

**English Language Arts Curriculum – Grade Three  
Diocese of Cleveland  
2013**

**Language: Handwriting**

**Standards Assessed**

DOC: English Language Arts, DOC: Grade 3, III: Writing Conventions

A. Handwriting

- 1. Write legibly in cursive; space letters and sentences appropriately.
- 2. Maintain consistent letter size by using headline, midline, and baseline.
- 3. Use correct strokes and continuous line to form letters and words.
- 4. Position paper and hold pencil with correct slant.
- 5. Use correct spacing between letters and words.
- 6. Execute all of the above while sitting in good writing position.

**Essential Questions**

1. Why is writing legibly important?
2. How is written language different from spoken language?
3. How do written conventions help my reader understand my thoughts and feelings?

Statement Regarding Handwriting. Manuscript handwriting, cursive handwriting, and keyboarding are means for communicating thoughts to others in a legible manner. These are not a content subject in themselves, but rather a part of the drafting and editing steps within the writing process. Correct formation, size, slant, and shape of letters in handwriting and proper hand placement for keyboarding should be modeled, taught, and reinforced at all grade levels. Formal cursive instruction begins in second grade and is reinforced in third and fourth grade. In fifth through eighth grades, cursive writing should be remediated and/or reinforced as needed. Keyboarding should be introduced in grade two with practice and reinforcement throughout the grades.

**Content**

**The students will know**

1. Overcurve
2. Undercurve
3. Downcurve
4. Slant
5. Headline
6. Baseline
7. Mid-line
8. Letter formation
9. Legibility
10. Cursive handwriting

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Illustrate consistent letter size by using headline, mid-line, and baseline.
2. Space letters, words, and sentences appropriately.
3. Use correct strokes to form letters including undercurve, downcurve, overcurve, and slant.
4. Position papers properly, sit in a good writing position, and hold pencil with correct slant.
5. Write uppercase and lowercase cursive alphabet legibly.

**Common Core Vocabulary**

**Additional Vocabulary**

**Learning Experiences (Suggested)**

**Assessment (Suggested)**

<ol style="list-style-type: none"> <li>1. Throughout the year, the children will practice and use the correct strokes to form letters, position papers properly, sit in a good writing position, and hold the pencil/pen correctly.</li> <li>2. Throughout the year, children will practice cursive letter formation on interactive white board, in the air, on student white boards.</li> <li>3. Throughout the year, children will use cursive handwriting when writing spelling words, vocabulary words, sentences and paragraphs, bible verses, and in all subject areas.</li> </ol>	<p><b>Writing Cursive</b>  <b>Formative: Written Assessment</b>  Children will practice and use the correct strokes to form letters, position papers properly, sit in a good writing position, and hold the pencil/pen correctly.</p> <p><b>Handwriting across the Curriculum</b>  <b>Formative: Written Assessment</b>  Children will use cursive handwriting when writing spelling words, vocabulary words, sentences and paragraphs, bible verses, and in all subject areas.</p>
<p><b>Resources (Suggested)</b></p>	<p><b>Catholic Identity</b></p>
<ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Internet Resources  <a href="#">Zaner-Bloser Cursive Writing</a>  <a href="#">Cursive Handwriting Practice</a>  <a href="#">Practice Writing Words in Cursive Handwriting</a>  <a href="#">Cursive Worksheets and Printables</a></li> </ol>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ 8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>

**English Language Arts Curriculum – Grade Three**  
**Diocese of Cleveland**  
**2013**

**Language: Spelling**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language

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

- L.3.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Essential Questions**

1. How do I know if words are spelled correctly?
2. Why is spelling words correctly so important?
3. How can I learn to spell words I don't know?
4. How can I spell so other readers can read my words?
5. How do I figure out a word I do not know?
6. How do I edit my writing for spelling?

**Content**

**The students will know**

1. High frequency words
2. Multi-syllabic words
3. Contractions
4. Resources for correct spelling
5. Prefixes and suffixes
6. Word families
7. Position-based spellings
8. Syllable patterns
9. Ending rules
10. Meaningful word parts
11. Homophone
12. Compound words
13. Homonym

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Spell regularly used and high-frequency words correctly.
2. Spell words studied correctly.
3. Spell plurals and verb tenses correctly.
4. Spell multi-syllabic words correctly.
5. Spell contractions, compounds, and homonyms correctly.
6. Use spelling patterns and rules correctly.
7. Spell irregular words.
8. Use conventional spelling for high-frequency and other studied words.
9. Use spelling patterns and generalizations in writing words.
10. Use reference materials, including beginning dictionaries, as needed to check and correct spellings.
11. Write legibly in cursive; space letters and sentences appropriately.

**Common Core Vocabulary**

**Additional Vocabulary**

<ol style="list-style-type: none"> <li>1. High frequency words</li> <li>2. Multi-syllabic words</li> <li>3. Contractions</li> <li>4. Resources for correct spelling</li> <li>5. Prefixes and suffixes</li> <li>6. Word families</li> <li>7. Position-based spellings</li> <li>8. Syllable patterns</li> <li>9. Ending rules</li> <li>10. Meaningful word parts</li> <li>11. Homophone</li> <li>12. Compound words</li> <li>13. Homonym</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. <b>Class Activity.</b> Copy a selected grade-appropriate current event or content-related text into a worksheet and edit the text to include 10 or 15 spelling errors. The misspelled words should be words students should be able to spell, since the emphasis is on finding/editing errors of spelling in text and learning about current events. Double-space the type so children can correct the spelling directly above misspelled words. Repeat this activity throughout the year using grade-level text material.</li> <li>2. <b>Independent Work.</b> Create a homophone activity sheet containing homophone pairs. For each pair, provide two sentences; each sentence has blanks in it. Children will complete each of the sentences by placing the correct homophone in the missing space. <b>After completing the activity sheet, children will work with a partner to create a list of additional homophones. They will write sentences for the pair of homophones leaving a blank space for the correct homophone. Partners will exchange and complete the exercise.</b></li> <li>3. <b>Class Activity.</b> After explaining that a mnemonic device is a device that people use as an aid to remember something, each child will be given a word from the class spelling list. They will write and illustrate a mnemonic that will help them remember how to spell the assigned word. Children will share their mnemonics with the class. After sharing the mnemonics, they will be put on a classroom bulletin board.</li> <li>4. <b>Cooperative Group Work.</b> Working with a partner, children will create a comic strip. Each team will create their own comic characters, stories, and story strips using their spelling word lists. Comic strips will be edited, revised, and published using a digital tool. When completed, the comic strips will be shared with the class and posted in the classroom for all to see.</li> </ol>	<p><b>Finding the Errors</b>  <b>Formative: Class Work</b>  Copy a selected grade-appropriate current event or content-related text into a worksheet and edit the text to include 10 or 15 spelling errors. The misspelled words should be words students should be able to spell, since the emphasis is on finding/editing errors of spelling in text and learning about current events. Double-space the type so children can correct the spelling directly above misspelled words. Repeat this activity throughout the year using grade-level text material.</p> <p><b>Homophones</b>  <b>Formative: Class Work</b>  Using a homophone activity sheet containing homophone pairs and two sentences for each pair with blanks in each one, children will complete each of the sentences by placing the correct homophone in the missing space. <b>After completing the activity sheet, children will work with a partner to create a list of additional homophones. They will write sentences for the pair of homophones leaving a blank space for the correct homophone. Partners will exchange and complete the exercise.</b></p> <p><b>Mnemonic Devices</b>  <b>Formative: Writing Assignment</b>  After explaining that a mnemonic device is a device that people use as an aid to remember something, each child will be given a word from the class spelling list. They will write and illustrate a mnemonic that will help them remember how to spell the assigned word. Children will share their mnemonics with the class. After sharing the mnemonics, they will be put on a classroom bulletin board.</p> <p><b>Creating a Comic Strip</b>  <b>Formative: Cooperative Group Work</b>  Working with a partner, children will create a comic strip. Each team will create their own comic characters, stories, and story strips using their spelling word lists. Comic strips will be edited, revised, and published using a digital tool. When completed, the comic strips will be shared with the class and posted in the classroom for all to see.</p>
<b>Resources (Suggested)</b>	<b>Catholic Identity</b>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>Judy Moody and the Bad Luck Charm</i> by Megan McDonald and Peter H. Reynolds  <i>Fancy Nancy: Splendid Speller</i> by Jane O'Connor and Robin Preiss Glasser  <i>Clarice Bean Spells Trouble</i> by Lauren Child  <i>Captain Awesome and the Ultimate Spelling Bee</i> by Stan Kirby and George O'Connor  <i>The Spelling Bee Before Recess</i> by Deborah Lee Rose and Carey F. Armstrong-Ellis  <i>Spelling Queen</i> by Marci Peschke and Tuesday Mourning</p> <p>3. Internet Resources  <a href="#">Spelling City</a>  <a href="#">Spelling Activities for 3rd Grade</a>  <a href="#">3rd Grade Spelling Lists</a>  <a href="#">3rd Grade Spelling Activities</a>  <a href="#">Spice Up Your Spelling Words</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ Solidarity</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>
---	---

**English Language Arts Curriculum –Grade Three  
Diocese of Cleveland  
2013**

**Language: Vocabulary Acquisition and Use**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing 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.

