

McHenry School District #15



ELA

Year-At-A-Glance Guide

3rd Grade

On June 3rd, 4th, and 5th of 2015, McHenry Elementary School District 15 convened a group of teachers and administrators for the purpose of creating a document that would serve as a curricular and instructional resource for elementary teachers in the area of English Language Arts. A more specific intention of the document was to provide the necessary framework for MESD #15 to begin the creation of a more unified, cohesive and consistent progression of instruction in the area of English Language Arts. Furthermore, an additional point of the document was to serve as a location where teachers could synthesize the various materials, strategies, and resources available to them.

The following teachers and administrators comprised the group that completed the “Year-At-A-Glance” document that follows:

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A major effort of the above listed educators was the identification of Priority Standards for ELA in all areas of literacy (Reading Literature, Reading Informational, Foundational Skills, Speaking and Listening, Writing and Language). The purpose of this effort was to strategically narrow the scope of our instruction, align our areas of instructional emphasis, and identify the most essential learning objectives for our students that would, ultimately, establish a more unified and consistent focus for teaching and learning in the subject area of English Language Arts. This “Year-At-A-Glance Guide” is a result of the group’s diligent work. Included in it are:

1. The entirety of each grade level’s (K-5) New Illinois Learning Standards for English Language Arts.
2. Standards highlighted in green that the group identified as “Priority Standards.” These highlighted standards are viewed as standards that met the criteria of “Leverage,” “Rigor,” “Endurance” and are viewed as essential for teachers to emphasize and students to master.
3. Instructional vocabulary, derived directly from the standards that teachers should incorporate in their instruction throughout the year.
4. Big Ideas prevalent in each grade (to be worked on during the 15-16 school year)
5. Resource Bank (to be worked on during the 15-16 school year)

District 15 views this Year-At-A-Glance Guide as an ever-evolving and ever-improving document that teachers can and should refer to as an instructional and curricular resource. District 15 also views it as an integral initial step in our continual quest to improve and refine our English Language Arts curriculum.

Reading – Standards for Literature (RL)

Key Ideas and Details:

RL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.

RL.3.2 Recount stories including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure:

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar character (e.g., in books from a series).

Range of Reading and Level of Text Complexity:

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Standards for Informational Text (RI)

Key Ideas and Details:

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure:

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity:

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (RF)

Phonics and Word Recognition:

RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
a	Identify and know the meaning of the most common prefixes and derivational suffixes.
b	Decode words with common Latin suffixes.
c	Decode multisyllable words.
d	Read grade-appropriate irregularly spelled words.

Fluency:

RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
a	Read on-level text with purpose and understanding.
b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening Standards (SL)

Comprehension and Collaboration:

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.
a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
d	Explain their own ideas and understanding in light of the discussion.
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas::

SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
SL.3.5	Create engaging audio recordings of stories and poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Writing Standards(W)

Text Types and Purposes:

W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
b	Provide reasons that support the opinion.
c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d	Provide a concluding statement or section.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a	Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.
b	Develop the topic with facts, definitions, and details.
c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
d	Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
c	Use temporal words and phrases to signal event order.
d	Provide a sense of closure.

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Production and Distribution of Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge:	
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Range of Writing:	
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Standards (L)

Conventions of Standard English:

L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.
b	Form and use regular and irregular plural nouns.
c	Use abstract nouns (e.g., <i>childhood</i>).
d	Form and use regular and irregular verbs.
e	Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).
f	Ensure subject-verb and pronoun-antecedent agreement.*
g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
h	Use coordinating and subordinating conjunctions.
i	Produce simple, compound, and complex sentences.

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L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a	Capitalize appropriate words in titles.
b	Use commas in addresses.
c	Use commas and quotation marks in dialogue.
d	Form and use possessives.
e	Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).
f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a	Choose words and phrases for effect.*
b	Recognize and observe differences between the conventions of spoken and written standard English.

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Vocabulary Acquisition and Use:

L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.
a	Use sentence-level context as a clue to the meaning of a word or phrase.
b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).
c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).
d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).
b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).
c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Essential Learning / Big Ideas:

Overarching Standards:

- **RI.3.1/RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Priority Standards

- **RL.3.2** Recount stories including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar character (e.g., in books from a series).
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

- **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b - Provide reasons that support the opinion.
 - c - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - d - Provide a concluding statement or section.
- **W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a - Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.
 - b - Develop the topic with facts, definitions, and details.
 - c - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - d - Provide a concluding statement or section.
- **W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c - Use temporal words and phrases to signal event order.
 - d - Provide a sense of closure.
- **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
- **W.3.7** Conduct short research projects that build knowledge about a topic.
- **W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and
Listening**

- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
- **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

- **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences.
 - i - Produce simple, compound, and complex sentences.
- **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - e - Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.
 - a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b - Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- **L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**Foundational
Skills**

- **RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
 - c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Instructional Vocabulary

Accuracy, adjectives, adverbs, analysis, apply, appropriate, base, capitalization, central message, character, clarification, compare, complex sentence, compound sentence, comprehension, conduct, confirm, context, contrast, conveyed, decoding, demonstrate, describe, descriptive, descriptive details, determine, develop, edit, effectively, elaboration, engage, examine, experience, explanatory, explicitly, express, figurative language, fluency, high-frequency, important points, informative, key details, lesson, literal, main idea, moral, motivation, narratives, nonliteral, nouns, opinion, pace, phonics, plan, plot, point of view, pronouns, punctuation, recognition, recount, relevant, rereading, research projects, revise, same topic, self-correct, sequence, shades of meaning, simple sentence, spelling patterns, suffixes, support, supporting text, text-relevant, theme, topic, trait, understanding, verbs

Resource Bank