Ohio's Model Curriculum
with Instructional Supports

GRADE 3

English Language Arts

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English Language Arts Model Curriculum
WITH INSTRUCTIONAL SUPPORTS

Grade 3

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [*3301.079(B)*]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	*Key Ideas and Details*

Standards	**RL.1** Quote accurately from a text when explaining text.
	
	RL.2 Analyze literary text development.
	    a. Determine a theme of a story, drama, or poe respond to challenges or how the speaker in
	    b. Summarize the text, incorporating a theme d
	
	RL3 Compare and contrast two or more characters, the text (e.g., how characters interact).

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Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.

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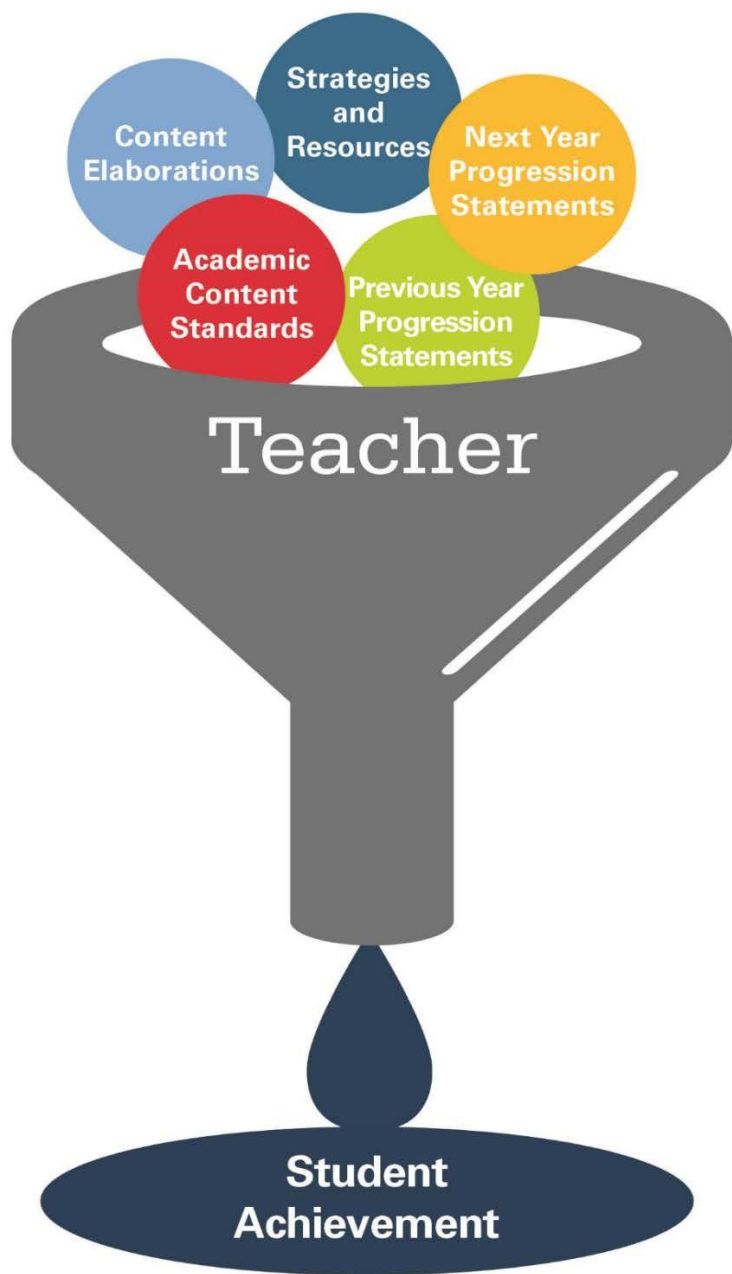
Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to *Ohio's Learning Standards for English Language Arts.* As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the *Previous Grade Level Progression Statements* which summarize the prior year's *content standards* and includes the following:

» Information about what students should know and be able to do
» Information on the background knowledge teachers can activate in students and scaffold learning
» Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the *Content Elaborations,* as well as reviewing the *Instructional Strategies and Resources*, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the *Next Grade Level Progression Statements* help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: *Student Achievement.*

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
» detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation	⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions and direction

Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS WEBPAGES

The model curriculum documents are posted on this page, along with many other supporting resources, including the following:

» Curriculum map introduction and description: this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
» Curriculum map: this is a template that can be used for planning
» English Language Arts Resource Evaluation Tool: this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
» Ohio's Learning Standards for English Language Arts are posted on our Transition page, along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
» Determining Theme Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.
» Types of Summaries Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.
» Establishing a Thesis Standard Guidance provides support for W.6-12.1-2.

