

Grade 3: Curriculum Guide Overview

*How to use this curriculum guide:*

*The Iowa Core Standards and the learner objectives listed on this district curriculum guide articulate our English Language Arts curriculum. These guides articulate what students need to know and be able to do during each unit of study at each grade level.*

**The *Journeys* Materials**

*Journeys* is a comprehensive English Language Arts program that supports the Iowa Common Core Standards by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening and language. This program will be used as our primary tool to support instruction and enhance students’ mastery of the Iowa Common Core Standards.

**Pacing**

The curriculum guide breaks the school year into six units of instruction. Each unit is six weeks in length (reference the pacing calendars for specific dates), and includes 5 “Lessons” within *Journeys*. The additional week can be distributed throughout the unit (i.e. 6-day cycles) or reserved for reteaching and extension in the final week.

**Organization**

Page 1 of each unit guide provides an overview of the unit, organized by weekly lesson in the *Journeys* materials. While this overview includes the skills and standards instructed each week, the “I Can” statements provided on pages 2-4 should be used to design instruction and determine student outcomes.

Page 2 of each unit guide contains the reading literature (left side) and reading informational (right side) standards, as well as an open space for “Focusing our Instruction”. This space should be used to organize your “I Can” statements created at the Data Team meeting. These team “I Can” statements will assist your team in creating focused Common Formative Assessments for each unit and in planning for instruction to support students in obtaining these “I Can” statements.

You will notice that there are not specific *Journeys* lessons tied to our reading literature and reading informational standards. The lessons are listed under the left or right column based upon the genre of the main selection (fiction or nonfiction). Instruction of your team “I Can” statements for reading literature and reading informational should occur across the lessons identified for this genre.

Pages 3-4 of each unit guide contain the writing, language, foundational and speaking and listening standards and “I Can” statements. While the language of the “I Can” statements can be modified to best serve your students, they should be considered a guide for what to expect of students in each standard.

The *Being a Writer* unit identified at the top of our writing standards column (pg. 3-left side) will be used as our primary tool to support instruction of the writing standards and “I Can” statements.

*Overarching Standards:*

The following standards have been identified as overarching standards, which means they are to be embedded within each unit of instruction over the course of the year.

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| **Overarching Standard** | **Learner Objectives** | **Instructional Support** |
| Literature 4:  Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | I can identify literal and nonliteral words and phrases and describe their meaning within a text. | Shared reading opportunities and explicit vocabulary instruction will support students in developing the vocabulary necessary to comprehend text and to communicate clearly. |
| Informational 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. | I can use context clues to help me determine the meaning of unfamiliar words or phrases. |
| I can use text features to help me determine the meaning of unfamiliar words or phrases. |
| Literature 10:  By the end of the year, read & comprehend literature, including stories, dramas, & poetry, at the high end of the grades 2–3 text complexity band independently & proficiently. | I can challenge myself by reading books that increase in difficulty throughout the year. | Students will engage in text with increasing complexity throughout the year. Small group guided instruction will support students with developing accuracy and fluency while comprehending grade level texts. |
| Informational 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. | I can apply what I know about reading to different types of text (ex. poetry, dramas, social studies, science, technical, etc.). |
| Language 2:  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  e. Use conventional spelling for high-frequency and other studies words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness)*.  f. Use spelling patterns and generalizations (e.g., work 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. | I can spell grade level high frequency and spelling words correctly when I write. | Students will engage in the writing process (planning, producing, editing, publishing) throughout the year to build understanding of the importance of correct spelling. |
| I can use what I know about spelling patterns to spell unknown words and use a dictionary to check my spelling. |
| Language 3:  Use knowledge of language and its conventions when writing, speaking, reading, and listening.  a. Choose words and phrases for effect.  b. Recognize and observe differences between the conventions of spoken and written standard English. | I can use a variety of words and phrases to fit my purpose and audience when I write. | Opportunities for students to discuss and write for a variety of purposes will allow students to gain a better understanding of how conventions, words, and phrases help to communicate ideas effectively. |
| I can recognize the difference between conventions in writing and speaking and apply what I know when I write and discuss. |
| Language 5:  Demonstrate understanding of word relationships and nuances in word meanings.   1. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). | I can apply knowledge of Tier 2 and Tier 3 vocabulary when writing, reading, and speaking. | Students will explore how an author uses a variety of words in literature and informational texts, poems, and dramas. Students will gain an understanding of how carefully selected words provide meaning and apply this to a variety of writing purposes. |
| Language 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). | I can learn new conversational and academic words and phrases and while determining how to use them when writing and speaking. | Students will apply vocabulary acquisition through classroom conversations and writing opportunities throughout the year. |
| Writing 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. | I can use technology (i.e., computer processing) to produce and publish my writing. | Technology integration throughout the year for multiple purposes will increase student’s ability to understand and use essential 21st century skills. |
| I can use technology to interact and collaborate with others through writing. |
| Speaking and Listening 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.   1. 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. 2. 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). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 4. Explain their own ideas and understanding in light of the discussion. | I can engage in collaborative discussions by expressing my own ideas and building upon the ideas of others. | Students will participate in small and large group discussions throughout the school day and year. The teacher will provide guidelines and student roles for these discussions in an effort to promote effective collaborative discussion.  Students will be provided multiple opportunities to collaborate with different students and to conduct themselves in a respectful manner. |
| I can come to a discussion prepared, having read and thought about the materials. |
| I can follow the rules of a discussion. |
| I can pose questions to the group that are relevant and help me understand the topic. |
| I can paraphrase or summarize the key ideas of the group’s discussion. |