KPBSD GRADE 3 LANGUAGE ARTS CURRICULUM GUIDE

ON-GOING

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	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. a. After learning a protocol (e.g., Socratic method), 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	On-going thru year	Students read and study materials on assigned topics and participate in teacher-led discussions, students identify the sources of the shared information. Following teacher-led discussions, students participate in small-groups or partner conversations. Students review posted norms and role play the agreed-upon rules. During discussions and in a variety of group formats. students demonstrate levels of compliance and adjust behaviors based on provided feedback from teacher and peers. Students respond to questioning prompts to show understanding of discussion topics. Students extend on the ideas of others while keeping comments focused on topics. Students explain, paraphrase, or interpret ideas on given topics and respond to prompting and redirection as needed.		

	d. Explain their own ideas and understanding in light of the discussion.				
NEW	Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.	On-going thru year	Students use graphic organizers to identify main ideas or respond to detail questions about oral presentations or digital media resources (e.g., slide show presentation, speeches, read alouds, movie clips)		
KPBSD	Demonstrate correct printing and form cursive letters *Place letters on a baseline *Follow the writing guidelines of various styles of paper(single or double line	On-going thru year		HWT MATERIALS	
KPBSD	Use prewriting strategies, with teacher direction (e.g., brainstorming, discussion, webbing, picture, story maps)	On-going thru year	Students complete graphic organizers to generate ideas for writing.		
1.3.4(L)	Rewriting handwritten work to improve legibility if necessary, when producing final drafts	On-going thru year			
NEW 1.3.2	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	On-going thru year			
NEW	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.	On-going thru year			

FIRST QUARTER

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.		Students use color-coded sticky notes for each part of speech, matching the sticky notes to the parts of speech in displayed sentences.		
NEW	Form and use regular and irregular plural nouns.		Students brainstorm lists of nouns and name corresponding plural forms. Students classify the plural nouns as *regular* or *irregular*.		
NEW	Use abstract nouns (e.g., childhood)		Students recognize some nouns as concrete, representing people, places, or things (e.g., boy, city, book) and other nouns as abstract, representing ideas or qualities (e.g., friendship, kindness, freedom, creativity). With partners, students brainstorm lists of abstract nouns, select nouns from the lists, and create visual representations.		
NEW 1.3.3	Capitalize appropriate words in titles.		Given lists of titles without capitals, students follow capitalization rules to capitalize appropriately.		
NEW 1.3.3	Use commas in addresses.		Students select addresses from telephone books and address envelopes, placing commas between city names and state names.		

NEW 1.3.3	Use commas and quotation marks in dialogue.		Students dialogue with partners and make written records of the dialogues using conversational punctuation, including commas and quotation marks.		
KPBSD	Use temporal words and phrases to signal even order.		Students brainstorm lists of words and phrases that signal event order (e.g., first, next, then, after that) and write the words and phrases on index cards to display on a word wall. Students select order words or phrases to use in narrative writing.		
NEW 1.1.3 1.2.2	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology). a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to			**(1.1.3)** Volume 1: TE T227, T235, T242-T243, T377, T399, T407, T415, T422-T423 Volume 2: TE T55, T148 **(1.2.2)** Volume 1: TE T49, T64-T65, T129, T219, T227, T235, T309, T407, T411, T422-T423	**COMMON QUARTER**

develop experiences and events showing the response of characters to situations or problems. c. Use transitional words and phrases to signal event sequences (e.g., later, soon after). d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).				

SECOND QUARTER

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	Form and use regular and irregular verbs		Students use resources to identify simple verb tenses of irregular verbs, record the verb tenses on index cards, and place the cards in personal word banks to use in speaking and writing.		
NEW	Form and use past, present, and future verb tenses (e.g., I walked; I walk; I will walk).		Students complete three-column charts labeled *Past, Present, Future*, with verbs dispersed in random columns. In small groups, students write the missing verb tenses.		
NEW	Ensure subject-verb and pronoun-antecedent agreement.		Students use examples of correctly and incorrectly worded sentences containing subject-verb agreement and pronoun-antecedent agreement (e.g., The boys is going to the park to play.). Students check to determine if sentences are correctly worded and replace incorrect words (e.g., The boys are going to the park to play.)		
NEW	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		When comparing two nouns, verbs, adjectives and adverbs, students form and use comparative adjectives and adverbs (e.g., cold*er*, *more* friendly). Students form and use superlative adjectives and		

