



# PGCPS Reading/English Language Arts 3



Prince George's County Public Schools

School Year: 2017 – 2018

**Prerequisites:** Successful completion of Reading/English Language Arts 2

## INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number::

**TEXT: Pearson Street Literature Grade 3**

## Course Description:

This course is designed to prepare all students to be on track for college and career readiness by the time they graduate from high school. All lessons are aligned to the Maryland College and Career-Ready Standards for English Language Arts. The standards establish guidelines for English Language Arts teachers to ensure students at each grade level are taught the necessary skills to become critical readers and writers.

In this course, students will be required to read a variety of complex texts including stories, literature, and informational texts that provide facts and background knowledge on topics related to science and social studies. They will be asked questions that require them to refer back to what they have read and support their answers with reasoning and evidence from the text. Students will also be required to write for a variety of purposes such as narratives, opinion and explanatory information pieces. They will also engage in collaborative conversations with peers and demonstrate a command of formal English both in writing and speaking. These expectations will develop the critical-thinking, problem-solving, and analytical skills every student needs to be a literate person who is prepared for success in the 21<sup>st</sup> century.

Each student is expected to complete homework assignments and independent projects as well as at least 20 minutes of reading daily.

## GOALS:

Students will:

- Read a balance of informational and literary texts.
- Read complex text from a variety of topics such as science and social studies.
- Read text that will increase on complexity.
- Gather and cite text evidence to engage in rich and rigorous conversations and written responses about text.
- Write using multiple sources to state an opinion and create an organizational structure that supports the writer's purpose, write informative/explanatory texts to examine a topic and write narratives to develop real or imagined experiences
- Use grammar and conventions, writing strategies, and all aspects of foundational academic vocabulary skills effectively when writing and speaking.

Grading:

## Elementary Reading and Oral and Written Communication (Grades 2-5)

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Reading Curriculum Framework Progress Guide.

Factors	Brief Description Reading	Brief Description Oral/Written Communication	Grade Percentage Each Per Quarter
<b>Class Work</b>	This includes work completed in the classroom setting. Class work can include, but is not limited to: <ul style="list-style-type: none"> <li>▫ Group Participation</li> <li>▫ Notebooks/journals</li> <li>▫ Active participation in whole/ small group discussions</li> <li>▫ Completion of class room assignments, including independent reading</li> </ul>	This includes work completed in the classroom setting. Class work can include, but is not limited to: <ul style="list-style-type: none"> <li>▫ Group Participation</li> <li>▫ Grammar assignments</li> <li>▫ Writing process pieces</li> <li>▫ Completion of classroom assignments</li> </ul>	<b>35%</b>
<b>Homework</b>	This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to: <ul style="list-style-type: none"> <li>▫ Reading Logs</li> <li>▫ Research assignments</li> <li>▫ Winter/Spring Break Packets</li> </ul>	This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to: <ul style="list-style-type: none"> <li>▫ Spelling assignments</li> <li>▫ Grammar assignments</li> </ul>	<b>15%</b>
<b>Assessments</b>	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios, completion of graphic organizers, anecdotal notes of teacher observations, teacher conferences, student written responses) Assessments can include, but are not limited to: <ul style="list-style-type: none"> <li>▫ Analytic Writing</li> <li>▫ Vocabulary Assessment</li> <li>▫ Comprehension Strategy and Standard Application</li> <li>▫ Oral presentations</li> </ul>	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to: <ul style="list-style-type: none"> <li>▫ Content of Writing assignments</li> <li>▫ Spelling Test</li> <li>▫ Published writing</li> </ul>	<b>50%</b>

