Martensdale-St. Marys Community School Reading/Language Arts Curriculum

Standard 1: Students will use multiple strategies to read a variety of texts.
3rd Grade:

Benchmark: ***The student will:***	***Grade Level Objectives***	***Instructional Strategies***	***Assessments***	***Instructional Timeline***
A. identify the characteristics of a variety of literary forms of genres.	1.A.3.1: distinguish between the structural features of a variety of genres **(MCGF)**	Talk alouds Read alouds Class discussions Graphic organizers Story maps	Skills assessment Teacher observation	
B. identify similarities and differences in terms of setting, character, events, and recurring themes.	1.B.3.1: compare and contrast setting, characters, problem, important events, outcomes and theme in a story **(G)**	Model Guided practice Independent practice Graphic organizers Venn diagrams Write a summary for each story	Teacher observation Skills assessment	
C. make inferences by drawing conclusions, predicting outcomes from text and prior knowledge.	1.C.3.1: analyze background knowledge and information gained from previous tests and discussions to make inferences **(G)**	Model Guided practice Independent practice Oral discussion Drawing pictures Use of sticky notes to locate examples	Teacher observation Skills assessment	
D. summarize, paraphrase and sequence text to identify main idea and details.	1.D.3.1: summarize and sequence to identify main idea and supporting details for passage comprehension	Teacher led summary writing Shared practice Modeling Guided practice Independent practice	Quick reads Summary rubrics	
E. scan and survey to get meaning from text.	1.E.3.1: identify titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	Model Guided practice Independent practice Corrective feedback using a variety of	Teacher observation Skills assessment	

		literature		
F. apply prior knowledge and relate it to new text.	1.F.3.1: ask questions and support answers by connecting prior knowledge with literal information found in and inferred from new text	Model Guided practice Independent practice Talk alouds Discussions Shared practice Use of sticky notes to locate examples	Teacher observation Skills Assessment	
G. identify author's point of view and/or purpose.	1.G.3.1: differentiate between the author's point of view and/or purpose of writing **(MCGF)**	Model Guided practice Independent practice	Teacher observation Skills assessment Workbook worksheets	
	1.G.3.2: identify author's purpose **(MCGF,G)**	Model Guided practice Independent practice	Teacher observation Skills assessment Workbook worksheets	

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Standard 2: Students will read for fluency, comprehension, and purpose in content areas.
3rd Grade:

Benchmark: ***The student will:***	***Grade Level Objectives***	***Instructional Strategies***	***Assessments***	***Instructional Timeline***
A. monitor own reading fluency strategies.	2.A.3.1: read with fluency for a variety of purposes and across content area silently and aloud to support comprehension **(G)**	Practice reading (using decoding strategies and reading context) Quick reads Six Minute Solutions Plays	DIBELS/CBMs Weekly progress monitoring Teacher observation Fluency probes Read Naturally	
	2.A.3.2: read from grade level material using expression and making few errors	Practice reading (using decoding strategies and reading context) Quick reads Six Minute Solutions Plays	DIBELS/CBMs Weekly progress monitoring Teacher observation Fluency probes Read Naturally	
	2.A.3.3: read independently using a variety of genres	DEAR time Practice reading (using decoding strategies and reading context) Quick reads	DIBEL/CBMs Weekly progress monitoring Teacher observation Fluency probes Read Naturally	
B. demonstrate consistently pre-reading text, establishing a purpose for reading and making simple predictions.	2.B.3.1: interpret author's purpose and make predictions **(C)**	KWL chart Concept/Question Board Modeling Guided Practice Shared Practice Independent Practice	Teacher Observation Class discussions	
C. decode words.	2.C.3.1: apply a variety of strategies to develop and	Modeling Guided Practice	DIBELS Teacher	

	expand unfamiliar words	Study word lists with like patterns Study of prefixes, suffixes and roots	observation of students' oral reading	
D. make explicit mental pictures of concrete information.	2.D.3.1: practice using inferencing and background knowledge to connect mental pictures to text **(G)**	Think alouds Read alouds Modeling Guided practice with a variety of genre	Character webbing Drawing pictures of mental images	
E. determine meaning of unknown words.	2.E.3.1: use sentence and word context to find the meaning of unknown words	Modeling, guided and independent practice Talk alouds Guess and check Discussion Worksheets Dictionary skills work Library skills work	Skills Assessment Teacher Observation	
	2.E.3.2: employ background knowledge and inferencing to find the meaning of unknown words **(G)**	Modeling, guided and independent practice Talk alouds Guess and check Discussion Worksheets Dictionary skills work Library skills work	Skills Assessment Teacher Observation	
	2.E.3.3: recall knowledge of prefixes, suffixes, and root works to determine the meaning of unknown words **(G)**	Modeling, guided and independent practice Talk alouds Guess and check Discussion Worksheets Dictionary skills work Library skills work	Skills Assessment Teacher Observation	
	2.E.3.4: use a dictionary to learn the meaning and features of unknown words	Modeling, guided and independent practice Talk alouds Guess and check Discussion Worksheets Dictionary skills work Library skills work	Skills Assessment Teacher Observation	

