English Language Arts Model Curriculum
Grade 3

Strand	Reading: Literature
Topic	Key Ideas and Details

Standard Statements	In the previous grade band, students were expected to retell, answer questions and describe characters using key details.
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Content Elaborations**
2. 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.	Readers use **Key Ideas and Details** to provide textual evidence, make inferences, identify theme and literary elements, and summarize text. Determining central ideas and key details gives the reader a more complete picture of a text. Retelling a story demonstrates comprehension of a text, knowledge of characterization and an initial understanding of how a story connects to the larger world.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.**

Enduring Understanding

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Strand	Reading: Literature
Topic	Key Ideas and Details

Instructional Strategies and Resources

Comparison Matrix Organizer
Use a comparison matrix organizer like a T-Chart to compare and contrast one or more elements of two literary texts. Students should use specific details to identify or illustrate literary elements such as central messages, lessons or morals. Graphic organizing software is a useful multi-media tool for this activity (i.e., Inspiration, Kidspiration).

Understanding Character
Students select a character from an individually or group read text. They can *become* the character to provide details about how that character's actions impact the sequence of events in the selection. Becoming the character can include dressing like that character, creating character specific props and/or making character puppets. They should know the character well enough to explain character feelings, attitudes and motivations.

Career Connection
When focusing on understanding characters, students will choose an individually or group read text that includes characters that represent various careers (e.g., *Community Helpers from A to Z by Bobbie Kalman*). Students will assume the role of a chosen character. Students may choose to dress like the character, include character-specific props, or make character puppets.

Questioning the Text
Using the think-aloud strategy, model for students how to question the text while reading. The teacher might read aloud a text printed large enough for students to see. On large sticky notes, the teacher can pose questions or wonderings as the selection is read aloud. Once the reading is complete, the teacher and students can work together to determine where they might find answers to the questions that were asked. Encourage students to repeat this process while reading individually.

The El Paso Collaborative for Academic Excellence (Copyright © 2003, Literacy in Action) provides lessons for writing informational text at

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand	Reading: Literature
Topic	Craft and Structure

Standard Statements	In the previous grade band, students were expected to describe the rhythm and patterns of words, story structure and the variations in point of view between one character and another.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**Content Elaborations**
	Readers with an understanding of the **Craft and Structure** of literature are aware of the use of figurative language and the structure of literary genre and are able to determine point of view. The ability to identify the basic structure of poetry, drama and stories gives the reader a tool to follow the progression of theme and ideas as they are built in the story. Understanding point of view gives the reader the opportunity to separate self from author, and to see the differences in what they believe and what is written. Readers build understanding through meaningful and intentional opportunities to read, study, and discuss literature with a focus on author's craft.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
6. Distinguish their own point of view from that of the narrator or those of the characters.	**In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness and to represent nonliteral referents.**

Enduring Understanding

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

English Language Arts Model Curriculum
Grade 3

Strand	Reading: Literature
Topic	Craft and Structure

Instructional Strategies and Resources

Author Studies
Students read a collection of books written by the same author to analyze similarities and differences in their books. For example, an author study of Chris VanAllsburg might focus on the similarities in tone and mood across several of his texts. As students complete the comparison, they can chart it on a Semantic Feature Analysis chart that lists the books down the side and the various features across the top.

Compare Folk Literature
Use a T-Chart to compare two versions of the same folktale (i.e., Galdone's *Three Little Pigs* and Sceiska's *The True Story of the Three Little Pigs)*. The focus of the comparison should be the motifs commonly found in folk or traditional literature.

Figurative Language Fun
Use books like the *Amelia Bedelia* books by Peggy Parish to illustrate the differences between the literal and figurative meanings of words. Have students participate in induced imagery (mentally developing a visual picture of what has been read) and use a T-Chart to record what it literally means and what it really means as a sample text is read aloud.

"*Peer Edit with Perfection: Effective Strategies*," by Sarah Dennis-Shaw gives step-by-step practice for peer editing.