## Elementary Reading/English Language Arts Instruction and Pacing Overview

### Third Grade

Quarter 1 September 6 <sup>th</sup> -November 9 <sup>th</sup>						
Unit/Theme	Guiding Questions	BWTL Words	Focus Reading Strategies and Standards	Analytic Writing	Launching Writer's Workshop	Assessments
<b>1</b> <b>Becoming a Close Reader</b>	<p><i>How do we build a literacy community?</i></p> <p><i>What strategies help us read complex text?</i></p> <p><i>How do we read closely?</i></p> <p><i>How do we synthesize across texts?</i></p> <p><i>How do readers use graphic sources to enhance understanding of text?</i></p>	cringe reaction plentiful expensive barter obvious tempted resist consumer budget exchange compromise detect sensitive species	Follow Your Inner Conversation (RL.3.1, RI.3.1) Notice When You Lose Your Way (RL.3.1) Meaning of Words (RL.3.4) Inferring (RL.3.1) Determine Importance (RI.3.2) Monitor: Read, Write, Talk (RI.3.1) Recount Stories (RL.3.2) Characters and Effect on Sequence of Events (RL.3.3) Main Idea and Details (RI.3.2) Compare Contrast Across Texts (RI.3.9) Text Features (RI.3.5) Using Graphic Sources (RI.3.7)	Narrative Story (W.3.3) Literary Analysis – Character (W.3.2, RL.3.2) Character Sketch (W.3.2, RL.3.3) Research Simulation – Compare Contrast Across Texts (W.3.2, RI.3.9) Illustration Analysis (W.3.2, RI.3.7)	<p style="text-align: center;"><b>Writing Fundamentals</b></p> <p style="text-align: center;"><b>How Writers Work</b></p> (W.3.3.b, W.3.3.c, W.3.3.d, W.3.4, W.3.5, W.3.6, L.3.1, L.3.2, L.3.3)  <p><b>Conventions:</b>                      Types of sentences                      Subjects and predicates                      Compound sentences                      Subject/verb agreement</p>	<p><b>Ongoing:</b> Analytic Writing</p> <p><b>County-wide:</b></p> <ul style="list-style-type: none"> <li>• Reading/Writing Assessment Pretest</li> <li>• Measures of Academic Progress Reading (MAP Growth)</li> </ul>

Quarter 2 November 13 <sup>th</sup> -January 25 <sup>th</sup>						
Unit/Theme	Guiding Questions	BWTL Words	Focus Reading Strategies and Standards	Analytic Writing	Writer's Workshop	Assessments
<b>2</b> <b>People and Nature</b>  <b>How are people and nature connected?</b>	<p><i>How does the family structure of animals help them to solve problems?</i></p> <p><i>How have plants and animals adapted to solve problems?</i></p> <p><i>What can we do to make sure solutions are fair?</i></p> <p><i>How do people explain things in nature?</i></p> <p><i>How do people and nature interact?</i></p>	inhospitable refuge flourish disguise vital concoction reasonable convince humiliate abundant existence scarce wildlife teem trek	Questioning (RI.3.1) Integrating Strategies (RL.3.1) Inferring (RI.3.1) Synthesizing (RI.3.1) Draw Conclusions (RI.3.1) Main Idea and Details (RI.3.2) Role/Contribution of Illustrations (RI.3.7/RL.3.7) Relationship between Scientific Ideas (RI.3.3) Text Structure (RI.3.8) Comparing Ideas Across Texts (RI.3.9) Author's Point of View (RL.3.6, RI.3.6) Characters Impact Plot (RL.3.3) Central Message (RL.3.2) Story Structure (RL.3.5)	Research Simulation-Illustrations (W.3.2)  Research Simulation-Relationship of Concepts (W.3.2)  Literary Analysis-Illustrations (W.3.2)  Literary Analysis-Central Ideas (W.3.2)  Literary Analysis-Author Study (W.3.2)	<p style="text-align: center;"><b>Writing Fundamentals</b></p> <p style="text-align: center;"><b>Literary Nonfiction Unit of Study</b></p> (W.3.2)  <p><b>Conventions:</b>                      Common and proper nouns                      Singular and plural nouns                      Irregular nouns                      Singular and possessive nouns                      Action and Linking Verbs                      Main and Helping Verbs                      Verb Tenses                      Irregular Verbs</p>	<p><b>Ongoing:</b> Analytic Writing</p> <p><b>County-wide:</b></p> <ul style="list-style-type: none"> <li>• Reading/Writing Assessment Posttest</li> </ul>

**Quarter 3 January 26<sup>th</sup>-March 28<sup>th</sup>**

Unit/Theme	Guiding Questions	BWTL Words	Focus Reading Strategies and Standards	Analytic Writing	Writer's Workshop	Assessments
<b>3</b>  <b>Culture</b>  <b>What happens when two ways of life come together?</b>	<p><i>How does poetry communicate feelings, beliefs, and culture?</i></p> <p><i>What is the value in exploring different cultures?</i></p> <p><i>What do different cultures have in common?</i></p> <p><i>Why is it hard to adapt to a new culture?</i></p> <p><i>How can different cultures affect each other?</i></p>	perception articulate zeal culture optimistic value sacred claim motivate transplant companion expectation homeland homesick longing	Inferring (RL.3.1) Summarize (RL.3.2) Elements of Poetry (RL.3.5) Sensory Language (RL.3.4) Central Message (RL.3.2) Characters and Events (RL.3.3) Chapter Structure/Plot (RL.3.5) Message, Moral, Lesson (RL.3.2) Literal and Nonliteral Language (RL.3.4) Distinguish Own Point of View from Characters (RL.3.6) Illustrations Contribution (RL.3.7)	Literary Analysis-Central Message in Poetry (W.3.2, RL.3.2)  Literary Analysis-Character Analysis (W.3.1, RI.3.3)  Narrative Story: Letter (W.3.3, RL.3.2)  Literary Analysis: Central Message (W.3.1, RL.3.2)	<p align="center"><b>Writing Fundamentals</b></p> <p align="center"><b>Patricia Polacco Author Study Unit of Study (W.3.3)</b></p> <p><b>Conventions:</b>                      Conjunctions                      Adjectives and articles                      Comparative and superlative adjectives/ adverbs</p>	<p><b>Ongoing:</b> Analytic Writing</p> <p><b>County-wide:</b></p> <ul style="list-style-type: none"> <li>Reading/Writing Assessment Posttest</li> <li>Measures of Academic Progress Reading (MAP Growth)</li> </ul>

