

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 3

*Foundational Skills*

- Read grade level text accurately and fluently.
- Know and apply grade level phonics and word analysis skills in decoding words.
- Know the meaning of common prefixes and derivational suffixes.

*Reading Informational Text*

- Read and comprehend ~~literary nonfiction and~~ literary nonfiction
- Use accurately grade-appropriate conversational, general academic words and phrases.
- Determine and clarify the meaning of unknown words
- Demonstrates understanding of text by using text features
- Ask and answer questions about the text and make inferences about the text
- Determine the main idea of a text.
- Recount key details and explain how they support the main idea.

*Reading Literature*

- Use accurately grade-appropriate conversational, general academic words and phrases.
- Clarify the meaning of unknown words and multiple meaning words.
- Reads independently and comprehends literary fiction on grade level.
- Describe characters in a story and explain how they contribute to sequence of events.
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- Determine the central message, lesson, or moral in literary text.

*Writing and Grammar*

- Write narratives to develop real or imagined experiences or events.
- Establish a situation and introduce a narrator and/or characters.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Organize an event sequence that unfolds naturally, using temporal words and phrases.
- Choose words and phrases for effects.
- Develop writing as needed by planning, revising, and editing.
- Write routinely over extended time frames.
- Explain nouns, verbs, pronouns, adjectives, and adverbs
- Form and use regular and irregular plural nouns and verbs
- Capitalize appropriate words in a sentence.
- Use commas and quotation marks in dialogue

*Speaking and Listening*

- Engage in collaborative discussions
- Ask and answer questions about information from a speaker offering appropriate detail.
- Report on a topic
- Tell a story or recount an experience with appropriate facts and relevant details.
- Speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 3

*Foundational Skills*

- Read grade level text accurately and fluently.
- Know and apply grade level phonics and word analysis skills in decoding words.

*Reading Informational Text*

- Ask and answer questions about the text and make inferences from the text.
- Clarify the meaning of unknown words and multiple meaning words.
- Use accurately grade-appropriate conversational, general academic words and phrases.
- Use text features and search tools to locate and interpret information.
- Use information gained from text features to demonstrate understanding of text.
- Compare and contrast the most important points and key details presented in two texts on the same topic.

*Reading Literature*

- Ask and answer about the text and make inferences, referring to text to support responses.
- Clarify the meaning of unknown words and multiple meaning words.
- Reads independently and comprehends literary fiction on grade level.
- Compare and contrast the themes, settings, and plots of a story written by the same author about the same or similar characters.
- Determine the central message, lesson, or moral in literary text and provide supporting evidence.
- Speaking about a text using terms as chapter, scene, and stanza.
- Describe how the illustrations in my story tell more about the setting, characters and mood.
- Explain the point of view of the author

*Writing and Grammar*

- Write informative/explanatory text to examine a topic and convey ideas and information clearly.
- Utilizes graphic organizer that includes information grouped and connected logically.
- Identify and introduce the topic
- Develop the topic with facts, definitions, details, and illustrations
- Choose words and phrases for effect.
- Explain nouns, verbs, pronouns, adjectives, and adverbs
- Form and use verb tenses
- Subject-verb agreement and pronoun-antecedent agreement
- Form and use possessives

*Speaking and Listening*

- Engage in collaborative discussion.
- Ask and answer questions about information from a speaker offering appropriate detail.
- Report on a topic
- Tell a story or recount an experience with appropriate facts and relevant details.
- Speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- Speak in complete sentences with appropriate details.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 3

*Foundational Skills*

- Read grade level text accurately and fluently.
- Know and apply grade level phonics and word analysis skills in decoding words.
- Know the meaning of common prefixes and derivational suffixes.
- Common Latin suffixes
- Distinguish literal/non-literal meaning of words and phrases

*Reading Informational Text*

- Ask and answer questions about the text and make inferences from the text.
- Use accurately grade-appropriate conversational, general academic words and phrases.
- Clarify the meaning of unknown words and multiple meaning words.
- Use text features and search tools to locate and interpret information.
- Use information gained from text features to demonstrate understanding of a text.
- Explain the point of view of the author.
- Determine main idea and key details
- Use illustrations to demonstrate understanding of text.
- Explain how a series of events, concepts, or steps in a procedure is connected within a text using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of word and phrases as they are used in grade-level text, distinguishing literal and non-literal meaning and shades of meaning among words.
- Describe how an author connects sentences and paragraphs in a text.

*Reading Literature*

- Ask and answer about the text and make inferences, referring to text to support responses.
- Clarify the meaning of unknown words and multiple meaning words.
- Explain the point of view of the author
- Speaking about a text using terms as chapter, scene, and stanza.
- Describe how the illustrations in my story tell more about the setting, characters and mood.
- Reads independently and comprehends literary fiction on grade level.

*Writing and Grammar*

- Utilizes graphic organizer that includes information grouped and connected logically.
- Choose words and phrases for effect.
- Write an opinion piece on a familiar topic or text.
- Introduce the topic and state an opinion on the topic.
- Support an opinion with reasons.
- Use abstract nouns
- Use and form comparative and superlative adjectives
- Use a variety of words and sentences types to appeal to the audience.
- Use coordinating and subordinating conjunctions to produce compound and complex sentences.

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Grade 3

*Speaking and  
Listening*

- Engage in collaborative discussion.
- Ask and answer questions about information from a speaker offering appropriate detail.
- Determine the main idea and supporting details of a text read aloud or information presented in diverse media formats.
- Report on a topic
- Tell a story or recount an experience with appropriate facts and relevant details.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 3

*Foundational Skills*

- Read grade level text accurately and fluently.
- Know and apply grade level phonics and word analysis skills in decoding words.
- Know the meaning of common prefixes and derivational suffixes.
- Common Latin suffix
- Distinguish literal/non-literal meaning of words and phrases in context.