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English Language Arts Model Curriculum
Grade 3

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Standard Statements	**In the previous grade band, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations.**
7. 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).	**Content Elaborations**
8. (Not applicable to literature)	Readers that are able to **Integrate their Knowledge and Ideas** are making connections and comparisons across texts and developing an understanding of themes and topics as they appear across genres. The elements of a text, which include illustrations and modes of presentation, enhance the meaning of the text. As readers refine their ability to compare and contrast texts with similar themes, topics and patterns that cross time and culture, they develop a broader understanding of themselves and the world around them.
9. 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).	**In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentation of the subject.**

Enduring Understanding

Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provide a full understanding of the author's message/theme as well as the ideas being explored.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Comparing Text Formats
Compare and contrast texts done in different formats (i.e., book, e-book, film). Discuss how the texts are alike and how they are different with regard to plot, theme and setting. Use online versions of graphic organizers to record responses.

Mood Charades
With the whole group, generate a list of moods (i.e., excited, nervous, confused). Write moods on cards. Have a student pull a mood card out of a container. The student is to show the mood through facial expressions and body movements – no speaking allowed. This activity can be repeated using student drawings. Students draw the mood adding and changing details while the whole group guesses the mood.

Artist to Artist: 23 Major Illustrators Talk to Children About Their Art by Eric Carle Museum of Picture Book Art, Eric Carle, Mitsumasa Anno, and Quentin Blake (Philomel, 2007) – Picture book illustrators talk about their illustration methods and the role their images play in telling the story.

Teaching Literary Elements With Picture Books: Engaging, Standards-Based Lessons and Strategies by Susan Van Zile and Mary Napoli (Scholastic, 2009) includes lessons the help students understand literary elements such as figurative language and theme.

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Ohio | Department of Education

Strand	Reading: Literature
Topic	Range of Reading and Complexity of Text

Standard Statements	Content Elaborations
10. 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.	The *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together: (1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software) (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned) The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

Strand	Reading: Literature
Topic	Range of Reading and Complexity of Text
	The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Enduring Understanding

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts.

Instructional Strategies and Resources

Paired Reading Tutors
With a paired peer, have students start with a discussion of the title and cover of a specific text. The two students read aloud simultaneously. When the student being tutored feels comfortable, he or she may tap the table to continue read alone. The tap-the-table signal also can be used if the reader needs assistance from the tutor with an unfamiliar word.

Charlotte Huck's Children's Literature: A Brief Guide by Barbara Kiefer and Cynthia Tyson (McGrawHill, 2009) provides information on a wide range of literature and ways to use that literature in the classroom.

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Ohio | Department of Education

Strand	Reading: Informational Text
Topic	Key Ideas and Details

Standard Statements	In the previous grade band, students were expected to form and answer text-based questions, identify the main idea of a paragraph or text and make connections between key details in a text.
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Content Elaborations** The focus of the **Key Ideas and Details** topic is building textual evidence and making inferences about literary text, determining main or central idea and making a complete summary. Engagement, depth of understanding and the ability to make connections to the larger world increase as readers make inferences and summarize informational text. Summarizing reflects an understanding of main ideas (both implicit and explicit) and supporting details across the entire text. Reading and explaining a variety of informational texts supports readers as they engage in investigations across content/disciplines.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	
3. 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.	**In the next grade band, students are expected to conduct analysis and make inferences based on textual evidence without personal bias as well as analyze the manner an author addresses his or her topic.**

Enduring Understanding

Knowledge-based information is an ever-changing expanding genre, which encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world and self.

Strand	Reading: Informational Text
Topic	Key Ideas and Details

Instructional Strategies and Resources

Questioning the Text
As students read an informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record the page number of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted. Strategy information can be found at *Into the Book*.

Nonfiction: factual, informative, fresh, fun. by Ruurs, Margriet. *Reading Today*, Dec2010, Vol. 28 Issue 3, p46-46 provides strategies for reading and writing in the informational text genre.