- 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.)

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.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Speaking and Listening

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.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language 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.

- L.3.4. 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.
- L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b. 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).
- L.3.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key

words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings.

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

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.3.6. 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).

### Essential Questions

1. How does vocabulary enhance learning?
2. How can I find out what I want to know?
3. How can technology enhance understanding?

### Content

#### The students will know

1. Multiple meaning words
2. Affix (prefix and suffix)
3. Root words
4. High frequency words
5. Multi-syllabic words
6. Contractions
7. Homophones
8. Homonyms
9. Homographs
10. Sentence-level context clues
11. Literal and non-literal meanings
12. Nuance
13. Idiom
14. Real-life connections
15. Shades of meaning
16. Dictionary
17. Glossary

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

#### The students will be able to

1. Use knowledge of word order and in-sentence context clues to support word identification and define unknown words.
2. Use context clues to determine the meaning of homophones, homonyms, and homographs.
3. Determine meaning of words through life experiences and prior knowledge.
4. Identify root words and their prefixes/suffixes to determine the meaning of a word.
5. Classify words into their parts of speech categories.
6. Explain the relationship between spoken word and written language.
7. Determine the meaning of a compound word by understanding the meaning of each individual word.
8. Use resources, both print and digital, to clarify the meaning and pronunciation of words and phrases.
9. Distinguish shades of meaning between closely related words.
10. Distinguish the literal and non-literal meanings of words and phrases in text.
11. Identify words that have similar/opposite meanings.
12. 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.
13. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases
14. Write legibly in cursive; space letters and sentences

	appropriately.
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Multiple meaning words</li> <li>2. Affix (prefix and suffix)</li> <li>3. Root words</li> <li>4. High frequency words</li> <li>5. Multi-syllabic words</li> <li>6. Contractions</li> <li>7. Homophones</li> <li>8. Homonyms</li> <li>9. Homographs</li> <li>10. Sentence-level context clues</li> <li>11. Literal and non-literal meanings</li> <li>12. Nuance</li> <li>13. Real-life connections</li> <li>14. Shades of meaning</li> <li>15. Idiom</li> <li>16. Dictionary</li> <li>17. Glossary</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. <b>Class Activity.</b> Read a book such as, <i>The Garden on Green Street</i> by Meish Goldish. As a class, they will identify key words from the story and list them on the board. Working in cooperative groups the children will develop semantic maps for each word. The semantic maps will include symbols children create for the word, pictures, and synonyms that illustrate the rich meaning of each word. Groups will share their maps with the class and then hang their poster for all to see.</li> <li>2. <b>Partner Activity.</b> Working with a partner, children will read a science related literature book. After reading the story, the children will identify the key words in the text and develop a semantic map for each word. Their semantic maps will include a symbol they create for the word, pictures, and words that illustrate the rich meaning of each word.</li> <li>3. <b>Partner Activity.</b> Extend the above class activity addressing words with suffixes. Working with a partner, children will read a science related literature book. After reading the story, the children will identify the key words in the text and develop a semantic map for each word. Their semantic maps will include a symbol they create for the word, pictures, and words that illustrate the rich meaning of each word. This activity can be repeated with words having different suffixes and prefixes.</li> <li>4. <b>Class Activity.</b> Display a list of words with a common Latin suffix (e.g., -able, -ible, -ation, -fy, -ify, -ment, -ty, -ity): likeable, readable, drivable, laughable, teachable. Children will identify the root word and its part of speech. They will then determine what part of speech the word is when the suffix is added. Finally, they will use the word containing the suffix correctly in a sentence.</li> <li>5. <b>Partner Work.</b> Working with a partner, children will use of list of words containing suffixes. They will identify the root</li> </ol>	<p><b>Understanding Key Words</b>  <b>Formative: Cooperative Group Work</b>  Working in cooperative groups, the children will develop semantic maps for each key word in the story read to the class. The semantic maps will include symbols children create for the word, pictures, and synonyms that illustrate the rich meaning of each word. Groups will share their maps with the class and then hang their poster for all to see.</p> <p><b>Word Meaning</b>  <b>Formative: Cooperative Group Work</b>  Working with a partner, children will read a science related literature book. After reading the story, the children will identify the key words in the text and develop a semantic map for each word. Their semantic maps will include a symbol they create for the word, pictures, and words that illustrate the rich meaning of each word. (This can be repeated throughout the year using different content-related texts).</p> <p><b>Suffixes and Prefixes</b>  <b>Formative: Writing Assignment</b>  Working with a partner, children will use a list of words containing suffixes. They will identify the root word, the part of speech of the root word and the part of speech of the word with the suffix. They will then use the word containing the suffix in a sentence. This activity can be extended throughout the year using more suffixes and prefixes.</p> <p><b>Idioms</b>  <b>Formative: Writing Assignment</b>  Using the Internet, children will find idioms. They will choose one idiomatic saying and draw a picture of the literal and figurative meaning of the saying. They will then write a short paragraph to explain to someone why it is important to know what the idiom</p>

word, the part of speech of the root word and the part of speech of the word with the suffix. They will then use the word containing the suffix in a sentence.

6. Class Activity. Read a book, such as one from the Amelia Bedelia series, to the class. Explain what an idiom is and discuss examples of idioms from the readings.

7. Independent Work. Using the Internet, children will find other idioms. They will choose one idiomatic saying and draw a picture of the literal and figurative meaning of the saying. They will then write a short paragraph to explain to someone why it is important to know what the idiom really means.

-  [Vocabulary Concept Map](#)
-  [Sample Vocabulary Map](#)
-  [Concept Map](#)
-  [Vocabulary Concept Map #2](#)
-  [Building Vocabulary for 3rd Grade Students](#)
-  [Teaching Vocabulary from Word Roots](#)
-  [Vocabulary Can Be Fun](#)

really means.

**Resources (Suggested)**

1. iPad Resources
2. Literature Connection
  - Amelia Bedelia Goes Camping* by Peggy Parish and Lynn Sweat
  - Teach Us, Amelia Bedelia* by Peggy Parish and Lynn Sweat
  - Amelia Bedelia Helps Out* by Peggy Parish and Lynn Sweat
  - Amelia Bedelia Bakes Off* by Herman Parish and Lynn Sweat
  - Merry Christmas, Amelia Bedelia* by Peggy Parish and Lynn Sweat
  - Amelia Bedelia, Rocket Scientist* by Herman Parish and Lynn Sweat
  - My Momma Likes to Say* by Denise Brennen-Nelson and Jane Monroe Donovan
  - Even More Parts: Idioms from Head to Toe* by Tedd Arnold
  - In a Pickle and Other Funny Idioms* by Marvin Terban and Giulio Maestro
  - Why the Banana Split: Adventures in Idioms* by Rick Walton and Jimmy Holder
3. Internet Resources
  -  [Spelling City](#)
  -  [Idioms](#)
  -  [The Idiom Connection](#)
  -  [Vocabulary Games](#)
  -  [Vocabulary Activities](#)

**Catholic Identity**

- Social Justice Teachings**
- ❖ Life and Dignity of the Human Person
  - ❖ Call to Family, Community, and Participation
  - ❖ Rights and Responsibilities
  - ❖ The Dignity of Work and the Rights of Workers
- Rights of Children**
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
  - ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
  - ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
  - ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
  - ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
  - ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
  - ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
  - ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.



[Vocabulary](#)

**English Language Arts–Grade Three**  
**Diocese of Cleveland**  
**2013**

**Language: Sentence Structure and Composition**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing 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.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language Conventions of Standard English

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

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b. Form and use regular and irregular plural nouns.
- L.3.1c. Use abstract nouns (e.g., childhood).
- L.3.1d. Form and use regular and irregular verbs.
- L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.\*
- L.3.1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h. Use coordinating and subordinating conjunctions.
- L.3.1i. Produce simple, compound, and complex sentences.

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

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a. Capitalize appropriate words in titles.
- L.3.2b. Use commas in addresses.
- L.3.2c. Use commas and quotation marks in dialogue.
- L.3.2d. Form and use possessives.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a. Choose words and phrases for effect.

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.3.6. 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).

### Essential Questions

1. Why is the correct use of the parts of speech an important part of the writing process?
2. How do nouns control meaning?
3. How do verbs control meaning?
4. How is written language different from spoken language?
5. How do writing conventions help my reader understand my thoughts and feelings?
6. How can I use structural and graphic features of a text to help me understand what an author is both stating and implying?

