



Sparta Area School District

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Course Outcome Summary

Course Information: **Literacy 3**

Description: This course is about students reading expository and informational text, as well as speaking and writing narrative, informative, and persuasive works.

Instruction Level: 3rd Grade

Course Standards:

Reading Foundations

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of most common prefixes and derivational suffixes.
- Decode multi-syllable words.
- Read grade appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct recognition and understanding, rereading as necessary.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Form and use regular and irregular plural nouns.
- Form and use regular and irregular verbs.
- Form and use comparative and superlative adjectives and adverbs, and choose between depending on what is to be modified.
- Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Critical Reading Skills

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details speaking clearly at an understandable pace.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3)

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section (for an opinion piece).
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section (for informative writing).

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
- Conduct short research projects that build knowledge about a topic.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit

1. **Building a Reading Life and Crafting True Stories**
2. **Reading to Learn and The Art of Information Writing**
3. **Character Studies and Baby Literary Essay**
4. **Research Clubs and Once Upon A Time**
5. **Mystery and Changing the World**

Unit Outlines

1. **Building a Reading Life and Crafting True Stories**

Standards:

- Know and apply grade-level language skills
- Read with accuracy and fluency to support comprehension
- Ask and answer questions to demonstrate understanding of a text
- Retell key details in the text
- Describe characters and their importance to the story
- Find the meaning of words in a text, distinguish literal from nonliteral language
- Refer to parts of stories when writing or speaking about a text, using terms such as chapter, scene, and stanza
- By the end of the year, read and comprehend grade-level literature
- Writing narratives with events and details, using sequence of order
- Produce and organize writing with guidance and support
- Develop writing through planning, revising, and editing with peer and adult support

- Write routinely for an extended time-frame for various purposes and audiences
- Contribute to a group discussion by building on other ideas within a group
- Ask and answer appropriate questions with a speaker
- Speaking clearly while using relative facts and descriptive details to retell a story or report on a topic
- Speaking in complete sentences while responding to questions
- Use knowledge of language when writing, speaking, reading, or listening
- Find meaning of unknown and multiple-meaning words and phrases
- Show understanding of word relationships and meanings
- Use transition words appropriately

Essential Question:

- **Reading**
 - What skills do I have and what skills can I develop to become a better reader?
- **Writing**
 - What skills do I use to tell a story?
 - How does revising and editing improve my second draft?

Essential Knowledge:

- Students will be able develop and monitor their reading habits.
- Students will set goals to track progress and develop their reading habits.
- Students will self-monitor their reading as well as predict, retell, and use context clues to improve comprehension.
- Students will challenge themselves by tackling harder books and figuring out unfamiliar language.
- Students will be able to write personal narratives with independence.
- Students will be able to use their skills to become a storyteller.
- Students will be able to move forward independently with a second piece.
- Students will be able to revise and edit their work.

2. Reading to Learn and The Art of Informational Writing

Standards:

- Ask and answer questions while referring to the text
- Find main idea of a text and supporting details
- Use time sequence and cause/effect to describe relationships between historical events, scientific ideas, or procedural steps
- Identify the meaning of academic words and phrases in a text
- Use text features and search tools (key words, sidebars, hyperlinks, etc.) while locating relevant information on a given topic
- Distinguish their own point of view from that of the author of a text
- Use information from illustrations and words to support understanding of a text
- Find connection between various sentences and paragraphs (comparison, cause/effect, first/second/third in a sequence)

- When writing informative text convey information clearly by developing the main idea, details, and concluding statement
- Organize and develop appropriate writing with support and guidance
- Plan, revise, and edit work
- Write routinely over extended time frames
- Contribute to a group discussion by building on other ideas within a group
- Determine main idea and supporting details of informational text
- Ask and answer appropriate questions with a speaker
- Speaking clearly while using relative facts and descriptive details to retell a story or report on a topic
- Speaking in complete sentences while responding to questions
- Demonstrate use of standard English grammar when writing or speaking
- Find meaning of unknown and multiple-meaning words and phrases
- Show understanding of word relationships and meanings
- Use transition words appropriately

Essential Question:

- **Reading**
 - What reading strategies help improve comprehension of nonfiction text?
- **Writing**
 - What is the main idea in this nonfiction text?
 - How does new information combined with my background knowledge change my thinking?

Essential Knowledge:

- Students will be able to develop ideas about nonfiction texts.
- Students will be able to determine importance in expository text
- Students will lift their level of thinking about expository texts
- Students will be able to synthesize and grow ideas in narrative nonfiction
- Students will be able to independently develop and organize nonfiction information.
- Students can organize information
- Students can challenge themselves by organizing facts and ideas in grade appropriate writing.
- Students can work towards final drafts and publish quality work for an audience.
- Students can transfer what they learned to smaller nonfiction writing projects.

