

Third Grade English Language Arts
Second Trimester
November 5 – March 16

**November: Paragraphing Power
Persuasive Essay**

Essential Questions:

How do paragraphs help us better understand the information presented in a text?

How can paragraphing help us organize our writing clearly?

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:

- Understand that a paragraph is a convention that writers use to separate ideas into a longer texts
- Recognize paragraphs in independent reading books
- Notice how paragraphs chunk ideas in a text
- Use paragraphs to guide them in their reading fluency
- Read aloud to a partner, paying attention to how the paragraphs influence how they use their voices
- Create paragraphs using the format of indenting and lining the following sentences up with the margin
- 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

December: Note-Taking

Essential Questions:

How can we collect information we learn in an organized and thoughtful manner?

Skills:

Students will:

- Determine what is the most and least important information collected
- Develop and use guiding questions to focus their information gathering
- Record information learned in an organized and thoughtful manor
- Put information learned into their own words (paraphrasing).

January: Introduction to Non-Fiction Becoming Scientist and Historians

Essential Questions:

How do we navigate, understand, and use features of nonfiction to gather information about a specific topic?

How do we use our questions, notes, and the craft of writing nonfiction to present written information about a specific topic?

What strategies do readers use to help them read factual text?

How can we write to teach others all we know about a subject?

How do writers clearly write to inform?

Why do writers write non fiction texts?

How are non fiction texts different from fiction?

How do you research your topic?

Skills:

Students will be able to:

- Understand the difference between fiction and nonfiction
- Use non fiction text features to gather information while reading: glossary, index, captions, table of contents, bold and italicized words

- Understand that nonfiction writers create texts with factual information that informs and engages readers
- Understand various structures of nonfiction texts, including those of all-about, how-to, question and answer, and narrative picture books
- Understand the features of nonfiction texts, including use of print, headings in the form of a question, sidebars for information, and captions for graphics, and use in their writing
- Create an original piece of nonfiction text and will paraphrase what they have read to make it their original writing
- Use graphic organizers to represent factual text
- Use text features to locate information in text
- Ask questions before, during and after reading
- Read to locate answers
- Predict word meaning using context clues and background knowledge
- Read non fiction articles
- Take notes
- Write a report
- Sketch to organize writing
Share ideas for writing ideas
- Write a paragraph using a topic sentence and conclusion sentence
- Create and label a diagram
- Understand specific content vocabulary
- Sequence information
- Use the writing process
- 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

February: Exploring Elements of a Story Character Study

Essential Questions:

How does reading multiple books by one author help us learn about how authors create characters and bring them to life?

What can we learn about the development of a character from a mentor author to improve our own writing?

What are the different ways we can learn about the characters in the books we read?

What are characteristics of narrative texts?

How do we learn about characters?

What can learning about characters teach us about ourselves?

Skills:

Students will:

- Recognize and identify elements in a story
- Look across texts by the same author to find similarities and differences
- Analyze and trace a character through multiple books
- Recognize patterns that occur in the difference writing techniques the author uses to bring the characters to life
- Write about characters they research and write through the lenses of those characters
- Collaborate with others to research an author and characters through multiple texts
- Identify story elements in their own writing
- Learn how to use a mentor author to guide their writing
- Sequence information
- Use the writing process
- 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

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 think 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 to 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