

Content: ELA	Grade or Course: Third Grade	Date Developed: 11/21/22
Overview: <p>Third grade students participate as a community of learners to collaborate in shared experiences that integrate listening, speaking, reading and writing. In third grade students delve into asking and answering literal and inferential questions, while providing evidence from the text. Third grade students use the writing process to compose a variety of types of writing for various audiences and purposes. Students share knowledge and experiences through speaking and writing, using appropriate facts and relevant details.</p>		
Essential Questions: <ul style="list-style-type: none"> • How do I use what I know about text to read with fluency and comprehension? • Why is it important to compare and contrast literary elements? • How do I use what I know about literary elements to explain how character's actions affect the story and determine point of view? • Why is it important to ask questions and answer about a text and use evidence from the text as a basis for answers? • Why is it important to use evidence to support your thesis in opinion writing? • Why is it important to write clearly and coherently when conveying ideas through writing? • Why is it important to develop and strengthen writing through the writing process? • Why is it important to be an effective, respectful communicator through speaking and listening? 		
EO's addressed to proficiency level: <p>Reading Comprehension:</p> <p>A. Reads and comprehends various grade level (Instructional P) texts with accuracy and fluency. (R8.3)</p> <p>Reading Interpretation:</p> <p>A. Describe characters in stories and explain how their actions affect the story. (R6.3, R10.3)</p> <p>B. Ask and answer questions to show understanding of text: text is basis for answers. (R4.3)</p> <p>Writing Informative and Narrative Texts:</p> <ul style="list-style-type: none"> • Compose a variety of types of writing pieces. (W.1.1, W.3.1, W1.3) • Use elements of the writing process to compose grade level text. (W.2.3, L.1.3, L.2.3) <p>Speaking and Listening - Presentation of Knowledge and Ideas</p>		

- A. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.4)
- B. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.6)
- C. Students ask questions to check their understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.1c)

Standards:

[Maine Department of Education Literacy Standards](#): Students demonstrate evidence of being a clear and effective communicator, a self-directed and lifelong learner, a creative and practical problem solver, a responsible and involved citizen, and integrative and informed thinker.

EOs:

- B. Identify central message, lesson, theme, and moral from multiple sources in literature. (R5.3)
- C. Compare and contrast literary elements (character, setting, theme, and plot). (R11.3)
- D. Determine main idea in informational texts. (R5.3)
- E. Determine meaning of words and phrases in text, including figurative language. (R7.3)
- F. Reads and comprehends various grade level (Instructional P) texts with accuracy and fluency. (R8.3)
- G. Know and apply grade-level phonics and word analysis skills when decoding words. (R3.3)

Reading Interpretation:

- C. Describe characters in stories and explain how their actions affect the story. (R6.3, R10.3)
- D. Distinguish personal point of view from that of the narrator or those of the characters. (R9.3)
- E. Ask and answer questions to show understanding of text: text is basis for answers. (R4.3)

Writing Arguments:

- A. Introduce the topic or text, state an opinion and create an organizational structure that lists reasons. (W.1.a)
- B. Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons. (W.1.c)
- C. Provide a concluding statement or section. (W.1.d)

Writing Informative and Narrative Texts:

- A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3)
- B. Develop the topic with facts, definitions, and details. (W.3)

- C. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information. (W.3)
- D. Provide a concluding statement or section. (W.3)
- E. Establish a situation and introduce a narrator and/or characters. (W.3.b)
- F. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations. (W.3.c)
- G. Use temporal words and phrases to signal event order. (W.3.d)
- H. Organize an event sequence that unfolds naturally, using temporal words and phrases. (W.3.c)

Writing Processes:

- A. 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.). (W2.3)
- B. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. (W2.3)
- C. Demonstrate a great-level appropriate command of the conventions of standard English grammar and spelling when writing (regular/irregular verbs, plural nouns, end punctuation, capitalization, complete sentences, noun/pronoun-verb agreement.) (L1.3, L2.3)

Writing Research:

- A. Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W1.3)

Speaking and Listening - Comprehension and Collaboration

- A. Come to discussions prepared, having read or studied required material; explicitly drawn that preparation and other information known about the topic to explore ideas under discussion. (SL.1.a)
- B. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.b)
- C. Students ask questions to check their understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.1.c)
- D. Students explain their ideas and understanding of the discussion. (SL.1)

Speaking and Listening - Presentation of Knowledge and Ideas

- D. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.4)
- E. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.6)
- F. Students ask questions to check their understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.1c)

Units:

Narrative Writing
Opinion Writing
Informational Writing
Fiction
Nonfiction

EO Assessments:

- Fountas and Pinnell Benchmark Assessment
- Caulkins Units of Study Rubric