***Determining Importance* information and activity suggestions** can be found on the Ohio Resource Center's website.

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English Language Arts Model Curriculum

Grade 3

Strand	Reading: Informational Text
Topic	Craft and Structure

Standard Statements	In the previous grade band, students were expected to define words using context, to use text features efficiently and to identify the main purpose of a text.
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	**Content Elaborations** When readers focus on the **Craft and Structure** of informational text, they are developing an understanding of word meaning in relationship to the context in which it is placed, how to use text features to help comprehend text and how to determine an author's point of view and purpose in writing a text. The unique features and organization of informational text support readers in managing information (e.g., text features and search tools), learning content, interpreting vocabulary, deepening comprehension and understanding author's purposes. Comprehension continues to increase as readers understand and distinguish their point of view from that of the author's.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
6. Distinguish their own point of view from that of the author of a text.	**In the next grade band, students are expected to address the way authors use language to send multiple messages, to organize text and to reflect their point of view and purpose.**

Enduring Understanding

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Strand	Reading: Informational Text
Topic	Craft and Structure

Instructional Strategies and Resources

Diagramming Text Features
Students can use a photocopy of a page from a children's informational magazine such as *Time for Kids* or *National Geographic Kids* (these can often be found on the magazine websites and copied for classroom use without violating copyright) and using colored sticky notes label the text features common to informational text (i.e., headings, illustrations, charts, maps).

Unlocking Text Features for Determining Importance in Expository Text: A Strategy for Struggling Readers by Alexandra Bluestein *Reading Teacher*, Apr 2010, Vol. 63 Issue 7, p597-600 provides strategies for focusing comprehension instruction on specific text features in informational text.

Guiding Students Through Expository Text With Text Feature Walks Kelley, Michelle J.; Clausen-Grace, Nicki. *Reading Teacher*, Nov 2010, Vol. 64, p191-195 describes a useful strategy for helping students understand the importance and role of each text features.

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Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

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Standard Statements

7. 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).

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

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In the previous grade band, students were expected to understand the relationship between image and text, relate an author's point with textual support and compare two topic-specific texts.

Content Elaborations
The focus of the **Integration of Knowledge and Ideas** topic is the reader's ability to make connections across texts, determining an author's purpose and the evidence used to support that purpose, and investigating similar themes and topics across texts. Critical thinkers use print as well as non-print media to interpret and explain an author's message. When readers integrate information from both visual and print sources, they have a greater understanding of the content.

In the next grade band, students are expected to integrate information from multiple mediums to develop a comprehensive understanding, to evaluate the way an author uses text to persuade and to analyze one author's treatment of a topic to another's.

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Enduring Understanding

Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text empower the reader to make informed choices in life.

English Language Arts Model Curriculum
Grade 3

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas

Instructional Strategies and Resources

Compare/Contrast
Students create a visual or graphic organizer to compare and contrast information presented about a topic from two different sources. An alternative to this activity would be to have students do a comparison between a nonfiction text and a fictional text based on the same subject. Examples of texts to pair:

Diary of a Worm by Doreen Cronen ....*Wiggling Worms at Work* by Wendy Pfeffer and Steve Jenkins
Everybody Needs a Rock by Byrd Baylor ....*Rocks* by Sally Walker
Sharing the Seasons by Lee Bennett Hopkins ....*The Reasons for Seasons* by Gail Gibbons

Using 3-2-1
Once students complete an informational selection, either in pairs or as a whole class, they should record three facts they learned from their reading, two things they found interesting and one question they would like answered. (Adapted from a lesson at NCTE's Read Write Think.)

A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades by Georgia Heard and Jennifer McDonough (Stenhouse, 2009) provides strategies for turning classrooms into places of wonder and inquiry in which the reading and writing of nonfiction is encouraged.

