



Bedford Public Schools

Grade 3 – English Language Arts

The third grade program is an integrated study of communication skills that includes reading, writing, speaking, and listening. Building on grade two skills, students continue with a balanced literacy program, including word study, oral reading fluency, vocabulary building, and comprehension strategies.

Large and small group reading instruction continues as an integral part of literacy instruction. Students continue to build on prior skills to set a purpose for reading, identify text structure, make connections, ask questions, and modify their understandings. They also start to strengthen their inferential and summarizing skills. By engaging in discussion groups, their speaking and listening communication skills are enhanced. Students learn to express their opinion and understanding of a book by referring back to the text for evidence to support their thinking. With the integration of literacy into the content areas of science and social studies, both fiction and nonfiction reading and writing are addressed. In addition, independent reading is an essential component of the literacy block by providing students with the opportunity to reinforce previously taught skills and strategies.

Students use graphic organizers to plan in all genres of writing. Third graders continue to follow the writing process with a focus on revising their written work by adding supporting details. This is evident in their writing of poetry, journal entries, book reviews, stories, persuasive essays, and research reports. The ultimate goal for all students is to become more purposeful and reflective readers and writers.

The Bedford Public Schools' K-5 English Language Arts curriculum is aligned to the 2011 Common Core State Standards. By incorporating essential questions and enduring understandings to units of study, children engage in higher order thinking skills, with the intention of helping each child to become a life-long learner.



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Literature

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Literature is a tool that expands our understanding of the world. • Reading serves different purposes. • Reading includes active listening and independent application of skills. • Fiction follows a predictable structure that helps us in comprehending what is read. 	<ul style="list-style-type: none"> • Why do we read? • How does a student learn to read? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? 	<ul style="list-style-type: none"> • Ask and answer questions referring back to the text explicitly. • Determine the central message, lesson or moral in fables, folktales, and myths from diverse cultures. • Describe characters in a story and how their actions contribute to the sequence of events. • Determine the difference between the literal and non-literal meaning of words and phrases. • Refer to parts of stories, dramas, and poems, such as chapters, scenes and stanzas, describing how each part builds on earlier sections. • Distinguish their own point of view from that of the narrator or characters. • Explain how illustrations contribute to the meaning of the text. • Identify elements of fiction (i.e. characters, plot, problem, and solution) and elements of poetry (i.e rhyme, rhythm, figurative language, alliteration, and onomatopoeia). • Compare and contrast themes, settings, and plots of stories written by the same author. • Read and comprehend literature at or above grade level independently and proficiently.

Informational Text

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading serves different purposes. • Reading informational text expands our understanding of the world and its people. • Reading includes active listening and independent application of skills. • Informational texts have specific features that aid in understanding. 	<ul style="list-style-type: none"> • Why do we read informational texts? • How does reading informational text help us understand our world? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read? 	<ul style="list-style-type: none"> • Ask and answer questions referring back to the text explicitly. • Determine the main idea of a text by recounting the specific supporting details. • Use language pertaining to time, sequence, and cause and effect to describe the relationships between a series of historical events, scientific ideas, or steps in a technical procedure. • Determine the meaning of general academic and domain-specific words and phrases. • Use text features and search tools to locate information (i.e. glossary, index, headings, bold words). • Distinguish their own point of view from that of the author’s. • Use information gained from illustrations and words in a text to demonstrate understanding. • Describe the logical connection between sentences and paragraphs, cause and effect, and the sequence of events. • Compare and contrast key details presented in two texts on the same topic. • Read and comprehend informational texts at or above grade level independently and proficiently.

Foundational Skills

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Reading with accuracy and fluency aids in comprehension. • Effective readers monitor their understanding of a text by adjusting their strategies. • Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text. 	<ul style="list-style-type: none"> • How do we learn to read? • How do we figure out a word we do not recognize? • How does fluency affect comprehension? 	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding multi syllabic words (i.e. syllabication patterns and morphology). • Read with accuracy and fluency to support comprehension.

Opinion/Persuasive Writing Skills

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writers get their ideas from their own personal experiences and from the world around them. • Writing is a means to express ideas of importance and provide convincing evidence. • The purpose for writing determines the genre. 	<ul style="list-style-type: none"> • How do writers develop ideas to engage their audience and write with purpose? • How does the genre of writing affect the way authors write? 	<ul style="list-style-type: none"> • Recognize the genre and structure of opinion writing. • Introduce a topic. • State an opinion. • Create an organizational structure with support paragraphs. • Provide reasons that are supported by facts and details. • Link opinion and reasons with words and phrases. • Provide a concluding statement or section. • Use keyboarding skills effectively. • Type one page in a single sitting. • Write for short periods of time, over a range of discipline specific tasks, purposes, and audiences. • Write for longer periods of time, over a range of discipline specific tasks. • Plan, revise, and edit writing. • Reflect on writing.