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LEARNING AND DEVELOPMENT STANDARDS

Ohio's Learning Standards Kindergarten through Grade 3 address Approaches Toward Learning, Physical Well-Being, and Social and Emotional Development. The K-3 standards created in the non-academic domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The development of these early childhood education standards represented a collaboration between state agencies including Ohio Department of Education, Ohio Department of Job and Family Services, and Ohio Department of Health, among others. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to craft these standards.

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English Language Arts Model Curriculum
WITH INSTRUCTIONAL SUPPORTS

Grade 3

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	***Key Ideas and Details***

Standards	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	
	 RL.3.2 Analyze literary text development.
	     a. Determine a theme and explain how it is conveyed through key details in the text.
	     b. Retell stories, including fables, folktales, and myths from diverse cultures.
	
	 RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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Previous Grade Level Progression Statement
In the previous grade level, students were expected to retell, ask, and answer questions to develop a deeper understanding, and describe characters using key details. They were expected to convey understanding of major events and challenges from a diverse variety of stories.

Content Elaborations
The big idea of **Key Ideas and Details** is that literary texts can provide rich and timeless insights into universal concepts, dilemmas, and social realities of the world in which we live.

Readers use **Key Ideas and Details** to provide evidence from the text, make inferences, identify theme and literary elements, and retell a story. Determining the theme and key details gives the reader a more complete picture of a text. See the Determining a Theme Guidance for more information about this skill.

Retelling a story demonstrates comprehension of a text, knowledge of characterization, and an initial understanding of how a story connects to the larger world.

Next Grade Level Progression Statement
In the next grade level, students are expected to use details from the text to make inferences and determine the theme. Students can infer an overarching concept about life or the world (e.g., *Hard work earns rewards, Don't make judgements based on appearances*), supporting this theme with specific details found in the text. They summarize the text by incorporating characters/character traits, setting, and plot events.

Instructional Supports for the Model Curriculum	
Instructional Strategies *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*	
Strand	**Reading: Literature**

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Topic	Craft and Structure
Standards	**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL 3.5** 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. **RL.3.6** Describe the difference between points of view in texts, particularly first- and third-person narration.

Previous Grade Level Progression Statement
In the previous grade level, 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. They will begin to understand the use of figurative language, varying narrators, and story structure to convey and comprehend meaning.

Content Elaborations
The big idea of **Craft and Structure** is that readers can respond analytically and objectively to text when they understand the purpose behind the author's intentional choice of tools, such as word choice, point of view, and structure.

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 the point of view from which a story is told, particularly first- and third- person.

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 developed in the story. Readers build understanding through meaningful and intentional opportunities to read, study, and discuss literature with a focus on author's craft.

Next Grade Level Progression Statement
In the next grade level, students are expected to analyze words and phrases in the text to determine their meaning. They need to be able to explain the structural differences among poetry, drama, and prose. Students need to understand that characters may have different perspectives in relation to a single event, and stories can be told from first or third point of view.

Instructional Supports for the Model Curriculum

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Literature
Topic	***Integration of Knowledge and Ideas***
Standards	**RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting). **RL.3.8** (Not applicable to literature) **RL.3.9** 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).

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Previous Grade Level Progression Statement

In the previous grade level, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations. They will be able to synthesize information from a variety of sources and types of text.

Content Elaborations

The big idea of **Integration of Knowledge and Ideas** is that 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 provides a full understanding of the theme, as well as the ideas being explored. Readers that are able to **Integrate their Knowledge and Ideas** are making connections and comparisons across the 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.

Next Grade Level Progression Statement

In the next grade level, students are expected to compare and contrast texts from different genres and determine how authors differ in their presentation of the subject. Students will read multiple texts with similar themes throughout the year to provide opportunities for students to compare and contrast the treatment of themes, topics, and patterns throughout time and across cultures.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Literature
Topic	*Range of Reading and Complexity of Text*
Standard	RL.3.10 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Previous Grade Level Progression Statement

In the previous grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Content Elaborations

The big idea of **Range of Reading and Complexity of Text** is 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. To effectively establish the text complexity level, all three dimensions described in the illustration to the right must be used together. Appendix A contains a model with three dimensions for measuring text complexity.