F. demonstrate competence in vocabulary usage and word recognition.	2.F.3.1: demonstrate understanding of vocabulary works in reading and writing skills **(G)**	Vocabulary sheet Word of the day Word wall	Test over vocabulary Teacher observation Journal Reading binder	
G. consistently confirm and revise simple predictions about the text.	2.G.3.1: use relevant questioning to connect prior knowledge with literal information found in and inferred from the text **(C)**	Class discussions Model, guided practice, independent practice and corrective feedback while reading	Teacher observation Skills assessment	
	2.G.3.2: examine major points in the text and make and modify predictions about forthcoming information	Class discussions Model, guided practice, independent practice and corrective feedback while reading	Teacher observation Skills assessment	

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Standard 3: Students will demonstrate knowledge of process, audience, purpose, and format in written work.
3rd Grade:

Benchmark: ***The student will:***	***Grade Level Objectives***	***Instructional Strategies***	***Assessments***	***Instructional Timeline***
A. draft, revise, edit, and publish a written composition conveying intended purpose.	3.A.3.1: develop a single paragraph (prewriting, writing, revising, proofreading, and publishing) using the writing process	Follow steps of writing process through modeling, guided practice, and independent practice Story maps and graphic organizers Modeling, guided practice, independent practice, and corrective feedback	Paragraph rubric Published product	
	3.A.3.2: write a style paragraph with a topic sentence and supporting details, summary, and persuasion **(C, MCGF)**	Follow steps of writing process through modeling, guided practice, and independent practice Story maps and graphic organizers Modeling, guided practice, independent practice, and corrective feedback	Paragraph rubric Published Product	
	3.A.3.3: use knowledge of purpose, audience, format, and medium in developing written communication **(MCGF)**	Write for different communication purpose: to entertain, inform, record, describe, persuade, compare/contrast and to respond to reading	Published Product Rubric	
B. Use writing as a tool for learning	3.B.3.1: Write for different learning purposes	To improve comprehension of concepts To increase retention of information To synthesize new understandings	Published product Rubric	

		with background knowledge To elaborate on and manipulate ideas To clarify thinking To expand knowledge of general, academic, and content-specific vocabulary To engage in questioning and reasoning To form and support opinions about a topic To reflect on experiences To gain insight into author's craft To support metacognition		
	3.B.3.2 Write on demand	Consider the purpose and audience Focus on the topic with ample supporting details Identify format for communication Identify medium of communication Draw upon experiences and observations Use correct spelling of high-frequency and grade-level words; make few errors in punctuation and capitalization Vary vocabulary and sentences Reread to correct obvious errors	Published Product Rubric	
C. Engage in the information literacy process: access, evaluate, and communicate information and ideas	3.C.3.1 Access, evaluate, and communicate information and ideas **(G)**	To generate questions to guide the research process To narrow a topic To locate research materials through print and electronic sources and interviews To evaluate for authority, objectivity, quality, coverage, currency, and relevance To use information accurately, responsibly, and ethically To adhere to a consistent format for documentation	Published Product Rubric	

		To use technology to communicate research findings		

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Standard 4: Student will use correct grammar, mechanics, spelling, and usage in written work.
3rd Grade:

