

Purpose of this Brochure:

In this brochure you will find the East Bridgewater Public Schools' English language arts learning expectations for your child's grade. Learning expectations, also known as benchmarks, identify what a child should know and be able to do by the end of a specific grade.

These annual learning targets help teachers and parents to monitor and guide children's K-12 progress toward proficiency in the standards established by the Department of Education in the Massachusetts English Language Arts Curriculum Framework.

Mission Statement:

East Bridgewater Public Schools

Our mission is to provide education through a collaborative effort among school, home, and community that will result in the highest levels of respect, self-esteem, responsibility, and life-long learning in all.

Central School

The mission of the East Bridgewater Central School is to work cooperatively with the home to provide quality education for each student, including the development of effective communication, problem solving, and decision making skills, while promoting positive self-image and respect for ourselves and others.

English Language Arts Philosophy:

Schools are one of society's instruments for passing on to young people the heritage of the past, the skills needed for meaningful existence in the present, and the ability to cope with the future. The success of the school system is dependent upon support by the community which it serves, and the school's responsiveness to community needs. Therefore, continuous interaction among home, the school and the child is necessary to quality education.

The quality of our schools should be measured by the degree to which they successfully provide for the uniqueness of the individual learner by creating learning experiences which accommodate the variety of learning rates, styles, and personal needs.

This Curriculum Was Written By:

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Curriculum materials developed using CLASP
(Curriculum Library Alignment and Sharing Project)
software.

For further information about the Massachusetts Curriculum Standards, visit the parent and community page of the Department of Education website at:
<http://www.doe.mass.edu/community.asp>

English Language Arts Grade 3 Curriculum



East Bridgewater Public Schools

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Language

- ▶ · Use graphic organizer to plan oral presentations.
- Based on grade-level assessment criteria give an organized oral presentation to explain, inform, or retell a story.
- Use adequate eye contact and volume.
- ▶ · Identify regional dialects in American folk tales read and heard.
- ▶ · Apply word skills (prefixes, suffixes, base words, homophones, homographs, multiple meaning words, context clues) to determine meaning.
- Use dictionary and glossary for reference.
- ▶ · Participate in small/large group discussions.
- Practice and apply the roles of leader, recorder, timekeeper, and listener in group discussions/cooperative learning.
- ▶ · Summarize the ideas presented by a speaker.
- Generate group questions for class project.
- Conduct a simple interview using group-generated questions.
- ▶ · Identify conjunctions and adverbs.
- Identify and use nouns, verbs, and adjectives; sentences with simple subjects and predicates; and interrogative and declarative sentences.

Reading and Literature

- ▶ · Use letter-sound knowledge to decode and understand new words.
- Read grade-appropriate narrative and expository text with comprehension.
- Read aloud grade-appropriate narrative and expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.
- ▶ *For imaginative/literary texts:*
 - Identify sensory details.
 - Identify the speaker of a poem or story.
 - Identify setting, characters, and main events.
- For informational/expository texts:*
 - Locate facts to answer readers' questions.
 - Identify cause and effect relationships.
 - Identify facts and opinions.
 - Identify main ideas and supporting details.

- ▶ · Identify the characteristics of nonfiction in biography, autobiography, and informational materials.
- Identify the characteristics of fiction in realistic and historical fiction.
- Identify a variety of forms of poetry.
- ▶ · Identify and analyze the elements of plot, character, and setting in the dialogue of scripts which are viewed, read, and performed.
- ▶ · Use elements of plot, character, and setting to compose a written or oral story.
- Provide evidence from a text to support understanding of story elements.
- ▶ · Identify experiences in an author's life that influence his/her writing.
- ▶ · Identify themes in fiction and relate them to personal experiences and the experiences of others, both real and fictional.
- Compare similar themes across a variety of selections.
- ▶ · Identify and use common features and organizational structures to gain meaning from a variety of informational materials.
- ▶ · Identify theme of a poem and provide evidence from a text.
- Recognize stanzas.
- Identify and use a variety of rhythms and rhyme.
- ▶ · Identify and explain similes and metaphors.
- Identify strong colorful vocabulary.
- ▶ · Compare versions of traditional narratives.
- ▶ · Present readings of selected texts using clear articulation and voice (pitch, tempo, tone).
- Show an awareness of audience during an oral reading.
- Memorize and recite selected material.

Composition

- ▶ · Use journals/learning logs to generate questions for research.
- Use more than one source to explore a topic.
- Use information from graphs, charts, maps, and diagrams.

- ▶ · Use group assessment criteria for compositions and projects.
- Explain assessment criteria to family.
- ▶ · Revise writing to increase detail and provide logical sequence by adding, deleting, or rearranging text using grade level focus correction areas (FCA's).
- Use dictionaries to improve word choice.
- ▶ · Select appropriate words for the intended audience.
- ▶ · Write upper and lower case letters legibly in cursive.
- Self and peer edit for subject/verb agreement, word usage and sentence structure, apostrophes in contractions and possessives, and commas between city and state and between words in a series.
- Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- ▶ · Given a graphic organizer, use note-taking, paraphrasing, and summarizing strategies.
- Given a choice of graphic organizers, (Venn diagram, LINKS paragraph frame, story map) organize ideas for writing.
- ▶ · Write stories that incorporate story elements (simple character development, setting, problem, steps to the solution, solution, conclusion).
- Develop paragraphs with a main idea, three supporting details, and concluding sentence.
- Write short poems using basic imagery.
- Write a brief research report that answers five questions about a topic.
- Write a description of a personal experience using clear focus and appropriate details.

Media

- ▶ · Use computer software to create a project which includes text and graphics.
- ▶ · Compare stories with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.