**Quarter 4 April 9<sup>th</sup>- June 13<sup>th</sup>**

Unit/Theme	Guiding Questions	BWTL Words	Focus Reading Strategies and Standards	Analytic Writing	Writer's Workshop	Assessments
<b>4</b>  <b>Inquiry-Westward Expansion</b>  <b>Is new always better?</b>	<p><i>How can we explore and inquire about events in history?</i></p> <p><i>How was the wagon train a "community on wheels"?</i></p> <p><i>How did Native American life change as a result of Westward Expansion?</i></p> <p><i>What role did immigrants play in the creation of the railroad?</i></p> <p><i>What were the effects of Westward Expansion on its stakeholders?</i></p>	settler pioneer emigrant destiny opportunity nostalgic propaganda perspective consequence immigrant prejudice deception stakeholder advocate contemplation	Integrating Strategies Key Ideas and Details RI.3.2 Historical Events Time and Sequence RI.3.3 Main Idea and Details RI.3.2 Point of View RI.3.6 Comparing Across Texts RI/RL 3.9	W.3.1, W.3.2, W.3.3  <ul style="list-style-type: none"> <li>Literary Analysis</li> <li>Narrative Story</li> <li>Research Simulation</li> </ul>	<p align="center"><b>Writing Fundamentals</b></p> <p align="center"><b>Biography (W.3.2)</b></p> <p><b>Conventions:</b>                      Capital letters                      Abbreviations                      Combining sentences                      Commas                      Quotations and parentheses</p>	<p><b>Ongoing:</b> Analytic Writing</p> <p><b>County-wide:</b></p> <ul style="list-style-type: none"> <li>Measures of Academic Progress-Reading (MAP Growth)</li> </ul>

# Key English Language Arts Literacy Shifts

## Parents' Guide

The Standards for English Language Arts (ELA) describe varieties of expertise that ELA educators at all levels should seek to develop in their students. Below are recommended suggestions of what parents can do to support their child in developing the critical skills to becoming college and career-ready.

### 1. Read as much non-fiction as fiction.

- Encourage your child to read more non-fiction text independently.
- Promote independent reading for at least 30 minutes a day (25 books per year).
- Read non-fiction texts aloud or with your child
- Initiate discussions about the details of the non-fiction text.

### 2. Learn about the world by reading.

- Provide opportunities for your child to build knowledge through reading about topics of interest.
- Provide opportunities for students to explore careers across all fields.
- Initiate discussion about these topics.

### 3. Read more challenging material closely.

- Encourage your child to read more challenging texts.
- Encourage your child to reread for understanding.
- Know your child's reading level and provide a balance of challenging and just right text.
- Encourage your child to keep trying even when the text gets harder.

### 4. Discuss reading using evidence.

- Initiate discussions about text.
- Require your child to support their claims and disagreements with evidence.
- Encourage students to question and challenge information they read.
- Read the same book and discuss by citing evidence from the text.
- Encourage students to use supportive evidence as they write about their thinking.

### 5. Write non-fiction using evidence.

- Encourage your child to write in journals, letters, reading responses, notes, use of Blogs or Wikis for writing, creative writing of stories/ plays/ lyrics/ poems; research projects about topics of interest.
- Explore careers that require writing skills such as journalism, script writing, advertising, book or movie critics, authors, sports magazine writers, lawyers, television, etc.
- Compare and contrast writings on the same topic written by a variety of authors.

### 6. Increase academic vocabulary.

- Read non-fiction text about science, social studies and other topics.
- Discuss the meaning of difficult vocabulary words and how they are used in the text.
- Help increase your child's spoken and written academic vocabulary through word games, discussions, media, videos, student-made vocabulary notebooks, online word searches, etc.