### Content

#### The students will know

1. Sentence structure
2. Capitalization
3. Punctuation
4. Simple, compound, complex sentences
5. Parts of speech
6. Common and proper nouns
7. Plural nouns and singular nouns
8. Possessives
9. Pronouns
10. Pronoun-antecedent agreement
11. Abstract nouns
12. Verbs
13. Adverbs
14. Adjectives
15. Regular and irregular verbs
16. Verb tenses
17. Subject-verb agreement
18. Commas
19. Quotation marks
20. Coordinating and subordinating conjunctions



[Forming Possessives](#)

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

#### The students will be able to

1. Recognize and use punctuation and capitalization correctly.
2. Identify and correctly use nouns in sentences.
3. Categorize nouns as proper or common nouns and use correct capitalization when writing proper nouns.
4. Recognize a possessive noun as a noun showing ownership and use an apostrophe correctly when writing possessive nouns in sentences.
5. Use singular and plural nouns with matching verbs in sentences.
6. Form and use regular and irregular plural nouns.
7. Identify and use collective nouns.
8. Identify and use abstract nouns.
9. Identify and use correctly personal, possessive, indefinite, and reflexive pronouns in sentences.
10. Ensure pronoun-antecedent agreement.
11. Use correct verb tenses in writing and speaking.
12. Identify a verb as an action word.
13. Recognize and use subjects and verbs that are in agreement.
14. Form and use regular and irregular verbs correctly.
15. Produce, expand, and rearrange simple, compound, and complex sentences.
16. Use coordinating and subordinating conjunctions to expand sentences.
17. Identify an adjective as a word describing a noun.
18. Use adjectives and adverbs to add details to sentences.
19. Use correct adjective and adverb placement.
20. Identify an adverb as a word describing a verb and use correctly in writing.
21. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
22. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
23. Identify and use various types of sentences; simple, compound, complex, declarative, imperative, interrogative, and exclamatory.
24. 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. 25. Write legibly in cursive; space letters and sentences appropriately.
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Sentence structure</li> <li>2. Capitalization</li> <li>3. Punctuation</li> <li>4. Simple, compound, complex sentences</li> <li>5. Parts of speech</li> <li>6. Common and proper nouns</li> <li>7. Plural nouns and singular nouns</li> <li>8. Possessives</li> <li>9. Pronouns</li> <li>10. Pronoun-antecedent agreement</li> <li>11. Abstract nouns</li> <li>12. Verbs</li> <li>13. Adverbs</li> <li>14. Adjectives</li> <li>15. Regular and irregular verbs</li> <li>16. Verb tenses</li> <li>17. Subject-verb agreement</li> <li>18. Commas</li> <li>19. Quotation marks</li> <li>20. Coordinating and subordinating conjunctions</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Review Activity. Using a "shared brainstorming" activity, engage children in a review of common and proper nouns. Have the children name as many common nouns that they can think of on topics such as: <ol style="list-style-type: none"> <li>a. Items in jewelry store</li> <li>b. Grocery store</li> <li>c. Fruits</li> <li>d. In the environment (classroom and outside)</li> </ol> In addition, have them name as many proper nouns as they can think of on topics such as: <ol style="list-style-type: none"> <li>a. Famous people</li> <li>b. States</li> <li>c. Fast food restaurants</li> </ol> Using these common and proper nouns, have children write at least five simple sentences connecting two topic areas. Share their sentences with the class. Discuss the verbs they used in creating the sentences. </li> <li>2. Class Activity. Working in cooperative groups, have children make a four-column chart with the titles "Person," "Place," "Thing," or "Idea." Tell them that they will need to fill out each column with as many nouns as they can think of within a given time period. This fast-paced noun activity should take less than two minutes. Encourage students to share their lists with the class and reward the longest fully-correct list with a small prize or congratulatory praise.</li> <li>3. Class Activity. Divide the class into two groups. One group will be the inside circle, and the other will be outside. Have the inside circle turn to face their outside circle partners. Give the outside circle partner a word card. The outside circle partner shows the word card. The inside partner</li> </ol>	<p><b>Writing Simple Sentences</b> <b>Formative: Writing Assignment</b> Following the "shared brainstorming" activity, children will use the common and proper nouns on the lists to write at least five simple sentences connecting the two topic areas. They will share their sentences with the class and discuss the verbs they used in creating the sentences.</p> <p><b>Noun Review</b> <b>Formative: Cooperative Group Work</b> Working in cooperative groups, children will make a four-column chart with the titles "Person," "Place," "Thing," or "Idea." They will need to fill out each column with as many nouns as they can think of within a given time period. Children will share their lists with the class.</p> <p><b>Using Adjectives in Sentences</b> <b>Formative: Writing Assignment</b> Children will be provided with a list of adjectives that describe a famous person and will use the list to write three sentences. They will share their sentences with the class and identify the noun, verb, and adjective in each sentence.</p> <p><b>Using Adverbs</b> <b>Formative: Writing Assignment</b> Children will be provided with a list of adverbs that tell how and will use the list to write three sentences. They will share their sentences with the class and identify the noun, verb, and adjective in each sentence.</p>

reads the word and tells if the word is a verb or noun, and how they know. Partners self correct. Then the inside circle moves one place clockwise to the next partner, and a new word. Play several times, then have the inside circle switch with outside, so each player gets turns showing the cards.

4. Class Activity. Part 1: Provide children with a list of adjectives that describe a famous person and have them write three sentences using the adjectives. Share sentences with the class and identify the noun, verb, and adjective in each sentence. Part 2: Provide children with a list of adverbs that tell how and have them use each word in a different sentence. Share sentences with the class.
5. Class Activity. Carousel brainstorm: Put chart paper around the room with varied noun, verb, adjective and adverb categories. Working in cooperative groups with a special color of marker, have each team brainstorm as many words as they can for each category. Groups rotate until they have visited each chart. Follow up this activity by having children use the charts to help them write sentences and paragraphs.
6. Introductory Activity. Create simple posters for the coordinating conjunctions (but, or, yet, for, and, nor, so = B.O.Y.F.A.N.S) Share a short paragraph consisting of simple sentences with the children. Explain how some of the simple sentences can be combined using coordinating conjunctions to create a compound sentence. Show how this might be done.  
Following this lesson, provide children with a paragraph that includes only simple sentences. Have them combine some of the simple sentences to make compound sentences using coordinating conjunctions. Have children share their paragraphs with a partner and explain why they used the conjunction they did.
7. Throughout the year, have children routinely use compound sentences as they complete writing assignments and have them identify compound sentences in a text they are reading. Ask them to take apart compound sentences to form simple sentences and compare the two versions to determine which version makes the connections between ideas clearer.



[Writing Prompts](#)



[Writing Topics](#)



[Journal Prompts](#)



[Journal Writing Prompts](#)



[Daily Edit Paragraphs](#)



[Sentence Structure](#)



[PowerPoint Presentations at Grammar Byte](#)

## Using Conjunctions

### Formative: Writing Assignment

Children will be provided with a paragraph that includes only simple sentences. They will combine some of the simple sentences to make compound sentences using coordinating conjunctions. They will share their paragraphs with a partner and explain why they used the conjunction they did.

### Resources (Suggested)

1. iPad Resources
2. Literature Connection  
*Nouns and Verbs Have a Field Day* by Robin Pulver

### Catholic Identity

#### Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation

*Hairy, Scary, Ordinary: What Is an Adjective?* by Brian Cleary  
*Quirky, Jerky, Extra Perky More About Adjectives* by Brian Cleary  
*Dearly, Nearly, Insincerely: What Is an Adverb?* by Brian Cleary  
*Lazily, Crazy, Just a Bit Nasally: More About Adverbs* by Brian Cleary  
*Suddenly Alligator: Adventures in Adverbs* by Rick Walton  
*Pig, Pigger, Piggest* by Rick Walton  
*Just Me & 6,000 Rats: A Tale of Conjunctions* by Rick Walton  
*Bullfrog Pops!: Adventures in Verbs and Direct Objects* by Rick Walton

3. Internet Resources



[Enchanted Learning](#)



[Inspiration](#)



[Scholastic](#)



[Pronoun Lesson](#)



[The Curriculum Corner](#)



[The Noun Game](#)



[Noun Song](#)



[Possessive Nouns](#)



[Adjectives and Synonyms](#)



[Adverb Acting Song](#)



[Adverb Song](#)



[School House Rock – Adjective Song](#)

- ❖ Rights and Responsibilities
- ❖ The Dignity of Work and the Rights of Workers

### Rights of Children

- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**English Language Arts Curriculum – Grade Three**  
**Diocese of Cleveland**  
**2013**

**Developing Speaking and Listening Skills**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing 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.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Speaking and Listening 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.

- 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.
- SL.3.1a. 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.
- SL.3.1b. 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).
- SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d. Explain their own ideas and understanding in light of the discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Essential Questions**

1. Why is it important to listen to others?
2. How do we show that we are good listeners?
3. Why am I speaking?
4. What am I trying to say?