Benchmark: ***The student will:***	***Grade Level Objectives***	***Instructional Strategies***	***Assessments***	***Instructional Timeline***
A. Use conventions of print in writing.	4.A.3.1: identify statements as questions, commands, and/or exclamations	Teacher modeling Class discussion Guided and independent practice Daily Oral Language	Story skills assessment worksheet Worksheets Writing samples Daily language review Weekly spelling tests	
	4.A.3.2: Identify subjects and predicates in writing **(C)**	Teacher modeling Class discussion Guided and independent practice Daily Oral Language	Story skills assessment worksheet Worksheets Writing samples Daily language review Weekly spelling	

			tests	
	4.A.3.3: Identify nouns, pronouns, possessive nouns and adjectives in writing	Teacher modeling Class discussion Guided and independent practice Daily Oral Language	Story skills assessment worksheet Worksheets Writing samples Daily oral language review Weekly spelling tests	
	4.A.3.4: identify verbs, adverbs, and verb tenses in writing	Teacher modeling Class discussion Guided and independent practice Daily Oral Language	Story skills assessment worksheet Worksheets Writing samples Daily language review Weekly spelling tests	
	4.A.3.5: punctuate dates, city and state, addresses, title of books, and items in a series correctly	Teacher modeling Class discussion Guided and independent practice Daily Oral Language	Story skills assessment worksheet Worksheets Writing samples Daily language review Weekly spelling tests	
	4.A.3.6: capitalize proper nouns **(G)**	Teacher modeling Class discussion Guided and independent practice Daily Oral Language	Story skills assessment worksheet Worksheets Writing samples Daily language review Weekly spelling tests	
	4.A.3.7: spell correctly one-syllable words that have blends, contractions, compounds, and homophones **(G)**	Teacher modeling Class discussion Guided and independent practice	Story skills assessment worksheet Worksheets	

		Daily Oral Language	Writing samples Daily language reviews Weekly spelling tests	
	4.A.3.8: identify spelling patterns when word endings are added (e.g., changing y to i)	Teacher modeling Class discussion Guided and independent practice Daily Oral Language	Story skills assessment worksheet Worksheets Writing samples Daily language reviews Weekly spelling tests	
B. coordinate conventions in written composition.	4.B.3.1: write examples of statements, questions, commands, and exclamations	Modeling Guided and independent practice Sentence construction Peer editing	Application worksheets Sentence rubric Daily Oral Language	
	4.B.3.2: write sentences using subjects and predicates in agreement	Modeling Guided and independent practice Sentence construction Peer editing	Application worksheets Sentence rubric Daily Oral language	
	4.B.3.3: Write sentences that use parts of speech correctly	Modeling Guided and independent practice Sentence construction Peer editing	Application worksheets Sentence rubric Daily Oral Language	
	4.B.3.4: punctuates the four types of sentences correctly	Modeling Guided and independent practice Sentence construction Peer editing	Application worksheets Sentence rubric Daily Oral Language	
	4.B.3.5 Introduce cursive handwriting and create readable documents with legible handwriting	Model Guided and independent practice, Corrective feedback	Application worksheets Rubric	
C. demonstrate the ability to use descriptive language.	4.C.3.1: write a sentence using nouns, verbs, adjectives and adverbs	Teacher guided discussion Modeling Guided Practice	Rubrics	

		Peer editing		
	4.C.3.2: compose a paragraph using sentences that include adjectives and adverbs	Teacher guided discussion Modeling Guided Practice Peer editing	Rubrics	

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Standard 5: Students will consider purpose, audience, and roles in spoken communication.
3rd Grade:

Benchmark: ***The student will:***	***Grade Level Objectives***	***Instructional Strategies***	***Assessments***	***Instructional Timeline***
A. communicate ideas clearly.	5.A.3.1: speak in a manner that guides the listener to understand important ideas in a variety of situations **(G)**	Use proper volume, pitch, phrasing, pacing, modulation, and gestures to enhance meaning Use details, facts, and experiences to explain and clarify information	Rubric	
	5.A.3.2: participates appropriately in one on one situations and group settings **(G,C)**	Model Provide guided practice and corrective feedback in speaking and listening situations	Observations Rubric	
	5.A.3.3 consider audiences and variable in the speaking situation **(G, C, MCGF)**	Adjust content for different audiences Respond with appropriate information or opinions to questions asked Confirm understanding by paraphrasing	Teacher observation	

		Respect, clarify, and /or support viewpoint of others		
	5.A.3.4: Recognize the role of evaluation in oral communication **(MCGF,G,C,T)**	Use students and teacher developed criteria to evaluate oral presentations and discussions Respond respectfully to questions and feedback about own presentation Participate in peer review of presentations		
	5.A.3.5: Use notes and memory aids to structure the presentation	Model Provide guided practice Deliver reports	Overhead projector Note cards Power point Posters Smart board	
B. Use appropriate body language when listening and/or speaking.	5.B.3.1: demonstrate appropriate body language, listening, and speaking skills **(T,C,G,MCGF)**	Model Role play Character Counts Deliver Reports Collaborate with peers Conduct intervies Presentations Select multimedia aids and technology to support a presentation	Teacher Observation Rubric	

