



## Literacy - Grade 3

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, third grader students will use a variety of strategies to make sense of key ideas and details in a text. This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing and presenting with an emphasis on vocabulary acquisition, phonics, craft and structure in a collaborative process.

### **Enduring Understandings:**

- Effective readers use a variety of strategies to make sense of key ideas and details in a text.
- Effective readers will gain insight and strengthen understanding by analyzing text for structure, purpose, and viewpoint.
- Analyzing and evaluating content, reasoning, and claims in diverse formats helps a reader make connections in text.
- Interpreting a variety of complex texts with confidence and independence is necessary for making meaning of a text
- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- Effective readers analyze texts for structure, purpose, and viewpoint to gain insight and strengthen understanding.
- Word analysis and decoding skills are foundational for success as a reader.
- Accurately processing print with expression at an appropriate rate is necessary for fluent reading.
- Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.
- Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision.
- Presenting an answer to a question, demonstrating understanding of the inquiry, and properly citing information from different sources is necessary for effective research.
- Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.
- Effective communicators collaborate and evaluate others ideas in order to enhance comprehension.
- Effective communicators share knowledge and ideas in an organized manner for an audience using different medias.
- Using appropriate conventions of language is necessary for effective speakers to communicate clearly.
- Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.

### **READING - LITERATURE**

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)
- I can recount stories, including fables, folktales and myths from diverse cultures. (RL.3.2)



## READING - LITERATURE (continued)

- I can determine the central message, lesson or moral from stories, including fables, folktales and myths from diverse cultures. (RL.3.2)
- I can explain how the central message is conveyed through key details in the text. (RL.3.2)
- I can describe characters in a story. (RL.3.3)
- I can explain how a character's actions contribute to the sequence of events. (RL.3.3)
- I can determine the meaning of words and phrases, including literal and non-literal language. (RL.3.4)
- I can refer to parts of stories, dramas, and poems when writing or speaking about a text. (RL.3.5)
- I can describe how each successive part of a text builds on earlier sections. (RL.3.5)
- I can distinguish my own point of view from that of the narrator or those of the characters. (RL.3.6)
- I can explain how specific aspects of a text's illustrations contributes to what is conveyed by the words in a story. (RL.3.7)
- I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL.3.9)
- I can read and comprehend grade-level literature including stories, dramas and poetry. (RL.3.10)

## READING - INFORMATIONAL TEXT

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1)
- I can determine the main idea of a text. (RI.3.2)
- I can recount the key details of a text and explain how they support the main idea. (RI.3.2)
- I can describe the relationship between a series of historical events by using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- I can describe the relationship between a series of scientific ideas or concepts by using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- I can describe the relationship between a series of steps in technical procedures in a text by using language that pertains to time, sequence, and cause/effect. (RI.3.3)
- I can determine the meaning of vocabulary words and phrases in a text related to a topic or subject. (RI.3.4)
- I can use text features and search tools to locate information on a given topic efficiently. (RI.3.5)
- I can distinguish my own point of view from that of the author of a text. (RI.3.6)
- I can use information gained from illustrations and words to demonstrate understanding of a text. (RI.3.7)
- I can describe the logical connection between particular sentences and paragraphs in a text. (RI.3.8)



## READING - INFORMATIONAL TEXT (continued)

- I can compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)
- I can read and comprehend grade-level informational texts including history/social studies, science, and technical texts. (RI.3.10)

## READING - FOUNDATIONAL SKILLS

- I can identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3.A)
- I can use spelling patterns and affixes to decode words. (RF.3.3.B)
- I can read grade-level text orally with accuracy, appropriate rate, and expression. (RF.3.4)
- I can use context clues to read words and understand their meaning, rereading as necessary. (RF.3.4.C)

## WRITING

- I can write an opinion piece with an introduction to introduce a topic and state an opinion. (W.3.1.A)
- I can provide reasons that support an opinion. (W.3.1.B)
- I can use linking words and phrases to connect an opinion and reasons. (W.3.1.C)
- I can provide a concluding statement or section for an opinion piece. (W.3.1.D)
- I can introduce a topic and group related information together in an informative text. (W.3.2.A)
- I can include illustrations in an informative text to increase comprehension. (W.3.2.A)
- I can develop a topic for an informative text with facts, definitions, and details. (W.3.2.B).
- I can use linking words and phrases in an informative text to connect ideas within categories of information. (W.3.2.C)
- I can provide a concluding statement or section for an informative text. (W.3.2.D)
- I can establish a situation and introduce a narrator and/or characters in a narrative. (W.3.3.A)
- I can organize an event sequence in a narrative that unfolds naturally. (W.3.3.A)
- I can use dialogue and descriptions of actions, thoughts, and feelings in a narrative to develop experiences, events, and character responses. (W.3.3.B)
- I can use temporal words and phrases in a narrative to signal event order. (W.3.3.C)
- I can provide a sense of closure for a narrative. (W.3.3.D)
- I can produce writing in which the development and organization are appropriate to task and purpose with guidance and support. (W.3.4)
- I can develop and strengthen writing as needed by planning, revising, and editing with guidance and support. (W.3.5)



## WRITING (continued)

- I can use technology to produce and publish writing with guidance and support. (W.3.6)
- I can conduct short research projects that build knowledge about a topic. (W.3.7)
- I can recall information from experiences or gather information from print and digital sources. (W.3.8)
- I can take brief notes on sources and sort evidence into provided categories. (W.3.8)

## LANGUAGE

- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.3.1)
- I can produce simple, compound, and complex sentences. (L.3.1.1)
- I can write sentences using correct capitalization. (L.3.2)
- I can write sentences using correct punctuation. (L.3.2)
- I can write sentences using correct spelling. (L.3.2)
- I can choose words and phrases for effect. (L.3.3.A)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L.3.4)
- I can distinguish the literal and nonliteral meanings of words and phrases in context. (L.3.5.A)
- I can identify real-life connections between words and their use. (L.3.5.B)
- I can distinguish the meaning of related words that describe a way of thinking. (L.3.5.C)
- I can acquire and accurately use conversational and general academic words and phrases. (L.3.6)

## SPEAKING AND LISTENING

- I can come to discussions prepared, having read or studied required material. (SL.3.1A)
- I can follow agreed-upon rules for discussions. (SL.3.1.B)
- I can determine the main ideas and supporting details of a text read aloud or information presented in different types of media. (SL.3.2)
- I can ask and answer questions about information from a speaker with detail. (SL.3.3)
- I can report on a topic or text, tell a story, or recount an experience with appropriate facts and details. (SL.3.4)
- I can speak clearly at an understandable pace. (SL.3.4)
- I can create engaging audio recordings of stories or poems with fluency. (SL.3.5)
- I can add visual displays when appropriate to emphasize or enhance certain facts or details. (SL.3.5)
- I can speak in complete sentences when appropriate in order to provide clarification. (SL.3.6)