

GRADE

3



# Annual Curriculum **Plan**

Designed by **Steve Pollock**

language arts





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3

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## Annual Curriculum Plan

Designed by Steve Pollock

For ED604 — The School Curriculum

21 pages

15-Jun-06

Steve,  
This project represents a superb  
example of high-quality curriculum  
development work. Constructed in accord with  
an overall design, internally consistent, inventive,  
very high interest, critically important content, beautifully  
presented.

A+

Steve

I doubt that you will need any more  
references, but feel free to use me  
if you wish,

Steve



# District Curriculum

## Outcomes and Subjects

■ In the Elmac Unified School District, students who graduate from high school will:

1. Be empowered in the use of language
2. Respond aesthetically to the aesthetic
3. Understand our membership in groups and institutions
4. Have reverence for the natural world and life
5. Affirm the dignity of work
6. Be guided by values and beliefs

*a very fine set of choices*

■ In order to achieve these graduation objectives, students in grades Pre-K through 12 in the Elmac Unified School District are taught the following subjects over the course of their education:

- |                           |                            |
|---------------------------|----------------------------|
| ▶ Science                 | ▶ Architecture             |
| ▶ Health                  | ▶ Music                    |
| ▶ History of Language     | ▶ Painting/Sculpture       |
| ▶ Mathematics             | ▶ History                  |
| ▶ Listening               | ▶ Geography                |
| ▶ Reading                 | ▶ Culture and Civilization |
| ▶ Writing                 | ▶ Social Science           |
| ▶ Ethics of Communication | ▶ Economics                |
| ▶ Dance                   | ▶ Technology               |
|                           | ▶ Community Service        |

*Will you recommend certification at secondary level for each of these?*



# District Curriculum

## Language Arts Strands

■ **“Language** is a sacred trust and truth is an obligation we assume when we are empowered with words” (Ernest Boyer). In the Elmac Unified School District, students who graduate from high school will have mastered the following language arts strands:

1. History of language
2. Listening
3. Reading
4. Writing
5. Ethics of Communication
6. Technology

*well chosen*



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*observable, clear,  
grade specific,  
age appropriate,  
useful to guide  
instruction or  
assessment,*

## Annual Outcomes

### ■ Reading

By the end of the third grade academic year, students will be able to:

- ▶ read, describe, and use comprehension strategies such as visualization, inferring, making connections, questioning, determining importance and synthesizing to understand a variety of texts in different genres.
- ▶ connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

### ■ Writing

By the end of the third grade academic year, students will be able to:

- ▶ demonstrate in written form the various stages of the writing process, such as brainstorming, pre-writing, drafting, revision, editing, proofreading, etc.
- ▶ produce cohesive and comprehensive written texts in the genres of personal and fictional narratives, essay, poetry, friendly letter, and research paper.

### ■ Listening

By the end of the third grade academic year, students will be able to:

- ▶ retell in their own words what a speaker said, paraphrasing and explaining the main idea.
- ▶ orally extend their response to a speaker by connecting and relating it to personal experiences.
- ▶ demonstrate appropriate audience behavior, such as eye contact, attentiveness, and supportiveness.

### ■ History of Language

By the end of the third grade academic year, students will be able to:

- ▶ use response journals to study and write about historical texts such as poems, odes and elegies.
- ▶ use thinking generated in class discussion to work toward an interpretation of historical texts such as poems, odes and elegies.

### ■ Ethics of Communication

By the end of the third grade academic year, students will be able to:

- ▶ use constructive feedback from peers to inform the editing and revision of written and oral projects.
- ▶ use the editing and revision process as a tool to clarify written and oral communication with an audience.



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*maybe also  
consistent with  
outcomes sought*



## Learning Activity Guidelines

■ **When** it comes to learning activities for third grade language arts in Elmac USD, teachers should make sure that all activities are:

- Engaging
- Based in real-world experience
- Not taught in isolation
- Differentiated enough to involve all students
- Extendable
- Build on prior knowledge

Learning happens when students reconstruct what they're learning, so the classroom should be an educational setting that allow students to ask their own questions. There are many different lines of inquiry; students should discuss various approaches to problems and there should be an open and free exchange of ideas about problems which are relevant to students' lives.

