

Public Schools of the Tarrytowns

Grade 3 ELA Curriculum

Third Trimester

March

Reading & Writing Persuasive Texts

Week 25, 3 Weeks

Essential Questions:

- How do readers determine the author's bias?
- How do readers read to be informed?
- How do readers monitor for information?
- What strategies do good readers use to help them read factual text?
- How do writers find ideas in their world about which they feel strongly?
- How do writers support their arguments/opinions with facts when writing to persuade?
- How can you use writing to persuade?
- What is a point of view?

Skills

Students will be able to:

- generate questions such as, "What is the author saying to me here?"
- use knowledge of text structure to help identify main ideas and purpose
- summarize text to: determine importance, identify supporting details, identify sequence and organization of text, draw conclusions
- understand conventions of non-fiction (to include): bold/italicized words, headings, captions
- develop a thesis statement
- support thesis statement with evidence organized in paragraphs
- use letter structure to persuade or inform
- 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

April

Reading & Writing Poetry

Week 28, 5 Weeks

Essential Questions:

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?

How is poetry different/similar to other types of writing?

What is a thesaurus and how can it help your writing?

What are the differences between homophones and homographs?

Skills

Students will be able to:

-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 and phrasing

-use their voices to communicate mood and tone when reading aloud

-identify figurative language: metaphor, simile, idioms, onomatopoeia, repetition, line breaks

-read with expression

-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

- 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

May
Reading & Writing Books in a Series
 Week 33, 4 Weeks

Essential Questions:

- What strategies do readers use to comprehend text?
- How do readers substantiate their thinking by referring to the text?
- How can readers discuss their reading more deeply with their partners?
- How does reading books in a series help readers understand text?
- From where do writers of fiction and non-fiction gather their ideas?
- How do writers use the writing of others as influence in their own writing?
- How do writers use dialogue, description, and descriptions of actions (do, think, & say) to develop characters?
- How do writers weave setting through their writing?

Skills

Students will be able to:

- predict before, during, and after reading using: personal experiences, knowledge of texts, knowledge of text structure, world knowledge to inform predictions
- generate questions before and during reading seeking answers as they read
- monitor for meaning by noticing own thinking
- report meaning by using a range of strategies
- talk with peers about reading
- discuss strategies used throughout reading
- use text structure/features of a narrative text when writing fiction & non-fiction
- find ideas from personal experiences and wonderings for writing
- develop characters by using craft structure; "show don't tell", precise

language, dialogue

- 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

June

Reading & Writing Books in a Series

Week 37, 2 Weeks

Essential Questions:

- What strategies do readers use to comprehend text?
- How do readers substantiate their thinking by referring to the text?
- How can readers discuss their reading more deeply with their partners?
- How does reading books in a series help readers understand text?
- From where do writers of fiction and non-fiction gather their ideas?
- How do writers use the writing of others as influence in their own writing?
- How do writers use dialogue, description, and descriptions of actions (do, think, & say) to develop characters?
- How do writers weave setting through their writing?

Skills

Students will be able to:

- predict before, during, and after reading using: personal experiences, knowledge of texts, knowledge of text structure, world knowledge to inform predictions
- generate questions before and during reading seeking answers as they read
- monitor for meaning by noticing own thinking
- report meaning by using a range of strategies
- talk with peers about reading
- discuss strategies used throughout reading
- use text structure/features of a narrative text when writing fiction & non-fiction
- find ideas from personal experiences and wonderings for writing

- develop characters by using craft structure; "show don't tell", precise language, dialogue
- revisit personal spelling words
- revisit personal grammar skills
- 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