



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Literacy (Grade 3)

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for English Language Arts](#). Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Reading Foundational

Know and apply grade-level phonics and word analysis skills in decoding words. (RF.3.3)

Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3.A)

Decode words with common Latin suffixes. (RF.3.3.B)

Decode multisyllable words. (RF.3.3.C)

Read grade-appropriate irregularly spelled words. (RF.3.3.D)

Read with sufficient accuracy and fluency to support comprehension. (RF.3.4)

Read grade-level text with purpose and understanding. (RF.3.4.A)

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.3.4.B)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4.C)

Reading Literature

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 3.2)

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (*See grade 3 Language standards 4-6 for additional expectations.*) (RL 3.4)

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

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)

Reading Informational Text

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

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. (*See grade 3 Language standards 4-6 for additional expectations.*) (RI 3.4)

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

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

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. (RI 3.10)

Writing

Write informative / explanatory texts to examine a topic and convey ideas and information clearly. (W 3.2)

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (3.2.A)

Develop the topic with facts, definitions, and details. (W.3.B)

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (W.3.C)

Provide a concluding statement or section. (W.3.D)

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W 3.8)

Language (we think these are the standards)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.3.2)

Capitalize appropriate words in titles. (L.3.2.A)

Use commas and quotation marks in dialogue. (L.3.2.C)

Form and use possessives. (L.3.2.D)

Commas in a series (find standard) This is a fifth grade standard

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (L.3.4)

Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4.A)

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4.B)

Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (L.3.5)

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5.B)

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5.C)

	Reading	Writing	Language
Unit Name	Unit 1: Launching	Unit 1: Launching	Unit 1: Launching (Review of 2nd Grade Skills)
Essential Questions	<u>Essential Questions:</u> How do readers get to know and understand a character? What lessons do the readers learn from the characters? What strategies do readers use to	<u>Essential Questions:</u> How do writers become storytellers through their writing? How do writers use the writing process to improve a personal narrative?	<u>Essential Questions:</u> How do writers know when to use capital letters? What is the purpose of using ending punctuation?

	determine the meaning of new words?		
Learning Targets (Student Friendly)	<p><u>Learning Targets:</u> I can be an active learner during a mini-lesson (participate, listen, focus, stay on topic).</p> <p>I can transition quickly from lesson to independent work.</p> <p>I can set myself up for reading success (choose a good spot, have all supplies, stay in one spot, read...read...read).</p> <p>I know and can choose just right books for me.</p> <p>I can set reading goals to increase my stamina.</p> <p>I can track and reflect on the books that I have read to understand my reading patterns and set new goals.</p> <p>I can talk about books.</p>	<p><u>Learning Targets:</u> I can be an active learner during a mini-lesson. (participate, listen, focus, stay on topic)</p> <p>I can transition quickly from lesson to independent work.</p> <p>I can set myself up for writing success (choose a good spot, have all supplies, stay in one spot, write...write...write).</p> <p>I understand the steps in the writing process. (gathering ideas, drafting, editing and revising, and publishing)</p> <p>I understand what 3rd grade writers do and don't do. (see p. 6 and 9 for anchor chart) (Consider adding things that good writers do.)</p> <p>I can use a writing checklist as a tool to monitor and improve my writing. (p. 10)</p>	<p><u>Learning Targets:</u> I can capitalize names. (POP 4.1)(L3.2)</p> <p>I can capitalize the pronoun I (no matter where it is). (POP 4.2)(L3.2)</p> <p>I can use end marks to move my reader from sentence to sentence. (POP 8.3) (L3.2)</p> <p>I can capitalize titles. (POP 4.4) (L3.2A)</p>