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Ohio | Department of Education

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity

Standard Statements	Content Elaborations
10. 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.	The *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* states that there is a "general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962." To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions **must** be used together:

(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)
(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)
(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)

The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
	The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that "a turning away from complex texts is likely to lead to a general impoverishment of knowledge…" This trend can be "turned around" when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Enduring Understanding

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.

Instructional Strategies and Resources

Technical Text
Introduce technical text into content-area work. For example, use recipes/cookbooks when discussing fractions in mathematics. Use game directions (from popular board games) when studying the compass rose in geography.

Graphics Grabbers
Brainstorm a list of graphics common to nonfiction texts. Students keep a tally of the graphic types they find as they skim nonfiction texts in a variety of formats (i.e., newspapers, magazines, books, websites).

The Importance of Reading Widely by Reading Rockets (2010) provides rationale for wide reading across genres.

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Ohio | Department of Education

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition

| **Standard Statements**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Identify and know the meaning of the most common prefixes and derivational suffixes.
    b. Decode words with common Latin suffixes.
    c. Decode multi-syllable words.
    d. Read grade-appropriate irregularly spelled words. | **In the previous grade band, students were expected to master phonological awareness and concepts of print. They know common vowel and consonant sound variants and have begun to self-correct when reading.**

Content Elaborations
The focus of the **Phonics and Word Recognition** topic is decoding text and understanding word parts to determine word meaning as a means to more fluid reading and increased comprehension. Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English derive from Latin and Greek origins, teachers' frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words. |
| **Enduring Understanding**

Words create impressions, images and expectations. Recognizing and reading words, their inflections and roots can transform the world. | |

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition

Instructional Strategies and Resources

Sort by Affix
Have students keep a record of words with affixes they encounter as they are reading. Have students do a word sort based on words that have prefixes or suffixes. Have students do another sort by specific prefix (i.e., words that begin with un- or re-).

Syllabication
Use words from texts students are currently reading to practice syllabication. Encourage students to identify syllables by chunking syllables, pointing out that each syllable has its own vowel sound. Students also may use color coding, highlighter tape, a Smart Board mask or flipbooks within words to help with pronunciation.

Words Their Way: Word Sorts for Derivational Relations Spellers by Francine Johnston, Donald R. Bear and Marcia Invernizzi (Prentice Hall, 2005) offers spelling and vocabulary knowledge that grows primarily through processes of derivation (description from the publisher).

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Strand	Reading: Foundational Skills
Topic	Fluency

Standard Statements	In the previous grade band, students were expected to read grade-appropriate text with purpose and understanding and self correct reading when miscues are made.

4. Read with sufficient accuracy and fluency to support comprehension.
  a. Read grade-level text with purpose and understanding.
  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Content Elaborations
	
	The focus of the **Fluency** topic is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). In addition, readers benefit from multiple opportunities to read independent grade-level text.
	
	In the next grade band, students are expected to increase fluency as the complexity of text (in topic and structure) also increases.

Enduring Understanding
Fluency helps the reader process language for meaning and enjoyment.

Strand	Reading: Foundational Skills
Topic	Fluency

Instructional Strategies and Resources

Guided Repeated Oral Reading
This strategy encourages oral reading with targeted/focused guidance from the teacher.

Modeling
Read aloud frequently and with expression from a variety of genres and styles.

The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension by Timothy V. Rasinski (Scholastic, 2008) provides specific strategies to help students improve their fluency skills.

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Strand	Writing
Topic	Text Types and Purposes

Standard Statements	In the previous grade band, students were expected to write text in a variety of genres that reflected simple organizational plans.

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons).
   d. Provide a concluding statement or section.
 	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, and details.
   c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
   d. Provide a concluding statement or section.
 	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	Content Elaborations
	
	Student writers use a variety of **Text Types and Purposes** when composing text. They learn that writing isn't just a way to demonstrate knowledge, but also a way to provide greater content understanding. Student writers use writing as a tool for thinking through issues, solving problems, investigating questions, conveying and critiquing information, and expressing real or imagined experiences. The best writers understand the connection between reading and writing and flourish in print environments in which a variety of text types are evident. Learning and practicing a variety of organizational writing patterns encourages critical thinking and fosters the understanding that writing is a process as well as a product.
	
