

Amherst-Pelham Regional School District

Curriculum Overview

Subject: **English Language Arts: Language, Reading and Literature**

Grade Level: **Third**

Enduring Understandings	Strands Topics/Units	Content/ Skills /Strategies	Essential Activities/Agreements
<p>Listening, speaking, writing, and reading form the foundation of English/Language Arts and allow the learner to receive, process, and express ideas and information about oneself, others, and the changing conditions of the world and global society in which we live.</p> <p>Understanding text requires a variety of skills, strategies, and levels of literary analysis. Knowledge acquired through these processes allows the learner to develop, understand, and respond critically and creatively for a variety of purposes.</p>	<p>Language</p> <p>Vocabulary Development</p> <p>Listening and Speaking</p> <p>Structure of English</p> <p>Reading Reading Process Phonology</p> <p>Fluency</p> <p>Comprehension</p>	<p>Develops word meaning through context, association, word study. Identifies base words and uses prefixes to alter meaning. Learns and uses homophones, antonyms, synonyms.</p> <p>Actively attends to and participates in discussions, follows pragmatic expectations and asks appropriate questions. Gives oral presentations using effective volume and showing awareness of audience and purpose.</p> <p>Understands and identifies basic parts of speech: nouns, verbs, adjectives. Analyzes sentences and identifies subject/predicate, combines simple sentences into compound sentence using conjunctions. Uses correct punctuation: end marks; capitals for sentence beginning, proper nouns; commas in lists, for dates.</p> <p>Learns phonics knowledge including letter-sound and structural analysis for blending and segmenting words. Uses morphology, syllable types, patterns, rules, and exceptions. Applies to unfamiliar words in and out of context.</p> <p>Utilizes sight word knowledge, phonology, punctuation, and meaning, appropriate expression, pauses, volume and pacing in order read in a phrased, fluent manner. Monitors reading, self corrects using all sources of information.</p> <p>Actively processes text before, during and after reading using specific strategies to preview, make connections, predict, question, visualize, infer, determine importance, and synthesize. Locates evidence to support understanding and answer questions.</p>	<p>Realistic fiction suggested texts:</p> <p><i>My Name is Maria Isabel</i>, by Alma Flor Ada</p> <p><i>Stone Fox</i> by John Reynolds Garner</p> <p><i>The Lucky Stone</i> by Lucille Clifton</p> <p><i>The Gold Threaded Dress</i> by Carolyn Marsden</p> <p><i>Cornrows</i> by Camille Yarbrough</p> <p><i>Halmoni and the Picnic</i> by Sook Nyul Choi</p> <p><i>Frindle</i> by Andres Clements</p>

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<p>Reading and writing are reciprocal processes and share forms that have common text features. This allows the reader to use these features to better understand and analyze text and to write effectively.</p>	<p>Literary analysis</p> <p>Genre</p> <p>Fiction</p> <p>Non Fiction</p> <p>Poetry</p> <p>Myth, Traditional and Classical Literature</p> <p>Dramatic Literature</p>	<p>Recognizes, and begins to use organizational structures, graphic and textual features, to distinguish forms of literature. Uses critical thinking to discover message or main idea.</p> <p>Identifies narrative elements: character, setting, plot/events, problem-solution. Identifies character traits through dialogue, action, thoughts. Recognizes character growth and relationships. Locates details to support an idea in text. Retells events in sequence.</p> <p>Identifies and attends to graphic features: charts/graphs, diagrams; textual features: headings/ subheading, captions; and structures: sequence, cause/effect, fact/fiction. Identifies main idea and supporting details and uses these to demonstrate understanding.</p> <p>Identifies and uses poetic elements: rhyme, rhythm, repetition; terminology: verse, stanza, line; and sensory images; description and simile. Identifies speaker, describes tone, and uses details to explain the meaning of the selection.</p> <p>Identifies stock characters, recognizes motif (elements of three, magic, wishes), and symbols. Determines author’s message, or lesson, compares with similar tales from different cultures and has awareness of cultural influence.</p> <p>Reads dramatic selection with awareness of how stage direction indicates character’s action, emotion, interaction, and scene change. Identifies characterization and elements of plot through dialogue. Understands and explains meaning using specific details.</p>	