

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

---

The ITBS Form A- Survey for reading and language arts measures the skills and achievement of students.

The Standards for the English Language Arts center around three core beliefs:

\* "First, Guardian Angels School believes that standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and to think. Students must be prepared to meet these demands."

\* "Second, we believe that standards can articulate a shared vision of what the nation's teachers, literacy researchers, teacher educators, parents, and others expect students to attain in the English language arts, and what we can do to ensure that this vision is realized."

\* "Third, we believe that standards are necessary to promote high educational expectations for all students and to bridge the documented disparities that exist in educational opportunities. Standards can help us ensure that all students become informed citizens and participate fully in society."

In Language Arts, students concentrate on reading operations, writing, speaking, and listening. Students engage in projects which require them to apply language arts skills in real world contexts.

In this course, Guardian Angels students explore the world of reading, writing, speaking, and listening. Students engage in activities which require knowledge of language mechanics and usage, and which foster an intuitive sense of language structure. Course work includes working independently and in groups to complete projects, learning study and organizational skills, incorporating an increasing vocabulary to speaking and writing, applying word analysis strategies to spell and define words, demonstrating the writing process, and identifying and extending patterns found in written and spoken language. The course emphasizes the need for students to construct meaning from, and respond to, oral communication and reading selections, and to express ideas and thoughts to others through speaking, writing, and drawings.

The Standards for the English Language Arts provide

twelve standards that are "intended to serve as guidelines that provide ample room for the kinds of innovation and creativity that are essential to teaching and learning.

### Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, classical literature, and multicultural literature.

- The learner will be able to explore books of a favorite author.
- The learner will be able to begin to understand how to synthesize information from multiple sources by summarizing one to two entries on a single topic from a resource book (dictionary, encyclopedia, etc.).
- The learner will be able to show an understanding of a short story, read independently, by mapping out an original story which models the grade level short story in terms of themes or genre. The map should incorporate characters, plot, climax, resolution, setting, and possibly illustrations. Then, using details included on the map, the student should write the original story.
- The learner will be able to identify favorite authors.
- The learner will be able to compare and contrast different authors.
- The learner will be able to identify the author's purpose in a given passage.
- The learner will be able to analyze short stories.
- The learner will be able to identify the genre of a given passage.
- The learner will be able to use an understanding of genres to create, evaluate, and/or discuss print and nonprint materials.
- The learner will be able to read and understand classic literature.

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

---

- The learner will be able to read and understand contemporary literature.
- The learner will be able to read and understand fiction.
- The learner will be able to read a variety of genres.
- The learner will be able to read literature from various historical periods.
- The learner will be able to read and understand nonfiction reading materials.
- The learner will be able to classify, organize, and recall details read in a nonfiction passage.
- The learner will be able to analyze a short story for details, emotions, and events, and predict the outcomes of the story.
- The learner will be able to construct meaning from a short story by interpreting details, the title, character motives and feelings, and by predicting outcomes.
- The learner will be able to read and understand a fictitious story.
- The learner will be able to read and understand an informational, nonfiction story.
- The learner will be able to indicate the correct verb tense (including past, present, plural, and/or future forms) for a given sentence.
- The learner will be able to choose the word or phrase with the correct adverb (including positive, comparative, and superlative forms) that best completes the sentence.
- The learner will be able to edit a series of sentences for fragments or run-ons.
- The learner will be able to combine a series of three simple sentences into one correct sentence by adding a phrase or clause, compound predicates, compound subjects, or cumulative adjectives.
- The learner will be able to recognize and correct errors in language expression.
- The learner will be able to choose the word or phrase with the correct adjective (including positive, comparative, and superlative forms) that best completes the sentence.
- The learner will be able to demonstrate standard language usage.
- The learner will be able to edit a series of sentences for errors such as double negatives, verb forms, subject-verb agreement, and redundancies.

### Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to recognize and construct complete sentences.
- The learner will be able to demonstrate an awareness of the conventions of the English language through writing samples and responses to the writing of others.
- The learner will be able to supply the correct form of a plural, possessive, or plural possessive noun in a given sentence.
- The learner will be able to use an understanding of language conventions to create, evaluate, and/or discuss print and nonprint materials.
- The learner will be able to use an understanding of language structure to create, evaluate, and/or discuss print and nonprint materials.
- The learner will be able to use an understanding of figurative language to create, evaluate, and/or discuss print and nonprint materials.
- The learner will be able to use native language to develop English language skills.
- The learner will be able to participate in a variety of language communities in a reflective, creative, informed, and/or analytical manner.

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

- The learner will be able to choose varied sentence structure to enhance effectiveness of writing.

### Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- The learner will be able to capitalize proper nouns.
- The learner will be able to capitalize cities and states.
- The learner will be able to identify the correct use of a comma with items in a series.
- The learner will be able to use a comma between a city and state.
- The learner will be able to correctly use a comma in dates.
- The learner will be able to correctly use a period at the end of an abbreviation.
- The learner will be able to identify the correct punctuation.
- The learner will be able to capitalize the beginning of a sentence.
- The learner will be able to capitalize the pronoun "I".
- The learner will be able to capitalize initials.
- The learner will be able to capitalize the first word in a direct quote.
- The learner will be able to use capitalization correctly.
- The learner will be able to capitalize a title.

### Listening

The Listening Unit includes identifying and distinguishing between sounds and patterns in sounds, constructing meaning from information delivered verbally, and understanding and responding to verbal information.

- The learner will be able to analyze a story and discuss story elements after hearing it read aloud. This includes identifying the main idea, events, sequence, and details of the story.
- The learner will be able to respond to others (in a group discussion) by paraphrasing the comments of others, asking poignant questions, and demonstrating patience while listening.
- The learner will be able to evaluate the oral presentations given by others on the basis of a set of student/teacher developed criteria (cohesive main idea, consistent organization of supporting ideas, and effective speaking style).
- The learner will be able to listen to and follow directions.
- The learner will be able to develop a knowledge and appreciation of diversity in language use, patterns, and dialects of various ethnic groups, geographic areas, and social roles.

### Media

The Media Unit includes the study of information and entertainment communications. Topics include: advertising, art, journalism, film, and media messages, forms and productions.

- The learner will be able to identify the works of a favorite illustrator.
- The learner will be able to explore the pictures of his/her favorite illustrators.
- The learner will be able to compare and contrast different illustrators.
- The learner will be able to use an understanding of media techniques to create, evaluate, and/or discuss print and nonprint materials.

### Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying,

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

---

discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications)

- The learner will be able to demonstrate a familiarity with characters from a literary selection by engaging in role playing. (e.g., interviewing another student, who is role playing as a character from the selection, asking questions which address character motivations, points of view, and which explore ideas presented in the literary selection).
- The learner will be able to apply reading skills by creating a story map for a short story. The story map should demonstrate the student's understanding of both key details and intangible concepts (themes, character's feelings, etc.).
- The learner will be able to interpret literature by identifying, discussing, comparing, contrasting, and making connections about the story elements of one and/or two sources, in writing and in small group settings.
- The learner will be able to interpret a variety of reading materials.
- The learner will be able to question and make associations about selected reading text.
- The learner will be able to utilize the following context and content strategies for constructing meaning from reading materials: using prior knowledge to understand what is read, recognizing familiar words, interpreting punctuation, syntax, and sentence structure as clues to how sentences should be read, and sounding out words.
- The learner will be able to keep a reading response log which includes details from various reading selections and personal reactions to these selections. The student should use the log to review content, reflect on feelings, and to prepare to write or speak in a formal manner about a story.
- The learner will be able to independently select a variety of literature to read (nonfiction, fiction, articles, and multicultural sources) for pleasure and to obtain information.
- The learner will be able to read or explore books for extended periods of time.
- The learner will be able to identify the main idea from a short passage.
- The learner will be able to draw conclusions from a short reading passage.
- The learner will be able to use illustrations to predict outcomes.
- The learner will be able to scan text to predict outcome.
- The learner will be able to predict the outcome based on relating new information to prior knowledge.
- The learner will be able to understand facts in a reading selection.
- The learner will be able to summarize a reading passage in his/her own words.
- The learner will be able to identify story elements, such as setting, plot, and characters.
- The learner will be able to make inferences about the elements of a story.
- The learner will be able to infer meaning from figurative language.
- The learner will be able to understand and use onomatopoeia.
- The learner will be able to recognize and correct his/her own reading mistakes.
- The learner will be able to identify the sequence in a short passage.
- The learner will be able to make a generalization based on passage elements.
- The learner will be able to develop generalizations about short stories.
- The learner will be able to show reading comprehension by selecting the most appropriate topic sentence for a given paragraph.