**Content**

The students will know

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

<ol style="list-style-type: none"> <li>1. Collaborative discussions</li> <li>2. Rules for discussions</li> <li>3. Presentation</li> <li>4. Listening strategies</li> <li>5. Main idea</li> <li>6. Supporting details</li> <li>7. Paraphrase</li> <li>8. Diverse media</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare for a presentation, having read or studied material being presented; use preparedness to participate in discussion.</li> <li>2. Explain the connections between illustrations, media, and text and how illustrations support the text and/or the speaker.</li> <li>3. Use active listening strategies such as eye contact and asking for clarification when responding to speakers.</li> <li>4. Identify main ideas and paraphrase what is presented.</li> <li>5. Connect what is heard with prior knowledge and experience.</li> <li>6. See likenesses and differences of experience to what is said or read.</li> <li>7. Listen with courtesy and open-mindedness.</li> <li>8. Follow multi-step oral directions.</li> <li>9. Take turns in small and/or large discussion groups.</li> <li>10. Speak clearly and at an appropriate pace and volume.</li> <li>11. Ask and answer questions to demonstrate comprehension of oral presentation.</li> <li>12. Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience, setting, and purpose.</li> <li>13. 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.</li> <li>14. Write legibly in cursive; space letters and sentences appropriately.</li> </ol>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Presentation</li> <li>2. Listening strategies</li> <li>3. Main idea</li> <li>4. Paraphrase</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>

<p>1. Class Activity. Explain to the children that today they are going to practice listening to one another by repeating what they've heard to show that they really heard it. Have a child tell what his or her favorite color is and then call on the next person to speak. The next person to speak repeats what the first person said and then adds what his or her favorite color is. That person calls on a third person to speak who repeats only what the person right before him – the second person – said and adds what his or her favorite color is. If children forget what the person before them said or start to tell their favorite colors without first repeating what they have just heard, gently point it out and ask them to try again. Continue with other statements such as, "On Saturday, I like to..."</p> <p>2. Active Listening Activity. Explain that children are going to practice paraphrasing by working with a partner. One person will talk about a topic you suggest and the other will paraphrase.</p> <p>Using a topic from a list, have one person talk for one minute and have his or her partner paraphrase. Ask the children who did the paraphrasing to tell their partners what it was like for them to do this.</p> <p>a. Did they have trouble listening?  b. Did they have trouble remembering what they heard? c. How did they feel about the experience?</p> <p>Then have the children who did the talking say what it was like for them to have their partner listen and paraphrase. Switch roles and repeat the activity.</p> <p>Follow this activity with a discussion addressing:</p> <p>a. Was it easy or hard to paraphrase?  b. How did it feel to do it?  c. When you were the speaker, what was it like to hear yourself paraphrased?</p> <p>3. Class Activity. When reading various pieces of literature, create a "feeling" map of the characters. Have children identify how the character is feeling in a particular passage. (Ask them to identify the page number, the paragraph, the character, the feeling.) Have them write a paragraph telling whether the feeling was a positive or a negative feeling and how they would change a negative feeling to positive feeling. Share with the class.</p> <p>4. Class Activity. Poetry Practice – Model reading poetry with expression and fluency. Provide opportunities for children to practice sharing poetry as individuals or in whole groups. Use poetry that focuses on the concepts of reading, writing and school for practice.</p> <p>5. Individual Work. Each child will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>6. Class Activity. Becoming a Newscaster – Third graders may be involved in planning and presenting a weekly newscast including various segments. Assign roles such as weather, current events, sports, book reviews, etc. Children work in small groups to prepare scripts and gather data using Web resources for information. They practice presenting with their groups before presenting to the school via live telecast or being taped for future broadcast.</p>	<p><b>Listening to Others</b>  <b>Formative: Oral Assessment</b>  A child will tell what his or her favorite color is and then call on the next person to speak. The next person to speak repeats what the first person said and then adds what his or her favorite color is. That person calls on a third person to speak who repeats only what the person right before him - the second person - said and adds what his or her favorite color is. If children forget what the person before them said or start to tell their favorite colors without first repeating what they have just heard, gently point it out and ask them to try again.</p> <p><b>Paraphrasing</b>  <b>Formative: Oral Assessment</b>  Children will practice paraphrasing by working with a partner. One child will talk about a topic you suggest and the other will paraphrase. Using a topic from a list, have one child talk for one minute and have his or her partner paraphrase. Ask the children who did the paraphrasing to tell their partners what it was like for them to do this.</p> <p>a. Did they have trouble listening?  b. Did they have trouble remembering what they heard? c. How did they feel about the experience?</p> <p>Then the children who did the talking will say what it was like for them to have their partner listen and paraphrase. Switch roles and repeat the activity.</p> <p>Follow this activity with a discussion addressing:</p> <p>a. Was it easy or hard to paraphrase?  b. How did it feel to do it?  c. When you were the speaker, what was it like to hear yourself paraphrased?</p> <p><b>"Feeling Map"</b>  <b>Formative: Writing Assignment</b>  When reading various pieces of literature, children will create a "feeling" map of the characters. They will identify how the character is feeling in a particular passage. (Ask them to identify the page number, the paragraph, the character, the feeling.) They will write a paragraph telling whether the feeling was a positive or a negative feeling and how they would change a negative feeling to positive feeling. Share with the class.</p> <p><b>Reporting</b>  <b>Formative: Oral Assessment</b>  Each child will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
<p><b>Resources (Suggested)</b></p>	<p><b>Catholic Identity</b></p>

<p>1. iPad Resources</p> <p>2. Literature Connection  <i>Wonderful Words: Poems About Reading, Writing, Speaking, and Listening</i> by Lee Bennett Hopkins  <i>Good Books, Good Times</i> by Lee Bennett Hopkins  <i>Lunch Money And Other Poems About School</i> by Carol Diggory Shields  <i>When The Teacher Isn't Looking: And Other Funny School Poems</i> by Kenn Nesbitt  <i>2030: A Day in the Life of Tomorrow's Kids</i> by Amy Zucherman, Jim Daly and John Manders  <i>Best Friends for Frances</i> by Russell Hoban and Lillian Hoban  <i>George and Martha</i> by James Marshall  <i>A Letter to Amy</i> by Ezra Jack Keats  <i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman</p> <p>3. Internet Resources  <a href="#">Speaking and Listening</a>  <a href="#">Public Speaking Activities</a>  <a href="#">Speaking and Listening Activities</a>  <a href="#">Language Arts – Third Grade Lesson Plans</a>  <a href="#">Listening and Speaking Resources</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> </ul>
---	---

**English Language Arts Curriculum – Grade Three  
Diocese of Cleveland  
2013**

**Writing: Presentation of Knowledge and Ideas**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing 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.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

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.

- W.3.7. Conduct short research projects that build knowledge about a topic.

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.

- 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.

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.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Speaking and Listening 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.

- 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.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- 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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Essential Questions**

<ol style="list-style-type: none"> <li>1. How do good speakers express their thoughts and feelings?</li> <li>2. How does what I say and how I listen show my respect for human dignity?</li> <li>3. How is my style of writing influenced by purpose?</li> <li>4. How does each step in the process impact my writing?</li> <li>5. How can I use evaluation and reflection to improve my writing, speaking, and listening?</li> </ol>	
<p><b>Content</b> The students will know</p>	<p><b>Skills</b> <a href="#">Bloom's Taxonomy</a> <a href="#">DOK Links</a> The students will be able to</p>
<ol style="list-style-type: none"> <li>1. Planning, revising, editing, writing</li> <li>2. Research</li> <li>3. Gather Information</li> <li>4. Details</li> <li>5. Introduction</li> <li>6. Closure and conclusion</li> <li>7. Point of view</li> <li>8. Opinion</li> <li>9. Vocabulary</li> <li>10. Audience</li> <li>11. Setting</li> <li>12. Purpose</li> <li>13. Digital tools</li> </ol>	<ol style="list-style-type: none"> <li>1. Organize information, including a clear introduction, body, and conclusion.</li> <li>2. Speak clearly, in complete sentences and at an appropriate pace and volume.</li> <li>3. Ask and answer questions to demonstrate comprehension of oral presentation.</li> <li>4. Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience, setting, and purpose.</li> <li>5. Deliver formal and informal descriptive presentations recalling an event or a personal experience.</li> <li>6. State a clear opinion on a topic using details to support the position.</li> <li>7. Write stories that have a clear beginning, middle, and end.</li> <li>8. Use descriptive details and vivid language to improve writing.</li> <li>9. Write responses to literature that summarize main ideas and significant details.</li> <li>10. Write formal and informal letters that include important details and follow correct letter format.</li> <li>11. Produce informal writings (messages, journals, notes, poems) for various purposes.</li> <li>12. Use grade-appropriate words and phrases.</li> <li>13. Produce an initial draft for selected writing task.</li> <li>14. Use correct capitalization, punctuation, and spelling.</li> <li>15. Refer to dictionary to check spelling of unknown words.</li> <li>16. Use descriptive words, including adjectives and adverbs, to add detail to text.</li> <li>17. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.</li> <li>18. Edit to improve sentence fluency, grammar, and usage.</li> <li>19. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.</li> <li>20. 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.</li> <li>21. Write legibly in cursive; space letters and sentences appropriately.</li> <li>22. Use various forms of technology to share information.</li> </ol>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>

