



Course Outcome Summary

Course Information: Montessori Third Grade English/Language Arts

Instruction Level: Montessori Third Grade

Course Standards:

The Montessori approach uses specific Montessori materials to meet the needs of the children at their stage of development. At the end of each level the children will meet these units of study. By using the Montessori approach the children then become active learners and are able to reach their own unique potential because they are learning at their own pace and rhythm focusing on their own particular developmental needs at that moment.

Unit

1. Reading Foundations
2. Reading: Literature
3. Reading: Informational Texts
4. Language
5. Speaking and Listening
6. Writing

Unit Outlines

1. Reading Foundations

Standards:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Question:

Students will be able to answer the question(s):

- How do readers construct meaning?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- I can show what I have learned about letters and sounds by figuring out words.
- I can fluently read and understand books at my level well.
- I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

2. Reading: Literature

Standards:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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).
- 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.

Essential Question:

Students will be able to answer the question(s):

- How does reading add meaning to your life?
- How do readers adapt when text becomes more complex?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- I can ask and answer questions to show that I understand the stories that I am reading.
- I can remember and retell different kinds of stories from many cultures.
- I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.
- I can tell the difference between literal and nonliteral language when I read.
- I can compare and contrast stories written by the same author about the same or similar characters.
- I can read and understand third grade stories, plays, and genres by myself.

3. Reading: Informational Texts

Standards:

- 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.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 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).
- 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.

Essential Question:

Students will be able to answer the question(s):

- How does asking and answering questions help me understand what I am reading?
- What strategies can I use to make connections while reading?
- How do text features and illustrations help me understand what I read?

Essential Knowledge:

- I can ask and answer questions to show that I understand information that I am reading.
- I can find the answers to specific questions within informational text that I read.
- I can describe how some historical events are related.
- I can use the parts of a text that stand out to find information quickly.
- I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how.
- I can describe how sentences and paragraphs in informational text are connected and follow a logical order.
- I can read and understand third grade informational texts independently.

4. Language

Standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them.)

Essential Question:

Students will be able to answer the question(s):

- How can I use conventions effectively when reading, writing, speaking and listening?
- How can I use reference materials to check and correct my spelling?
- What strategies can I use to figure out an unknown or multiple-meaning word?
- What strategies can I use to comprehend and utilize word relationships and figurative language?

Essential Knowledge:

- I can show that I know how to use words correctly when I write and speak.
- I can show that I know how to write sentences correctly.
- I can use a dictionary or other resources to check and correct my spelling.
- I can write, speak, read and listen by using what I know about the English language.
- I can figure out what words mean by using the strategies I know and by thinking about what I've read.
- I can show that I understand figurative language.
- I can use the new words and phrases I have learned in different ways to show that I know what they mean.

5. Speaking and Listening

Standards:

- 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.
- 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.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 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.

Essential Question:

Students will be able to answer the question(s):

- How does effective speaking and listening help me to communicate my understanding of text and topics?
- What strategies can I use to ask and answer questions?

Essential Knowledge:

- I can successfully participate in discussions.
- I can figure out the main ideas and details of what I see and hear.
- I can ask and answer questions about what a speaker says so that I can talk more about the topic.
- I can give a report or share a story or experience with important details to help others understand.
- I can speak clearly and at an appropriate speed when i give a report or share a story or experience.

6. Writing

Standards:

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- 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 here.)
- Conduct short research projects that build knowledge about a project.

Essential Question:

- How can I write an effective opinion, informative, or narrative piece?
- What strategies are used in planning, revising and editing writing and research projects?

Essential Knowledge:

- I can write to share my opinion and give reasons to support that opinion.
- I can write to inform and explain ideas to others clearly.
- I can write organized stories that have lots of details.
- I can plan, revise, and edit my writing with the help of peers and adults.
- I can do short research projects to help me learn more about a topic.

