

Public Schools of the Tarrytowns

Grade 3 ELA Curriculum

First Trimester

September/October

Setting Up Reading & Writing Workshops

Week 1, 9 Weeks

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

November

Reading & Writing Narrative Texts

Week 10, 4 Weeks

Essential Questions:

How do readers summarize text, maintaining sequence and author's point of view?

How do readers question the author?

What strategies do readers use in order to convince readers?

What questions can we ask before, during and after reading?

How can we summarize main idea?

How do writers gather information and document it?

How do we write to support main ideas we develop as readers?

Why do writers take notes?

Skills

Students will be able to:

- learn about characters
- examine the actions of characters
- make connections: text-to-text, text-to-self, text-to-world
- visualize, using all senses by attending to descriptions of characters' actions and settings
- generate questions before during and after reading to build theories about characters
- compare and contrast characters
- compare information from different texts
- retell and summarize text
- evaluate content by identifying: author's purpose, main idea/supporting details, important/unimportant details
- sequence events
- connect to prior knowledge and/or personal experience
- write a response to their reading and substantiate their theories with evidence from text
- take notes
- distinguish between narrative and non-narrative writing
- visualize text using graphic organizers
- sequence ideas in writing
- draft and revise a personal narrative
- write with a beginning, middle, & end
- revise their writing to add content related details
- write a 2 paragraph essay with: topic sentence, 3 supporting details, conclusion statement
- 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