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

---

- The learner will be able to identify gender and cultural biases in pictures and written text.
- The learner will be able to identify a statement as a fact.
- The learner will be able to identify recurring themes in reading passages.
- The learner will be able to display comprehension skills.
- The learner will be able to study and evaluate written works.
- The learner will be able to read for personal purposes.
- The learner will be able to read to respond to community expectations.
- The learner will be able to read to respond to the requests of the community.
- The learner will be able to read to understand a variety of human experiences presented in reading materials.
- The learner will be able to read a variety of informational sources.
- The learner will be able to read to respond to occupational expectations.
- The learner will be able to read to respond to occupational needs.
- The learner will be able to appreciate written texts.
- The learner will be able to read a variety of written works.
- The learner will be able to use individual reading experiences to interact with others in the school setting.
- The learner will be able to use literary knowledge as a basis for understanding him/herself.
- The learner will be able to read to obtain information.
- The learner will be able to demonstrate an understanding of the meaning of words in context.
- The learner will be able to make connections to prior reading while reading.
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to read to gain a better understanding of cultures.
- The learner will be able to read to increase understanding.
- The learner will be able to use a variety of reading strategies.
- The learner will be able to demonstrate an understanding of textual factors which influence meaning.
- The learner will be able to use word recognition strategies to gain meaning from text.
- The learner will be able to analyze story elements such as characters, point of view, setting, and story line, and discuss how these elements are connected.
- The learner will be able to analyze characters and attribute specific points of view to characters in a literary selection.
- The learner will be able to utilize a variety of cues to construct meaning from a reading selection (illustrations, titles, content).
- The learner will be able to categorize information found in a reading passage.
- The learner will be able to identify story detail from long passage.
- The learner will be able to draw logical and supported conclusions from passages.
- The learner will be able to identify the main idea in a long passage.
- The learner will be able to sequence details and events from a literary selection.
- The learner will be able to identify the best summary of a given passage.

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

- The learner will be able to determine character description.
- The learner will be able to identify character traits from a short passage.

### Speaking

The Speaking Unit focuses on techniques and strategies (voice modulation, body language, ordering of ideas, visual aids, etc.) to convey meaning and to present information and opinions to groups. This unit includes formal and informal communication, debate skills, and verbal/nonverbal communication.

- The learner will be able to express opinions (including support for the opinions) to a group, tell a story which includes characters, colorful details, a plot, climax, and a resolution, and give clear directions in a logical order to a group.
- The learner will be able to present a report, poem, story, or current event to a group while pronouncing words appropriately, forming complete sentences, keeping to topic, and showing an awareness of the purpose of the presentation (to inform, to entertain), body language, eye contact, and voice modulation.
- The learner will be able to clearly pronounce words common to grade level.
- The learner will be able to orally retell or summarize a story.
- The learner will be able to speak for a variety of self-selected purposes.
- The learner will be able to speak for a variety of purposes.
- The learner will be able to adjust speaking to reflect different audiences.
- The learner will be able to analyze a series of words and identify which word is spelled incorrectly.
- The learner will be able to develop an editing strategy for finding misspelled words within the context of editing for punctuation, grammar, and usage.
- The learner will be able to develop a study method for learning how to spell new words (such as keeping a log of words misspelled frequently).
- The learner will be able to correctly spell words that have double letters.
- The learner will be able to choose a word that best completes a sentence and is spelled correctly.
- The learner will be able to correctly write words with irregular spelling.
- The learner will be able to spell words correctly.