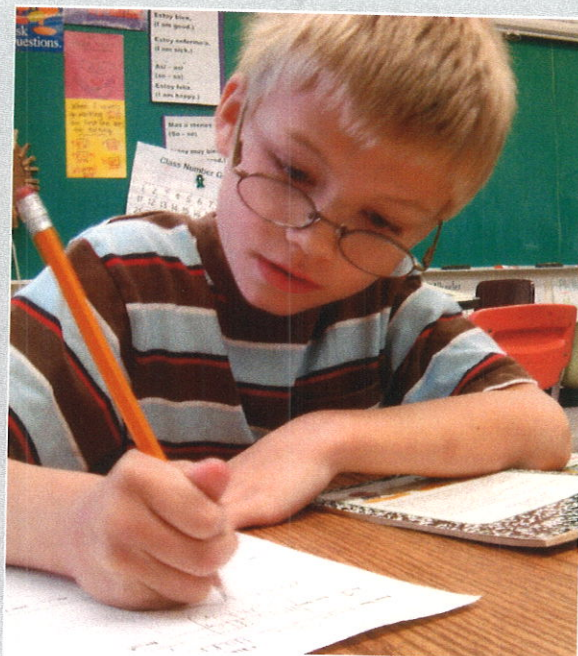
Teachers should be prepared to adapt lessons to student questions, since the starting point of any lesson is the student's point of view. Students' answers should be valued in order to encourage sharing, confidence, and being able to work in an uncomfortable environment.

Lessons should be rooted in their curiosity; let students make their own connections and give them an opportunity for success.



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## Unit Overviews

■ **Third** grade language arts instruction in the Elmac USD is divided into six units, each lasting six weeks, covering the entire school year.

Each unit is designed to ensure that all students meet district outcomes for language arts by the end of third grade.

On the following pages, you will find overviews of each of the six units of instruction, along with a much more detailed plan for one the units, including a sample lesson plan.

Teachers should keep in mind the lesson guidelines on the previous page when designing lessons for this unit.





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## Unit One

### A Bridge From the New to the Known

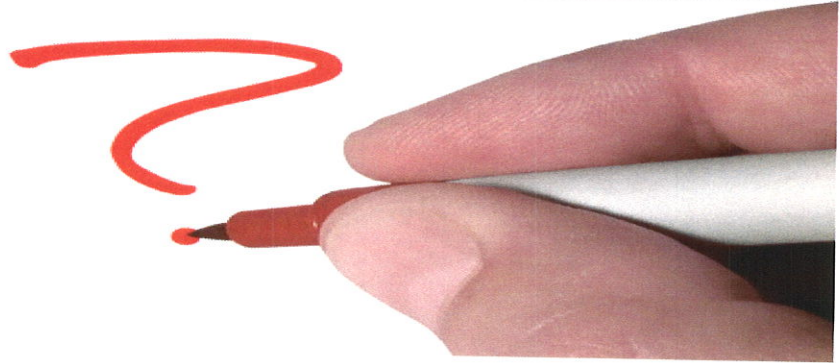
- **Topic** — Making Connections to Text
- **Order** — First
- **Length** — Six weeks
- **Description** — In this unit, students are taught to think aloud to introduce connection making; to make connections in writing; to link text to our life; to connect big ideas and themes across texts; to collect information and list prior knowledge to build a store of knowledge about a content area; and to share connections to build historical understanding.

Teachers should spend one week on each topic.



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## Unit **Two**

The Strategy That Propels Readers Forward

- **Topic** — Questioning
- **Order** — Second
- **Length** — Six weeks
- **Description** — In this unit, students are taught to use adult text to show the questions we have when we read; to begin to question and to list and categorize questions to promote understanding; to monitor comprehension to clarify confusion or answer questions about the text; to write in Wonder Books (nonfiction notebooks that support inquiry) in order to explore thinking and wondering; to differentiate between larger global questions and smaller clarification questions in a content area; to make meaning through asking questions; and to organize content knowledge to answer a specific question.

Teachers should spend about four days or so on each of the seven topics.



# GRADE 3

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### Unit **Three**

#### Movies in the Mind

- **Topic** — Visualizing
- **Order** — Third
- **Length** — Six weeks
- **Description** — In this unit, students are taught to visualize to fill in missing information; merge prior experience and text to create visual images; visualize to better understand the dimensions of size, space, and time; create images with compelling nonfiction; and use all the senses to comprehend text.

Teachers should spend six days on each of the five topics.