*Reading Informational Text*

- Ask and answer questions about the text and make inferences from the text.
- Use accurately grade-appropriate conversational, general academic words and phrases.
- Clarify the meaning of unknown words and multiple meaning words.
- Explain how a series of events, concepts, or steps in a procedure is connected within a text using language that pertains to time, sequence, and cause/effect.
- Explain the point of view of the author.
- Use text features and search tools to locate and interpret information.
- Determine the meaning of word and phrases as they are used in grade-level text, distinguishing literal and non-literal meaning and shades of meaning among words.
- Use information gained from text features to demonstrate understanding of a text.

*Reading Literature*

- Reads independently and comprehends literary fiction on grade level.
- Ask and answer about the text and make inferences, referring to text to support responses.
- Clarify the meaning of unknown words and multiple meaning words.
- Determine the central message, lesson, or moral in literary text and provide supporting evidence.
- Explain the point of view of the author
- Speaking about a text using terms as chapter, scene, and stanza.
- Describe how the illustrations in my story tell more about the setting, characters and mood.

*Writing and Grammar*

- Create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats.
- Use coordinating and subordinating conjunctions to produce compound and complex sentences.
- Use a variety of words and sentences types to appeal to the audience.

*Speaking and Listening*

- Engage in collaborative discussion.
- Ask and answer questions about information from a speaker offering appropriate detail.
- Determine the main idea and supporting details of a text read aloud or information presented in diverse media formats.
- Report on a topic
- Tell a story or recount an experience with appropriate facts and relevant details.

<b>Course/ Grade:</b>	3rd Grade Language Arts	<b>Instructional Unit:</b>	Foundational Skills	<b>Suggested Timeline:</b>	Ongoing
<p><b>Overview:</b></p> <p>Students have the basic understanding of concepts of print, alphabetic principle, and basic conventions taught in the previous years. Students will then gain more understanding on the concepts listed above to enable students to be effective readers, writers, and communicators.</p>			<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What foundational skills do 3rd graders need to be effective readers, writers, and communicators?</li> </ul>		
<p><b>Essential Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Combine all knowledge of the syllable patterns and morphology to decode unfamiliar multisyllabic words</li> <li>• Read on-level text with purpose and understanding</li> <li>• Read fluently with voice, rate, and expression</li> <li>• Use context clues to confirm self-correct word recognition and understanding and re-read the text if necessary</li> </ul>					
<b>Phonics and Word Analysis</b>		<b>Fluency</b>			
<p><b>CC.1.1.3.D:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• <i>I can identify and know the meaning of the most common prefixes and suffixes.</i></li> <li>• <i>I can decode words with common Latin suffixes.</i></li> </ul>		<p><b>CC.1.1.3.E:</b> Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• <i>I can read on-level text with purpose and understanding.</i></li> <li>• <i>I can read on-level text orally with accuracy, appropriate rate, and</i></li> </ul>			

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<ul style="list-style-type: none"><li>• <i>I can decode multi-syllable words.</i></li><li>• <i>I can read grade level irregular spelled words.</i></li></ul>	<p><i>expression on successive readings.</i></p> <ul style="list-style-type: none"><li>• <i>I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></li></ul>		
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<b>Course/ Grade:</b>	3 <sup>rd</sup> Grade Language Arts	<b>Instructional Unit:</b>	Module 1	<b>Suggested Timeline:</b>	7-9 weeks
<b>Overview:</b> Students will learn to uncover layers of meaning that lead to deep comprehension and answer text-dependent questions. Students will pay attention to what is printed and also understanding the meaning. Students will read a variety of genres, often comparing and contrasting multiple texts by the same author. Students will focus on the study of a narrative. Students consider how writers capture a reader’s imagination. Students delve into narrative structure focusing on characters.			<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can knowing the main idea help me to understand what I am reading?</li> </ul>		
<b>Essential Learning Targets:</b> <ul style="list-style-type: none"> <li>Ask and answer questions about the text and make inferences from text</li> <li>Demonstrate understanding of text by using text features</li> <li>Determine the main idea and recount the key details</li> <li>Determine the central message, lesson, or moral in literary texts and explain how it is conveyed in the text.</li> <li>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</li> <li>Write a narrative to develop real or imagined experiences or events</li> <li>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</li> </ul>					
<b>Reading Information Text</b>		<b>Reading Literature</b>		<b>Writing and Grammar</b>	
<b>CC.1.2.3.A :</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. <ul style="list-style-type: none"> <li><i>I can tell the main idea and supporting details of a passage.</i></li> </ul> <b>CC.1.2.3.B:</b> Ask and answer questions about the text and make		<b>CC.1.3.3.A:</b> Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. <ul style="list-style-type: none"> <li><i>I can determine the lesson of a story and provide supporting evidence.</i></li> </ul> <b>CC.1.3.3.C:</b> Describe characters in a story and explain how their		<b>CC.1.4.3.F:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> <li><i>I can use proper grammar usage, capitalization, punctuation, and spelling in my writing.</i></li> </ul>	
				<b>CC.1.5.3.D:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. <ul style="list-style-type: none"> <li><i>I can report on a topic or text, tell a story, or recount an experience</i></li> </ul>	