<ol style="list-style-type: none"><li>1. Plan, revise, edit writing</li><li>2. Research</li><li>3. Gather information</li><li>4. Details</li><li>5. Introduction</li><li>6. Closure and conclusion</li><li>7. Point of view</li><li>8. Opinion</li><li>9. Vocabulary</li><li>10. Audience</li><li>11. Setting</li><li>12. Purpose</li><li>13. Digital tools</li></ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>

1. Writing Activity. Show the children the video about Yellowstone National Park (see Links) taking notes while they watch. Using notes they have taken while watching the video, children work as part of a group to create an interesting and informative poster with pictures and facts about Yellowstone National Park. They will need to create posters that present factual information in an interesting and appealing manner. When the poster is completed, groups will share their work with the class.
2. Class Activity. The class selects a classical painting and children look at the painting for inspiration. The class constructs the first few sentences of a tale through group discussion and suggestion. Children form cooperative writing groups and the paragraph is distributed to each group. Each group reads the first paragraph and adds on another. The process is repeated including as many groups as possible until the tale seems finished. The class then gathers together to hear the results read out loud while looking at the painting that inspired the story.
3. Group Activity. Working in pairs consisting of a listener and a speaker, have each set of children imagine that they are standing outside of the speaker's front door. Have the speaker verbally give the attentive listener an imaginary errand to do. The speaker must carefully explain to his or her partner how to go into the house, travel to the bedroom, and, once there, describe where to find a special treasure somewhere in the room. Have the speaker tell the partner a story about why the item to be retrieved is special and then have the speaker verbally explain how to travel back to the front door to bring the special item out to where the speaker will be waiting. Repeat this activity reversing the roles played by the children.
4. Class Activity. Pass an object, such as a stone, around a circle of children. Each child must say one word describing the stone without repeating what has been said. See how many times the stone can go around the circle without repeating words. Adjectives such as "hard" or "smooth" etc., are a start, but any word that comes to mind is acceptable as long as it is inspired by the stone. For example, a smooth, round, white, oval stone could suggest "egg."
5. Writing and Speaking Activity. Explain to the children that everything has a story! Everything comes, in its elemental origin, from the Earth. Use an assortment of "things" such as:
  - a. Piece of paper
  - b. Shoe or sneaker
  - c. Rubber band
  - d. Paper clip
  - e. Ball (football, baseball, basketball, soccer ball, etc.)
 Have the children imagine the life story of one of those "things." Describe their history backwards through the personal use, purchase, manufacturing, to original natural resources from which it or its components were made. Have the children write its story like an autobiography and prepare a Podcast of the story and share it with the class. For example: Tell the tale of a piece of newspaper back to the tree in the forest.
6. Class Activity. Host a "story telling festival." Have each child prepare to present a short oral story (3-5 minutes), first to one other student, and then to larger groups until the telling is for the entire class.

## **A Visit to Yellowstone**

### **Formative: Cooperative Group Work**

Using notes they have taken while watching the video, children will work as part of a group to create an interesting and informative poster with pictures and facts about Yellowstone National Park. They will need to create posters that present factual information in an interesting and appealing manner. When the poster is completed, groups will share their work with the class.

### **Picture is Worth a Thousand Words**

#### **Formative: Cooperative Group Work**

The class selects a classical painting and children look at the painting for inspiration. The class constructs the first few sentences of a tale through group discussion and suggestion. Children will form cooperative writing groups and the paragraph is distributed to each group. Each group will read the first paragraph and add another. The process is repeated including as many groups as possible until the tale seems finished. The class will then gather together to hear the results read out loud while looking at the painting that inspired the story.

### **Autobiography**

#### **Formative: Writing Assignment**

Children will imagine the life story of an object shown to them. They will describe the history backwards through the personal use, purchase, manufacturing, to original natural resources from which it or its components were made. Have the children write its story like an autobiography and prepare a Podcast of the story and share it with the class. Children will write its story like an autobiography and then they will prepare a Podcast of the story and share it with the class.

### **Telling a Story**

#### **Formative: Oral Assessment**

Each child will prepare to present a short oral story (3-5 minutes), first to one other student, and then to larger groups until the telling is for the entire class.

Resources (Suggested)	Catholic Identity
<p>1. iPad Resources</p> <p>2. Literature Connections  <i>Stellaluna</i> by Janell Cannon  <i>That's What Friends Are For</i> by Florence Parry Heide, Sylvia Van Clief and Holly Meade  <i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman  <i>Frindle</i> by Andrew Clements and Brian Selznick  <i>Mapping Penny's World</i> by Loreen Leedy  <i>Are We There Yet?</i> by Alison Lester  <i>Babe the Gallant Pig</i> by Dick King-Smith and Mary Rayner  <i>Hachiko Waits</i> by Leslea Newman and Machiyo Kodaira  <i>Judy Moody</i> by Megan McDonald</p> <p>3. Internet Resources  <a href="#">Web 2.0 Tools</a>  <a href="#">Writing, Speaking and Listening</a>  <a href="#">Gallery Walk - Bringing Writing and Speaking Into All Subjects</a>  <a href="#">Teachers Resources</a>  <a href="#">Brain Pop Jr</a>  <a href="#">Free Speaking Worksheets</a>  <a href="#">Activities for Grade 3</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ Solidarity</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>

**English Language Arts–Grade Three**  
**Diocese of Cleveland**  
**2013**

**Writing: Narrative**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c. Use temporal words and phrases to signal event order.
- W.3.3d. Provide a sense of closure.

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.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

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.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language Conventions of Standard English

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

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.\*
- L.3.1i. Produce simple, compound, and complex sentences.

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

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a. Capitalize appropriate words in titles.
- L.3.2c. Use commas and quotation marks in dialogue.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a. Choose words and phrases for effect.
- L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.

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.3.6. 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).

### Essential Questions

1. Why do we write?
2. How is my style of writing influenced by purpose?
3. Why do stories need a beginning, middle, and end?
4. How does each step in the process impact my writing?
5. How do I evaluate my writing?
6. How can I use evaluation and reflection to improve my writing?
7. How does expressive writing support the development of personal and societal identity?

### Content

#### The students will know

1. Narrative writing
2. Events
3. Digital techniques
4. Details
5. Nouns
6. Verbs
7. Sentences
8. Capitalization
9. Punctuation
10. Spelling

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

#### The students will be able to

1. Generate ideas for a narrative that establishes a situation either real or imagined.
2. Introduce a narrator and/or characters.
3. Use a graphic organizer to plan sequence of events.
4. Develop audience and purpose for assigned writing task.
5. Correctly use commas and quotation marks in dialogue.
6. Use dialogue and descriptions of actions, thoughts, and feelings to improve writing quality.
7. Use grade-appropriate words and phrases for effect.
8. Use time-order words to signal event sequence.
9. Produce an initial draft for selected writing task.
10. Use correct capitalization, punctuation, and spelling.
11. Refer to dictionary to check spelling of unknown words.
12. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
13. Use descriptive words, including adjectives and adverbs, to add detail to the text.
14. Include transitional words and phrases.
15. Create an introduction, body, and a concluding statement or section.
16. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
17. Edit to improve sentence fluency, grammar, and usage.
18. 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.
19. Write legibly in cursive; space letters and sentences appropriately.
20. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.

Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> <li>1. Narrative</li> <li>2. Events</li> <li>3. Digital techniques</li> <li>4. Details</li> </ol>	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> <li>1. <b>Class Activity.</b> Children will do a "free write" in which they tap into their own "mental stream" – the inner flow of their own thoughts and feelings – and for 3-5 minutes, try to get as much of their thinking on paper. They will write down everything that comes into their heads using the first words that come to mind. Follow this activity with a class discussion of the activity and how it helped the children write down their thoughts and feelings about a topic or idea.</li> <li>2. <b>Independent Activity.</b> Gather a number of interesting used clothing items (e.g. hats, scarves, shoes, and costume jewelry) Give one item to each child and direct them to consider who might have worn the item and when and why they might have worn it. Ask them to create a story from the item's point of view making sure they have a beginning, middle and end to the story. Using a digital tool, have the children publish their story.</li> <li>3. <b>Writing Activity.</b> Using the picture that can be found in the Links and the following directions have the children write a story. While viewing the picture, ask the class what they see happening in the picture. Allow 3 minutes for children to turn and talk about what they see to a partner. Following the brief discussion, provide children with lined paper and the prompt for writing. Give children the remainder of the class time to write. Explain that each child is to write a story about what might be happening in this picture. The writing should be completed individually, without help. When the class time is over, explain that students may finish writing and proofread the next day. Collect student work and materials. (Prompt: Write a story to go with the picture. The story may be real or imaginative. Remember that a good story: a) has a clear beginning, middle and end; b) has a main character or characters; and c) uses dialogue and description. You will have two class periods to write your story. When you have finished be sure to proofread and correct any mistakes.)</li> <li>4. <b>Modeling Activity.</b> Using a book, such as Uncle Jed's Barbershop by Margaret King Mitchell, discuss what a personal narrative is with the children and how they might write such a story. Model the components of the personal narrative by writing one with the children.</li> <li>5. <b>Independent Activity.</b> Following the lesson on the personal narrative, children will write a personal narrative recounting a memory or event in sequential order. They will write about their first day of school this year (or another topic). In writing the personal narrative they will a) begin with an opening that tells the characters and setting; b) recount or retell the happenings or events in the middle or body, and c) end by telling why this experience was</li> </ol>	<p><b>Writing Activity</b>  <b>Formative: Writing Assignment</b>  Using a given item, each child will consider who might have worn the item and when and why they might have worn it. They will create a story from the item's point of view making sure they have a beginning, middle and end to the story. Using a digital tool, the children will publish their story.</p> <p><b>Using a Writing Prompt</b>  <b>Formative: Writing Assignment</b>  Children will use a prompt for writing a narrative. They will write a story about what might be happening in a picture. The writing will be completed individually, without help. They will proofread their writing and correct any mistakes.</p> <p><b>Personal Narrative</b>  <b>Formative: Writing Assignment</b>  Children will write a personal narrative recounting a memory or event in sequential order. They will write about their first day of school this year (or another topic). In writing the personal narrative they will a) begin with an opening that tells the characters and setting; b) recount or retell the happenings or events in the middle or body, and c) end by telling why this experience was important to the writer. Children will publish their stories in a class book of personal narratives.</p>

important to the writer. Children will publish their stories in a class book of personal narratives.

6. Journal Writing. Have children keep a writing journal throughout the year and provide time to write every day.



[Picture for Activity 3](#)



[Third Grade Writing Prompts](#)



[Rubric for Narrative Writing](#)



[Rubric for Narrative Writing #2](#)



[Graphic Organizers for Writing](#)



[Narrative Packet](#)

## Resources (Suggested)

1. iPad Resources
2. Literature Connections  
*Uncle Jed's Barbershop* by Margaret King Mitchell  
*Diary of a Wimpy Kid* by Jeff Kinney  
*Danny the Champion of the World* by Roald Dahl  
*The Courage of Sarah Noble* by Alice Dalgliesh  
*Sarah, Plain and Tall* by Patricia MacLachlan  
*Mr. Popper's Penguins* by Richard Atwater  
*The Indian in the Cupboard* by Lynne Reid Banks  
*Rodrick Rules* by Jeff Kinney  
*Charlotte's Web* by E.B. White  
*Stone Fox* by John Reynolds Gardiner  
*The Mouse and the Motorcycle* by Beverly Cleary



[Interactive Story Starters](#)



[Narrative Ideas](#)



[Narrative Prompts](#)



[Writing Prompts](#)



[Web 2.0 Tools](#)

## Catholic Identity

### Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

### Rights of Children

- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**English Language Arts Curriculum–Grade Three**  
**Diocese of Cleveland**  
**2013**

**Writing: Informative/Explanatory**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing

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.

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b. Develop the topic with facts, definitions, and details.
- W.3.2d. Provide a concluding statement or section.

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.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

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.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language Conventions of Standard English

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

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1i. Produce simple, compound, and complex sentences.

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

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a. Capitalize appropriate words in titles.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a. Choose words and phrases for effect.

- L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.
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.3.6. 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).

**Essential Questions**

1. Why do we write?
2. How is my style of writing influenced by purpose?
3. Why do stories need a beginning, middle, and end?
4. How does each step in the process impact my writing?
5. How do I evaluate my writing?
6. How can I use evaluation and reflection to improve my writing?
7. How does expressive writing support the development of personal and societal identity?

**Content**

**The students will know**

1. Informative writing
2. Explanatory writing
3. Nouns
4. Verbs, adverbs
5. Adjectives
6. Consonant
7. Sentences
8. Capitalization
9. Punctuation
10. Spelling
11. Simple sentences
12. Compound sentences
13. Writing process: planning, revising, editing, writing

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Generate ideas for a selected topic and group related information together, including illustrations.
2. Develop the topic with facts, definitions, and details.
3. Develop audience and purpose for assigned writing task.
4. Use notes and a graphic organizer to clarify ideas for writing assignment.
5. Use linking words and phrases to connect ideas within categories of information.
6. Use grade-appropriate words and phrases.
7. Produce an initial draft for selected writing task.
8. Edit writing drafts to correct capitalization, punctuation, and spelling.
9. Refer to dictionary to check spelling of unknown words.
10. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
11. Use descriptive words, including adjectives and adverbs, to add detail to the text.
12. Include transitional words and phrases.
13. Use notes and graphic organizers to write informational reports that include an introductory section, body section, and a conclusion section.
14. Use diagrams, charts or illustrations which are appropriate and support the text.
15. Include details and explanations that will help the reader understand the ideas clearly.
16. Communicate big ideas, insights, theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information.
17. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
18. Edit to improve sentence fluency, grammar, and usage.
19. Use knowledge of language and its conventions when writing.
20. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

	<p>21. Write legibly in cursive; space letters and sentences appropriately.</p> <p>22. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.</p>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Informative text</li> <li>2. Explanatory text</li> <li>3. Question</li> <li>4. Nouns</li> <li>5. Verbs, adverbs</li> <li>6. Adjectives</li> <li>7. Audience</li> <li>8. Written language</li> <li>9. Spoken language</li> <li>10. Consonant</li> <li>11. Punctuation</li> <li>12. Simple sentences</li> <li>13. Compound sentences</li> <li>14. Writing process: planning, revising, editing, writing</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. <b>Modeling Activity.</b> Explain to the children that the purpose of nonfiction texts is to explain things and give information. When we write a short informational paragraph, it is important to present the information clearly so the reader understands what you are explaining. The steps to follow in writing an informational paragraph are a) start with a topic sentence that tells what the paragraph is about; b) add at least three supporting sentences with details about the topic; and c) use a closing sentence to restate the topic. Model writing an informative paragraph for the children.</li> <li>2. <b>Class Activity.</b> Working with a partner, help children select a topic from a list of topics (such as: How to bake a cake; How to play an instrument; How to play football) about which they want to write. Have them use note-taking cards to research and write down information about the topic. Using the note-taking cards, have the partners create a graphic organizer to help them organize their notes.</li> <li>3. <b>Writing Activity.</b> Using their graphic organizer, the partners will write their paragraph. They need to remember that the paragraph should introduce the topic, give facts and details about the topic, and use a closing sentence to restate the topic. They will write and orally present step-by-step instructions to accomplish a final product. (Example- How to bake a cake; How to play an instrument; How to play football)</li> <li>4. <b>Class Newsletter:</b> Using cooperative learning groups, have the children write an article for the class newsletter which will inform the parents of what they are learning in each subject in school. Have them produce and publish the article using a digital tool.</li> <li>5. <b>Evaluating Writing.</b> Children will work in cooperative groups. Each group will be given a writing piece comprised of an introduction, a body paragraph, and a conclusion. (Writing piece can be taken from leveled</li> </ol>	<p><b>Using Note Cards and Graphic Organizers</b> <b>Formative: Cooperative Group Work</b> Working with a partner, children will select a topic from a list of topics (such as: How to bake a cake; How to play an instrument; How to play football) that they will write about. They will use note-taking cards to research and write down information about the topic they want to write about. Then, using the note-taking cards, partners will create a graphic organizer to help them organize their notes.</p> <p><b>Writing an Informative Paragraph</b> <b>Formative: Writing Assignment</b> Using the graphic organizer they created from their note cards, the partners will write their paragraph in which they introduce the topic, give facts and details about the topic, and use a closing sentence to restate the topic. When completed, they will orally present the step-by-step instructions to accomplish a final product.</p> <p><b>Article for Class Newsletter</b> <b>Formative: Technology Project</b> Working in cooperative groups, children will write an article for the class newsletter informing their parents of what they are learning in each subject in school. They will produce and publish the article using a digital tool.</p> <p><b>Evaluating Writing</b> <b>Formative: Cooperative Group Work</b> Children will work in cooperative groups. Each group will be given a writing piece comprised of an introduction, a body paragraph, and a conclusion. (Writing piece can be taken from leveled readers or a sample written by the teacher.) The appointed leader in each group will read the piece to their groups. Each child in the group will take turns telling the group one thing that each part of the piece does well. When needed, better students can assist others in interacting with the written piece.</p>