Teachers should match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical thinkers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain a range of literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements. Teachers can draw on a student's previous experience, either personally or with other texts, in order to help understand the concepts in the texts being studied in the classroom.

Overview of Text Complexity

→ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

Next Grade Level Progression Statement

In the next grade level, students are expected to read and comprehend literature and poetry independently and proficiently at the high end of grade 4 text complexity.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
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READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	*Key Ideas and Details*

Standards	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	
	RI.3.2 Analyze informational text development.
	    a. Determine the main idea of a text.
	    b. Retell the key details and explain how they support the main idea.
	
	RI.3.3 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.

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Previous Grade Level Progression Statement

In the previous grade level, 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. They were able to synthesize information gained through questioning, discussion, and key ideas.

Content Elaborations

The big idea of **Key Ideas and Details** is the ability to comprehend and analyze informational texts in order to develop critical thinking, promote logical reasoning, and expand one's sense of the world and self.

The focus of the **Key Ideas and Details** topic is building textual evidence and making inferences about informational text, determining main idea with supporting details, and retelling those important ideas of the text. Engagement; the ability to connect events, concepts, or procedures, and depth of understanding increase as readers make inferences and retell informational text.

Retelling reflects an understanding of main ideas (both implicit and explicit) and supporting details across the entire text. Readers should study a variety of informational texts, including *historical*, *technical,* and *scientific* investigations across contents/disciplines in order to connect the ideas present in these types of texts.

Next Grade Level Progression Statement

In the next grade level, students are expected to provide textual evidence when making inferences, identifying a main idea, summarizing a text, and explaining events, ideas, and concepts in informational text.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
 This section is under revision.

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Strand	Reading: Informational Text
Topic	*Craft and Structure*
Standards	**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **RI.3.6** Distinguish their own perspective from that of the author of a text.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to define words using context, to use text features efficiently, and to identify the main purpose of a text.

Content Elaborations
The big idea of **Craft and Structure** is that readers can respond analytically and objectively to text when they understand the purpose behind the author's intentional choice of tools, such as word choice, perspective, and structure.

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 perspective 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 authors' purposes.

Comprehension continues to increase as readers understand and distinguish their perspective from that of the author's.

Next Grade Level Progression Statement
In the next grade level, students determine the meaning of content vocabulary used in the text. They use text structure to help them understand the text and determine an author's perspective. They will compare and contrast firsthand and secondhand accounts.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Informational Text
Topic	*Integration of Knowledge and Ideas*
Standards	**RI.3.7** 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). **RI.3.8** Describe the relationships between the evidence and points an author uses throughout a text. **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

Previous Grade Level Progression Statement
In the previous grade level, 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. They will continue to do this with scaffolding and teacher support.

Content Elaborations
The big idea of **Integration of Knowledge and Ideas** is that informational text expands the knowledge base and perspectives found in text and empowers the reader to make informed choices in life.

The focus of the **Integration of Knowledge and Ideas** topic is the reader's ability to comprehend a text using its features, determining an author's point and the evidence used to support that point, and investigating similar main ideas and topics across texts. Examples of these relationships between evidence and points include but are not limited to, comparison, cause/effect, and first/second/third in a sequence.

Critical thinkers use print and 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.

Next Grade Level Progression Statement
In the next grade level, students interpret information from various formats to explain how the author uses the information to support a particular point. They will integrate multiple sources so they can write or speak about a topic intellectually.

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Instructional Supports for the Model Curriculum
Instructional Strategies *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

Strand	Reading: Informational Text
Topic	***Range of Reading and Level of Text Complexity***
Standard	**RI.3.10** 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.

Previous Grade Level Progression Statement
In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Content Elaborations
The big idea of **Range of Reading and Level of Text Complexity** is 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. To effectively establish the text complexity level, all three dimensions in the illustration to the right must be used together. Appendix A contains a model with three dimensions for measuring text complexity.

Teachers should match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical thinkers. 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. Teachers can draw on a student's previous experience either personally or with other texts in order to help understand the concepts in the texts being studied in the classroom.

Overview of Text Complexity

Text complexity is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.