	In the next grade band, student writers are expected to produce writing in a more formal style that reflects a deep, conceptual understanding of the genre and its characteristics.

Strand	Writing
Topic	Text Types and Purposes

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	

Enduring Understanding

Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.

Instructional Strategies and Resources

Persuasive Writing Map
This is an interactive tool that students use to develop a persuasive writing selection. It helps students understand the ways to use facts and how to support them.

This link from *The El Paso Collaborative for Academic Excellence* (Copyright © 2003, Literacy in Action) provides lessons for writing informational text.

The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction by Gail Boushey and Joan Moser (Stenhouse, 2009) is a practical strategy book that includes natural ways to incorporate assessment into literacy instruction.

Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2007) provides strategies for using children's books as models for writing styles, genres and text features.

The *Forms of Writing* website provides descriptions and instructions for teaching a variety of types of writing, including letter writing, how-to writing, poetry and persuasion.

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Strand	Writing
Topic	Production and Distribution of Writing

Standard Statements	**In the previous grade band, students developed a basic understanding of a writing process and how technology can be used to enhance and extend that process.**
4. 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 above.)	**Content Elaborations** Writers use a multi-stage, reflective process to produce a clear and coherent message. As a part of the process, student writers learn that revision occurs over time and that not all writing will lead to a finished product. Student writers benefit from targeted instruction that focuses on their specific needs in the form of mini lessons and whole class instruction. They understand collaboration with peers and adults, through planning, revising and editing, enhances the writing process and product.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
6. 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.	**In the next grade band, students are expected to continue development of a cohesive writing style that reflects a full range of the writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.**

Enduring Understanding

Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.

Strand	Writing
Topic	Production and Distribution of Writing

Instructional Strategies and Resources

Playing at Revision
To help students understand how to revise, give them fun things to add to their existing writing. For example, ask every student to add five sensory details to what they have already written. As an alternative, have students revise a piece of writing from a book they are currently reading by adding dialogue or visual images.

"*Peer Edit with Perfection: Effective Strategies,*" by Sarah Dennis-Shaw provides step-by-step practice for peer editing. It is from the site ReadWriteThink, a professional resource collaboratively designed by the International Reading Association and the National Council of Teachers of English.

Inside Writing: How to Teach the Details of Craft by Donald H. Graves and Penny Kittle (Sep 12, 2005) provides strategies for teachers to use when giving writing instructions. A related DVD shows the strategies in practice.

Writing Essentials: Raising Expectations and Results While Simplifying Teaching by Regie Routman (2004, Heinemann) provides information on exemplary writing instruction.

Diverse Learners
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Strand	Writing
Topic	Research to Build and Present Knowledge

Standard Statements	In the previous grade band, students used prior knowledge and focused searches to collaborative research topics.
7. Conduct short research projects that build knowledge about a topic.	**Content Elaborations**
	Writers use **Research to Build and Present Knowledge**. They understand that the research process is about asking questions and searching for answers that may be presented in a variety of media. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection and research.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
	In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.
9. (Begins in grade 4)	

Enduring Understanding

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

Strand	Writing
Topic	Research to Build and Present Knowledge

Instructional Strategies and Resources

Know – Want to Know – Learned Chart
Use a K-W-L chart to list what students know about a topic and what students want to learn. Have students discuss where they may find the answers to their questions, do research about what they want to learn and record it in the appropriate place on the chart. This site includes the full process of developing a research report and shows a sample of one student's work, which can be used as a classroom model.

