



PGCPS Reading/English Language Arts 3



Prince George's County Public Schools

School Year: 2020 – 2021

Prerequisites: Successful completion of Reading/English Language Arts 2

INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number:

TEXT: Houghton Mifflin Harcourt *Into Reading Grade 3*

Course Description:

This course is designed to prepare all students to be on track for college and career readiness by the time they graduate from high school. All lessons are aligned to the Maryland College and Career-Ready Standards for English Language Arts. The standards establish guidelines for English Language Arts teachers to ensure students at each grade level are taught the necessary skills to become critical readers and writers.

In this course, students will be required to read a variety of complex texts including stories, literature, and informational texts that provide facts and background knowledge on topics related to science and social studies. They will be asked questions that require them to refer back to what they have read and support their answers with reasoning and evidence from the text. Students will also be required to write for a variety of purposes such as narratives, opinion and explanatory information pieces. They will also engage in collaborative conversations with peers and demonstrate a command of formal English both in writing and speaking. These expectations will develop the critical-thinking, problem-solving, and analytical skills every student needs to be a literate person who is prepared for success in the 21st century.

Each student is expected to read for at least 20 minutes daily and complete independent assignments and projects as assigned.

GOALS:

Students will:

- Read a balance of informational and literary texts.
- Read complex text from a variety of topics such as science and social studies.
- Read text that will increase in complexity.
- Gather and cite text evidence to engage in rich and rigorous conversations and written responses about text.
- Write using multiple sources to state an opinion and create an organizational structure that supports the writer's purpose, write informative/explanatory texts to examine a topic and write narratives to develop real or imagined experiences.
- Use grammar and conventions, writing strategies, and all aspects of foundational academic vocabulary skills effectively when writing and speaking.

Elementary Reading and Oral and Written Communication (Grades 2-5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Maryland College and Career Ready Standards (MCCRS) found in the R/ELA Curriculum Instructional Maps. No assignments will be required for submission on Mondays or the day following school being closed.

Factors	Brief Description Reading	Brief Description Oral/Written Communication	Grade Percentage Per Quarter
Class Work	This includes work completed in the classroom setting. Class work can include, but is not limited to ● Group and/or individual participation ● Brief oral/written responses to texts ● Class discussion ● Graphic organizers	This includes work completed in the classroom setting. Classwork can include, but is not limited to: ● Group and/or individual participation ● Brief oral/written responses ● Class discussion ● Spelling/ Grammar/ Vocabulary assignments ● Presentation and activities	35%
Independent Assignments	This includes all work completed without teacher guidance and will be graded on completion. Assignments can include, but are not limited to: ● Independent reading ● Reading Logs ● Written assignments ● Online practice through Clever applications	This includes all work completed without teacher guidance and will be graded on completion. Assignments can include, but are not limited to: ● Spelling assignments ● Written Assignments ● Grammar practice ● Online practice through Clever applications.	25%
Assessments	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios, completion of graphic organizers, anecdotal notes of teacher observations, teacher conferences, student written responses) Assessments can include, but are not limited to: ● Literacy assessments ● Teacher created assessment	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to: ● Spelling Test ● Published writing	40%