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<p>inferences from text; refer to text to support response.</p> <ul style="list-style-type: none"> <li>• <i>I can ask and answer questions about a text and make an inference.</i></li> </ul> <p><b>CC.1.2.3.E:</b> I can use text features and search tools to locate and interpret information</p> <ul style="list-style-type: none"> <li>• <i>I can use text features and search tools to locate and understand informational text.</i></li> </ul> <p><b>CC.1.2.3.J:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <ul style="list-style-type: none"> <li>• <i>I can use third grade academic vocabulary.</i></li> </ul> <p><b>CC.1.2.3.K:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>• <i>I can determine the meaning of unknown</i></li> </ul>	<p>actions contribute to the sequence of events.</p> <ul style="list-style-type: none"> <li>• <i>I can describe characters in a story and explain how their actions contribute to the sequence of events.</i></li> </ul> <p><b>CC1.3.3.F:</b> Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <ul style="list-style-type: none"> <li>• <i>I can determine the meaning of words and phrases in my text.</i></li> </ul> <p><b>CC.1.3.3.H:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <ul style="list-style-type: none"> <li>• <i>I can compare and contrast the themes, settings, and plots of a story written by the same author about the same or similar characters.</i></li> </ul> <p><b>CC.1.3.3.I:</b> Determine or clarify the meaning of unknown and multiple meaning words and</p>	<p><b>CC.1.4.3.M:</b> Write narratives to develop real or imagined experiences or events.</p> <ul style="list-style-type: none"> <li>• <i>I can write a narrative and develop real or imagined experiences or events.</i></li> </ul> <p><b>CC.1.4.3.N:</b> Establish a situation and introduce a narrator and/or characters</p> <ul style="list-style-type: none"> <li>• <i>I can establish a situation and introduce a narrator and/or characters.</i></li> </ul> <p><b>CC.1.4.3.O:</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <ul style="list-style-type: none"> <li>• <i>I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events and how the characters respond to situations.</i></li> </ul> <p><b>CC.1.4.3.P:</b> Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a</p>	<p><i>with facts.</i></p>
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<p><i>words and phrases.</i></p> <p><b>CC.1.2.3.L:</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <li>• <i>I can read and comprehend literary nonfiction and informational text.</i></li> </ul>	<p>phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>• <i>I can determine or clarify the meaning of unknown and multiple meaning.</i></li> </ul>	<p>sense of closure.</p> <ul style="list-style-type: none"> <li>• <i>I can put events of a story in order.</i></li> </ul> <p><b>CC.1.4.3.P:</b> Choose words and phrases for effect.</p> <ul style="list-style-type: none"> <li>• <i>I can choose good words to make my story more interesting.</i></li> </ul> <p><b>CC.1.4.3.T:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>• <i>I can plan, revise, and edit my writing.</i></li> </ul>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Background knowledge Nonfiction Homonyms Context clues Compound words Word structure Sequence Summarize Unknown words Dictionary/glossary Multiple meaning words Compare and contrast Expository text Definition	Character Setting Theme Background knowledge Narrative poem Homonyms Context clues Compound words Word structure Sequence Summarize Fable Unknown words Dictionary/glossary	Homonyms Narrative poem Simple sentence Sentences Compound words Word structure Sequence Plural Predicate Subject Dictionary/glossary Visualize Declarative sentence Interrogative sentence	Background knowledge Paraphrase Visualize Exaggeration Speech Expression Presentation Media directions

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<p>Encyclopedia Prefix Suffix Author’s purpose Monitor and clarify Main idea and details Synonym Unfamiliar words Draw conclusions Questioning Opinion Persuasive text Antonyms Predict and set purpose Text structure Directions Source comparisons</p>	<p>Visualize Exaggeration Tall tale Multiple meaning words Compare and contrast Prefix Suffix Author’s Purpose Story structure Simile Realistic fiction Repetition Imagery Rhyme Monitor and clarify Main idea and details synonym figurative language unfamiliar words fairy tale draw conclusions questioning fantasy opinion antonyms animal fantasy predict and set purpose humorous poems onomatopoeia free verse poems imagery comparisons</p>	<p>Exaggeration Sensory details exclamatory imperative prefix suffix compound sentence simile punctuation run-on sentence Common noun Proper noun Synonym Expression Regular plural noun Singular Expository text Persuasive text Possessive nouns Singular possessive nouns Cursive Friendly letter Plural possessive noun Paragraph Organization Apostrophe Supporting details</p>	
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<b>Resources</b>	<b>Resources</b>	<b>Resources</b>	<b>Resources</b>
<b>Savvas myView</b>	<b>Savvas myView</b>	<b>Savvas myView</b>	<b>Savvas myView</b>
<b>Standards Align System (SAS)</b>	<b>Standards Align System (SAS)</b>	<b>Standards Align System (SAS)</b>	<b>Standards Align System (SAS)</b>
<i>Exact Path</i>	<i>Exact Path</i>	<i>Exact Path</i>	<i>Exact Path</i>
<i>Soar to Success</i>	<i>Soar to Success</i>	<i>Soar to Success</i>	<i>Soar to Success</i>

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<i>Read Naturally</i>	<i>Read Naturally</i>	<i>Read Naturally</i>	<i>Read Naturally</i>
<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>
<b><u>District Assessment</u></b>	<b><u>District Assessment</u></b>	<b><u>District Assessment</u></b>	<b><u>District Assessment</u></b>
-DIBELS -DRA's -Edmentum/Exact Path	-DIBELS -DRA's - Edmentum/Exact Path	-DIBELS -DRA's - Edmentum/Exact Path	-DIBELS -DRA's Savvas myView