Conducting Research
Successful research projects happen when students follow the Research Cycle:

- · **Defining/Questioning** – Find an interesting topic, develop questions about it
- · **Planning/Locating** – Search for resources related to the topic
- · **Gathering/Selecting** – Choose information from the resources, make notes
- · **Sorting & Sifting/Organizing** – Organize the information, write a draft
- · **Synthesizing-** Creating and arranging information
- · **Evaluating** – Self-reflection and determining the quality of the information
- · **Reporting/Presenting** – Share the research

Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 by Stephanie Harvey (Stenhouse, 1998) provides strategies for understanding nonfiction and for conducting research. It also gives ideas for instruction on ways to communicate/write findings and present to a larger audience.

Comprehension and Collaboration: Inquiry Circles in Action by Harvey Daniels and Stephanie Harvey (Heinemann, 2009) is a great resource for teaching mini-research projects and strategies for developing collaborative inquiry groups.

Diverse Learners

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Strand	Writing
Topic	Range of Writing

Standard Statements	Content Elaborations
10. 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.	Effective writers build their skills by practicing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. **In the next grade band, students are expected to 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 tasks, purposes and audiences.**

Enduring Understanding

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Strand	Writing
Topic	Range of Writing

Instructional Strategies and Resources

Cross-Genre Expressions
Using a current topic of study, have students write about it in multiple formats. For example, in a unit on rocks, ask students to do a research report, a visual display, a poem and a drama about the topic.

6 +1 Traits of Writing: The Complete Guide (Grades 3 and Up) by Ruth Culham (Scholastic Professional Books, New York, NY, 2003) is a professional tool that provides practical strategies for teaching and assessing writing.

Teaching Writing: Balancing Process and Product by Gail E. Tompkins (Allyn and Bacon, 2011) provides instructional procedures and strategies for writing in a variety of genres.

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Cursive Writing
While the teaching of cursive handwriting is not addressed in Ohio's New Learning Standards, the Ohio Department of Education supports the instruction of cursive writing in the classroom. Instructional resources and supports in the Model Curriculum for grades three and four will continue to be developed.

Resources for Cursive Writing

Handwriting Without Tears is a resource that advocates developmentally appropriate, multisensory tools and strategies for the classroom. The program is built on the philosophy that children learn more effectively by actively doing with materials that address all styles of learning. The program includes teaching strategies, creative workbook practices, and sequencing and a transition plan that moves from print to cursive.

Vocabulary/Spelling City is an online resource that allows teachers to use their own work lists/spelling lists for handwriting practices, early learners use manuscript letters and older learners use cursive. This is a commercial site; however, it includes a large amount of free sources. There is also an app for this site.

ESL Writing Wizard was designed to help EAL students with handwriting practice. However, it provides all teachers with a resource for creating printables for handwriting practice, manuscript and cursive in Zaner-Bloser or D'Nealian. Worksheets are easy to create- put single words or simple sentences into boxes, determine the style (dotted, solid line, etc.) and print.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Standard Statement	**In the previous grade band, students were expected to participate in collaborative conversations with diverse partners and to recount or describe key ideas or details from text. They also were expected to ask and answer questions in order to clarify comprehension, gather additional information or deepen understanding.**

1. 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.
 	
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 	
   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 	
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 	
   d. Explain their own ideas and understanding in light of the discussion.
 	
2. 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.
 	
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
	Content Elaborations
	
	For an understanding of the topic **Comprehension and Collaboration**, effective speakers and careful listeners are actively engaged in collaborative learning. They share the roles of participant, leader and observer as well as follow established procedures for the best possible group collaborations in order to meet common goals and arrive at common understandings. For these collaborations and understandings to take place, students must be able to listen carefully. This will require them to use specific techniques to clarify what they heard and to respond rationally in order to further the discussion.
	
