

### 3rd Grade ELA Course Information

<b>Module</b>	<b>Study Module Topics</b>	<b>Estimated Time</b>
Module 1	The Sea	Quarter 1
Module 2	Outer Space	Quarter 2
Module 3	A New Home	Quarter 3
Module 4	Artists Make Art	Quarter 4

#### Primary Resources:

- Wit & Wisdom Grade 3
- Ohio's Third Grade ELA Learning Standards: Ohio Department of Education (2017)
- Ohio's Third Grade ELA Model Curriculum: Ohio Department of Education (2018)
- Foundations Level 3
- Heggerty Bridge the Gap Phonemic Awareness: Dr. Michael Heggerty

#### Supplemental Resources

- Lexia
- RazKids

<b>Grade 3 Module 1: The Sea</b>	
Summary	By learning about ocean life and the many ways humans choose to explore the sea, students gain concrete information about the world around them, as well as habits of mind that will enable them to continue their own journeys of exploration and discovery.
Essential Question	Why do people explore the sea?
Knowledge Goals	<ul style="list-style-type: none"> <li>● Identify how artists and writers use domain-specific elements to express ideas.</li> <li>● Explain how scientists observe the ocean carefully to learn more about it.</li> <li>● Explain why squids and sharks are important to the sea’s ecosystem.</li> <li>● Explain how people develop technology to solve problems.</li> </ul>
Reading Goals	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of a text. (RL.3.1, RI.3.1)</li> <li>● Determine main ideas and supporting details in informational texts and central messages in literary texts. (RI.3.2, RI.3.2)</li> <li>● Compare and contrast information from two texts on the same topic. (RI.3.9)</li> <li>● Use text features to locate information on a topic efficiently. (RI.3.5)</li> <li>● Analyze text illustrations to develop further understanding of information conveyed by the words in the text. (RI.3.7)</li> </ul>
Writing Goals	<ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.a, b, c)</li> <li>● Produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)</li> <li>● Develop and strengthen writing as needed by planning, revising, and editing. (W.3.5)</li> </ul>
End of Module Task	<p>Writing Type: Informative</p> <p>Students write a multiparagraph essay explaining why artists or scientists explore the sea</p>
Core Texts	<ul style="list-style-type: none"> <li>● Picture Book (Informational) <ul style="list-style-type: none"> <li>○ Ocean Sunlight: How Tiny Plants Feed the Seas, Molly Bang and Penny Chisholm</li> <li>○ The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino</li> <li>○ Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper</li> <li>○ Shark Attack!, Cathy East Dubowski</li> </ul> </li> <li>● Picture Book (Literary) <ul style="list-style-type: none"> <li>○ Amos &amp; Boris, William Steig</li> </ul> </li> </ul>
Word Study	<p>Foundations:</p> <ul style="list-style-type: none"> <li>● Review closed syllable</li> <li>● Review glued sounds (all, an, am, -ng, -nk)</li> <li>● Closed syllable exceptions</li> <li>● ck &amp; tch spelling</li> <li>● Review Suffixes, Plurals &amp; comparatives</li> </ul>

	<ul style="list-style-type: none"><li>● Introduce 1:1:1 spelling words &amp; spelling rule</li><li>● Review v-e, spelling /k/ in v-e</li><li>● "s" says /z/ between 2 vowels,</li><li>● 2 syllable words: closed syllables, closed + v-e syllables</li></ul> <p>*Units 1-3</p>
Additional Resources	<p><a href="#">Content Connections</a> <a href="#">Volume of Reading Book List and Additional Texts</a> (see Module 1)</p>