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<p>Savvas myView</p> <ul style="list-style-type: none"> <li>Beginning of the Year Baseline Group test</li> </ul> <p>Unit Assessments</p>	<p>Savvas myView</p> <ul style="list-style-type: none"> <li>Beginning of the Year Baseline Group test</li> </ul> <p>Unit Assessments</p>	<p>Savvas myView</p> <ul style="list-style-type: none"> <li>Beginning of the Year Baseline Group test</li> </ul> <p>Unit Assessments</p>	
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<b>Course/ Grade:</b>	3 <sup>rd</sup> Grade Language Arts	<b>Instructional Unit:</b>	Module 2	<b>Suggested Timeline:</b>	7-9 weeks
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<p><b>Overview:</b> This unit is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students do a class study of a topic then read excerpts from a central text and supporting text pieces from various genres. They demonstrate their expertise by writing a research-based narrative that highlights their research and educate others. Academic vocabulary is used throughout the unit where students are given multiple opportunities to engage in discussions. This unit is designed to prepare students for reading, writing, speaking, and listening in the context of informational reading. Utilizing graphic organizers, independent reading, and partner reading, students cite evidence from the various genres of the topic and develop a research project with a writing project that focuses on informational research to build knowledge and teach others. Academic vocabulary filtered throughout the unit where students where students are given multiple opportunities to engage in discussions.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why are text features essential to understanding an informational text?</li> <li>• How do I identify the author’s point of view when reading an informational text?</li> <li>• How do readers reflect and respond?</li> </ul>		
<p><b>Essential Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Acquire and use accurately grade appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</li> <li>• Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li>• Ask and answer questions about the text and make inferences from text, referring to text to support responses.</li> <li>• Read and comprehend literary fiction on grade level, reading independently and proficiently.</li> <li>• Compare and contrast the important events gained from texts and write a research-based narrative piece emphasizing text-based evidence that support real or imagined experiences or events.</li> <li>• Write informational/explanatory texts, using strong organizational structures to convey ideas and information clearly.</li> </ul> <p>-Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>			
<p><b>Reading Informational Text</b></p>	<p><b>Reading Literature</b></p>	<p><b>Writing</b></p>	<p><b>Speaking and Listening</b></p>



<p><b>CC.1.2.3.B:</b> Ask and answer questions about the text and make inferences from text; refer to text to support response.</p> <ul style="list-style-type: none"> <li><i>I can ask and answer questions about a text and make an inference.</i></li> <li><i>I can refer to text to support responses.</i></li> </ul> <p><b>CC.1.2.3.D:</b> Explain the point of view of the author.</p> <ul style="list-style-type: none"> <li><i>I can explain the point of view of the author.</i></li> </ul> <p><b>CC.1.2.3.E:</b> I can use text features and search tools to locate and interpret information</p> <ul style="list-style-type: none"> <li><i>I can use text features and search tools to locate and understand informational text.</i></li> </ul> <p><b>CC.1.2.3.G:</b> Use information gained from text features to demonstrate understanding of text.</p> <ul style="list-style-type: none"> <li><i>I can use information from text features to show understanding of text.</i></li> </ul> <p><b>CC.1.2.3.I:</b> Compare and contrast the most important points and key details presented in texts on the</p>	<p><b>CC.1.3.3.A:</b> Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <ul style="list-style-type: none"> <li><i>I can determine the lesson of a story and provide supporting evidence.</i></li> </ul> <p><b>CC.1.3.3.B:</b> Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <ul style="list-style-type: none"> <li><i>I can ask and answer questions about the text and make inferences.</i></li> <li><i>I can refer to text to support responses.</i></li> </ul> <p><b>CC.1.3.3.D:</b> Explain the point of view of the author</p> <ul style="list-style-type: none"> <li><i>I can explain the point of view of the author.</i></li> </ul> <p><b>CC.1.3.3.E:</b> Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier section.</p> <ul style="list-style-type: none"> <li><i>I can refer to parts of text when writing or speaking about a text using such terms as chapter, scene,</i></li> </ul>	<p><b>CC.1.4.3.A:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li><i>I can write informative/explanatory texts to examine a topic.</i></li> </ul> <p><b>CC.1.4.3.B:</b> Identify and introduce the topic.</p> <ul style="list-style-type: none"> <li><i>I can identify and introduce the topic in an informational text.</i></li> </ul> <p><b>CC.1.4.3.C:</b> Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <ul style="list-style-type: none"> <li><i>I can develop the topic with facts, definitions, details and illustrations.</i></li> </ul> <p><b>CC.1.4.3.D:</b> Create and organizational structure that includes information grouped and connected logically with a concluding statement or sentence.</p> <ul style="list-style-type: none"> <li><i>I can include information grouped and connected logically in a graphic organizer</i></li> </ul> <p><b>CC.1.4.3.E:</b> Choose words and phrases for effect</p>	<p><b>CC.1.5.3.A:</b> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li><i>I can engage effectively in a range of collaborative discussions on topics and texts.</i></li> </ul> <p><b>CC.1.5.3.D:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <ul style="list-style-type: none"> <li><i>I can report on a topic or text, tell a story, or recount an experience with facts.</i></li> </ul>
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<p>same topic.</p> <ul style="list-style-type: none"> <li><i>I can compare and contrast the most important point and key details presented in texts on the same topic.</i></li> </ul> <p><b>CC.1.2.3.J:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <ul style="list-style-type: none"> <li><i>I can use third grade academic vocabulary.</i></li> </ul>	<p><i>and stanza.</i></p> <p><b>CC.1.3.3.G:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (e.g., create mood, emphasize aspects of a character or setting)</p> <ul style="list-style-type: none"> <li><i>I can explain the mood.</i></li> <li><i>I can explain the characters in a story.</i></li> <li><i>I can explain the setting of a story.</i></li> </ul> <p><b>CC.1.3.3.H:</b> Compare and contrast the themes, settings, and plots of</p>	<ul style="list-style-type: none"> <li><i>I can choose words and phrases for effect in my writing.</i></li> </ul> <p><b>CC.1.4.3.F:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li><i>I can use proper grammar usage, capitalization, punctuation, and spelling in my writing.</i></li> </ul> <p><b>CC.1.4.3.U:</b> With guidance and support, use technology to produce</p>	
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<p><b>CC.1.2.3.K:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools. <i>I can determine the meaning of unknown words and phrases.</i></p>	<p>stories written by the same author about the same or similar characters.</p> <ul style="list-style-type: none"> <li><i>I can compare and contrast the themes, settings, and plots of a story written by the same author about the same or similar characters.</i></li> </ul>	<p>and publish writing (using keyboard skills) as well as to interact and collaborate with others</p> <ul style="list-style-type: none"> <li><i>I can use technology to publish my writing.</i></li> </ul> <p><b>CC.1.4.3.W:</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <ul style="list-style-type: none"> <li><i>I can recall information from experiences to gather information from print and digital sources and take brief notes.</i></li> </ul>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Monitor and clarify Main idea and details Synonym Unfamiliar words Draw conclusions Questioning	Monitor and clarify Main idea and details synonym figurative language unfamiliar words fairy tale	Common noun Proper noun Synonym Expression Regular plural noun Singular	Expression Presentation Media Directions Investigate rate