### Study and Research Skills

The Study and Research Skills Unit includes developing organization and research skills needed to find appropriate resources, to judge resources as relevant or not relevant to a given topic, to categorize and synthesize information, to take notes in class, and to study for exams.

The Spelling Unit includes studying language and word structure knowledge to discern the correct spelling of words. It includes skills related to editing passages for correct spelling by making connections between spelling, meaning, and structure.

### Spelling

- The learner will be able to participate as a member of a group working toward completing a research project. Group members should write a thesis, develop a plan for completing the necessary research, divide up responsibilities, and prepare a presentation of the topic which incorporates multimedia resources.
- The learner will be able to evaluate the usefulness of a book (as a resource tool) by skimming the table of contents, index, glossary, diagrams, and the titles and beginnings of chapters.
- The learner will be able to utilize library resources for information and media tools (computers, books, films, tapes, periodicals, and resource aids).
- The learner will be able to interpret maps containing keys and intersecting streets, and show an understanding of how to communicate directions to and from specific points on the map.

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

---

- The learner will be able to organize information in outline form by categorizing items and functions.
- The learner will be able to complete assignments at home.
- The learner will be able to classify properties of concepts.
- The learner will be able to use a glossary.
- The learner will be able to understand effective test taking strategies.
- The learner will be able to understand the organization of chapter titles.
- The learner will be able to understand the use of bold and italic letters in written works.
- The learner will be able to read and utilize information organized in diagram form.
- The learner will be able to use the correct form for a friendly letter.
- The learner will be able to use research skills to explore issues and/or interests by posing problems.
- The learner will be able to use research skills to explore issues and/or interests by generating ideas.
- The learner will be able to evaluate a variety of sources.
- The learner will be able to synthesize information from a variety of media sources.
- The learner will be able to read print and nonprint sources of information.
- The learner will be able to ask questions as a way to research ideas.
- The learner will be able to generate questions about a topic of interest.
- The learner will be able to use technological resources to communicate information.
- The learner will be able to synthesize information from technological resources.

- The learner will be able to select information from a variety of technological resources.
- The learner will be able to use resources to construct meaning.
- The learner will be able to use a variety of reference sources to communicate information.
- The learner will be able to combine information from a variety of sources in an effective manner.
- The learner will be able to locate a variety of sources.
- The learner will be able to use a variety of sources.

### Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

- The learner will be able to determine the meaning of unfamiliar words by analyzing language expressions and conventions (including antonyms, synonyms, definitions, explanations, descriptions, examples, etc.).
- The learner will be able to read, identify, and understand grade specific vocabulary words.
- The learner will be able to develop strategies for increasing his/her personal vocabulary (such as keeping a log of new words encountered in daily life, across the curriculum, and on class spelling lists, and their definitions).
- The learner will be able to select interesting and accurate words when writing in various modes (stories, poetry, etc.), and practice incorporating new vocabulary words by creating simple analogies, haikus, diamantes, and rhyming couplets with consistent and cohesive themes.
- The learner will be able to use structural analysis and contextual clues to define unfamiliar words found in the course of reading.

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

---

- The learner will be able to understand and complete analogies.
- The learner will be able to identify the vocabulary word that best completes a given sentence as read aloud by the teacher.
- The learner will be able to determine the meaning of unfamiliar words by analyzing the context (a paragraph) in which the words are used.
- The learner will be able to determine the meaning of unfamiliar words by analyzing word structure (bases, affixes).
- The learner will be able to apply an understanding of vocabulary words.
- The learner will be able to choose appropriate words to enhance effectiveness of writing.
- The learner will be able to infer word meaning from context.