	Reading	Writing	Language
Unit Name	Unit 2: Building a Reading Life	Unit 2: Crafting True Stories	
Essential Questions	<p><u>Essential Questions:</u> How do readers get to know and understand a character?</p> <p>What lessons do the readers learn from the characters?</p> <p>What strategies do readers use to determine the meaning of new words?</p>	<p><u>Essential Questions:</u> How do writers become storytellers through their writing?</p> <p>How do writers use the writing process to improve a personal narrative?</p>	<p><u>Essential Questions:</u> Why do writers use apostrophes in their writing?</p> <p>How do writers show dialogue in their writing?</p>
Learning Targets (Student Friendly)	<p><u>Learning Targets:</u> Bend 1: Taught in Launching Unit Bend 2: I can understand a story by giving myself a comprehension check.(story structure)(RL 3.2)</p> <p>I can understand a story by predicting what will happen next.</p> <p>I can recount a fictional story by summarizing the most important parts.(RL 3.2)</p> <p>I can determine the lesson of the story.(RL 3.2) Bend 3: I can figure out hard words. (chunk words, context clues, does it look like a word I know, sound like a word I know, try out different sounds,)(RL 3.4)</p> <p>I can distinguish literal from nonliteral language(RL 3.4)</p>	<p><u>Learning Targets:</u> Bend 1: I can independently generate a variety of ideas.</p> <p>I can narrow an idea into small moments. Bend 2: I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.</p> <p>I can develop the heart of the story using action, and details.</p> <p>I used a variety of different sequential transition words and phrases, then, after, suddenly. Bend 3: I can develop the heart of the story using dialogue.</p> <p>Bend 4: I can write an ending that uses multiple elements of action, dialogue or feelings to bring my story to a close.</p> <p>I can follow the writing process to publish a narrative piece.</p>	<p><u>Learning Targets:</u> I can add an apostrophe s('s) to show ownership. (POP 9.1)(L3.2D)</p> <p>I can use apostrophes to show either ownership or contractions. (POP 9.2)(L3.2D)</p> <p>I can use quotation marks to show people talking. (POP 12.1)(L3.2 C)</p> <p>I use commas and quotation marks in dialogue. (POP 12.2)(L3.2C)</p>

	Reading	Writing	Language
Unit Name	Unit 3: Reading to Learn: Grasping Main Ideas and Text Structures	Unit 3: The Art of Informational Writing	
Essential Questions	<p><u>Essential Questions:</u> What are the different types of nonfiction texts and how do they differ?</p> <p>How do readers determine importance in nonfiction text?</p> <p>What strategies do readers use to determine the meaning of new words?</p>	<p><u>Essential Questions:</u> What do writers need to include when writing an informational piece?</p> <p>How do writers use the writing process to improve an informational writing piece?</p>	<p><u>Essential Questions:</u> How do readers determine the meaning of words?</p> <p>How do verbs change to show time?</p>
Learning Targets (Student Friendly)	<p><u>Learning Targets:</u> Bend 1: I can correctly determine the main idea and key details in a text and explain how they support the main idea.(RI 3.2)</p> <p>I can correctly identify different text features, identify their purpose, and explain how it helps them understand the text.(RI 3.5) Not assessed on unit assessment</p> <p>Bend 2: I can talk about my books and teach others what I learned about the main idea and key details.(RI 3.2)</p> <p>Bend 3: I can read narrative nonfiction as a story and as information. (RI 3.2)</p> <p>I can summarize narrative nonfiction. (RI 3.2)</p> <p>I can figure out hard words. (chunk words, context clues, does it look like a word I know, sound like a word I know, try out different sounds,)(RI 3.4)Not assessed on the unit assessment</p>	<p><u>Learning Targets:</u> Bend 1: I can teach readers information about a topic using ideas, observations, and questions in my writing.</p> <p>I can group information into parts where each part is related to a main idea previewed in the lead.</p> <p>Bend 2: I can follow the writing process to draft and revise an informational piece.</p> <p>I wrote a beginning in which I previewed the main ideas about my topic.</p> <p>I can develop the topic with facts, definitions and details.</p> <p>I can use a variety of different transitional words and phrases, such as also, another, for example, before, later, next, then.</p> <p>I wrote an ending that either drew conclusions, asked questions or suggested ways the reader might respond.</p> <p>Bend 3: I can follow the writing process to publish an informational piece. (editing)</p>	<p><u>Learning Targets:</u> I can use sentence-level context as a clue to the meaning of a word or phrase. (NO RESOURCES AVAILABLE)(Use with writing)</p> <p>I can use verbs like am, is, are, was, were , be, and been. (POP 6.2)</p> <p>I can use verbs to show time, past, present and future.(POP 6.3)</p> <p>I can check my verbs to make sure they sound right(irregular verbs). (POP 6.4)</p> <p>I can use plural nouns to show more than 1 person, place, or thing.(POP 5.3, 5.4, 5.5)</p>

