

Third Grade English Language Arts
Third Trimester
March 17 – June

March: Multi-Genres Reading Skills through test Prep

Essential Questions:

How do we read across genres, recognizing their unique features and responding to questions that are asked in reference to the ideas about which we read?

How can we become skilled at responding to different genres in powerful and efficient ways?

Skills:

Students will:

- Identify a genre by its title and features
- Get ready to read a text by thinking about its features
- Find evidence to support answers to specific questions about the text
- Reread text for details, having a specific purpose or question in mind
- Make connections, question, visualize, and infer to answer specific questions
- Use their reading to inspire their writing
- Write responses in an organized, sequential, and thoughtful way
- Compare and contrast texts in writing, including evidence from the texts
- Write in response to many different genres, using genre characteristics to inform their responses
- Use legible print or cursive writing
- Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
- Observe rules of grammar, punctuation, capitalization, and spelling

April: Exploring Poetry Connections

Essential Questions:

- How do we read poetry and develop our own interpretations?
- How will we learn to recognize types of poetry and their characteristics?
- How do readers read poetry with fluency and phrasing?
- What features and structures do authors use to engage readers?
- What is figurative language and how does it help you comprehend text?
- How does reading a poem or play differ from reading fictional text?
- How do writers use their senses to observe the world and find meaningful ideas?
- How do writers make observations to write as poetry?
- How can you use various styles of poetry to express yourself in writing?
- What is a thesaurus and how can it help your writing?

Skills:

Students will:

- Read poetry for enjoyment
- Attend to descriptive language to visualize images in poetry
- Discuss author's purpose in using particular strategies
- Read and perform poetry with fluency, phrasing, and expression
- Use their voices to communicate mood and tone when reading aloud
- Identify figurative language: metaphor, simile, idioms, onomatopoeia, repetition, line breaks
- Use descriptive "juicy" words
- Use phrases to create word picture for readers use a thesaurus include homophones and homographs in their writing collect poetry from the environment
- Use observation, wondering, & memories to write poetry use descriptive language
- 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
- Realize and embrace in a meaningful way that poetry sometimes breaks the rules of grammar, punctuation, capitalization, and spelling

May: Building Conversations through Reading Clubs Nurturing Collaborations through Writing Clubs

Essential Questions:

How do readers have energetic, thoughtful conversations about books?
How do writers create pieces that reflect their interest, personalities, and writing styles?

How can writers with similar interests help us achieve our writing goals?

Skills:

Students will:

- Engage in lively, active conversation with a partner or book club
- Jot down notes and questions about texts that spark conversation
- Use conversational language with a partner or a club
- Work collaboratively in a group to make decisions
- Build on conversations by asking question
- Work in clubs to explore a shared genre of interest
- Meet with club members to share what they have learned about their genre
- Select a mentor texts to guide their writing
- Produce an original piece of writing that reflects their interests, writing styles, and voices
- Collaborate with Club members to provide a receive feedback for revision and editing of pieces

June: Looking Back, Looking Forward: Making Summer Reading and Writing Plans

Essential Questions:

How did you grow and change as a reader this school year?

What are some reading goals you have for the summer?

How did you grow and change as a writer this school year?

What are some writing goals you have for the summer?

Skills:

Students will:

- Students will reflect on themselves as readers: favorite books read, favorite genre read, reading activities, strategies learned across genres, reading successes and struggles.
- Students will make plans for summer reading.
- Students will reflect on themselves as writers: favorite published pieces, favorite writing unit of study, favorite anchor texts, writing successes and struggles.
- Students will make plans for summer writing.