Informational/Expository Writing Skills

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • The author’s purpose for writing determines the genre. • Writing is a means to help others understand and learn. • Writers get their ideas from their own personal experiences and from the world around them. 	<ul style="list-style-type: none"> • How does the genre of writing affect the way the author writes? 	<ul style="list-style-type: none"> • Recognize the genre and structure of informative/explanatory writing. • Introduce a topic. • Develop main ideas with facts, definitions, and supporting details. • Link ideas within categories of information using words and phrases. • Use precise language and domain-specific vocabulary. • Provide a conclusion. • Conduct short research reports. • Use keyboarding skills effectively. • Type one page in a single sitting. • Write for short periods of time, over a range of discipline specific tasks, purposes, and audiences. • Write for longer periods of time, over a range of discipline specific tasks. • Plan, revise, and edit writing. • Reflect on writing.

Narrative Writing Skills

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writing is a means to share stories. • Writers get their ideas from their own personal experiences and from the world around them. • The author’s purpose for writing determines the genre. 	<ul style="list-style-type: none"> • How does the genre of writing affect the way an author writes? 	<ul style="list-style-type: none"> • Recognize the genre and structure of narrative writing. • Use an entertaining beginning. • Establish a situation and introduce a narrator or characters. • Organize event sequence that unfolds naturally. • Use concrete words, phrases, and sensory details to convey experiences and events precisely. • Build suspense leading to the main event. • Sequence events in slow motion using descriptions, thoughts, and feelings. • Use dialogue and descriptions effectively. • Use temporal (time) words and phrases to signal event order. • Provide a sense of closure. • Generate an extended ending. • Write poems, descriptions, and stories using figurative language (i.e. alliterations, onomatopoeia, and rhyme). • Use keyboarding skills effectively. • Type one page in a single sitting. • Write for short periods of time, over a range of discipline specific tasks, purposes, and audiences. • Write for longer periods of time, over a range of discipline specific tasks. • Plan, revise, and edit writing. • Reflect on writing.

Speaking and Listening

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Active listening helps us navigate and understand our world. • There is a structure governing language that allows us to clearly communicate our message. 	<ul style="list-style-type: none"> • Why is being an active listener important? • How do we speak so others will understand our message? 	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions building on others' ideas. • Determine the main ideas and supporting details of a text read aloud or presented in diverse media. • Ask and answer questions from a speaker. • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. • Create engaging audio recordings of stories or poems that demonstrate fluid reading, adding visual displays when appropriate. • Speak in complete sentences when appropriate.

Language Standards

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Command of the English language is important when speaking and writing. • Rules and conventions help readers and writers to understand what is being communicated. 	<ul style="list-style-type: none"> • How do the rules of language affect communication? • How does having command of the English language affect our daily lives? 	<ul style="list-style-type: none"> • Demonstrate a command of standard English language when writing or speaking: <ol style="list-style-type: none"> 1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs. 2. Form and use irregular and regular plural nouns. 3. Use abstract nouns (i.e. childhood). 4. Form and use regular and irregular verbs. 5. Form and use simple verb tenses. 6. Ensure subject-verb agreement and pronoun-antecedent agreement. 7. Form and use comparative and superlative adjectives (i.e. larger, largest, more interesting, most interesting). 8. Use coordinating (i.e. and, or) and subordinate conjunctions (i.e. because, since). 9. Produce simple, compound, and complex sentences. • Demonstrate a command of standard English capitalization, punctuation and spelling when writing: <ol style="list-style-type: none"> 1. Capitalize appropriate words in titles. 2. Use commas in addresses. 3. Use commas and quotation marks in dialogue. 4. Form and use possessives. 5. Use conventional spelling for high frequency words.

Language Standards (cont.)

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
		<p>6. Add suffixes to base words.</p> <p>7. Use spelling patterns, syllable patterns, ending rules, and generalizations in writing words.</p> <p>8. Use reference materials to check and correct spelling.</p> <ul style="list-style-type: none"> • Use appropriate language and conventions in writing, speaking, reading, and listening. • Determine the meaning of unknown or multiple-meaning words and phrases using context. • Demonstrate the understanding of word relationships and nuances in word meanings. • Acquire and use accurately grade-appropriate general conversational, general academic, and domain specific words and phrases.