

Oakview Preparatory School

Grade 3 English Language Arts

Long Range Lesson Plans

Based On

North American Division and New York State Standards

Teacher: Mrs. Judith White, M.Ed.

2023-2024

General Objectives:

Phonics and Phonemic Awareness:

- Review phonics elements
- Use phonetic clues to spell
- Apply phonics elements in reading and writing

Comprehension:

- Read various types of text
- Understand and remember what is read
- Use comprehension strategies to improve comprehension
- Recognize story elements
- Read for comprehension and application
- Apply a Christ-centered perspective as the basis for literary studies

Fluency:

- Read aloud, speaking clearly and with expression
- Increase speed in reading while maintaining accuracy
- Use punctuation clues to help with reading fluency
- Communicate effectively through the avenues of reading, writing, listening, speaking, and nonverbal language
- Read silently for pleasure

Vocabulary:

- Apply a variety of strategies to learn word meanings
- Know meanings for most of the words in a text to understand what is read
- Use words accurately in oral and written language

Viewing:

- Describe the main idea or message in visual media
- Ask and respond to questions as a means to understanding content
- Analyze information learned from media
- Identify and describe specific thoughts and feelings from visual media
- Summarize and sequence events and ideas from visual media selections
- Recognize that biblical principles should guide one's decisions in regard to visual media

Visually Representing:

- Create visual media to show main idea and supporting details
- Develop visual media to organize and group information
- Show how choices and biblical principles are influenced by visual media
- Create visual media to promote the spreading of the gospel
- Summarize and sequence events and ideas from visual media selections
- Recognize that biblical principles should guide one's decisions in regard to visual media

Listening:

- Listen without interrupting
- Listen for specific information in spoken text
- Stay on topic when speaking
- Provide immediate feedback
- Respond to oral directions
- Identify how literature uses the sounds of language: rhythm, pacing, rhyme,

onomatopoeia, and other repeated sounds
Contribute to group and class discussions
Listen to God's Word and Bible stories with reverence

Speaking

Speak clearly using correct grammar and words appropriate to audience and situation
Convey clear main point when speaking
Express ideas in a logical manner
Use specific vocabulary to establish tone and present information
Use facial expressions and gestures
Respond to questions and comments
Ask questions in class
Apply a Christ-centered perspective in all forms of personal expression

Handwriting:

Leave appropriate spacing between edge of paper and writing
Distinguish between front and back of writing paper
Use appropriate paper heading consistently
Write legibly in manuscript and cursive with proper form and size
Begin to read cursive writing

Spelling:

Spell grade appropriate words
Spell commonly misspelled words and high frequency words
Use phonetic rules, vowel combinations, and consonant substitutes
Proofread to correct spelling errors
Use phonetic patterns and spelling rules

**Grammar/
Punctuation:**

Capitalize titles, initials, acronyms, and abbreviations of proper nouns
Capitalize geographic names, holidays, book titles, and special events
Use periods in abbreviations and initials
Use commas in dates, locations, addresses, and items in a series
Use colon between hour and minute and in Bible texts
Use quotation marks in direct quotations and dialogue
Indent the beginning of a paragraph
Identify and use parts-of-speech
Write concise and varied sentences
Identify and use types of clauses, phrases, and sentences
Recognize and use direct and indirect objects
Use precise words to clarify meanings

Writing:

Write from a Christ-centered perspective
Practice the writing process
Use the characteristics of good writing
Use different types of writing according to purpose
Write paragraphs
Gather information from various sources

READING

Textbook: Pathways Reading Series
Supplementary Material: www.readinga-z.com
www.ixl.com
Ready New York CCLS-Common Core
International Children's Bible
Supporting the Standards: Reading Comprehension
SRA Reading Laboratory

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| September | <u>Trade Book:</u> | Abe Lincoln's Hat |
| | <u>Vocabulary:</u> | Locating and defining vocabulary in context |
| | <u>Comprehension:</u> | Identifying and sequencing main events Comparing and contrasting Characterization |
| October | <u>Trade Book:</u> | The Courage of Sarah Noble |
| | <u>Vocabulary:</u> | Locating and defining vocabulary in context |
| | <u>Comprehension:</u> | Analyzing story character Sequencing events Developing opinions through recognition of proof texts Organizing information with number notes |
| November | <u>Trade Book:</u> | Spiders! |
| | <u>Vocabulary:</u> | Pronouncing specialized vocabulary ABC order |
| | <u>Comprehension:</u> | Comparing and contrasting Categorizing spiders Sequencing spider development Identifying the main ideas and details Notetaking Paraphrasing |
| December | <u>Trade Book:</u> | Summer of the Sharks |
| | <u>Vocabulary:</u> | Defining and mapping words |
| | <u>Comprehension:</u> | Summarizing Completing a story plan Writing number note |