2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

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Next Grade Level Progression Statement
In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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READING FOUNDATIONAL STRAND

Strand	Reading: Foundational Skills
Topic	*Phonics and Word Recognition*

Standard	RF.3.3 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.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to master phonological awareness and concepts of print. They were expected to know and apply grade-level phonics and word analysis; distinguish long and short vowels when reading regularly spelled one-syllable words; know spelling-sound correspondences for additional vowel teams; decode two-syllable words with long vowels; decode words with common prefixes and suffixes, identify words with inconsistent but common spelling-sound correspondences; and recognize and read grade-appropriate irregularly spelled words. Students know common vowel and consonant sound variants and have begun to self-correct when reading.

Content Elaborations
The big idea of **Phonics and Word Recognition** is that words create impressions, images, and expectations. Recognizing and reading words, their inflections, and roots can transform the world. The focus of **Phonics and Word Recognition** is applying the knowledge of phonemes (sounds) with the written graphemes (letter or letters representing a sound) and recognizing common words. Systematic phonics instruction is a part of a balanced program of teaching reading. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Decoding is an integral part of the reading and writing experience.

Because a large number of words in English derive from Latin and Greek origins, teachers' frequent use and explicit teaching 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.

Next Grade Level Progression Statement
In the next grade level, students are expected to master phonological awareness and concepts of print. Students are expected to know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. They know common vowel and consonant sound variants and have begun to self-correct when reading.

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Reading: Foundational Skills
Topic	*Fluency*

Standard	**RF.3.4** 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 on successive readings.
	    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to read grade-level text with purpose and understanding. They were expected to read grade-level text orally with accuracy, appropriate rate, pausing, stress, and intonation. Students were expected to read with expression on successive readings. Students were expected to use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Content Elaborations

The big idea of **Fluency** is that it helps the reader process language for meaning and enjoyment.

The focus of **Fluency** is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate an understanding of the function of punctuation.

Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension. In addition, readers benefit from multiple opportunities to read independent grade-level text.

Next Grade Level Progression Statement

In the next grade level, students are expected to increase fluency as the complexity of text (in topic and structure) also increases. They read with purpose, understanding, and accuracy using self-monitoring strategies.

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Instructional Supports for the Model Curriculum
Instructional Strategies *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

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WRITING STRAND

Strand	Writing
Topic	***Text Types and Purposes***

Standards	**W.3.1** 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.
	
	W.3.2 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 to aid comprehension, if needed. **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.
	
	W.3.3 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.
	    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.

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Previous Grade Level Progression Statement

In the previous grade level, students were expected to write text in a variety of genres that reflected simple organizational plans. They provided increased evidence and support in their explanatory, informative, and opinion writing, as well as increased details and complexity in their narratives.

Content Elaborations

The big idea of **Text Types and Purposes** is that student writers use variety when composing texts. They learn that writing is not just a way to demonstrate knowledge, but also a way to provide greater content understanding by supporting the opinions they express. Student writers use writing as a tool for thinking through issues, solving problems, stating and supporting their opinions, investigating questions, conveying and critiquing information, and expressing real or imagined experiences. The best writers understand the connection between reading and writing and benefit from print-rich environments in which a variety of text types are evident. Learning and practicing a variety of writing structures encourages critical thinking and fosters the understanding that writing is a process as well as a product.

The purpose of opinion writing is to defend a position on a particular subject with the goal of persuading readers to accept or at least consider a position. When third graders write an opinion piece, they are stating their opinion and giving reasons that support that opinion.

The primary purpose of informative/explanatory writing is to increase and present knowledge. When third graders write an informative/explanatory piece, they answer questions of *what*, *why,* or *how*. Unlike other types of writing, informative writing does not aim to change the reader's thinking or move the reader to take action.

The purpose of narrative writing is to tell a story. When third graders write a narrative piece, they do not simply retell an event or experience. Students need to have a clear reason for telling a particular story. A narrative can also be a fictional story. Whether the story is fact or fiction, the ultimate purpose of narrative writing is to relay a series of events in a way that captivates readers and engages them emotionally.

Writers share information, opinions, and ideas in varied ways using a wide range of texts. Knowledge of different genres supports and facilitates students' understanding and writing of text and structures. This allows students to communicate in appropriate and effective ways to their audience to achieve their intended purpose.