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<p>Opinion Persuasive text Expository text Antonyms Predict and set purpose Text structure Directions Source Comparisons Homophones Context clues Dictionary /glossary Inferring Graphic sources Internet Generalization News article Cause an effect nonfiction</p>	<p>draw conclusions questioning fantasy opinion antonyms animal fantasy predict and set purpose humorous poems onomatopoeia free verse poems imagery comparisons Homophones Context clues Dictionary/glossary Plot Inferring Myth Drama Character Setting Illustrations Simile Metaphor Stanza Generalization Fiction Cause and effect Lyrical poem Free verse poem</p>	<p>Expository text Persuasive text Possessive nouns Singular possessive nouns Cursive Friendly letter Plural possessive noun Paragraph Organization Apostrophe Supporting details Homophones Brainstorm Action verb Important ideas Linking verbs Main verb Helping verb Thesaurus Subject/verb agreement Illustrations Subject Verb greeting simile metaphor verb tense present tense future tense irregular verbs</p>	
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<b>Resources</b>	<b>Resources</b>	<b>Resources</b>	<b>Resources</b>
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<p><b>Savvas myView</b></p> <p><b>Standards Align System (SAS)</b></p> <p><i>Exact Path</i></p> <p><i>Soar to Success</i></p> <p><i>Read Naturally</i></p>	<p><b>Savvas myView</b></p> <p><b>Standards Align System (SAS)</b></p> <p><i>Exact Path</i></p> <p><i>Soar to Success</i></p> <p><i>Read Naturally</i></p>	<p><b>Savvas myView</b></p> <p><b>Standards Align System (SAS)</b></p> <p><i>Exact Path</i></p> <p><i>Soar to Success</i></p> <p><i>Read Naturally</i></p>	<p><b>Savvas myView</b></p> <p><b>Standards Align System (SAS)</b></p> <p><i>Exact Path</i></p> <p><i>Soar to Success</i></p> <p><i>Read Naturally</i></p>
<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>

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<u>District Assessment</u>	<u>District Assessment</u>	<u>District Assessment</u>	<u>District Assessment</u>
<p>-DIBELS</p> <p>-DRA’s</p> <p>- Edmentum/Exact Path</p> <p>Savvas myView Unit Assessments</p>	<p>-DIBELS</p> <p>-DRA’s</p> <p>- Edmentum/Exact Path</p> <p>Savvas myView Unit Assessments</p>	<p>-DIBELS</p> <p>-DRA’s</p> <p>- Edmentum/Exact Path</p> <p>Savvas myView Unit Assessments</p>	<p>-DIBELS</p> <p>-DRA’s</p> <p>- Edmentum/Exact Path</p>

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<b>Course/ Grade:</b>	3 <sup>rd</sup> Grade Language Arts	<b>Instructional Unit:</b>	Module 3	<b>Suggested Timeline:</b>	7-9 weeks
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<p><b>Overview:</b> In this unit, students will read various informational pieces about a topic and gather evidence. They form and understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats. Students will have the opportunity to present their findings and speak in complete sentences in order to provide requested detail. Academic vocabulary is used throughout the unit with opportunities to engage in discussion. Also, students will participate in literary analysis while reading various narrative pieces including fables, myths, and legends. They will focus on determining the central message, lesson, or moral in literary text and explain how it is expressed in a text.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do good readers, writers, and speakers analyze and research informational text to gather information, write, and present about findings?</li> <li>• How do good readers, writers, and speakers analyze a literary writing to create a narrative piece?</li> </ul>		
<p><b>Essential Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Report on a topic with appropriate facts and relevant, descriptive details, speaking clearly with appropriate pacing and clear pronunciation.</li> <li>• Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.</li> <li>• Create an engaging product utilizing audio recordings that demonstrate fluid reading and adding visual displays with appropriate to emphasize or enhance certain facts or details.</li> <li>• Speak in complete sentences when appropriate to task and situation.</li> <li>• Determine the central message, lesson, or moral in literary text, explaining how it is expressed in text along with the point of view of the author.</li> <li>• Write narratives to develop real or imagined experiences or event while using dialogue and descriptions, thoughts, and feelings.</li> <li>• Demonstrate command of the conventions of standard English grammar and spelling when writing and speaking.</li> </ul>			
<p><b>Reading Informational Text</b></p>	<p><b>Reading Literature</b></p>	<p><b>Writing</b></p>	<p><b>Speaking and Listening</b></p>