<p>readers or a sample written by the teacher.) The appointed leader in each group will read the piece to their groups. Each child in the group will take turns telling the group one thing that each part of the piece does well. When needed, better students can assist others in interacting with the written piece.</p> <p>6. Throughout the year, provide time for journal writing every day.</p>	
<p><b>Resources (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Literature Connections <ul style="list-style-type: none"> <li><i>2030: A Day in the Life of Tomorrow's Kids</i> by Amy Zucherman, Jim Daly and John Manders</li> <li><i>Ice-Cream Cones for Sale</i> by Elaine Greenstein</li> <li><i>Animals in the House: A History of Pets and People</i> by Sheila Keenan</li> <li><i>So You Want to be President?</i> by Judith St. George and David Small</li> <li><i>Garbage and Recycling</i> by Rosie Harlow and Sally Morgan</li> <li><i>Great White Sharks</i> by Sandra Markle</li> <li><i>Living Color</i> by Steve Jenkins</li> <li><i>Polar Bears and the Arctic</i> by Pope Osborne</li> <li><i>Storms</i> by Seymour Simon</li> </ul> </li> <li>3. Internet Resources <ul style="list-style-type: none"> <li> <a href="#">Graphic Organizers!</a></li> <li> <a href="#">EdHelper!</a></li> <li> <a href="#">More Graphic Organizers!</a></li> <li> <a href="#">Web 2.0 Tools!</a></li> </ul> </li> </ol>	<p><b>Catholic Identity</b></p> <p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ Solidarity</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>

**English Language Arts Curriculum–Grade Three**  
**Diocese of Cleveland**  
**2013**

**Writing: Opinion**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing 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.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b. Provide reasons that support the opinion.
- W.3.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d. Provide a concluding statement or section.

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.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language Conventions of Standard English

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

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1i. Produce simple, compound, and complex sentences.

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

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a. Capitalize appropriate words in titles.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a. Choose words and phrases for effect.
- L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.

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.3.6. 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).

CCSS: CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, OH: CCSS: Grades 9-10, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, OH: CCSS: Grades 9-10, Writing 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.

- WHST.9-10.10. Write routinely over extended time frames (time for 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.

### Essential Questions

1. Why do I write my opinion?
2. How do I organize information to persuade a reader to accept my opinion?
3. How do I evaluate my writing?
4. How can I use evaluation and reflection to improve my writing?
5. How can I use technology to support my writing?

### Content

#### The students will know

1. Words to express an opinion
2. Words to persuade
3. Opinion
4. Nouns
5. Verbs
6. Sentences
7. Capitalization
8. Punctuation
9. Spelling

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

#### The students will be able to

- The students will:
1. Generate ideas for a selected topic.
  2. Formulate an opinion based on a topic.
  3. Develop audience and purpose for assigned writing task.
  4. Use graphic organizers to clarify ideas for writing assignment.
  5. Supply valid reasons to support opinion and use linking words to connect opinion and reasons.
  6. Use grade-appropriate words and phrases.
  7. Produce an initial draft for selected writing task.
  8. Use correct capitalization, punctuation, and spelling.
  9. Refer to dictionary to check spelling of unknown words.
  10. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
  11. Use descriptive words, including adjectives and adverbs, to add detail to persuasive text.
  12. Include transitional words and phrases.
  13. Create an introduction, body, and concluding statement or section.
  14. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
  15. Edit to improve sentence fluency, grammar, and usage.
  16. 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.
  17. Write legibly in cursive; space letters and sentences appropriately.
  18. Publish writing samples for display or sharing with others using techniques such as electronic resources or graphics.

Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> <li>1. Persuasion</li> <li>2. Argument</li> <li>3. Opinion</li> <li>4. Words to express an opinion</li> <li>5. Words to persuade</li> <li>6. Nouns</li> <li>7. Verbs</li> <li>8. Sentences</li> <li>9. Capitalization</li> <li>10. Punctuation</li> <li>11. Spelling</li> <li>12. Sentence</li> <li>13. Punctuation</li> </ol>	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> <li>1. <b>Introductory Activity.</b> Have children work with a partner to get a thesaurus and look up the following words: opinion, express, support. Ask them to make a list of synonyms for each word. Then using their lists explain that children express themselves by telling how they feel or sharing their ideas about something. Help them understand that when we express ourselves with words, we are giving our opinion about something, and after we say how we feel or give our opinion, then we need to give reasons to support our thoughts. Use a scenario such as "I don't like looking up words in a thesaurus because it is hard to find the word I am looking for." to express your personal opinion about something with a supporting reason. Use additional examples and ask the children to make an opinion statement with a supporting reason.</li> <li>2. <b>Writing Activity.</b> Have the children state an opinion and at least three valid reasons to support their opinion about the following statement: "There should be no homework on Friday." (or some other statement.) When completed, have children share their opinions and reasons with a partner and then with the class.</li> <li>3. <b>Writing Activity.</b> Have children respond to the following scenario. Your friend is about to steal a candy bar from the store: persuade him/her not to steal. Supply valid reasons to support opinion and use linking words to connect opinion and reasons. Share their opinion and supporting reasons with a partner.</li> <li>4. <b>Cooperative Group Work.</b> Working in cooperative groups, have children pretend that they have just been hired to sell a breakfast cereal. Using a digital tool, they are to create a poster to help sell the cereal: <ol style="list-style-type: none"> <li>a. What is the cereal called?</li> <li>b. Describe the cereal.</li> <li>c. Draw a picture of the cereal.</li> <li>d. Include on the poster a persuasive paragraph to convince shoppers to purchase the cereal.</li> </ol> Each group will share their work with the class describing their poster and try to convince their classmates to buy their cereal. </li> <li>5. <b>Independent Work.</b> Have each child create a new</li> </ol>	<p><b>Stating My Opinion</b>  <b>Formative: Writing Assignment</b>  Children will state an opinion and at least three valid reasons to support their opinion about the following statement: "There should be no homework on Friday." (or some other statement.) When completed, they will share their opinions and reasons with a partner and then with the class.</p> <p><b>Persuading a Friend</b>  <b>Formative: Writing Assignment</b>  Children will respond to the following scenario. Your friend is about to steal a candy bar from the store: persuade him/her not to steal. Supply valid reasons to support opinion and use linking words to connect opinion and reasons. They will share their opinion and supporting reasons with a partner.</p> <p><b>Buy Our Cereal</b>  <b>Formative: Technology Project</b>  Working in cooperative groups, children will pretend that they have just been hired to sell a breakfast cereal. Using a digital tool, they will create a poster to help sell the cereal: <ol style="list-style-type: none"> <li>a. What is the cereal called?</li> <li>b. Describe the cereal.</li> <li>c. Draw a picture of the cereal.</li> <li>d. Include on the poster a persuasive paragraph to convince shoppers to purchase the cereal.</li> </ol> Each group will share their work with the class, describing their poster and trying to convince their classmates to buy their cereal.</p> <p><b>My Invention</b>  <b>Formative: Writing Assignment</b>  Each child will create a new invention that would make life easier. They will draw the invention on a poster and state valid reasons to support their opinion about the invention and try to persuade others to buy the invention.</p>

invention that would make life easier. Have them draw the invention on a poster and state valid reasons to support their opinion about the invention and try to persuade others to buy the invention.

-  [Persuasive Writing Graphic Organizer and Rubric](#)
-  [Literacy Site](#)
-  [Write Sources – Student Models](#)
-  [Rubric for Persuasive Writing](#)
-  [Oreo Cookie Persuasive Writing](#)
-  [Graphic Organizers for Persuasive Writing](#)

**Resources (Suggested)**

1. iPad Resources
2. Literature Connection
  - Can I Keep Him?* by Steven Kellogg
  - My Brother Dan is Delicious* by Steven L. Layne
  - Sophie Peterman Tells the Truth!* by Sarah Weeks and Robert Neubecker
  - Children Make Terrible Pets* by Peter Brown
  - 'Til the Cows Come Home* by Jodi Icenoggle and Normand Chartier
  - Gooseberry Park* by Cynthia Rylant
  - Ira Sleeps Over* by Bernard Waber
  - Stand Tall, Molly Lou Melon* by Patty Lovell
  - Sheila Rae, the Brave* by Kevin Henkes
  - The Recess Queen* by Alex O'Neil
3. Internet Resources
  -  [Books for Persuasive Writing](#)
  -  [The Curriculum Corner](#)
  -  [Persuasive Paragraph and Graphic Organizer](#)
  -  [Persuasive Writing](#)
  -  [Web 2.0 Tools](#)

**Catholic Identity**

**Social Justice Teachings**

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

**Rights of Children**

- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**English Language Arts Curriculum–Grade Three**  
**Diocese of Cleveland**  
**2013**

**Writing: Research**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing 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.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

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.

- W.3.7. Conduct short research projects that build knowledge about a topic.

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.

- 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.

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.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language Conventions of Standard English

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

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1i. Produce simple, compound, and complex sentences.

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

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a. Capitalize appropriate words in titles.
- L.3.2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.3.3a. Choose words and phrases for effect.
  - L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.
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.3.6. 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).