Next Grade Level Progression Statement

In the next grade level, students are expected to produce more elaborative writing that reflects a deep, conceptual understanding of the craft of varying writing genres and their characteristics. This includes the process of developing a topic with an introduction focused on a controlling idea, elaborating on their ideas in organized paragraphs with evidence, and a concluding paragraph.

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Writing
Topic	*Production and Distribution of Writing*
Standards	**W.3.4** 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.) **W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W.3.6** 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.

Previous Grade Level Progression Statement
In the previous grade level, students developed a basic understanding of the writing process and how technology can be used to enhance and extend that process. Students learn to work through the writing process independently of revising and editing, but may receive guidance and support from a peer or teacher.

Content Elaborations
The big idea of the **Production and Distribution of Writing** is that writers use the writing 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.

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, facilitate understanding, or clarify ideas. The stages of these processes are enhanced with collaboration and technology. Students need a working understanding of how to communicate using varied formats.

Next Grade Level Progression Statement
In the next grade level, students are expected to continue development of writing styles that reflect a full range of the writing process and an authentic, independent, or collaborative use of technology to enhance and extend that writing. This should

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include the stages of planning, drafting, revising, editing, and publishing. Students will determine a writing genre for a specific task, purpose, and audience.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

Strand	Writing
Topic	***Research to Present and Build Knowledge***
Standards	**W.3.7** Conduct short research projects that build knowledge about a topic. **W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **W.3.9** (Begins in grade 4)

Previous Grade Level Progression Statement
In the previous grade level, students used prior knowledge and focused searches to work on collaborative research topics. Student researchers used collaborative conversation to share and gather information as they planned, investigated, observed, recorded, represented, and presented information.

Content Elaborations
The big idea of **Research to Build and Present Knowledge** is that writers understand the research process is about asking questions and searching for answers in reliable and appropriate sources that may be presented in a variety of media. Students need to have an understanding that all resources may not be reliable. 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.

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. Students should be given ample opportunity in a print-rich environment for discovery and research that is both independent and collaborative. The research process should be modeled and practiced extensively.

Next Grade Level Progression Statement
In the next grade level, students are expected to use the skills of paraphrasing relevant information to present research that has been gathered and evaluated for accuracy in response to specific works of literature or to address a particular topic.

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Instructional Supports for the Model Curriculum
Instructional Strategies *This section is under revision.* **Instructional Tools/Resources** *This section is under revision.*

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Strand	Writing
Topic	*Range of Writing*
Standards	**W.3.10** 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.

Content Elaborations

The big idea is that effective writers build their skills by practicing a **Range of Writing**. They learn 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 build knowledge of a subject through research projects and 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.

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. They need to be able to do this for a variety of purposes and audiences.

Next Grade Level Progression Statement
In the next grade level, 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.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	*Comprehension and Collaboration*

Standards	**SL.3.1** 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.
	
	SL.3.2 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.
	
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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Previous Grade Level Progression Statement
In the previous grade level, students were expected to participate in collaborative conversations with diverse partners in which they asked and answered questions about what the speaker said in order to clarify comprehension, gather additional information, or deepen understanding. They also were expected to retell or describe key ideas or details from text that was read aloud or presented in other media formats.

Content Elaborations
The big idea of the topic **Comprehension and Collaboration** is that 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 have heard and to respond rationally in order to further the discussion. These collaborations should include opportunities to work with other students of varying viewpoints.

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

Next Grade Level Progression Statement
In the next grade level, students will be expected to engage effectively in a range of collaborative discussions, interpreting information presented in diverse media. They will also be expected to listen carefully and ask clarifying questions to respond to what they have heard, while making reference to the speaker's reasons and evidence.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Speaking and Listening
Topic	*Presentation of Knowledge and Ideas*
Standards	**SL.3.4** Report on a topic or text, tell a story, or recount and experience with appropriate fact and relevant, descriptive details, speaking clearly at an understandable pace. **SL.3.5** 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. **SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Previous Grade Level Progression Statement
In the previous grade level, 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.

Content Elaborations
The big idea of the topic **Presentation of Knowledge and Ideas** is understanding that effective speakers report and respond in ways appropriate to the task when conveying information.

