

RIDGECROFT SCHOOL
LANGUAGE ARTS
GRADE 3

Language Arts in Grade 3 will focus on the development of the English language in three areas: (1) grammar and language conventions, (2) reading, and (3) writing. The NC Standard Course of Study is used as a guideline for a scope and sequence to goals and objectives. Specifications for the required writing portfolio are also included.

PACING GUIDE

Resource: Houghton Mifflin Literature

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES
FIRST GRADING PERIOD	30 Days	
Off to Adventure (Focus on Poetry)		1.02, 1.04, 2.02c,e,f,g, 2.03a,c, 2.04b,d,f,h,j, 2.06, 3.01a,c,e, 3.03, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08
SECOND GRADING PERIOD	30 Days	
Celebrating Traditions (Focus on Trickster Tales)		1.05, 2.02c,d,e, 2.03b, 2.04a,c,e,g,l,j,k, 2.05, 2.06, 3.01a,c,e, 3.02, 4.02, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09
THIRD GRADING PERIOD	30 Days	
Incredible Stories		1.02, 1.05, 2.01, 2.02d,e,g, 2.03e, 2.04b,d,h,j, 2.05, 2.07, 3.01a,b,c,e, 3.05, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08
FOURTH GRADING PERIOD	30 Days	
Animal Habitats (Focus on Biography)		1.02, 1.03, 2.02c,e,f, 2.03b,c, 2.04c,d,i,j,h, 2.06, 2.07, 3.02, 3.03, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.06, 5.07, 5.08
FIFTH GRADING PERIOD	30 Days	
Voyages (Focus on Fairy Tales)		1.02, 1.03, 2.02c,d,e,f,g, 2.03a,b, 2.04c,d,f,g,k, 3.01, 3.05, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08
SIXTH GRADING PERIOD	30 Days	
Smart Solutions		2.01, 2.02c,f, 2.03, 2.04e,h,j,k, 2.05, 3.01a,e, 3.02, 3.03, 3.05, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 5.01, 5.02,

		5.03, 5.04, 5.05, 5.06, 5.07, 5.08

NC STANDARD COURSE OF STUDY (www.ncpublicschools.org)

COMPETENCY GOAL 1: THE LEARNER WILL DEVELOP AND APPLY ENABLING STRATEGIES AND SKILLS TO READ AND WRITE.

1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).

1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.

1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.

1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through:
wide reading.

word study.

listening.

discussion.

book talks.

book clubs.

seminars.

viewing.

role play.

studying author's craft.

1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.

1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

increase fluency.

build background knowledge.

extend vocabulary.

COMPETENCY GOAL 2: THE LEARNER WILL DEVELOP AND APPLY STRATEGIES AND SKILLS TO COMPREHEND TEXT THAT IS READ, HEARD, AND VIEWED.

2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).

2.02 Interact with the text before, during, and after reading, listening, or viewing by:
setting a purpose.

previewing the text.

making predictions.

asking questions.

locating information for specific purposes.

making connections.

using story structure and text organization to comprehend.

2.03 Read a variety of texts, including:

fiction (short stories, novels, fantasies, fairy tales, fables).

nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).

poetry (proverbs, riddles, limericks, simple poems).

drama (skits, plays).
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
author's purpose. fact and opinion.
plot. cause and effect.
conflict. resolution.
sequence. lesson and/or message.
main idea and supporting details.
point of view (author and character).
author's use of figurative language
(e.g., simile, metaphor, imagery).
2.05 Draw conclusions, make generalizations, and gather support by referencing the text.
2.06 Summarize main idea(s) from written or spoken texts using succinct language.
2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).
2.08 Listen actively by:
facing the speaker.
making eye contact.
asking questions to clarify the message.
asking questions to gain additional information

COMPETENCY GOAL 3: THE LEARNER WILL MAKE CONNECTIONS THROUGH THE USE OF ORAL LANGUAGE, WRITTEN LANGUAGE, AND MEDIA AND TECHNOLOGY.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
considering the differences among genres.
relating plot, setting, and characters to own experiences and ideas.
considering main character's point of view.
participating in creative interpretations.
making inferences and drawing conclusions about characters and events.
reflecting on learning, gaining new insights, and identifying areas for further study.
3.02 Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.
3.03 Use text and own experiences to verify facts, concepts, and ideas.
3.04 Make informed judgments about television productions.
3.05 Compare and contrast printed and visual information (e.g., graphs, charts, maps).
3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

COMPETENCY GOAL 4: THE LEARNER WILL APPLY STRATEGIES AND SKILLS TO CREATE ORAL, WRITTEN, AND VISUAL TEXTS.

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.
4.02 Use oral and written language to:

present information in a sequenced, logical manner.
discuss.
sustain conversation on a topic.

share information and ideas.
 recount or narrate.
 answer open-ended questions.
 report information on a topic.
 explain own learning.

4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).

4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.

4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.

4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).

4.08 Focus reflections and revision (with assistance) on target elements by:
 clarifying ideas.
 adding descriptive words and phrases.
 sequencing events and ideas.
 combining short, related sentences.
 strengthening word choice.

4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

4.10 Explore technology as a tool to create a written product

COMPETENCY GOAL 5: THE LEARNER WILL APPLY GRAMMAR AND LANGUAGE CONVENTIONS TO COMMUNICATE EFFECTIVELY.

5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).

5.02 Use correct subject/verb agreement.

5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.

5.04 Compose two or more paragraphs with:
 topic sentences.
 supporting details.
 appropriate, logical sequence.
 sufficient elaboration.

5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).

5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).