3. Character Studies and Baby Literary Unit

Standards:

- Ask and answer questions to demonstrate understanding of a text
- Retell key details in the text
- Describe characters and their importance to the story
- Find the meaning of words in a text, distinguish literal from nonliteral language
- Refer to parts of stories when writing or speaking about a text, using terms such as

chapter, scene, and stanza

- Determine own point of view from that of the narrator's or that of the characters'
- Explain how the text and the illustrations give meaning (create mood, character traits, setting)
- Compare and contrast two or more stories by the same author, identifying themes, settings, plots, and characters
- Write opinion pieces on topic or text supporting a point of view with reasons
- Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
- Provide reasons that support the opinion
- Use linking words and phrases
- Provide a concluding statement or section
- Contribute to a group discussion by building on other ideas within a group
- Determine main idea and supporting details of informational text
- Ask and answer appropriate questions with a speaker
- Speaking clearly while using relative facts and descriptive details to retell a story or report on a topic
- Speaking in complete sentences while responding to questions
- Use knowledge of language when writing, speaking, reading, or listening
- Show understanding of word relationships and meanings
- Use transition words appropriately

Essential Question:

- **Reading**
 - How does my character change throughout a story?
- **Writing**
 - How can I write an essay that states a strong opinion about a piece of literature and supports it clearly with reasons and evidence?

Essential Knowledge:

- Students will be able to track a character throughout their reading of a fiction text.
- Students will be able to use patterns to develop theories and predictions about characters in a story.
- Students will be able to track their character's storyline as they face problems and make decisions.
- Students will be able to compare and contrast characters from multiple texts.
- Students will be able to develop and support a persuasive argument.
- Students will be able to start working towards persuasive speeches.
- Students will be able to show growth on their persuasive writing.
- Students will create speeches, editorials, and persuasive letters.
- Students will be able to identify a cause important to them.

4. Research Clubs and Once Upon A Time

Standards:

- Ask and answer questions while referring to the text
- Find main idea of a text and supporting details
- Use time sequence and cause/effect to describe relationships between historical events, scientific ideas, or procedural steps
- Identify the meaning of academic words and phrases in a text
- Use text features and search tools (key words, sidebars, hyperlinks, etc.) while locating relevant information on a given topic
- Distinguish their own point of view from that of the author of a text
- Use information from illustrations and words to support understanding of a text
- Find connection between various sentences and paragraphs (comparison, cause/effect, first/second/third in a sequence)
- Compare and contrast key details in two texts on the same topic
- Introduce a narrator and/or character(s)
- Use dialogue and action words (“said words”) to show character responses
- Use time order words to signal event order
- Provide a sense of closure to your story
- Develop writing through planning, revising, and editing with peer and adult support
- Write routinely for an extended time-frame for various purposes and audiences
- Write narratives using dialogue and descriptive sensory details to add to an event, and provide a relevant conclusion.
- Contribute to a group discussion by building on other ideas within a group
- Determine main idea and supporting details of informational text
- Ask and answer appropriate questions with a speaker
- Speaking clearly while using relative facts and descriptive details to retell a story or report on a topic
- Speaking in complete sentences while responding to questions
- Use knowledge of language when writing, speaking, reading, or listening
- Show understanding of word relationships and meanings
- Use transition words appropriately

Essential Question:

- **Reading**
 - What real world problems and possible solutions do I notice in nonfiction texts?
- **Writing**
 - What components of fairy tales do I notice?
 - How can I apply fairy tale text structures when writing my own?

Essential Knowledge:

- Students will use independent research to create and develop big ideas.
- Students will be able to research a topic and develop their note-taking skills.
- Students will be able to notice text structures and use them to organize their learning.
- Students will be able to use their research skills to create theories and find real-world

solutions.

- Students will use classic fairy tales as inspiration to create their own fairy tale writing.
- Students can use classic fairy tales to inspire their own writing.
- Students can use classic fairy tales to create their own writing.
- Students can write their own original fairy tale.

5. Mystery and Changing the World

Standards:

- Know and apply grade-level language skills
- Read with accuracy and fluency to support comprehension
- Ask and answer questions to demonstrate understanding of a text
- Retell key details in the text
- Describe characters and their importance to the story
- Refer to parts of stories when writing or speaking about a text, using terms such as chapter, scene, and stanza
- Speaking in complete sentences while responding to questions
- Compare and contrast two or more stories by the same author, identifying themes, settings, plots, and character
- By the end of the year, read and comprehend grade-level literature
- Produce and organize writing with guidance and support
- Recall information from experiences or gather information from print, take brief notes, and sort into categories
- Contribute to a group discussion by building on other ideas within a group
- Ask and answer appropriate questions with a speaker
- Speaking clearly while using relative facts and descriptive details to retell a story or report on a topic
- Speaking in complete sentences while responding to questions
- Demonstrate use of standard English grammar when writing or speaking
- Show understanding of word relationships and meanings
- Use transition words appropriately

Essential Questions:

- **Reading**
 - What reading strategies help improve comprehension of nonfiction text?
 - What is the main idea in this nonfiction text?
 - How does new information combined with my background knowledge change my thinking?

Essential Knowledge:

- Students will be able to develop ideas about nonfiction texts.
- Students will be able to independently develop and organize nonfiction information.