

MADISON LOCAL SCHOOLS

SUBJECT: Language Arts

GRADE(S): 3

DATE: March 2010

FIRST QUARTER

ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
WP	3	Develop a purpose and audience for writing	RP	1	Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
WP	5	Organize writing by providing a simple introduction, body, and a clear sense of closure.	WC	11	Use nouns, verbs and adjectives correctly.
PA	5	Read text using fluid and automatic decoding skills.	WC	10	Use correct capitalization.
PA	2	Use letter-sound knowledge and structural analysis to decode words.	WC	6	Follow common spelling generalizations (e.g. , consonant doubling, dropping e and changing y to I).
LT	2	Use concrete details from the text to describe characters and setting.	WC	8	Use end [punctuation marks correctly.
LT	7	Describe methods authors use to influence readers' feelings and attitudes (e.g. appeal of characters in a picture book; use of figurative language).	WA	5	Produce informal writings (e.g., messages, journals, note, and poems) for various purposes.
WC	3	Spell all familiar high-frequency words, words with short vowels and common endings correctly.	WP	1	Generate writing ideas through discussions with others and from printed material.
RP	8	Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	WP	4	Use organizational strategies (e.g. brainstorming, lists, webs and Venn diagrams) to plan writing.
RP	6	Create and sue graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	WP	2	Develop a clear main idea for writing.
			WP	16	Rewrite and illustrate writing samples for display and for sharing with others.
			VO	3	Apply the meaning of the terms synonyms and antonyms.
			PA	1	Identify rhyming words with the same or different spelling patterns
			PA	4	Demonstrate a growing stock of sight words.
			LT	3	Retell the plot sequence.
			IT	2	List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.
			WC	16	Use possessive nouns and pronouns.
			IT	5	Analyze a set of direction for proper sequencing, clarity and completeness.
			RP	4	Summarize texts, sequencing information accurately and include main ideas and details as appropriate.
			WC	2	Spell multi-syllabic words correctly.
			WP	13	Use resources and reference materials, including dictionaries, to select more effective vocabulary.
			CO	9	Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

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Assessments

Formative:

Summative:

Differentiation Strategies

Enrichment:

Intervention:

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SECOND QUARTER

ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
VO	9	Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	WP	15	Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
VO	1	Determine the meaning of unknown words using a variety of contextual clues, including word, sentence and paragraph clues.	VO	8	Decode and determine the meaning of words by using knowledge of root words and their various inflections.
VO	7	Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.	VO	2	Use context clues to determine the meaning of homophones, homonyms and homographs.
PA	3	Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.	VO	6	Use knowledge of contractions and common abbreviations to identify whole words.
IT	4	Draw conclusions from information in maps, charts, graphs and diagrams.	VO	5	Apply knowledge of individual words in unknown compound words to determine their meanings.
WC	12	Use subjects and verbs that are in agreement.	RP	2	Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.
WA	2	Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.	LT	1	Recognize and describe similarities and difference of plot across literary works.
WA	3	Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.	WP	12	Rearrange words, sentences and paragraphs to clarify meaning.
CO	3	Identify the difference between facts and opinions in presentations and visual media.	WC	14	Use nouns and pronouns that are in agreement.
			LT	5	Explain how an author's choice of words appeals to the senses.

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THIRD QUARTER

ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
WP	7	Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.	WP	6	Use a wide range of simple, compound and complex sentences.
WP	10	Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	WP	11	Add descriptive words and details and delete extraneous information.
RE	4	Identify important information found in the sources and summarize the important findings.	RE	5	Sort relevant information into categories about the topic.
RE	3	Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.	RE	6	Understand the importance of citing sources.
IT	3	Identify and list the important central ideas and supporting details of informational text.	RE	2	Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
WC	17	Use conjunctions.	RE	1	Choose a topic for research from a list of questions, assigned topic or personal area of interest.
WA	4	Write informational reports that include the main ideas and significant details from the text.	LT	6	Identify stated and implied themes.
			LT	4	Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.
			IT	1	Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.
			WC	15	Use past, present and future verb tenses.
			WC	5	Use correct spelling of words with common suffixes such as -ion, -ment, and -ly.
			WC	4	Spell contractions, compounds and homonyms (e.g., hair and hare).
			WC	7	Use resources to check spelling (e.g., a dictionary, spell check).
			WC	13	Use irregular plural nouns.
			WP	8	Use language for writing that is different from oral language, mimicking writing styles of books when appropriate.

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ESSENTIAL INDICATORS			SUPPORTING INDICATORS		
RP	5	Make inference regarding events and possible outcomes from information in text.	R	7	Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.
RP	3	Compare and contrast information between texts and across subject areas.	PA	6	Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.
WC	1	Write legibly in cursive, spacing letters, words and sentences appropriately.	WP	14	Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
WC	9	Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.	CO	4	Demonstrate and understanding of the rules of the English language.
WA	1	Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.	CO	7	Adjust speaking content according to the needs of the audience.
CO	8	Deliver informational presentations that:	CO	6	Use clear diction and tone, and adjust volume and tempo to stress important ideas.
		a. present events or ideas in logical sequence and maintain a clear focus;	CO	1	Ask questions for clarification and explanation, and respond to others' ideas.
		b. demonstrate an understanding of the topic;	CO	5	Select language appropriate to purpose and audience.
		c. include relevant facts and details from multiples sources to develop topic;	CO	2	Identify the main idea, supporting details and purpose of oral presentations and visual media.
		d. organize information, including a clear introduction, body and conclusion.	WP	9	Use available technology to compose text.
		e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and			
		f. identify sources.			
		ONGOING			
RP	9	Use criteria to choose independent reading materials(e.g., personal interests, knowledge of authors and genres or recommendations from others).			
RP	7	Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.			
RP	10	Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).			
VO	4	Read accurately high-frequency sight words.			

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