

Fayette R-III

Daly Elementary- 3rd Grade Curriculum Guide for ELA

Fayette R-III Mission: To educate all students to be ethical, successful citizens.

The 3rd Grade Learning Goals are based on the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need to succeed in college, other postsecondary training and careers. This document is designed to make clear what each child should know and be able to do by the end of 3rd Grade.

Course Description: In this course students explore the world of reading, writing, speaking, and listening. Students engage in activities which require knowledge of language mechanics and usage, and which foster an intuitive sense of language structure. Course work includes working independently and in groups to complete projects, learning study and organizational skills, incorporating an increasing vocabulary in speaking and writing, applying work analysis strategies to spell and define words, demonstrating the writing process, and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and opinions to others through speaking, writing, and drawings.

Course Rationale: The Fayette R-III English Language Arts program is the foundation upon which all other learning takes place. Communication skills are central to both cognitive and social development. Listening, speaking, reading, and writing are skills students need to help them solve problems, make decisions, interpret information and communicate their ideas to others. Fayette R-III schools will provide a balanced program of listening, speaking, reading and writing that emphasizes not only the understanding and appreciation of language and literature, but also the application of communication skills to the world and the workplace.

ELA Student Learning Goals	Standard Alignment
Students can define nouns, pronouns, verbs, adjectives, and adverbs and explain how they function in a sentence; explain the difference between regular and irregular verbs and form/use them correctly; explain the difference between verb tenses and form/use them correctly; identify comparative and superlative adjectives/adverbs and choose the correct form when writing or speaking.	L3.1 (a,d,e,g) CA1, 1.5, 1.6
Students can determine when to capitalize words (including titles), use appropriate punctuation including commas and quotations in dialogue, use apostrophes to form possessives, and use common spelling patterns and resources to help correctly spell words.	L3.2 CA1, 1.5, 1.6
Students can use strategies such as context clues, root words, and affixes or locate and use resources to determine the meaning of general academic and content-specific words and phrases.	L3.4, RI3.4 CA1, 1.4, 1.5
Students can determine an opinion or point of view on a topic, create an organizational structure to introduce the topic and opinion, and write an opinion piece with an introduction, supporting reasons and concluding statement/section.	W.3.1 CA4, 2.1, 2.2, 4.1

Students can select a topic and identify information to share, organize the topic by grouping related information, use illustrations to clarify the topic, and present the information in writing with a concluding statement/section.	W3.2, W3.7 CA4, 2.1, 2.2, 4.1
Students can define narrative and describe the basic parts of plot, introduce narrator/characters and an event that starts a story, sequence events in the story, and write a conclusion that provides a sense of closure.	W3.3 CA4, 2.1, 2.2
Students can read grade-level text fluently and show comprehension through voice, timing, and expression; recognize when a word read doesn't make sense, and self-correct misread or misunderstood words when necessary. Strategies that support comprehension include: visualizing, inferring, summarizing, asking questions, making connections and synthesizing.	RF3.4 CA2, CA3, 1.5, 1.6
Students can locate words and details to answer questions in a text.	RL3.1, RI3.1 CA2, CA3, 1.5, 1.6
Students can explain how stories, dramas, and poems are written in different forms and use the terms chapter, scene, and/or stanza correctly when writing or speaking about parts of a text.	RL3.5 CA2, 1.6
Students can define and identify theme, setting, plot, and compare and contrast those elements in stories written by the same author.	RL3.9 CA2, 1.5, 1.6
Students can identify and give examples of text features/search tools; explain how text features help locate information quickly; locate information about a topic using text features/search tools; use illustrations to help understand the meaning of text.	RI3.5, RI3.7 CA2, CA3, 1.4, 1.5, 1.6

- Board Approved November 21, 2013

Resources:

Houghton Mifflin Core Reading Series
Missouri Reading Initiative binder

Assessments:

DRA2
AIMS Web
Houghton Mifflin assessments