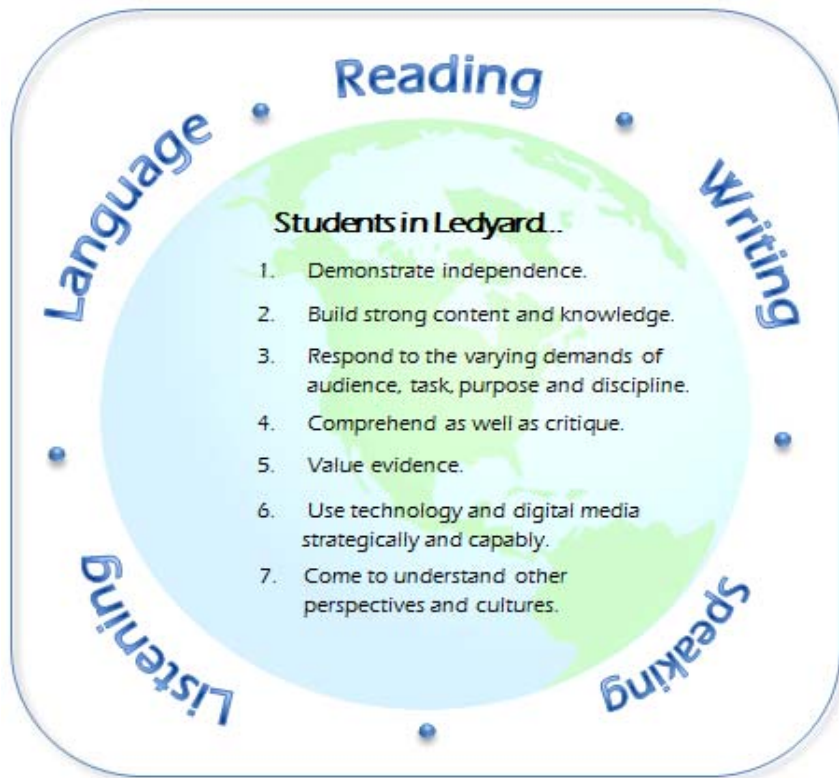


## Grade Three English Language Arts

### Overview:

The curriculum is an inclusive set of intentionally aligned components-clear learning outcomes with matching assessments, engaging learning activities, and instructional strategies-organized into sequenced Units of Study. These Units of Study serve as both the detailed *road-map* and high quality delivery system for ensuring all students achieve the desired end: The attainment of their designated grade specific standards.



This curriculum is aligned to the Common Core State Standards for English Language Arts, adopted by the State of Connecticut in July of 2010. The *Standards* themselves prepare students to be College and Career Ready (CCR) in Reading, Writing, Speaking and Listening. The College and Career Readiness *Anchor Standards*, the “backbone” of the Standards, describe the literacy skills which all students need when they graduate. The *K-12 Grade-Specific Standards* describe the literacy skills, corresponding to the CCR Anchor Standards by number. The *K-12 Grade-Specific Standards* define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The Ledyard Public Schools K-8 English Language Arts curricula infuse critical 21<sup>st</sup> Century Learning Skills which will ultimately provide students with the essential skills for success in a global society. These skills include Teamwork and Collaboration, Initiative and Leadership, Curiosity and Imagination, Innovation and Creativity, Critical Thinking and Problem Solving, Flexibility and Adaptability, Effective Oral and Written Communication as well as Accessing and Analyzing Information.

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### **K-5 CCR Anchor Standards:**

The K-5 *CCR Anchor Standards* are an integrated model of literacy containing four strands: *Reading* (including Foundational Skills), *Writing, Speaking and Listening* and *Language*. Media requirements are blended throughout the standards.

### **College and Career Readiness Anchor Standards for Reading for Literature and Informational Text**

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

#### ***Key Ideas and Details***

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.

#### ***Craft and Structure***

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.

#### ***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.

#### ***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

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### Reading Standards: Foundational Skills

These are K-5 standards directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

### College and Career Readiness Anchor Standards for Writing

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

#### ***Text Types and Purposes***

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.

#### ***Production and Distribution of Writing***

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.

#### ***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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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.

### ***Range of Writing***

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.

### **College and Career Readiness Anchor Standards for Language**

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### ***Conventions of Standard English***

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.

### ***Knowledge of Language***

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.

### ***Vocabulary Acquisition and Use***

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 figurative language, 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.

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### College and Career Readiness Anchor Standards for **Speaking and Listening**

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

#### **Comprehension and Collaboration**

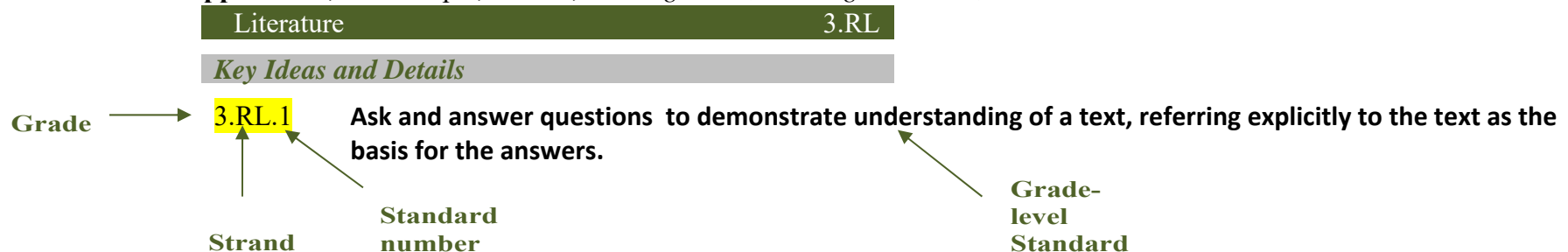
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### **Presentation of Knowledge and Ideas**

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.

#### **Grade-Specific Standards:** Refer to Appendix A

Individual grade-specific standards are identified by grade, strand, and number (or number and letter, where applicable) and are located in **Appendix A**; for example, **3.RL.1**, means *grade 3, Reading Literature, standard 1*.



**Note for Coding:** Any standard that is highlighted in yellow indicates if that standard is either new or if there is an increase in rigor.  
**Pacing Guide, Glossary of Terms for Unit Components:** Refer to Appendix A