They also make choices regarding pacing and the use of formal and informal language when making audio recordings. Students should be able to use these recordings to evaluate their own speaking and listening, both critically and reflectively. Proficient speakers make deliberate choices regarding language, content, and media to capture and maintain the audience in order to convey their message. Students should be able to make these deliberate choices regarding the addition of visual media in presentations in order to point out the significance of key details in the presentation.

Next Grade Level Progression Statement
In the next grade level, students are expected to report on a topic, tell a story, or recount an experience using appropriate facts and details and to speak clearly at an understandable pace. Students are also expected to add audio recordings and visual displays to presentations to enhance the development of the main idea and themes and to know when to use formal English versus the appropriateness of using informal register for various tasks and situations.

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Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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LANGUAGE STRAND

Strand	Language
Topic	*Conventions of Standard English*

Standards	**L.3.1** 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.
	
	L.3.2 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).
	  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.

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Previous Grade Level Progression Statement
In the previous grade level, students were expected to have a basic understanding of and experience with the rules of grammar, usage, and mechanics of standard English. They were expected to use irregular plural nouns and past tense verbs, as well as a basic use of modifiers. In addition, students were expected to use complete simple and compound sentences. Students should be given many opportunities to interact with language in a variety of settings and modalities using modeling, word play, and best practices.

Content Elaborations
The big idea of **Conventions of Standard English** is that there are foundational rules of language. 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. Language is an essential tool for understanding our world. Effective written and oral communication relies upon understanding and applying the rules of standard English.

Students must have an understanding of the function of nouns, pronouns, verbs, adjectives, and adverbs within the context of print. They must then be able to effectively manipulate these parts of speech in various ways in order to use them to form complete simple, compound, and complex sentences that contain subjects that agree with their verbs and pronouns that agree with their antecedents.

Within this topic, students must recognize the effective use of commas in addresses, capitalization in titles, and quotation marks in dialogue. In addition, learning to spell correctly and consulting a dictionary when help is needed are important skills for grasping the independent use of language for reading, writing, speaking, and listening.

Next Grade Level Progression Statement
In the next grade level, students are expected to develop a better understanding of language conventions, pronouns, adverbs, and progressive verb tenses, as they are used in speaking and writing to convey messages that are more complex and consist of accurate word order and use. Students will demonstrate accurate rules of capitalization and punctuation within sentence to mark dialogue and citations, as well as use a comma before a coordinating conjunction. Students will be expected to apply these rules to parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively.

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Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Language
Topic	*Knowledge of Language*

Standards	**L.3.3** 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.

Previous Grade Level Progression Statement
In the previous grade level, students were expected to develop oral, auditory, written, or viewed expression in a way that could be communicated to their audience appropriately. Students recognized formal and informal uses of English and could interact with others using this knowledge.

Content Elaborations
The big idea of **Knowledge of Language** is that it allows for informed choices in the context of the communication. Writers and speakers select language, word choice, and punctuation appropriate for the desired impact on the audience. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension.

Next Grade Level Progression Statement
In the next grade level, students are expected to choose words and phrases to effectively convey ideas and to choose punctuation in a way that is appropriate for the desired impact on the audience. Students must know when formal English is required versus when it would be appropriate to use informal English.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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Strand	Language
Topic	*Vocabulary Acquisition and Use*

Standards	**L.3.4** 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 keywords and phrases.
	
	L.3.5 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).
	
	L.3.6 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).

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Previous Grade Level Progression Statement
In the previous grade level, students were expected to understand how word parts work together to create meaning. New vocabulary will be introduced to students to encourage them to be *word aware*, which supports word selection, use of context, word structures and the use of reference tools in learning new vocabulary.

Content Elaborations
The big idea of **Vocabulary Acquisition and Use** is that language-based activities are dependent on knowing that vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use a variety 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. Words are powerful. Interacting with words actively engages students in investigating and celebrating language.

Next Grade Level Progression Statement
In the next grade level, 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. They will use their knowledge of affixes and roots to determine the meaning of a word. Students will use reference materials to clarify words. They will explain the meaning of similes and metaphors, as well as common idioms, adages, and proverbs. Students will apply their knowledge of synonyms and antonyms to understand new terms. Their new vocabulary will be used to write and speak about specific actions, emotions, and states of being, as well as when referring to a specific topic.

Instructional Supports for the Model Curriculum

Instructional Strategies
This section is under revision.

Instructional Tools/Resources
This section is under revision.

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English Language Arts Model Curriculum Update Writing Team

GRADE 3

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