### Word Analysis

The Word Analysis Unit focuses on examining word structure and sound. It includes topics such as consonants, vowels, rhyming, and word building.

- The learner will be able to identify the final sound of a word given the written form.
- The learner will be able to identify the initial sound of a word, given the written form.
- The learner will be able to recognize the long and short sounds of vowels.
- The learner will be able to recognize the correct sound of digraphs and diphthongs given in context.
- The learner will be able to identify the final sound of an orally read word.
- The learner will be able to identify the final sound of a word, which is both written and orally read.
- The learner will be able to identify the initial sound of an orally read word.

- The learner will be able to identify the initial sound of an orally read word, given the written form of the word.

### Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to focus on prewriting and developing a draft with the confidence of knowing that there will be a specific time and stage (later in the process) in which to edit.
- The learner will be able to understand and produce a first draft.
- The learner will be able to explain the necessary components of narrative, expository, and persuasive writing (why and how these models are used), and practice these models.
- The learner will be able to demonstrate the writing process (prewriting, drafting, revising, rewriting, editing, publishing) by writing a personal narrative which includes properly sequenced details (events, descriptions, etc.) as well as intangible features such as a theme, main ideas, mood, etc.
- The learner will be able to focus on the editing stage of the writing process by editing a final draft of writing for correct use of the following conventions: commas (cities/states, and months/years), apostrophes (in contractions and possessives), periods (as end marks and in abbreviations), and spelling.
- The learner will be able to edit written works for the correct use of the following English language conventions: capitalization, periods, commas (cities/states, and month/year), apostrophes, spelling, and paragraph indentation.

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

---

- The learner will be able to revise writing to improve the following areas: sentence construction, the flow of ideas, and the clarity of an implied or stated main idea.
- The learner will be able to write daily for self growth and per teacher instructions.
- The learner will be able to compile a portfolio of writing samples which includes writing from different content areas, narratives, expository pieces, and short stories with drafts from each stage of the writing process. The portfolio should also include an explanation of why the pieces were selected and a self-evaluation of progress made in writing.
- The learner will be able to use outside resources, such as a dictionary, to edit written works.
- The learner will be able to use writing equipment, such as a computer or typewriter, with teacher assistance.
- The learner will be able to write an expository paragraph.
- The learner will be able to write a brief narrative.
- The learner will be able to write a persuasive paragraph.
- The learner will be able to proofread a paragraph for coherence.
- The learner will be able to form cursive letters.
- The learner will be able to write for a variety of audiences.
- The learner will be able to use individual writing experiences to interact with others in the school setting.
- The learner will be able to write for a variety of purposes.
- The learner will be able to utilize the writing process appropriately for different audiences.
- The learner will be able to utilize the writing process appropriately for different situations.
- The learner will be able to write for his/her chosen purpose.

- The learner will be able to utilize a variety of writing strategies.
- The learner will be able to write a composition including a definite beginning, middle and end.
- The learner will be able to apply the skillful use of writing conventions to enhance effects of writing.
- The learner will be able to clearly develop main ideas.
- The learner will be able to clearly state the central idea when writing.
- The learner will be able to convey writer's voice through sentence structure.
- The learner will be able to convey writer's voice through word choice.

### Language Arts Processes

Language Arts Processes is an integrated language arts unit. It addresses multiple processes: reading, writing, speaking, listening, viewing, and representing. This unit includes language processes used in real-world, career, and other settings as well as traditional school settings. Language Arts Processes also deals with multiple forms of text: written, oral, and visual.

- The learner will be able to recognize and apply the qualities of effective communication techniques in writing and speaking.
- The learner will be able to communicate using language arts processes for a variety of purposes and audiences.

### Viewing/Representing

- The learner will be able to use visual language for his/her chosen purposes.
- The learner will be able to adjust visual representations for a variety of audiences.
- The learner will be able to produce visual representations to communicate with others.

# Course Syllabus

## Language Arts, Grade 3

Grade 3 Language Arts, Final  
Guardian Angels School

---

- The learner will be able to adjust visual representations for a variety of purposes.