## Unit **Four**

### Reading Between the Lines

- **Topic** — Inferring
- **Order** — Fourth
- **Length** — Six weeks
- **Description** — In this unit, students are taught to better understand their own and others' feelings; use all aspects of a book to infer meaning; differentiate between plot and theme, and infer big ideas or themes; use reading comprehension strategies to better understand context area textbooks; and infer and question hand-in-hand in order to build understanding.

Teachers should spend six days on each of the five topics.



GRADE 3

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## Unit **Five**

### The Nonfiction Connection

- **Topic** — Determining Importance
- **Order** — Fifth
- **Length** — Six weeks
- **Description** — In this unit, students are taught to build background knowledge of nonfiction conventions by creating books that illustrate these conventions; acquire information about an interesting topic, ask questions, and design pages based on authentic pages in nonfiction trade books; become a specialist on a favorite topic, choose what is important to include in a piece of writing, and write informational teaching books; notice and select new information on familiar and unfamiliar topics; understand that there are often several important ideas in a piece of text rather than a single main idea; read to find specific information; discriminate between key topics and supporting details; read persuasive material carefully to make an informed judgement; and use questioning and inferring to determine the essence of the text.

Teachers should spend 3-4 days on each of these nine topics.





## Unit Six

### Reading Between the Lines

- **Topic** — Synthesizing
- **Order** — Sixth
- **Length** — Six weeks
- **Description** — In this unit, students are taught to use baking to help students make the abstract synthesizing strategy more concrete; begin to synthesize information through a brief retelling of a story; make margin notes in their own words to synthesize sections of the text; compare and contrast properties to better understand their essence; summarize the content of a piece of text and respond personally; take notes and use a variety of strategies to synthesize; write from a first-person perspective to better understand the contributions of historical figures; use comprehension strategies to read and synthesize longer chapter books; notice the thinking we do to access content and acquire knowledge; notice the craft of a piece as well as the content and reading process; and synthesize information by attempting to answer difficult questions.

Teachers should spend 2-3 days on each of these 11 topics.



GRADE

3

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## Sample Unit **Plan**

### Unit **Three**

#### Movies in the Mind

- **Topic** — Visualizing
- **Order** — Third
- **Length** — Six weeks
- **Description** — In this unit, students are taught to visualize to fill in missing information; merge prior experience and text to create visual images; visualize to better understand the dimensions of size, space, and time; create images with compelling nonfiction; and use all the senses to comprehend text.
- **Unit Outcomes** —
- **Reading**

By the end of the third grade academic year, students will be able to:

- ▶ read, describe, and use comprehension strategies such as visualization ... in order to understand a variety of texts in different genres.



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3

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## Sample Unit **Plan**

### Unit **Three**

#### Driving Questions for Each Lesson

##### ■ **Driving Questions —**

- ▶ What do you visualize between two pictures in the book *Good Dog Carl* by Alexandra Day? (Makes connections)
- ▶ What picture do you see in your mind when you visualize the barn in chapter 3, 'Escape' of *Charlotte's Web* by E.B. White? (Builds on prior knowledge)
- ▶ How big is a *Tyrannosaurus Rex* tooth in comparison to certain objects in your house? (Draws on comparisons)
- ▶ After you hear a passage from Ken Burns' *Baseball, the American Epic*, what do you see in your minds when you hear the scene with your eyes closed? (Class discussion)
- ▶ Look at the words in a *National Geographic* article. What do you hear, smell, taste and feel as well as see? (Creates deeper understanding of text and shows level of interaction with it)



GRADE

3

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## Sample Unit **Plan**

### Unit **Three**

#### Interest-Building Activities

##### ■ **Interest-Building Activities —**

- ▶ Sharing funny picture books
- ▶ Closing eyes and visualizing pictures
- ▶ Drawing and writing stories
- ▶ Having students share their visions of the barn in *Charlotte's Web* and then sketch them out



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3

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## Sample Unit **Plan**

### Unit **Three**

#### Connecting Activities

##### ■ **Connecting Activities** —

- ▶ Build on prior knowledge of barns in order to draw pictures of the barn in *Charlotte's Web*
- ▶ Compare the size of a *Tyrranosaurus* tooth to a banana or other household objects students bring from home



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3

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## Sample Unit **Plan**

### Unit **Three**

#### Culminating Activities

##### ■ **Culminating Activities** —

- ▶ Have students visualize themselves as animals such as sea turtles in *National Geographic* articles
- ▶ Have students read articles or books of their choosing and write what they see, hear, taste, smell and feel.