<b>Grade 3 Module 2: Outer Space</b>	
Summary	Our understanding of outer space has changed drastically over time, but at each period of understanding, the commonly held beliefs about outer space have shaped our perceptions of Earth and our ideas about our place in the universe.
Essential Question	How do people learn about space?
Knowledge Goals	<ul style="list-style-type: none"> <li>● Explain how people learn about space through technology, art, and literature.</li> <li>● Explain how scientists adapt to the challenges of space.</li> <li>● Gain basic information about the moon and stars.</li> <li>● Learn about Apollo 11, the first successful effort to put people on the Moon.</li> </ul>
Reading Goals	<ul style="list-style-type: none"> <li>● Determine main ideas and supporting details in informational texts and central messages or morals in literary texts. (RL.3.2)</li> <li>● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (L.3.5.a)</li> <li>● Describe the relationship between a series of events, ideas, or concepts using language that pertains to time, sequence, and cause/effect. (RI.3.3)</li> <li>● Distinguish their own point of view from that of the author of a text. (RI.3.6)</li> <li>● Compare and contrast information from two texts on the same topic. (RI.3.9)</li> </ul>
Writing Goals	<ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting points of view with reasons. (W.3.1)</li> <li>● Write informative/explanatory pieces to examine a topic and convey ideas and information clearly. (W.3.2)</li> <li>● Produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)</li> <li>● Take notes and sort information from past experiences or gathered information from print or digital sources. (W.3.8)</li> </ul>
End of Module Task	<p>Writing Type: Opinion</p> <p>Students write an essay for a class website in which they express their opinion about humankind's most important attempt to learn more about space.</p>
Core Texts	<ul style="list-style-type: none"> <li>● Picture Book (Informational) <ul style="list-style-type: none"> <li>○ Moonshot, Brian Floca</li> <li>○ One Giant Leap, Robert Burleigh</li> <li>○ Starry Messenger, Peter Sís</li> </ul> </li> <li>● Picture Book (Literary) <ul style="list-style-type: none"> <li>○ Zathura, Chris Van Allsburg</li> </ul> </li> </ul>
Word Study	<p>Fundations:</p> <ul style="list-style-type: none"> <li>● Review v-e 'exceptions', 'ive'</li> <li>● pluralizing v-e words</li> <li>● silent-e spelling rule</li> <li>● consonant / vowel suffixes</li> </ul>

	<ul style="list-style-type: none"><li>● schwa sound and spellings</li><li>● Review open syllables combined with other syllable type</li><li>● Schwa in open syllable with 'a' and 'i'</li></ul> <p>*Units 4-6</p>
Additional Resources	<p><a href="#">Content Connections</a> <a href="#">Volume of Reading Book List and Additional Texts</a> (see Module 2)</p>

<b>Grade 3 Module 3: A New Home</b>	
Summary	This module offers students an opportunity to consider the history of immigration through the lens of stories.
Essential Question	How do stories help us understand immigrants' experiences?
Knowledge Goals	<ul style="list-style-type: none"> <li>● Gain an overview of the history of immigration to the United States.</li> <li>● Understand some of the challenges immigrants face in their new country.</li> <li>● Understand the diversity of traditions immigrants bring with them.</li> <li>● Gain basic information about the Statue of Liberty and its history.</li> <li>● Learn about the use of scale and perspective in art.</li> </ul>
Reading Goals	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1, RI.3.1)</li> <li>● Describe the traits, motivations, or feelings of characters in a story and explain how their actions contribute to the sequence of events. (RL.3.3)</li> <li>● Distinguish their own point of view from that of the narrator or those of the characters. (RL.3.6)</li> <li>● Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL.3.9)</li> </ul>
Writing Goals	<ul style="list-style-type: none"> <li>● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)</li> <li>● Produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)</li> </ul>
End of Module Task	<p>Writing Type: Narrative</p> <p>Students write a short narrative that describes a moment from the point of view of a main character from one of the module texts</p>
Core Texts	<ul style="list-style-type: none"> <li>● Picture Book (Informational) <ul style="list-style-type: none"> <li>○ Coming to America: The Story of Immigration, Betsy Maestro</li> </ul> </li> <li>● Picture Book (Literary) <ul style="list-style-type: none"> <li>○ Grandfather's Journey, Allen Say</li> <li>○ Tea with Milk, Allen Say</li> <li>○ Family Pictures, Carmen Lomas Garza</li> <li>○ The Keeping Quilt, Patricia Polacco</li> </ul> </li> </ul>
Word Study	<p>Fundations:</p> <ul style="list-style-type: none"> <li>● Latin Roots &amp; prefixes with Latin Roots</li> <li>● Teach 'y' and suffix spelling rule</li> <li>● Review consonant-le syllable type</li> <li>● Consonant-le syllable type exception</li> <li>● r-control sounds, multi-syllables with r-control</li> <li>● R-control exceptions</li> <li>● Teach 'schwa-r' sound for ar/or</li> <li>● 1:1:1 spelling rule with r-controlled syllables</li> </ul>