	In the next grade band, students will be expected to engage effectively in a range of collaborative discussions interpreting and analyzing information presented in diverse media. They also will be expected to delineate a speaker's argument and claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Enduring Understanding

Strong listening and speaking skills are critical for learning and communicating and allow us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration

Instructional Strategies and Resources

Poetry Practice
Model reading poetry with expression and fluency. Provide opportunities for students to practice sharing poetry as individuals or in whole groups. Use poetry that focuses on the concepts of reading, writing and school for practice. Examples might be:

- *Wonderful Words: Poems About Reading, Writing, Speaking, and Listening* by Lee Bennett Hopkins
- *Good Books, Good Times* by Lee Bennett Hopkins
- *Lunch Money And Other Poems About School* by Carol Diggory Shields
- *When The Teacher Isn't Looking: And Other Funny School Poems* by Kenn Nesbitt

Jigsaw
Students draw a card with a section of the topic on it. They research their assigned topics and get in groups with classmates who have the same assigned topic. Students in each group share their information with each other and collaboratively come up with a way to explain and teach their assigned topic to students who had different topics. Groups are re-formed so a representative for each topic is included and share their assigned topic material with each other following the way that was determined to teach or explain it in their collaborative groups.

Speaking and Listening for Preschool Through Third Grade [With DVD] by Lauren B. Resnick and Catherine E. Snow (International Reading Association, 2008) focuses on oral language development and provides strategies for making the classroom a "noisy" place with conversations, presentations, etc.

Diverse Learners
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Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Standard Statements	In the previous grade band, students were expected to tell stories or recount experiences with appropriate facts and details. They were expected to create audio recordings, adding visual displays to clarify information when appropriate. They also were expected to produce complete sentences in order to provide requested details or clarification.
4. Report on a topic or text, tell a story, or recount and experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**Content Elaborations** The focus of this topic, **Presentation of Knowledge and Ideas,** is the understanding that effective speakers report and respond in complete sentences when conveying information. They include audio and visual components to develop ideas and themes when appropriate. They also make choices regarding pacing and the use of formal and informal language.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**In the next grade band, students are expected to present claims and findings using appropriate eye contact, adequate volume and clear pronunciation. They are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.**
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

Enduring Understanding

Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas

Instructional Strategies and Resources

Responsive Classroom
Create an environment where student voice is encouraged and honored. Speaking and listening are routine parts of the school day. For example, set up a morning meeting or opportunity for students to share new learning with each other.

Becoming a Newscaster
Third graders may be involved in planning and presenting a weekly newscast including various segments. Assign roles such as weather, current events, sports, book reviews, etc. Students work in small groups to prepare scripts and gather data using Web resources for information. They practice presenting with their groups before presenting to the school via live telecast or being taped for future broadcast. Consider inviting people in from broadcasting, arranging field trips to local radio/television/high school media classes, using high school student media mentors, and incorporating the *Newspapers in Education* curricula.

The Power of Our Words: Teacher Language that Helps Children Learn by Paula Denton and Alice Yang (Northeast Foundation for Children, 2007) addresses the ways teachers can best use their own oral literacy to provide instruction.

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English Language Arts Model Curriculum

Grade 3

Strand	Language
Topic	Conventions of Standard English

Standard Statements	In the previous grade band, students were expected to have a basic understanding of and experience with the rules of grammar, usage and mechanics of mainstream English.

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   b. Form and use regular and irregular plural nouns.
   c. Use abstract nouns (e.g., *childhood*).
   d. Form and use regular and irregular verbs.
   e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
   f. Ensure subject-verb and pronoun-antecedent agreement.
   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   h. Use coordinating and subordinating conjunctions.
   i. Produce simple, compound, and complex sentences.
 	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize appropriate words in titles.
   b. Use commas in addresses.
   c. Use commas and quotation marks in dialogue.
   d. Form and use possessives.
   e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
	Content Elaborations
	
	There are specific rules and **Conventions of Standard English** that language must follow. Writers and speakers apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking and listening.
	
	In the next grade band, students are expected to develop a firmer command of language conventions as they are used in speaking and writing to convey messages that are more complex.