Third Grade Yearlong View

Quarter 1	Quarter 2
Module 2: Use Your Words Essential Question: What makes a character interesting? Cycle 1: <i>Dear Dragon</i> 550L (Fiction) Analytic Writing Focus: Literary Performance Task Module 1: What A Character Essential Question: What makes a character interesting? Cycle 2: <i>Marisol McDonald Doesn't Match</i> 580L (Realistic Fiction) Analytic Writing Focus: Literary Performance Task Cycle 3: <i>Judy Moody, Mood Martian</i> 610L (Realistic Fiction) and <i>Stink and the Freaky Frog Freakout</i> 570L (Realistic Fiction) Analytic Writing Focus: Literary Performance Task Writing Workshop Cycle: Narrative Focal Text: <i>Marisol McDonald Doesn't Match</i> AD 580L Assessments: Cycle Assessments, Reading Diagnostic (SLO Pretest), Quarterly Benchmark Assessment	Module 9: From Farm to Table Essential Question: How does food get to your table? Cycle 1: <i>How Did That Get in My Lunchbox?</i> CD 880L (Informational Text) Analytic Writing Focus: Informational Performance Task Cycle 2: <i>Carrots, Farm to Fork</i> CD (Educational Video) and <i>How Do You Raise a Raisin</i> CD 860L (Informational Text/Poetry) Analytic Writing Focus: Informational Performance Task Cycle 3: <i>It's Our Garden</i> CD 640L (Informational Text) Analytic Writing Focus: Informational Performance Task Module 11: Nonfiction Genre Study Writing Workshop Cycle: Persuasive Essay Focal Text: <i>Lilly's Purple Plastic Purse</i> 600 L Assessments: Cycle Assessments, Quarterly Benchmark Assessment
Quarter 3	Quarter 4
Module 2: Use Your Words Essential Question: How do people use words to express themselves? Cycle 1: <i>Adventures with Words</i> N/A (Poetry) Analytic Writing Focus: Literary Performance Task Module 4: Stories on Stage Essential Question: What lessons can we learn from animals and nature? Cycle 2: <i>The Traveling Trio: Cesky Krumlov, Czech Republic</i> (Media: Informational Video) and <i>Two Bear Cubs</i> N/A (Play/Drama/Fable) Analytic Writing Focus: Literary Performance Task Module 6: Animal Behaviors Essential Question: What lessons can we learn from animals and nature? Cycle 3: <i>Frozen Alive</i> 700L (Informational Text) and <i>Octopus Escapes Again!</i> 680L (Narrative Nonfiction) Analytic Writing Focus: Informational Performance Task Writing Workshop Cycle: Expository Focal Text: <i>In November</i> AD 530L Assessments: Cycle Assessments, Reading Summative (SLO Post)	Module 10: Tell a Tale Essential Question: What lessons can we learn from animals and nature? Cycle 1: <i>When the Giant Stirred</i> 980L (Legend) & <i>Why is the Sky Far Away</i> 790L (Folktales/Myth) Analytic Writing Focus: Literary Performance Task Module 7: Make a Difference Essential Question: How do people use words to express themselves? Cycle 2: <i>Farmer Will Allen and the Growing Table</i> CD 650L (Biography) Analytic Writing Focus: Literary Performance Task Cycle 3: <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia</i> CD 570L (Biography/Memoir) Analytic Writing Focus: Literary Performance Task Writing Workshop Cycle: Argument/Opinion Essay Focal Text: <i>What if Everybody Did That?</i> AD 450L Assessments: Cycle Assessments, MCAP, Quarterly Benchmark Assessment (Optional)

Key English Language Arts Literacy Shifts

Parents' Guide

The Standards for English Language Arts (ELA) describe varieties of expertise that ELA educators at all levels should seek to develop in their students. Below are recommended suggestions of what parents can do to support their child in developing the critical skills to become college and career-ready.

1. Read as much non-fiction as fiction.

- Encourage your child to read more non-fiction text independently.
- Promote independent reading for at least 20 minutes a day (25 books per year).
- Read non-fiction texts aloud or with your child
- Initiate discussions about the details of the non-fiction text.

2. Learn about the world by reading.

- Provide opportunities for your child to build knowledge through reading about topics of interest.
- Provide opportunities for students to explore careers across all fields.
- Initiate discussion about these topics.

3. Read more challenging material closely.

- Encourage your child to read more challenging texts.
- Encourage your child to reread for understanding.
- Know your child's reading level and provide a balance of challenging and just right text.
- Encourage your child to keep trying even when the text gets harder.

4. Discuss reading using evidence.

- Initiate discussions about text.
- Require your child to support their claims and disagreements with evidence.
- Encourage students to question and challenge information they read.
- Read the same book and discuss by citing evidence from the text.
- Encourage students to use supportive evidence as they write about their thinking.

5. Write non-fiction using evidence.

- Encourage your child to write in journals, letters, reading responses, notes, use of Blogs or Wikis for writing, creative writing of stories/ plays/ lyrics/ poems; research projects about topics of interest.
- Explore careers that require writing skills such as journalism, script writing, advertising, book or movie critics, authors, sports magazine writers, lawyers, television, etc.
- Compare and contrast writings on the same topic written by a variety of authors.

6. Increase academic vocabulary.

- Read non-fiction text about science, social studies and other topics.
- Discuss the meaning of difficult vocabulary words and how they are used in the text.
- Help increase your child's spoken and written academic vocabulary through word games, discussions, media, videos, student-made vocabulary notebooks, online word searches, etc.