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Standard 6: Students will use listening skills for interpretation, feedback, and analysis.
3rd Grade:

Benchmark: ***The students will:***	***Grade Level Objectives***	***Instructional Strategies***	***Assessments***	***Instructional Timeline***
A. listen for information and understanding.	6.A.3.1: Apply active listening strategies in a variety of settings while processing information, ideas, and opinions to determine relevance. **(MCGF,G,C)**	Oral summarizations Model Guided Practice	Observation Rubric Corrective feedback	
	6.A.3.2: Apply knowledge of verbal and nonverbal messages to anticipate key ideas and transitions **(MCGF,G,C)**	Oral summarizations Model Guided Practice	Observation Rubric Corrective feedback	
	6.A.3.3: listen to follow multiple-step directions	Oral summarizations Model Guided Practice	Observation Rubric Corrective feedback	
	6.A.3.4: gather and convey information from the listening experience (retell, relate prior knowledge, summarize, follow directions, list key ideas, paraphrase, and take notes) **(MCGF,G,C)**	Oral summarizations Model Guided Practice	Observation Rubric Corrective feedback	
B. use listening to interpret, analyze, and evaluate.	6.B.3.1: listen for the speaker's general purpose (inform, entertain, persuade) **(MCGF,G,C)**	Modeling Guided Practice	Modeling, Guided Practice	
	6.B.3.2 Use listening to determine a purpose, interpret, analyze, and evaluate **(MCGF,G,C)**	Modeling Guided Practice	Modeling, Guided Practice	
C. Listen to establish, maintain, and enhance relationships	6.C.3.1 Listen in one-on-one, small group, and large group setting to make connections with others **(T)**	Modeling Guided Practice	Modeling Guided Practice	
	6.C.3.2 Demonstrate respectful comments/questions and behaviors that indicate active listening **(MCGF,G,C)**	Modeling Guided Practice	Modeling Guided Practice	

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Standard 7: Students will use multiple strategies for interpreting, analyzing, and applying viewed media.
3rd Grade:

Benchmark: ***The student will:***	***Grade Level Objectives***	***Instructional Strategies***	***Assessments***	***Instructional Timeline***
A. Analyze the effects of visual media on society and culture. .	7.A.3.1: identify purposes of visual media **(T)**	Model Guided Practice Independent Practice	Discussion Observation Graphic organizers	
	7.A.3.2: analyze elements and effects of visual media **(T,MCGF,C,G)**	Model Guided Practice Independent Practice	Discussion Observation Graphic Organizers	
B. Use a range of strategies to interpret visual media	7.B.3.1 use comprehension strategies	Model Guided Practice Independent Practice	Discussion Observation Rubrics	
C. Apply a variety of criteria to evaluate informational media	7.C.3.1 Analyze and evaluate the use of media **(T,G)**	Model Guided Practice Independent Practice	Discussion Observation Rubric	
D. Understand how literary forms can be represented in visual narratives	7.D.3.1 Explain how literary forms and elements are represented in visual narratives **(T,C,G,MCGF)**	Model Guided Practice Independent Practice	Discussion Observation	
	7.D.3.2 Explain how visual elements convey meaning of symbols, images, and stereotypes in literary forms **(T,C,G,MCGF)**	Model Guided Practice Independent Practice	Discussion Observation	

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Standard 8: Students will consider purpose, ethical concerns, and evaluate processes and research activities.
3rd Grade:

Benchmark: ***The student will:***	***Grade Level Objectives***	***Instructional Strategies***	***Assessments***	***Instructional Timeline***
A. use a wide variety of strategies to identify topics to investigate.	8.A.3.1: identify the structure and organization of various reference materials (e.g., dictionary, thesaurus, encyclopedia, content area book and internet) **(T,G)**	Class practice time with various reference materials Library skills class	Teacher observation Skills test Reference checklist	
B. use multiple resources to find information on research topics.	8.B.3.1: use various reference materials and research a simple, short paper **(T)**	Outlines and graphic organizers Model Guided Practice Independent practice with corrective feedback	Reference Checklist Rubric Graphic Organizer	
C. compile information into a well written report or summary.	8.C.3.1: use various reference materials to write a simple, short report **(T,MCGF,G,C)**	Outlines and graphic organizers Model Guided Practice Independent Practice with corrective feedback		