	<ul style="list-style-type: none"><li>● Review double vowel syllable type, teach eigh/ei/ea</li><li>● all double vowel combinations for long e</li><li>● teach ei/ie</li><li>● teach 'ea' as short e</li><li>● Teach ui, review: u-e, u, ue, ew, ou, oo</li><li>● Teach 'igh'</li></ul> <p>*Units 7-10</p>
Additional Resources	<p><a href="#">Content Connections</a> <a href="#">Volume of Reading Book List and Additional Texts</a> (see Module 3)</p>

<b>Grade 3 Module 4: Artists Make Art</b>	
Summary	In this module, students will learn about artists and the work they create in different media, including dance, poetry, painting, and music.
Essential Question	What is an artist?
Knowledge Goals	<ul style="list-style-type: none"> <li>● Artists use their imagination to present ideas in different media.</li> <li>● Artists teach us to see the world in different ways.</li> <li>● The challenges that artists face can serve as an inspiration to us.</li> <li>● Learning about artists and their work helps us gain insight into our society and culture.</li> <li>● Marian Anderson was a famous American singer who helped Americans recognize that all citizens have gifts to offer.</li> <li>● Alvin Ailey was an innovative American choreographer who used dance to express and share appreciation for his African American culture.</li> <li>● William Carlos Williams was an innovative American poet who used language to express the beauty of the ordinary.</li> <li>● Charles Demuth was an innovative American artist.</li> <li>● Jackson Pollock was a groundbreaking American artist who experimented with line and form to express movement through art.</li> </ul>
Reading Goals	<ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)</li> <li>● Refer to parts of poems when writing or speaking about a text, using terms such as line and stanza; describe how each successive part builds on earlier sections. (RL.3.5)</li> <li>● 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.3.7)</li> <li>● Describe the logical connection between particular sentences and paragraphs in a text. (RI.3.8)</li> </ul>
Writing Goals	<ul style="list-style-type: none"> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)</li> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (W.3.4)</li> <li>● 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. (W.3.5)</li> <li>● Conduct short research projects that build knowledge about a topic. (W.3.7)</li> <li>● 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)</li> </ul>
End of Module Task	<p>Writing Type: Informative—Research</p> <p>Students research the life and work of one of the module’s featured artists and then write an essay explaining why that artist is important</p>

Core Texts	<ul style="list-style-type: none"> <li>● Picture Books (Informational) <ul style="list-style-type: none"> <li>○ Alvin Ailey, Andrea Davis Pinkney</li> <li>○ A River of Words: The Story of William Carlos Williams, Jen Bryant</li> <li>○ Action Jackson, Jan Greenberg and Sandra Jordan</li> <li>○ When Marian Sang, Pam Muñoz Ryan</li> </ul> </li> <li>● Picture Book (Literary) <ul style="list-style-type: none"> <li>○ Emma’s Rug, Allen Say</li> </ul> </li> </ul>
Word Study	<p>Quarter 4 Foundations:</p> <ul style="list-style-type: none"> <li>● Teach contractions with not/is, teach: can't, mustn't, won't, don't, doesn't</li> <li>● review soft g, c</li> <li>● Teach 'nce', 'nge' and 'dge'</li> <li>● Teach 'ch' as /k/, digraph 'ph'</li> <li>● Teach 'ture' and 'tu'</li> <li>● Teach advanced suffixes</li> </ul> <p>*Units 11-14</p>
Additional Resources	<p><a href="#">Content Connections</a>  <a href="#">Volume of Reading Book List and Additional Texts</a> (see Module 4)</p>