

## ELA Quarter 4

English Language Arts	Reading		
Essential Skill Component	Standard	Sub-components	Quarterly Focus
<b>Reading</b>			
<b>Foundational Skills</b>			
Able to use phonics and word analysis to decode	RF.3.3		<b>Phonics:</b> Prefixes, suffixes, syllabication, irregularly spelled words
Reads fluently and accurately	RF.3.4		<b>Fluency:</b> Reads on-level text (prose, poetry, etc.) with accuracy, appropriate rate, and expression Rereads and self-corrects as needed
Reads for understanding	RF.3.4		All 4 quarters
<b>Literature</b>			
Asks and answers questions about the text	RL3.1, RL.3.3, RL.3.10		Answers explicit questions about text, using evidence from text to support their answers
Recounts stories to include story elements	RL3.2, RL.3.3, RL.3.7, RL.3.10		Finds theme, main ideas, lessons, or morals in the story. Also, discuss and differentiate between fiction and nonfiction every quarter. <b>Genre Focus:</b> Teacher choice (ex.: sci-fi, historical fiction, fairy tales, etc.)
Demonstrates understanding of literary devices (point of view, cause and effect, figurative language, etc.)	RL3.4, RL.3.5, RL.3.6, RL.3.9		<b>Literary Devices:</b> Vocabulary, figurative language, POV, compare/contrast (POV, characters, themes, settings, plots), author study/two texts by same author <b>Focus:</b> Author study (2 or more books by same author), if not already covered in previous quarters
<b>Informational Text</b>			
Asks and answers questions using evidence from the text	RI.3.1, RI.3.4, RI.3.6, RI.3.10		Answers explicit questions about text, using evidence from text to support answers
Determines the main idea of a text; recounts the key details and explains how they support the main idea	RI.3.2, RI.3.3, RI.3.8		Identifies main ideas and details of informational text (time lines, cause & effect charts)
Compares and contrasts two texts on similar topics	RI.3.9		Uses two passages or texts to compare and contrast similar topics
Uses text features and search tools (glossary, contents, illustrations, hyperlinks, etc.)	RI.3.5, RI.3.7		Uses maps, photographs, headings, diagrams, etc., and the words "who, what, where, when, why, and how" to demonstrate understanding
<b>Writing</b>			
<b>Text Types and Purposes</b>			
Writes to communicate ideas and information	W.3.1, W.3.2, W.3.3	W.3.1a, W.3.1b, W.3.1c, W.3.1d W.3.2a, W.3.2b, W.3.2c, W.3.2d W.3.3a, W.3.3b, W.3.3c, W.3.3d	Write opinion, informational, and narrative pieces on topics or texts <b>Focus:</b> Review all 3 types of writing
<b>Production and Distribution</b>			

## ELA Quarter 4

Produces writing in which the development and organization are appropriate to the task	W.3.4, W.3.6, W.3.10		Develops writing pieces with organization Uses technology to publish writing Writes routinely over short and extended time frames <b>Focus:</b> Continue working on strong 5 paragraph, or longer, essays using appropriate details and organization
Strengthens writing by planning, revising, and editing	W.3.5, W.3.10		Shorter or longer writing strengthened with or without support from teachers or peers. (Writing process.) <b>Focus:</b> Planning, editing, and revising
<b>Research to Build and Present Knowledge</b>			
Conducts short research projects that build knowledge about a topic	W.3.7		Work independently or with peers to research a topic. (Reports, posters, slideshows, etc.) <b>Minimum one project per quarter, any topic</b>
Takes brief notes when gathering information	W.3.8		Students will work independently or with peers to research a topic and take notes (note cards, google docs, graphic organizers, etc.)
<b>Language</b>			
Uses grade level conventions of grammar, punctuation, and spelling	L.3.1, L.3.2	L.3.1a, L.3.1b, L.3.1c, L.3.1d, L.3.1e, L.3.1f, L.3.1g, L.3.1h, L.3.1i L.3.2a, L.3.2b, L.3.2c, L.3.2d, L.3.2e, L.3.2f, L.3.2g	<b>Review all:</b> Complete sentences, compound and complex sentences, subjects, predicates, nouns, verbs, adjectives, adverbs, pronouns, conjunctions, ending punctuation marks, commas, apostrophes, quotation marks, etc.
Uses grade level appropriate words, phrases, and figurative language	L.3.3, L.3.4, L.3.5, L.3.6	L.3.3a, L.3.3b L.3.4a, L.3.4b, L.3.4c, L.3.4d L.3.5a, L.3.5b, L.3.5c	Writing with clear sequences of events, including temporal words (first, next, then, after), dialogue, descriptive details, and endings with closure Utilizes writing process (plans, organizes, edits) Utilizes technology to publish writing
<b>Listening and Speaking</b>			
<b>Comprehension and Collaboration</b>			
Effectively engages in discussions within a group	SL.3.1, SL.3.3	SL.3.1a, SL.3.1b, SL.	Actively participates in classroom discussions (teacher-led, small groups, one-on-one) Asks and answers questions about information from a speaker or presentation
Understands and identifies main ideas and details from text read aloud	SL.3.2		After listening to an oral or digital presentation, student can identify main ideas and details verbally or in writing
<b>Presentation of Knowledge and Ideas</b>			
Presents information with appropriate facts and relevant, descriptive details	SL.3.4, SL.3.5	L.3.4a, L.3.4b, L.3.4c, L.3.4d, L.3.5a, L.3.5b, L.3.5c	Orally reports on or discusses a topic, tell a story, recount an experience with appropriate facts and details May create audio recordings of stories or poems, etc., to demonstrate fluid reading
Speaks clearly with appropriate pace, volume, and expression	SL.3.4, SL.3.6	L.3.4a, L.3.4b, L.3.4c, L.3.4d,	Uses complete sentences when speaking Speaks clearly in formal and informal situations