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3

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## Sample Unit **Plan**

### Unit **Three**

#### Unit Assessments

##### ■ **Assessing Unit Outcomes —**

This unit's expected outcome is that *"Students will be able to read, describe, and use comprehension strategies such as visualization ... in order to understand a variety of texts in different genres."*

To assess whether students have mastered this outcome, teachers should collect evidence in the form of artwork and writing and then carefully review the evidence to make sure that visualization closely or reasonably matches the text under consideration. This evidence should show, over several days of development, that learning is solidifying and students are understanding the key concept and each step of the unit.

Teachers should individually discuss with each student what they are seeing in their minds during each day of the lesson.

Teachers should note that students can contribute relevant comments during group work.

Student writing should show that they understand how to write their visualized feelings on paper.



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3

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I wish my  
grandchildren  
had been in  
your class  
for grade 3  
language arts!

## Sample Lesson Plan

### Unit Three

#### Lesson 1 — Visualizing with Wordless Picture Books

- **Purpose** — Visualizing to fill in missing information
- **Resources** — *Good Dog Carl* by Alexandra Day and/or *KnuffleBunny* by Mo Willems; drawing/writing materials.
- **Summary** — Students draw what they visualize
- **Key Concept** — Visualization
- **Learning Outcome** — Students will use visualization as a key reading comprehension strategy because it helps readers better comprehend what they are seeing/reading.
- **Teaching** —
  - Introduce the concept via a 10-minute minilesson featuring either *Good Day Carl* or *KnuffleBunny*.
  - Show the pictures to the students on each page.
  - Explain that visualization means a picture in your head.
  - Choose two pages in either book and ask students what they visualize happening between the two.

(Continued)



GRADE

3

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## Sample Lesson Plan

### Unit **Three**

#### Lesson 1 — Visualizing with Wordless Picture Books

##### ■ **Teaching** — *(Continued)*

- ▶ After students have an opportunity to share their mental connection pictures, have them hold those pictures in their mind and prepare to share them with the class via writing or drawing pictures.
- ▶ Distribute drawing/writing materials and have students write and/or illustrate the connecting pictures in their heads. Give them 30-45 minutes to do this.
- ▶ Circulate among the students. Note anyone who may have misconceptions about the process by pointing out if their picture is unlikely to fit into the book.
- ▶ Bring the class back together. Have students orally share their stories and show their drawings.
- ▶ Summarize the lesson and make sure to point out the key concept at least four times.
- ▶ Extend this activity over several days by giving one day for drawing, two days for sharing, and one day for finishing up and summarizing.



GRADE

3

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## Annual Outcome **Assessment**

### Sample End of Year Evaluation

- **Annual Writing Outcome** — By the end of the third grade academic year, students will be able to: demonstrate in written form the various stages of the writing process, such as brainstorming, pre-writing, drafting, revision, editing, proofreading, etc.
- **Evidence of Attainment** — Students will provide evidence of attainment by, at the end of the year, use the writing process through the steps listed above to produce a finished, polished piece of writing with accompanying illustrations and then presenting it during an author's tea to parents and fellow classmates.
- **Criteria for Evaluation** — Students will be assessed against the rubric on the following page in four key areas: writing process, organization, spelling and punctuation, and neatness.



# GRADE 3

## Annual Outcome **Assessment** Rubric for Evaluating Writing Performance

Category	4 - Distinguished	3 - Competent	2 - Basic	1 - Not So Hot
<b>Writing Process</b>	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Spelling and Punctuation</b>	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
<b>Neatness</b>	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.



# Curriculum Plan **Notes**

■ **This** unit plan is based on and an extension of the book *Strategies That Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey and Anne Goudvis.

I used the basic framework that these two veteran teachers set out in their very useful book and then extrapolated and extended their suggestions for the sample unit and lesson plan. A complete curriculum unit plan would follow this process for their entire book.

The idea behind doing this is that a school district would adopt its own individualized plan (such as this one) using the book as a guide for teachers. Since the excellent work done by Harvey/Goudvis provides an excellent foundation, there is no need to “reinvent the wheel,” only to adapt the wheel to our own needs.

While the basic framework is Harvey’s and Goudvis’, the organization and timing of lessons, connections to standards, the specificity for third grade, and the assessments and activities are my own.

—Steve Pollock