

NORTHWESTERN LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE: 3

DATE: November 2009

FIRST QUARTER						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
VO	3	Apply the meaning of terms to synonyms and antonyms.	VO	2	Use context clues to determine the meaning of homophones, homonyms, and homographs.	Daily oral language, spelling
VO	8	Decode and determine the meaning of words by using knowledge of root words and their various inflections.	PA	4	Demonstrate a growing stock of sight words.	Reading lessons ongoing, writing, speaking, spelling
IT	4	Draw conclusions from information in maps, charts, graphs and diagrams.	PA	2	Use letter-sound knowledge and structural analysis to decode words.	Math, ss, science, reading, Weekly Reader; spelling
CO	2	Identify the main idea, supporting details.	RP	1	<i>Comprehension Strategies:</i> Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	Weekly Reader; books, reading, writing
			RP	10	<i>Independent Reading:</i> Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Silent reading; 15 minutes in homework support; Mrs. Greene; Reading book lots of nonfiction;
			RP	9		
			LT	2	Use concrete details from the text to describe characters and setting.	Theme 1;
			WA	5	Produce informal writings (e.g., messages, journals, note, and poems) for various purposes.	Theme 1; ongoing year round
			WC	1	Write legibly in cursive, spacing letters, words and sentences appropriately.	
			WC	10	Use correct capitalization.	
			WC	8	Use end punctuation marks correctly.	
			WC	14	Use nouns and pronouns that are in agreement.	
			WP	1	Generate writing ideas through discussions with others and from printed materials.	
			WP	2	Develop a clear main idea for writing.	
			WP	4	Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	

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FIRST QUARTER continued...						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
			CO	4	Demonstrate an understanding of the rules of the English language.	
			CO	3	Identify the difference between facts and opinions in presentations and visual media.	
			CO	1	Ask questions for clarification and explanation, and respond to others' ideas.	
			RE	1	Choose a topic for research from a list of questions, assigned topic or personal area of interest.	
			RE	2	Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).	

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SECOND QUARTER						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
VO	7	Apply knowledge of prefixes, including un-, re-, pre-, and suffixes, including –er, -est, -ful, and –less to determine meaning of words.	VO	4	Read accurately high-frequency sight words.	
RP	6	Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	PA	1	Identify rhyming words with the same or different spelling patterns.	
IT	3	Identify and list the important central ideas and supporting details of informational text.	RP	3	Compare and contrast information between texts and across subject areas.	
WC	17	Use conjunctions.	IT	5	Analyze a set of directions for proper sequencing, clarity and completeness.	
LT	7	Describe methods authors use to influence readers’ feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).	WA	3	Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.	
			LT	5	Explain how an author’s choice of words appeals to the senses.	
			WC	13	Use irregular plural nouns.	
			WC	11	Use nouns, verbs and adjectives correctly.	
			WC	3	Spell all familiar high-frequency words, words with short vowels and common endings correctly.	
			WC	6	Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).	
			WP	15	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	
			WP	16	Rewrite and illustrate writing samples for display and for sharing with others.	
			CO	9	Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	
			CO	7	Adjust speaking content according to the needs of the audience.	
			CO	5	Select language appropriate to purpose and audience.	
			CO	6	Use clear diction and tone, and adjust volume and tempo to stress important ideas.	
			RE	6	Understand the importance of citing sources.	

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THIRD QUARTER						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
VO	1	Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	VO	5	Apply knowledge of individual words in unknown compound words to determine their meanings.	
IT	1	Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.	PA	3	Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.	
WA	1	Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.	RP	2	Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.	
WP	5	Organize writing by providing a simple introduction, body, and a clear sense of closure.	RP	4	Summarize texts, sequencing information accurately and include main ideas and details as appropriate.	
CO	8	Identify sources.	IT	2	List questions about essential elements (e.g., why, who, where, what, when, and how) from informational text and identify answers.	
			LT	4	Identify and explain the defining characteristics of literacy forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	
			LT	6	Identify stated and implied themes.	
			WA	4	Write informational reports that include the main ideas and significant details from the text.	
			WC	16	Use possessive nouns and pronouns.	
			WC	4	Spell contractions, compounds and homonyms (e.g., hair and hare) correctly.	
			WC	12	Use subjects and verbs that are in agreement.	
			WC	15	Use past, present and future verb tenses.	
			WP	9	Use available technology to compose text.	
			WP	13	Use resources and reference materials, including dictionaries, to select more effective vocabulary.	
			WP	14	Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	
			WP	10	Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	

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THIRD QUARTER-Continued						
ESSENTIAL INDICATORS			SUPPORTING INDICATORS			RESOURCES
			CO	8	Deliver informational presentations that:	
			CO	8	Present events or ideas in logical sequence and maintain a clear focus.	
			RE	5	Sort relevant information into categories about the topic.	
			RE	4	Identify important information found in the sources and summarize the important findings.	

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FOURTH QUARTER									
ESSENTIAL INDICATORS			SUPPORTING INDICATORS				RESOURCES		
<i>VO</i>	9	Determine the meanings and pronunciations of unknown words by using dictionaries and glossaries.	<i>VO</i>	6	Use knowledge of contractions and common abbreviations to identify whole words.				
<i>RP</i>	5	Make inferences regarding events and possible outcomes from information in text.	<i>PA</i>	5	Read text using fluid and automatic decoding skills.				
<i>LT</i>	1	Recognize and describe similarities and differences of plot across literary works.	<i>PA</i>	6	Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.				
<i>WP</i>	3	Develop a purpose and audience for writing.	<i>RP</i>	7	Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.				
<i>WP</i>	7	Create paragraphs with topic sentences and supporting sentences that are marked by indentation.	<i>RP</i>	8	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.				
<i>CO</i>	8	Include relevant facts and details from multiple sources to develop topic.	<i>LT</i>	3	Retell the plot sequence.				
			<i>WA</i>	2	Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.				
			<i>WC</i>	5	Use correct spelling of words with common suffixes such as -ion, -ment and -ly.				
			<i>WC</i>	2	Spell multi-syllabic words correctly.				
			<i>WC</i>	7	Use resources to check spelling (e.g., a dictionary, spell check).				
			<i>WC</i>	9	Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.				
			<i>WP</i>	6	Use a wide range of simple, compound and complex sentences.				

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FOURTH QUARTER - Continued					
			<i>WP</i>	12	Rearrange words, sentences and paragraphs to clarify meaning.
			<i>WP</i>	8	Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
			<i>WP</i>	11	Add descriptive words and details and delete extraneous information.
			<i>CO</i>	8	Organize information, including a clear introduction, body and conclusion.
			<i>CO</i>	8	Demonstrate an understanding of the topic.
			<i>CO</i>	8	Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology.
			<i>RE</i>	3	Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
			<i>RE</i>	7	Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.