Strand	Language
Topic	Conventions of Standard English

f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	

Enduring Understanding

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English.

Instructional Strategies and Resources

Photography
Use images to prompt attention to vivid detail and the use of descriptive adjectives. Images can be taken from royalty-free image sites. Often, calendars from previous years have images that are good for this activity. Students also may want to bring in photos to trade with other students for this activity.

What Did You Say?
Write a single sentence on three sentence strips, varying the ending punctuation on each. Have students read sentences as they are punctuated. This activity can be adapted to include commas within the sentences to note how meaning is changed depending on where pauses are placed.

Painless Junior: Grammar by Marciann McClarnon (Barron's Educational Series, 2007) is geared for third- and fourth-grade students. The publisher states, "Teachers and students in third and fourth grades will value this instructive and entertaining journey to Grammar World, where kids have fun while they develop their facility in correct English usage."

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Strand	Language
Topic	Knowledge of Language

Standard Statements	In the previous grade band, students were expected to examine English and its cultural and social variants explicitly.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases for effect.
   b. Recognize and observe differences between the conventions of spoken and written standard English.
	Content Elaborations
	
	Knowledge of Language allows for informed choices in the context of the communication. Writers and speakers select language, word choice and punctuation appropriate for purpose, audience and effect.
	
	In the next grade band, students are expected to use language to reflect a personal style with consistency as a way to spark reader/listener interest.

Enduring Understanding

Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension.

Strand	Language
Topic	Knowledge of Language

Instructional Strategies and Resources

Beginnings and Endings
Read aloud first and/or last lines from age-appropriate stories. Have students talk about what "grabbed their attention." Create a brainstorm list of the ways these authors used their "craft" to engage readers.

She Said, He Said
Brainstorm a list of words to replace the word *said*. Post the list for students to use when crafting their own narratives. There are a number of pre-made lists available online, but lists created by the students in a classroom are often the ones most remembered. This activity can be repeated with other commonly over-used words (i.e., interesting, nice, things, happy). Chart the words and display around the classroom for students to use when doing independent writing.

Understanding English Language Variation in U.S. Schools by Anne H. Charity Hudley, Christine Mallinson, James A. Banks and Walt Wolfram (Teachers College Press, 2010) helps teachers become aware of the varieties of English that students bring to the classroom and provides suggestions of ways to teach standard English as an additional way of expressing ideas.

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Strand	Language
Topic	Vocabulary Acquisition and Use

Standard Statements	In the previous grade band, students were expected to understand how word parts work together to create meaning.

4. 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.
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. 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*).
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 	
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
  b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)
  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
	Content Elaborations
	
	Learning, as a language-based activity, is fundamentally and profoundly dependent on **Vocabulary Acquisition and Use**. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely.
	
	In the next grade band, students are expected to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings to enhance the quality of their written products.

Strand	Language
Topic	Vocabulary Acquisition and Use
6. 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*).	

Enduring Understanding

Words are powerful. Interacting with words actively engages students in investigating and celebrating language.

Instructional Strategies and Resources

Frayer Model
The Frayer Model is a graphical organizer used to define words and acquire new vocabulary. The graphic has four squares that include:

- A definition of the word/concept
- A description of its essential characteristics
- Examples of the word/concept
- Non-examples of the word/concept

Definition	Characteristics
Examples	Non- Examples

(center: **Word**)
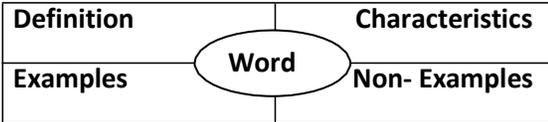
Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969*). **A Schema for Testing the Level of Cognitive Mastery**. Madison, WI: Wisconsin Center for Education Research.

Semantic Mapping
Make a web that supports understanding of the key features of a word or concept. Create a chart that has the targeted word in the center, with four boxes around it. Each box has a different activity associated with the word, such as synonyms, antonyms, illustration, and definition and use.

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