	Reading	Writing	Language
Unit Name	Unit 4: Character Studies	Unit 4: Changing the World (Opinion)	
Essential Questions	<p><u>Essential Questions:</u> How do readers get to know and understand a character?</p> <p>What lessons do the readers learn from the characters?</p>	<p><u>Essential Questions:</u> What strategies do writers use to persuade readers about an opinion?</p> <p>How do writers use the writing process to improve an opinion writing piece?</p>	<p><u>Essential Questions:</u> Why do writers use commas in their writing?</p> <p>How do readers determine the meaning of words?</p>
Learning Targets (Student Friendly)	<p><u>Learning Targets:</u> Bend 1: I can get to know a character. (notice how they talk and act, notice patterns in a character’s behaviors, use the patterns noticed to predict) (RL 3.3) Bend 2: I can follow a character throughout the text. (story mountain, recount story, track problems and reactions, consider roles of secondary characters, notice how character is tested during story climax, notice how character resolves biggest problems)(RL3.2, RL3.3) I can determine what lessons the character learns. (RL 3.2) Bend 3: I can study the traits, actions, likes and dislikes of a characters that “go together”.(notice the way that characters react to their problems.)(RL 3.3) I can compare and contrast the lessons learned and the theme of two stories.(debate ideas across text) (RL 3.2) I can use context clues to identify the correct meaning of academic vocabulary within a text.(RL 3.4)</p>	<p><u>Learning Targets:</u> Bend 1: I can write my opinion and list reasons to support my opinion. Bend 2: I can provide evidence to support my opinion. I can connect my supporting details to evidence using a variety of transitional words and phrases, for example, this shows, because of, for instance. Bend 3: I can write a beginning that stated my opinion in a thesis statement. I can write an ending that restated my thesis and connected it to a thought or comment related to my opinion. Bend 4: I can follow the writing process to publish an opinion piece.</p>	<p><u>Learning Targets:</u> I can use commas to separate words in a list.(POP 19.1) I can use commas to separate 3 or more items in a list.(POP 19.2) I can use commas to separate items and actions. (POP 19.3) I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies(WWP 45 and SA 53) I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty. (NO RESOURCES AVAILABLE)(Use with opinion writing)</p>