<p><b>CC.1.2.3.B:</b> Ask and answer questions about the text and make inferences from text; refer to text to support response.</p> <ul style="list-style-type: none"> <li><i>I can ask and answer questions about a text and make an inference.</i></li> <li><i>I can refer to text to support to responses.</i></li> </ul> <p><b>CC.1.2.3.C:</b> Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause and effect.</p> <ul style="list-style-type: none"> <li><i>I can explain how a series of events, concepts, or steps in a procedure is connected within text.</i></li> <li><i>I can use language that pertains to time, sequence, and cause and effect.</i></li> </ul> <p><b>CC.1.2.3.D:</b> Explain the point of view of the author.</p> <ul style="list-style-type: none"> <li><i>I can explain the point of view of the author.</i></li> </ul> <p><b>CC.1.2.3.E:</b> I can use text features and search tools to locate and interpret information.</p> <ul style="list-style-type: none"> <li><i>I can use text features and</i></li> </ul>	<p><b>CC.1.3.3.A:</b> Determine the central message, lesson, or moral in literary text; explain how it is expressed in the text.</p> <ul style="list-style-type: none"> <li><i>I can determine the message, lesson, or moral in literary text.</i></li> </ul> <p><b>CC.1.3.3.B:</b> Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <ul style="list-style-type: none"> <li><i>I can ask and answer questions about the text and make inferences.</i></li> <li><i>I can refer to text to support responses.</i></li> </ul> <p><b>CC.1.3.3.D:</b> Explain the point of view of the author.</p> <ul style="list-style-type: none"> <li><i>I can explain the point of view of the author.</i></li> </ul> <p><b>CC.1.3.3.F:</b> Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <ul style="list-style-type: none"> <li><i>I can determine the meaning of words and phrases as they are used in grade level text.</i></li> </ul>	<p><b>CC.1.4.3.A:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li><i>I can write informative/explanatory texts to examine a topic.</i></li> </ul> <p><b>CC.1.4.3.B:</b> Identify and introduce the topic.</p> <ul style="list-style-type: none"> <li><i>I can identify and introduce the topic in an informational text.</i></li> </ul> <p><b>CC.1.4.3.C:</b> Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <ul style="list-style-type: none"> <li><i>I can develop the topic with facts, definitions, details and illustrations.</i></li> </ul> <p><b>CC.1.4.3.D:</b> Create and organizational structure that includes information grouped and connected logically with a concluding statement or sentence.</p> <ul style="list-style-type: none"> <li><i>I can include information grouped and connected logically in a graphic organizer.</i></li> </ul> <p><b>CC.1.4.3.F:</b> Demonstrate a grade appropriate command of the</p>	<p><b>CC.1.5.3.A:</b> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li><i>I can engage effectively in a range of collaborative discussions on topics and texts.</i></li> </ul> <p><b>CC.1.5.3.B:</b> Determine the meaning and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> <li><i>I can determine the meaning and supporting details of a text read aloud.</i></li> </ul> <p><b>CC.1.5.3.C:</b> Ask and answer questions about information from a speaker, offering appropriate detail.</p> <ul style="list-style-type: none"> <li><i>I can ask and answer questions about information from a speaker, offering appropriate detail.</i></li> </ul> <p><b>CC.1.5.3.D:</b> Report on a topic or text, tell a story, or recount an</p>
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<p><i>search tools to locate and understand informational text.</i></p> <p><b>CC.1.2.3.G:</b> Use information gained from text features to demonstrate understanding of text.</p> <ul style="list-style-type: none"> <li><i>I can use information from text features to show understanding of text.</i></li> </ul> <p><b>CC.1.2.3.J:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <ul style="list-style-type: none"> <li><i>I can use third grade academic vocabulary.</i></li> </ul> <p><b>CC.1.2.3.K:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li><i>I can determine the meaning of unknown words and phrases.</i></li> </ul> <p><b>CC.1.2.3.L:</b> Read and</p>		<p>conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li><i>I can use proper grammar usage, capitalization, punctuation, and spelling in my writing.</i></li> </ul> <p><b>CC.1.4.3.J:</b> Create an organizational structure that includes reasons linked in a logical order with a concluding statement or sentence.</p> <ul style="list-style-type: none"> <li><i>I can create a graphic organizer that includes reasons linked in a logical order with a concluding statement or sentence.</i></li> </ul> <p><b>CC.1.4.3.K:</b> Use a variety of words and sentence types to appeal to the audience.</p> <ul style="list-style-type: none"> <li><i>I can use a variety of words and sentence types to appeal to the audience.</i></li> </ul> <p><b>CC.1.4.3.M:</b> Write narratives to develop real or imagined experiences or events.</p> <ul style="list-style-type: none"> <li><i>I can write narratives to develop real or imagined experiences or events.</i></li> </ul>	<p>experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <ul style="list-style-type: none"> <li><i>I can report on a topic or text, tell a story, or recount an experience with facts.</i></li> </ul> <p><b>CC.1.5.3.G:</b> Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.</p> <ul style="list-style-type: none"> <li><i>I can show the conventions of standard English when speaking.</i></li> </ul>
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<p>comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <li><i>I can read and comprehend literary nonfiction and informational text.</i></li> </ul>		<p><b>CC.1.4.3.O:</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <ul style="list-style-type: none"> <li><i>I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences.</i></li> </ul> <p><b>CC.1.4.3.Q:</b> Choose words and phrases for effect.</p> <ul style="list-style-type: none"> <li><i>I can choose words and phrases for effect.</i></li> </ul> <p><b>CC.1.4.3.R:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> <li><i>I can demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</i></li> </ul>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Point of view Biography	Point of view Summarize	Singular pronoun Plural pronoun	Presentation outline

