

Third Grade English Language Arts

First Trimester

September – November 4

September: Launching Reading and Writing Workshops

Essential Questions:

Why do readers read?

How do readers have conversations about their reading?

How do readers "fix up" their reading when they don't understand? What are the expectations and routines of a reading workshop?

How can you use a classroom library?

How do you find a "just right" book?

How do you keep a personal reading log?

What are the different strategies that "good readers" use?

Why do writers write?

From where do writers gather ideas?

How do writers get better at writing?

What are the expectations and routines of the writing workshop? What are the strategies that good writers use?

How do writers use dialogue, description, and descriptions of actions (do, think & say) to develop characters?

What is the process all writers go through?

Skills:

Students will be able to:

- utilize the classroom library find a "just right" book
- keep a personal reading log
- discuss books daily with teacher and classmates
- read a range of materials: poems, chapter books, factual texts
- predict word meaning, by "reading" the illustrations
- understand the structure of the reading workshop including the mini lesson & independent reading
- gather ideas for writing from: observations, writing of others; personal experiences, senses, their thinking and wonderings
- use descriptive "juicy words"
- maintain a writer's notebook as a place to organize writing
- explore how letters correspond to sound
- identify visual patterns in words/word families keep topic lists that grow throughout the year
- reread and expand their "seed ideas"

- find and expand the main idea of their stories
- write for extended periods publish a written piece and share it with peers and adults
- learn proper spelling of content area words
- use legible print and/or cursive writing
- correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- use a variety of spelling resources, such as dictionaries, to support correct spelling
- use the writing process: prewriting, drafting, revising, proofreading, editing, and publishing
- observe rules of grammar, punctuation, capitalization, and spelling

October: Understanding and Strengthening Sentences

Essential Questions:

How does understanding the architecture of a sentence help us become more effective readers?

How can we build sentences with subject, predicate, and adjectives that are strong and effective?

What is the job of certain words in a sentence?

How can this understanding helps us identify parts of speech?

Skills:

Students will be able to:

- Identify and define nouns, verbs, adjectives, and adverbs
- Identify and be able to use different forms of ending punctuation to help their fluency and understanding of a sentence
- Select sentences from reading that have striking word choice and/or punctuation
- Make careful decisions about the nouns, verbs, and adjectives they use in their writing
- Revise sentences to select specific words that paint a picture for the reader
- Make careful decisions about the ending punctuation of sentences to match their purpose
- Write with awareness of basic conventions, capitals, and ending punctuation