	Reading	Writing	Language
Unit Name	Unit 5: Research Clubs: Elephants, Penguins, and Frogs, Oh My!	Unit 5: Biography Research	
Essential Questions	<p>Essential Questions: How do readers research a topic?</p> <p>How can research topics be compared and contrasted?</p>	<p>Essential Questions: How do writers research a topic and publish the information in their own words?</p> <p>How do writers use the writing process to improve an informational writing piece?</p>	<p>Essential Questions: How do readers determine the meaning of words?</p>
Learning Targets (Student Friendly)	<p>Learning Targets: I can determine the main idea of a text and recount the key details including text evidence to support the main idea.</p> <p>I can compare and contrast the most important points and key details presented in two texts on the same topic. Bend 1: <i>I can read books to identify subtopics to research using text features and search tools. (RI 3.2)(RI 3.5)</i></p> <p><i>I can study 1 subtopic on which to gather more information. (RI 3.2)</i></p> <p>I can synthesize information across texts.(RI 3.9)</p> <p>I can use the topics special(expert) vocabulary.(RI 3.4) Bend 2: I can take notes based on the structure of the text. (boxes, and bullets, sequential order, compare and contrast, cause and effect, problem and solution)(RI 3.2) lesson 9 spend more time on boxes and bullets and sequential order to focus on main idea and details Bend 3: I can ask questions and develop theories.</p> <p>I can gather evidence that supports my theories.</p> <p>I can find patterns and relationships across books.(RI 3.9)</p>	<p>Learning Targets: Bend 1: I can teach readers information about a topic using ideas, observations, and questions in my writing.</p> <p>I can group information into parts where each part is related to a main idea previewed in the lead. Bend 2: I can follow the writing process to draft and revise an informational piece.</p> <p>I wrote a beginning in which I previewed the main ideas about my topic.</p> <p>I can develop the topic with facts, definitions and details.</p> <p>I can use a variety of different transitional words and phrases, such as also, another, for example, before, later, next, then.</p> <p>I wrote an ending that either drew conclusions, asked questions or suggested ways the reader might respond. Bend 3: I can follow the writing process to publish an informational piece. (editing)</p>	<p>Learning Targets: I can determine the meaning of words with the prefixes re- and un-. (WTW-SA 45 p.554)</p> <p>I can determine the meaning of words using the suffix -ed. (WTW-SA 4)</p> <p>I can determine the meaning of words using the suffix -ing. (WTW - SA 2 & 3)</p> <p>I can determine the meaning of words using the suffixes -y and -ly. (WTW SA - 49)</p> <p>I can identify real-life connections between words and their use(e.g., describe people who are friendly or helpful)(NO RESOURCES AVAILABLE) (Use with writing biographies)</p>

	Reading	Writing	Language
Unit Name	Unit 6: Mystery: Foundational Skills in Disguise	Unit 6: Once Upon a Time Adapting and Writing Fairy Tales	
Essential Questions	<p>Essential Questions: How do readers distinguish between the mystery genre and other genres?</p> <p>What lessons do the readers learn from the characters?</p> <p>What strategies do readers use to determine the meaning of new words?</p>	<p>Essential Questions: How do writers become storytellers through their writing?</p> <p>How do writers use the writing process to improve a narrative writing piece?</p> <p>What do writers include when writing a fairy tale?</p>	<p>Essential Questions: How do readers determine the meaning of words?</p>
Learning Targets (Student Friendly)	<p>Learning Targets: Bend 1: I can pay attention to story details that may be clues to figure out the mystery.(RL3.2)</p> <p>I can make predictions, drawing on suspects' motives and opportunities. (RL 3.3)</p> <p>I can use different strategies to help me understand when the text is tricky. (RL 3.4)</p> <p>I can recount the mystery, including the main event and include details. (RL 3.2)</p> <p>Bend 2: I can use what I know about how mysteries go to help me identify what to look for as I read. (clues that may lead me off track, clues I may have missed along the way to help me identify clues in future texts.)(RL 3.2)</p> <p>Bend 3: There are no learning targets that match the mastery standards, however, this bend should still be taught.</p>	<p>Learning Targets: Bend 1 I can tell, plan, and draft adaptations of fairy tales.</p> <p>Bend 2 I can independently tell, plan, and draft adaptations of fairy tales.</p> <p>Bend 3 I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.</p> <p>I can develop the heart of the story using action, dialogue and details.</p> <p>I used a variety of different sequential transition words and phrases, then, after, suddenly.</p> <p>I can write an ending that uses multiple elements of action, dialogue or feelings to bring my story to a close.</p> <p>I can follow the writing process to publish a fairy tale.</p>	<p>Learning Targets: I can demonstrate understanding of figurative language, word relationships and nuances in word meanings. (NO RESOURCES AVAILABLE) (Use with writing)</p> <p>I can identify real-life connections between words and their use(e.g., describe people who are friendly or helpful) (NO RESOURCES AVAILABLE) (Use with writing)</p>