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<p>Summarize Graph Expository text Fact Opinion Biography Word choice subhead transitional words compare and contrast internet synonyms newsletter context clues homophones atlas advertisement critique</p>	<p>Author’s craft Idiom Problem and solution Word choice Transition words Folk tale Fiction realistic fiction synonyms context clues first person third person realistic fiction homophones mood free verse rising action narration critique historical fiction free verse alliteration assonance narrative poem</p>	<p>Punctuation Expository text Subject and object pronoun Possessive pronoun Contractions Apostrophe Word choice Syllable Transition words Preposition Prepositional phrases Outline Adjectives Articles Letter to the editor Synonyms context clues comparative adjective superlative adjective personal narrative homophones adverb comparative adverbs superlative adverbs invitation conjunction organization</p>	
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Resources	Resources	Resources	Resources
<p><b>Standards Align System (SAS)</b></p> <p><i>Exact Path</i></p> <p><i>Soar to Success</i></p> <p><i>Read Naturally</i></p> <p><b>Savvas myView</b></p>	<p><b>Standards Align System (SAS)</b></p> <p><i>Exact Path</i></p> <p><i>Soar to Success</i></p> <p><i>Read Naturally</i></p> <p><b>Savvas myView</b></p>	<p><b>Standards Align System (SAS)</b></p> <p><i>Exact Path</i></p> <p><i>Soar to Success</i></p> <p><i>Read Naturally</i></p> <p><b>Savvas myView</b></p>	<p><b>Standards Align System (SAS)</b></p> <p><i>Exact Path</i></p> <p><i>Soar to Success</i></p> <p><i>Read Naturally</i></p> <p><b>Savvas myView</b></p>

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<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>
<u><b>District Assessment</b></u> -DIBELS -DRA’s - Edmentum/Exact Path  <b>Savvas myView</b> Unit Assessments	<u><b>District Assessment</b></u> -DIBELS -DRA’s - Edmentum/Exact Path  <b>Savvas myView</b> Unit Assessments	<u><b>District Assessment</b></u> -DIBELS -DRA’s - Edmentum/Exact Path  <b>Savvas myView</b> Unit Assessments	<u><b>District Assessment</b></u> -DIBELS -DRA’s - Edmentum/Exact Path



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<b>Course/ Grade:</b>	3 <sup>rd</sup> Grade Language Arts	<b>Instructional Unit:</b>	Module 4	<b>Suggested Timeline:</b>	7-9 weeks
<p><b>Overview:</b> This unit focuses on a study of informational texts as students consider how to evaluate and make comparisons. Students delve into informational structure, focusing on how series of events, concepts, or steps in a procedure is connected within a text. Students will examine evidence in informational text and write their own opinion comparing the text. Academic vocabulary is used throughout the unit giving students the opportunity to engage in discussions.</p>			<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do good readers, writers, and speakers use key ideas and details to comprehend, compose, and communicate nonfiction text?</li> </ul>		

<b>Essential Learning Targets:</b>			
<ul style="list-style-type: none"> <li>• Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause and effect</li> <li>• Write opinion texts, supporting an opinion with reasons while creating an organizational structure that includes reasons linked in logical order with concluding statement or section</li> <li>• Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly</li> <li>• Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant; descriptive details; speak clearly with adequate volume</li> </ul>			
<b>Reading Informational Text</b>	<b>Reading Literature</b>	<b>Writing</b>	<b>Speaking and Listening</b>
<p><b>CC.1.2.3.B:</b> Ask and answer questions about the text and make inferences from text; refer to text to support response.</p> <ul style="list-style-type: none"> <li>• <i>I can ask and answer questions about a text and make an inference.</i></li> <li>• <i>I can refer to text to support to responses.</i></li> </ul> <p><b>CC.1.2.3.C:</b> Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause and effect.</p> <ul style="list-style-type: none"> <li>• <i>I can explain how a series of events, concepts, or steps in a procedure is connected within text.</i></li> <li>• <i>I can use language that pertains to time, sequence,</i></li> </ul>	<p><b>CC.1.3.3.B:</b> Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <ul style="list-style-type: none"> <li>• <i>I can ask and answer questions about the text and make inferences.</i></li> <li>• <i>I can refer to text to support responses.</i></li> </ul> <p><b>CC.1.3.3.E:</b> Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier section.</p> <ul style="list-style-type: none"> <li>• <i>I can refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza.</i></li> </ul>	<p><b>CC.1.4.3.A:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• <i>I can write informative/explanatory texts to examine a topic.</i></li> </ul> <p><b>CC.1.4.3.B:</b> Identify and introduce the topic.</p> <ul style="list-style-type: none"> <li>• <i>I can identify and introduce the topic in an informational text.</i></li> </ul> <p><b>CC.1.4.3.C:</b> Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <ul style="list-style-type: none"> <li>• <i>I can develop the topic with facts, definitions, details and illustrations.</i></li> </ul> <p><b>CC.1.4.3.D:</b> Create and</p>	<p><b>CC.1.5.3.A:</b> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• <i>I can engage effectively in a range of collaborative discussions on topics and texts.</i></li> </ul> <p><b>CC.1.5.3.B:</b> Determine the meaning and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> <li>• <i>I can determine the meaning and supporting details of a text read aloud.</i></li> </ul> <p><b>CC.1.5.3.C:</b> Ask and answer</p>