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
			adverbs (e.g., cold*est*, *most* friendly) when comparing three or more nouns, verbs, adjectives, or adverbs.		
NEW 1.1.2 1.2.1 1.1.3	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension. b. Develop the topic with facts, definitions, details, and explanations that support the focus. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section that paraphrases the focus of the text.		Using webs with topics in the center circles, students brainstorm related information to complete the webs. Students further extend the information with illustrations as appropriate. Using sentence strips with ideas and linking words or phrases (e.g., *I was walking to the park, but ____*.), students write connecting thoughts to complete the sentences.	**(1.1.2)** Volume 2: TE iii-xx, T41, T55, T59, T131, T143, T147, T154-T155, T217, T264, T309, T314-T315, T354, T377, T407, T415, T422-T423, T448 Volume 3: TE T49, T57, T64-T65, T86, T215, T253, T303, T305, T317, T433, T442 **(1.1.3)** Volume 2: TE T55, T148 Volume 3: TE T229, T305, T373, T401, T416-T417 **(1.2.1)** Volume 2: TE T59, T147, T154-T155, T199, T219, T235,T411 Volume 3: TE T233, T321, T405	**COMMON QUARTER**

THIRD QUARTER

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW 1.3.2	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).		Using word lists or word walls, students identify words that contain base words and suffixes. Students classify the words by the rules used when adding the suffixes (e.g., double the final consonant, drop the final *e*, change *y* to *i*).	Volume 3: TE T62-T63, T150, T224, T238-T239 Volume 4: TE T142, T320	
NEW 1.3.3	Form and use possessives.		Students select and bring classroom items to group settings. As students and items are names (e.g., Kate's pen), teacher charts the possessive phrases.		
NEW	Use coordinating (e.g., and, but, for, or, so, nor, yet) and subordinating conjunctions (e.g., as, because, in order that, since, so that).		Using sentences from familiar text that contain coordinating (e.g., and, or) and subordinating conjunctions (e.g., but, if) students identify and highlight conjunctions within the context of text.		
NEW 1.3.1	Produce simple, compound, and complex sentences.		Using shared reading texts that contain simple, compound, and complex sentences, students identify characteristics of each and recognize those types of sentences within the texts. Students form additional sentences representing each type.	Volume 3: TE T232, T405 Volume 5: TE T235, T242-T243	
1.4.1	Rearrange and/or add supporting details to improve clarity			Volume 3: TE T240-T241 Volume 4: TE T150-T151,T240-241	

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Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW	Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can). a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons. b. Provide reasons that support the opinion. c. Link opinion and reasons using words and phrases (e.g., *because*, *therefore*, *since*, *for example*). d. Provide a concluding statement or section that reinforces or restates the opinion.				**COMMON QUARTER**

FOURTH QUARTER

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
NEW 1.3.2	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		Students create word cards that contain patterns and rules (e.g., double consonants in the middle of words, change the beginning letter or blend, complex consonants, abstract vowels, homophones). When patterns or generalizations are called, students holding the matching word cards stand, show the word cards, and provide explanations.	Volume 5: TE T234 Volume 6: TE T81, T219	
NEW 1.2.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.		Using passages that contain highlighted words, students select words from personal word banks (e.g., synonyms, alternate ways of expressing the same meaning) to replace the highlighted words and improve texts. After listening to read alouds, students identify dialect or unconventional language and restate the message in standard English.	Volume 4: TE T127, T217, T229, T305 Volume 5: TE iii-xx, T41, T57, T64-T65, T129, T137, T152-T153, T197, T219, T235, T307, T395, T411 Volume 6: TE T28-T29, T72-T73, T85, T129	
1.2.1(L)	Choose the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems).			Volume 5: TE iii-xx, T217, T231 Volume 6: TE iii-xx, T79, T85-T87, T116-T117, T306,362	

Standard	Essential Skill	Sequence & Duration	Sample Teaching Strategy/ Possible Integration	Resources and Text:	Assessment
1.4.2(L)	Give/receive appropriate feedback about written work.			**Volume 5:** TE T64-T65, T152-T153, T242-T243, T411, T418-T419 **Volume 6:** TE T42-T43, T86-T87, T130-T131, T222-T223	
NEW 1.5.1	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				
NEW	Conduct short research projects that build knowledge about a topic. Report on a topic with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace, incorporating appropriate body language into presentation (e.g., posture, eye contact, movement, gestures.		1.B.5.1; 2.B.5.1; 3.B.5.1; 3.C.5.2; 6.A.5.2; 6. B.5.1 Incorporate technology into presentation. Seek a variety of sources of information to answer questions. Select and use an appropriate encyclopedia. Use electronic media sources to find information.		**COMMON QUARTER**