**Essential Questions**

1. How can I find information I want to know?
2. How do I evaluate a source's reliability?
3. How do I organize my information?
4. How do I effectively present my findings to my audience?
5. How do I evaluate my writing?
6. How can I use evaluation and reflection to improve my writing?
7. How can I use technology to support my writing?

**Content**

**The students will know**

1. Research
2. Nouns
3. Verbs
4. Sentences
5. Capitalization
6. Punctuation
7. Spelling
8. Digital sources
9. Plagiarism
10. Credibility
11. Accurate information

**Skills**

[Bloom's Taxonomy](#)

[DOK Links](#)

**The students will be able to**

1. Create questions for investigations, assigned topic, or personal area of interest.
2. Assess and select relative information from print, video, and on-line sources.
3. Write brief notes, sort relevant information, and report important findings orally, visually, and in writing to others.
4. Utilize appropriate research techniques to gather information from a variety of sources.
5. Identify and sort relevant information into categories about topic using a graphic organizer.
6. Recognize the importance of citing sources.
7. Develop the topic with facts, definitions, and details.
8. Develop audience and purpose for assigned writing task.
9. Use linking words and phrases to connect ideas within categories of information.
10. Use grade-appropriate words and phrases.
11. Produce an initial draft for selected writing task.
12. Use correct capitalization, punctuation, and spelling.
13. Refer to dictionary to check spelling of unknown words.
14. Use a range of complete sentences, including declarative, imperative, interrogative, and exclamatory.
15. Use descriptive words, including adjectives and adverbs, to add detail to text.
16. Include transitional words and phrases.
17. Create an introduction, body, and a concluding statement or section.
18. Use revision strategies and resources to improve ideas and content, organization, vocabulary, word choice, and detail.
19. Edit to improve sentence fluency, grammar, and usage.
20. 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.
21. Write legibly in cursive; space letters and sentences appropriately.
22. Publish writing samples for display or sharing with others

	using techniques such as electronic resources or graphics.
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Research</li> <li>2. Nouns</li> <li>3. Verbs</li> <li>4. Sentences</li> <li>5. Capitalization</li> <li>6. Punctuation</li> <li>7. Spelling</li> <li>8. Digital sources</li> <li>9. Plagiarism</li> <li>10. Credibility</li> <li>11. Accurate information</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. <b>Introductory Activity.</b> Using a display of informational texts, have the children browse through them and select one that interests them. Ask them to skim the text and list reasons why they would like to find out more about the topic they chose. Using a T-chart, or a K-W-L chart, model for the children how they would list the "topic they would like to know more about" and list "what they already know about the topic." Using this information, model for the children how they would write a short report about the topic.</li> <li>2. <b>Class Activity.</b> Create a class list of "Topics to Research" by having each child identify the topic they would like to know more about. Working in small groups, have each group decide on a topic they would like to use to do shared research and list what it is they want to know about the topic. After talking about the kinds of resources the groups can use to do their research, groups will divide the research tasks among the group, and each child will begin to find the information he/she needs. In doing this, have the children identify the resource they used to find their information and list the information they found.</li> <li>3. <b>Putting It Together Activity.</b> When members of each group have completed their research, groups will reconvene to share their findings. Each group will then share their findings and briefly explain how they used resources to help them find the information.</li> <li>4. <b>Cooperative Group work.</b> Working in cooperative groups, have children think about and list the unique qualities of the U.S.A.. Groups will select a topic from the list, such as holidays, sports, and foods that make the U.S.A. unique. They will use a digital tool to create a graphic organizer to list the information they find and to write a description of what makes the U.S.A. unique. Have groups present their report to the class.</li> <li>5. <b>Class Activity.</b> The "Why Tree" encourages questions and research ideas. When the children have a question on a subject they write it on a leaf and post it on the tree. During free time another child researches the question and writes the answer on the corresponding leaf and posts it on the tree.</li> </ol>	<p><b>Doing Research</b> <b>Formative: Cooperative Group Work</b> Create a class list of "Topics to Research." Each child will identify the topic he/she would like to know more about. Working in small groups, they will decide on a topic they would like to use to do shared research and list what it is they want to know about the topic. After talking about the kinds of resources the groups can use to do their research, groups will divide the research tasks among the group and each child will begin to find the information he/she needs. In doing this, children will identify the resource they used to find their information and list the information they found.</p> <p><b>Sharing Our Research</b> <b>Formative: Class Work</b> When members of each group have completed their research, groups will reconvene to share their findings. Each group will then share their findings and briefly explain how they used resources to help them find the information.</p> <p><b>My U.S.A.</b> <b>Formative: Research Project</b> Working in cooperative groups, have children think about and list the unique qualities of the U.S.A.. Groups will select a topic from the list, such as holidays, sports, and foods that make the U.S.A. unique. They will use a digital tool to create a graphic organizer to list the information they find and to write a description of what makes the U.S.A. unique. Have groups present their report to the class.</p>



[Teacher Vision](#)



[The Curriculum Corner](#)

**Resources (Suggested)**

1. iPad Resources
2. Literature Connections
  - Explore the Grasslands* by Kay Jackson
  - Monarch Butterfly* by Gail Gibbons
  - Seashore Babies* by Kathy Darling
  - I am the Mountain* by Diane Siebert
  - A Picture Book* of Jesse Owens by David A. Adler and Robert Casillia
  - Do Stars Have Points?* by Gilda Berger and Melvin Berger
  - Duke Ellington: The Piano Prince and His Orchestra* by Andrea Davis Pinkney and Brian Pinkney
  - Fabulous Facts About the 50 States* by Wilma S. Ross
  - Galaxies, Galaxies!* by Gail Gibbons
3. Internet Resources
  -  [Web 2.0 Tools](#)
  -  [Brain Pop Junior](#)
  -  [Writing and Speaking & Listening Grades K-5 Student Center Activities](#)
  -  [Writing Resources](#)
  -  [Animal Research and Writing](#)

**Catholic Identity**

**Social Justice Teachings**

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Solidarity

**Rights of Children**

- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

# ENGLISH LANGUAGE ARTS CURRICULUM

## GRADE THREE

### CHECKLIST FOR COMMON CORE STATE STANDARDS & DIOCESAN CURRICULUM

<b>DATE TAUGHT</b>	
<b>CAPACITIES OF THE LITERATE INDIVIDUAL</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	Form and use regular and irregular plural nouns.
	Use abstract nouns (e.g., childhood).
	Form and use regular and irregular verbs.
	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	Ensure subject-verb and pronoun-antecedent agreement.
	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	Use coordinating and subordinating conjunctions.
	Produce simple, compound, and complex sentences.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize appropriate words in titles.
	Use commas in addresses.
	Use commas and quotation marks in dialogue.
	Form and use possessives.
	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>KNOWLEDGE OF LANGUAGE</b>	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Choose words and phrases for effect.
	Recognize and observe differences between the conventions of spoken and written standard English.

DATE TAUGHT	
<b>VOCABULARY ACQUISITION AND USE</b>	
	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.
	Use sentence-level context as a clue to the meaning of a word or phrase.
	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).
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
	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).
<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	Provide reasons that support the opinion.
	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	Provide a concluding statement or section.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	Develop the topic with facts, definitions, and details.
	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	Provide a concluding statement or section.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	Use temporal words and phrases to signal event order.
	Provide a sense of closure.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
	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.)
	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 here.)
	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.



# PARENT GUIDE

## GRADE THREE ENGLISH LANGUAGE ARTS CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Three.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

<b>CAPACITIES OF THE LITERATE INDIVIDUAL</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>LANGUAGE</b>	
<b>CONVENTIONS OF STANDARD ENGLISH</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	Form and use regular and irregular plural nouns.
	Use abstract nouns (e.g., childhood).
	Form and use regular and irregular verbs.
	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	Ensure subject-verb and pronoun-antecedent agreement.
	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	Use coordinating and subordinating conjunctions.
	Produce simple, compound, and complex sentences.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize appropriate words in titles.
	Use commas in addresses.
	Use commas and quotation marks in dialogue.
	Form and use possessives.
	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>KNOWLEDGE OF LANGUAGE</b>	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Choose words and phrases for effect.
	Recognize and observe differences between the conventions of spoken and written standard English.

<b>VOCABULARY ACQUISITION AND USE</b>	
	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.
	Use sentence-level context as a clue to the meaning of a word or phrase.
	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).
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
	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).
<b>WRITING</b>	
<b>TEXT TYPES AND PURPOSES</b>	
	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
	Provide reasons that support the opinion.
	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	Provide a concluding statement or section.
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
	Develop the topic with facts, definitions, and details.
	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	Provide a concluding statement or section.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	Use temporal words and phrases to signal event order.
	Provide a sense of closure.
<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
	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.)
	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 here.)
	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.
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	
	Conduct short research projects that build knowledge about a topic.
	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