5.07 Edit (with assistance) to use conventions of written language and format.

5.08 Create readable documents with legible handwriting.

TEXT IN GENRES FOR GRADE 3

FICTION	NONFICTION	POETRY	DRAMA
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Short Stories Novels Fantasies Fairy tales	Biographies Letters Articles Procedures/instructions Charts	Proverbs Riddles Limericks Simple poems	Skits Plays
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GRADE 3 WRITING PORTFOLIO

The writing portfolio is a collection of products that exhibit development of writing expertise. First drafts and revisions are included to show growth over time. Selected documents will be finished or “published”.

STUDENT NAME:		
	DATE DUE	GRADE
FIRST SIX WEEKS		
Paragraph that Explains Response Journal Entry Friendly Letter Poem Tall Tale		
SECOND SIX WEEKS		
Contrast and Compare paragraph Character Sketch Answer to Question News Article Trickster Tale Invitation Letter about Tradition		
THIRD SIX WEEKS		
Journal Entry Thank You Note Opinion Paragraph Dialogue		
FOURTH SIX WEEKS		
Poem Problem Solve Essay Biography Postcard Photo Essay		
FIFTH SIX WEEKS		
Play Message Learning Log Fairy Tale Persuasive Paragraph		
SIXTH SIX WEEKS		
Announcement		

Summary		
Essay		
List		

old

STUDENT NAME:		
FIRST SEMESTER	DATE DUE	GRADE
IMAGINATIVE NARRATIVE: Make up a narrative about Halloween (3.01, 4.02, 4.03, 4.04, 4.06, 4.08, 4.09)		
RESPONSE/LEARNING LOG: 1. Write a response to literature read or heard. (3.01, 4.07, 4.08) 2. Respond to poetry using interpretive, critical and evaluative process (3.01)		
SHORT REPORT: Interpret elements of fiction (short stories, novels, fantasies, fairy tales, fables – 2.03) and nonfiction (biographies, letters, articles, procedures and instructions, charts, maps – 2.03) and support by referencing author’s purpose, plot, conflict, sequence, resolution, message, main idea, cause/effect, fact and opinion, point of view, author’s use of language including simile, metaphor, and imagery. (2.04, 2.05, 2.06, 3.01, 3.02, 3.03, 4.07, 4.09, 5.05, 5.06, 5.07, 5.08)		
WRITING (INCLUDING DRAFT AND REVISIONS): Compose two or more paragraphs with topic sentences, supporting details, appropriate, logical sequence, and sufficient elaboration (4.06, 4.08, 5.04, 5.05, 5.06, 5.07, 5.08)		
POETRY: Compose at least three poems (2.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09) Proverbs, Riddles		
INFORMED JUDGMENT ABOUT TV PRODUCTION: (3.04)		
DRAMA/PLAY: Respond using interpretive, critical, and evaluative process: Charlotte’s Web (3.01, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09)		
ANALYZE/ COMPARE INFORMATION FROM GRAPHS, CHARTS, MAPS (3.05) INSTRUCTIONS/DIRECTIONS: (3.05, 4.02, 4.04, 4.05, 4.07, 4.09)		
RESEARCH REPORT: Use at least 3 different sources) (3.06, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08) Science: Planets , Soil		
MATH: Write a letter to your parent about how you solved an open-ended problem. (4.02, 4.03, 4.04, 4.05, 4.06, 4.08, 4.09)		
SCIENCE NOTEBOOKING:		
SECOND SEMESTER		
PERSONAL NARRATIVE: Write a narrative about the story of Oobleck (3.01, 4.02, 4.03, 4.04, 4.06, 4.08, 4.09)		
SHORT REPORT: Interpret elements of fiction (short stories, novels,		

fantasies, fairy tales, fables – 2.03) and nonfiction (biographies, letters, articles, procedures and instructions, charts, maps – 2.03) and support by referencing author’s purpose, plot, conflict, sequence, resolution, message, main idea, cause/effect, fact and opinion, point of view, author’s use of language including simile, metaphor, and imagery. (2.04, 2.05, 2.06, 3.01, 3.02, 3.03, 4.07, 4.09, 5.05, 5.06, 5.07, 5.08)		
POETRY: Compose at least three poems (2.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09) Limerick, Simple poems		
FRIENDLY LETTER: Include greeting, body, closing, signature (4.02, 4.03, 4.04, 4.05, 4.06, 4.08, 4.09)		
INFORMED JUDGMENT ABOUT TV PRODUCTION: (3.04)		
DRAMA/PLAY: Respond using interpretive, critical, and evaluative process: Solar System Play (3.01, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09)		
SCIENCE NOTEBOOK: (3.01, 4.03, 4.07, 4.09)		
TECHNOLOGY: Use as a tool to create a written product (4.10)		
RESPONSE/LEARNING LOG: 1. Write a response to literature read or heard. (3.01, 4.07, 4.08) 2. Respond to poetry using interpretive, critical and evaluative process (3.01)		
RESEARCH REPORT: Use at least 3 different sources) (3.06, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08) Social Studies: Black History (1)		
MATH: Write a letter to your parent about how you solved an open-ended problem. (4.02, 4.03, 4.04, 4.05, 4.06, 4.08, 4.09)		
SCIENCE NOTEBOOKING:		

<p>GRADING FIRST SEMESTER: Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:</p> <p style="text-align: center;">Above <input type="checkbox"/> On <input type="checkbox"/> Below <input type="checkbox"/></p> <p>Signature and Date: _____</p>
<p>GRADING SECOND SEMESTER: Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:</p> <p style="text-align: center;">Above <input type="checkbox"/> On <input type="checkbox"/> Below <input type="checkbox"/></p> <p>Signature and Date: _____</p>