<p><i>and cause and effect.</i></p> <p><b>CC.1.2.3.D:</b> Explain the point of view of the author.</p> <ul style="list-style-type: none"> <li><i>I can explain the point of view of the author.</i></li> </ul> <p><b>CC.1.2.3.E:</b> I can use text features and search tools to locate and interpret information.</p> <ul style="list-style-type: none"> <li><i>I can use text features and search tools to locate and understand informational text.</i></li> </ul> <p><b>CC.1.2.3.G:</b> Use information gained from text features to demonstrate understanding of text.</p> <ul style="list-style-type: none"> <li><i>I can use information from text features to show understanding of text.</i></li> </ul> <p><b>CC.1.2.3.I:</b> Compare and contrast the most important points and key details presented in texts on the same topic</p> <ul style="list-style-type: none"> <li><i>I can compare and contrast the most important point and key details presented in texts on the same topic.</i></li> </ul>	<p><b>CC.1.3.3.F:</b> Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <ul style="list-style-type: none"> <li><i>I can determine the meaning of words and phrases as they are used in grade level text.</i></li> </ul> <p><b>CC.1.3.3.G:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story. (e.g., create mood, emphasize aspects of a character or setting)</p> <ul style="list-style-type: none"> <li><i>I can explain the mood.</i></li> <li><i>I can explain the characters in a story.</i></li> <li><i>I can explain the setting of a story.</i></li> </ul>	<p>organizational structure that includes information grouped and connected logically with a concluding statement or sentence.</p> <ul style="list-style-type: none"> <li><i>I can include information grouped and connected logically in a graphic organizer.</i></li> </ul> <p><b>CC.1.4.3.G:</b> Write opinion pieces on familiar topics or texts.</p> <ul style="list-style-type: none"> <li><i>I can write an opinion piece on familiar topics or texts.</i></li> </ul> <p><b>CC.1.4.3.H:</b> Introduce the topic and state an opinion on the topic.</p> <ul style="list-style-type: none"> <li><i>I can introduce the topic and state an opinion on the topic.</i></li> </ul> <p><b>CC.1.4.3.F:</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li><i>I can use proper grammar usage, capitalization, punctuation, and spelling in my writing.</i></li> </ul> <p><b>CC.1.4.3.J:</b> Create an</p>	<p>questions about information from a speaker, offering appropriate detail.</p> <ul style="list-style-type: none"> <li><i>I can ask and answer questions about information from a speaker, offering appropriate detail.</i></li> </ul> <p><b>CC.1.5.3.D:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <ul style="list-style-type: none"> <li><i>I can report on a topic or text, tell a story, or recount an experience with facts.</i></li> </ul>
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<p><b>CC.1.2.3.J:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <ul style="list-style-type: none"> <li>• <i>I can use third grade academic vocabulary.</i></li> </ul> <p><b>CC.1.2.3.K:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.</p> <ul style="list-style-type: none"> <li>• <i>I can determine the meaning of unknown words and phrases.</i></li> </ul> <p><b>CC.1.2.3.L:</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <ul style="list-style-type: none"> <li>• <i>I can read and comprehend literary nonfiction and informational text.</i></li> </ul>		<p>organizational structure that includes reasons linked in a logical order with a concluding statement or sentence.</p> <ul style="list-style-type: none"> <li>• <i>I can create a graphic organizer that includes reasons linked in a logical order with a concluding statement or sentence.</i></li> </ul> <p><b>CC.1.4.3.K:</b> Use a variety of words and sentence types to appeal to the audience.</p> <ul style="list-style-type: none"> <li>• <i>I can use a variety of words and sentence types to appeal to the audience.</i></li> </ul> <p><b>CC.1.4.3.P:</b> Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <ul style="list-style-type: none"> <li>• <i>I can organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order.</i></li> </ul> <p><b>CC.1.4.3.Q:</b> Choose words and phrases for effect.</p> <ul style="list-style-type: none"> <li>• <i>I can choose words and phrases for effect.</i></li> </ul>	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Homophones Context clues Dictionary /glossary Inferring Graphic sources Internet Generalization News article Cause an effect Nonfiction Point of view Biography Summarize Graph Expository text Fact Opinion Biography Word choice subhead transitional words	Homophones Context clues Dictionary/glossary Plot Inferring Myth Drama Character Setting Illustrations Simile Metaphor Stanza Generalization Fiction Cause and effect Lyrical poem Free verse poem Point of view Summarize Author’s craft Idiom Problem and solution Word choice Transition words Folk tale	Homophones Brainstorm Action verb Important ideas Linking verbs Main verb Helping verb Thesaurus Subject/verb agreement Illustrations Subject Verb greeting simile metaphor verb tense present tense future tense irregular verbs Singular pronoun Plural pronoun Punctuation Expository text Subject and object pronoun Possessive pronoun Contractions Apostrophe Word choice	Investigate Rate Presentation outline

		Syllable Transition words Preposition Prepositional phrases outline	
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<b>Resources</b>	<b>Resources</b>	<b>Resources</b>	<b>Resources</b>
Standards Align System (SAS)	Standards Align System (SAS)	Standards Align System (SAS)	Standards Align System (SAS)
<i>Exact Path</i>	<i>Exact Path</i>	<i>Exact Path</i>	<i>Exact Path</i>
<i>Soar to Success</i>	<i>Soar to Success</i>	<i>Soar to Success</i>	<i>Soar to Success</i>
<i>Read Naturally</i>	<i>Read Naturally</i>	<i>Read Naturally</i>	<i>Read Naturally</i>
Savvas myView	Savvas myView	Savvas myView	Savvas myView

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<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>	<b>Performance Tasks/Assessments</b>
<u>District Assessment</u> -DIBELS -DRA's - Edmentum/Exact Path Savvas myView Unit Assessments	<u>District Assessment</u> -DIBELS -DRA's - Edmentum/Exact Path Savvas myView Unit Assessments	<u>District Assessment</u> -DIBELS -DRA's - Edmentum/Exact Path Savvas myView Unit Assessments	<u>District Assessment</u> -DIBELS -DRA's - Edmentum/Exact Path Savvas myView



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