



Dublin City Schools  
K-12 English Language Arts  
Graded Course of Study  
2022

June 2022

## **K-12 English Language Arts Vision**

Dublin City Schools is committed to the K-12 English Language Arts (ELA) education of every student. We believe all students can become proficient and passionate readers, writers, communicators, listeners, and thinkers. Through interdisciplinary connections, our English Language Arts instruction will develop students to be lifelong learners that can access information as global citizens.

We support students' curiosity and critical thinking skills by providing diverse and authentic literacy learning opportunities. We nurture creativity, compassion, and empathy through thoughtful collaborative learning and a rigorous curriculum to ensure that students have the literacy skills necessary for the future.

### **Instructional Agreements**

- Teachers will cultivate a safe learning environment, where students are represented in their learning and have agency to design their learning experiences
- Learning occurs within a differentiated workshop with focused lessons, guided/shared/independent practice, and purposeful reflection.
- Students will have equitable access to high quality texts that meet student learning needs and represent a wide range of experiences and perspectives.
- Students will have opportunities to develop critical thinking and flexible thinking skills to become effective communicators and literate members of a diverse society
- Teachers will provide time for shared and independent reading practice that encourages student choice
- Students will engage with literacy in a way that honors the demands of a highly technological society

## 3rd Grade

### Course Goals:

Students will be introduced to a variety of strategies to enhance critical thinking, creativity, and communication skills. Literature used in the third grade classroom will include a variety of genres to promote fluency and comprehension. Students will support their thinking with evidence while recognizing different points of view. Students will utilize nonfiction text features to read and interpret informational texts. Building and enhancing students' vocabulary will be a critical focus in third grade. Producing organized writing appropriate to the task and purpose is a goal for third graders. Students will present their knowledge through formal and informal speaking as well as writing and digital formats.

Strand	Key Features	Student Competencies
<b>Reading Literature</b>	<b>Key Ideas and Details</b>	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	<b>Range of Reading and Level of Text Complexity</b>	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
<b>Reading Informational</b>	<b>Key Ideas and Details</b>	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	<b>Craft and Structure</b>	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

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	<b>Integration of Knowledge and Ideas</b>	RI.3.8. Describe the relationships between the evidence and points an author uses throughout a text.
	<b>Range of Reading and Level of Complexity</b>	RI.3.10. 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.
<b>Reading Foundational Skills</b>	<b>Phonics and Word Recognition</b>	RF.3.3. (WS) Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.
	<b>Fluency</b>	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Writing</b>	<b>Text Types and Purposes</b>	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
	<b>Production and Distribution of Writing</b>	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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		<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.6. 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.</p>
	<b>Range of Writing</b>	W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Speaking and Listening</b>	<b>Comprehension and Collaboration</b>	<p>SL.3.1. 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.</p> <p>a. 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.</p> <p>b. 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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
	<b>Presentation of Knowledge and Ideas</b>	SL. 3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual

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		<p>displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL. 3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<b>Language</b>	<b>Conventions of Standard English</b>	<p>L.3.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. *</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.*</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>DUBLIN ADOPTED: Know and apply spelling generalizations for Long Vowels.</p> <p>DUBLIN ADOPTED: build word families such as play, plays, playing, played, replay, replays, replayed, player, players, playtime, playschool, plaything.</p>

<b>Strand</b>	<b>Key Features</b>	<b>Student Competencies</b>
<b>Reading Literature</b>	<b>Key Ideas and Details</b>	<p>RL.3.2. Analyze literary text development.</p> <p>a. Determine a theme and explain how it is conveyed through key details in the text.</p> <p>b. Retell stories, including fables, folktales, and myths from diverse cultures.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RL.3.6. Describe the difference between points of view in texts, particularly first- and third-person narration.</p>
	<b>Integration of Knowledge and Ideas</b>	<p>RL. 3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).</p> <p>RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
<b>Reading Foundational Skills</b>	<b>Phonics and Word Recognition</b>	<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>c. Decode multi-syllable words.</p>
<b>Writing</b>	<b>Text Types and Purposes</b>	<p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>

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<b>Language</b>	<b>Conventions of Standard English</b>	<p>L.3.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>L.3.2 (WS). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
	<b>Vocabulary Acquisition and Use</b>	<p>L.3.4. (WS) Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>L.3.5. (WS) Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe</p>



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		states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
		DUBLIN ADOPTED: Follow common spelling generalizations such as OU is usually pronounced in the word round(WS) DUBLIN ADOPTED: Know and apply spelling patterns (au, aw)(WS) DUBLIN ADOPTED: Know and apply spelling patterns (oi, oy)(WS)

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<b>Reading Literature</b>	<b>Craft and Structure</b>	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>Reading Informational</b>	<b>Key Ideas and Details</b>	RI.3.2. Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea.
	<b>Craft and Structure</b>	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	<b>Integration of Knowledge and Ideas</b>	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

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<b>Reading Foundational Skills</b>	<b>Phonics and Word Recognition</b>	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode words with common Latin suffixes.
<b>Writing</b>	<b>Text Types and Purposes</b>	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
	<b>Research to Build and Present Knowledge</b>	W.3.7. Conduct short research projects that build knowledge about a topic.  W. 3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<b>Language</b>	<b>Conventions of Standard English</b>	L.3.1. (WS) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  L.3.2 (WS) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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		<p>DUBLIN ADOPTED: Use knowledge of complex word families (-ould, -ight) to figure out words in my reading and writing.</p> <p>DUBLIN ADOPTED: Apply knowledge of suffixes (-er, -est, -ful, -less, ment, ly) to determine meaning of words</p>

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<b>Reading Informational</b>	<b>Key Ideas and Details</b>	RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
	<b>Craft and Structure</b>	RI.3.6. Distinguish their own perspective from that of the author of a text.
<b>Writing</b>	<b>Text Types and Purposes</b>	<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>
<b>Speaking and Listening</b>	<b>Comprehension and Collaboration</b>	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

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		<p>grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
	<b>Presentation of Knowledge and Ideas</b>	SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
<b>Language</b>	<b>Conventions of Standard English</b>	<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p>
	<b>Knowledge of Language</b>	<p>L. 3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>Vocabulary Acquisition and Use</p>

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		<p>L.3.6. 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).</p> <p>(WS)DUBLIN ADOPTED: Know and apply spelling generalizations for R-Controlled Vowels.</p> <p>(WS)DUBLIN ADOPTED: Spell homonyms (there/they're/their; too/to/two; which/witch) and use them correctly in writing.</p>