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| January | <u>Trade Book:</u> | Buddy: The First Seeing Eye Dog |
| | <u>Vocabulary:</u> | Defining vocabulary |
| | <u>Comprehension:</u> | Summarizing chapters |
| February | <u>Trade Book:</u> | Trash! |
| | <u>Vocabulary:</u> | Defining words Dividing words into syllables |
| | <u>Comprehension:</u> | Comparing and contrasting Sequencing Stating an opinion with supporting details as proof Completing two-column notes Brainstorming Organizing ideas |
| March | <u>Trade Book:</u> | Julius: The Perfectly Pesky Pet Parrot |
| | <u>Vocabulary:</u> | Defining words Mapping Alphabetizing |
| | <u>Comprehension:</u> | Character Analysis Interrelationship of story characters Writing questions |
| April | <u>Trade Book:</u> | Sarah, Plain and Tall |
| | <u>Vocabulary:</u> | Defining words Sorting words |
| | <u>Comprehension:</u> | Main idea and details Author's craft Character analysis Sequencing events Visualizing Comparing and contrasting Skimming Making predictions |
| May/June | <u>Trade Book:</u> | Helen Keller: Courage in the Dark |
| | <u>Vocabulary:</u> | Defining words Finding context clues Mapping |

Comprehension:

Categorizing
Summarizing
Character mapping

Phonics

Textbook: **Modern Curriculum Press Phonics D**
Supplementary Material: www.spellingtraining.com
www.ixl.com

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| September/October | Short and long vowels Blends Sounds for <i>k, f, s</i> Silent letters Syllables | Textbook Alignment: Unit 1 |
| November/December | Suffixes Syllables R-Controlled vowels Silent letters Syllables | Textbook Alignment: Unit 2 |
| January/February | Syllables Suffixes | Textbook Alignment: Unit 3 |
| March/April | Vowel Pairs Diagrams Diphthongs | Textbook Alignment: Unit 4 |
| May/June | Prefixes Roots Syllables | Textbook Alignment: Unit 6 |

Language Arts

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| Textbooks: | New York Progress (NYP) Macmillan/McGraw-Hill Language Arts (MLA) A Reason for Handwriting |
| Supplementary Material: | Blast Off www.readinga-z.com www.ixl.com |

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| September/ October | <u>Reading Literature: Key Ideas Details</u> <u>Text Types and Purposes</u> <u>Sentences and Personal Narrative</u> Determining a Central Message Describing Characters Grammar and Mechanics Types of sentences Subject and Predicate Time-Order words Writing Process: Personal narratives and fictional narratives | Textbook Alignment: Unit 1 (NYP) Textbook Alignment: Unit 2 (NYP) Textbook Alignment: Unit 1 (MLA) |
| November/ December | <u>Reading Informational Text</u> <u>Text Type and Purposes</u> <u>Nouns and Explanatory Writing</u> Determining Main Idea and Key Details Daily Oral Language Nouns Pronouns Combining sentences Abbreviations Compound words Writing process: Informative/Explanatory writing | Textbook Alignment: Unit 3 (NYP) Textbook Alignment: Unit 4 (NYP) Textbook Alignment: Unit 2 (MLA) |
| January | <u>Reading Literature</u> <u>Writing Nonfictional Narratives</u> <u>Verbs</u> Understanding Parts of a Drama Distinguishing Point of View Grammar and Mechanics Action verbs Present, past, and future-tense verbs Subject-verb agreement Combining sentences Punctuation | Textbook Alignment: Unit 5 (NYP) Textbook Alignment: Unit 6 (NYP) Textbook Alignment: Unit 3 (MLA) |

Writing process: Nonfiction Narratives

**February/
March**

Reading Informational Text
Writing Opinion Pieces
Verbs and Writing That Compares

Prefixes and Suffixes
Grammar and Mechanics
Main and helping verbs
Linking verbs
Irregular verbs
Contractions
Writing process: Persuasive Essay

Textbook Alignment: Unit 7 (NYP)
Textbook Alignment: Unit 8 (NYP)
Textbook Alignment: Unit 4 (MLA)

April

Reading Literature
Research to Build and Present Knowledge
Pronouns and Expository Writing

Comparing and Contrasting Stories
Writing Research Reports
Grammar and Mechanics
Subject and object pronouns
Pronoun-verb agreement
Possessive Pronouns
Outlining
Writing process: Expository essay

Textbook Alignment: Unit 9 (NYP)
Textbook Alignment: Unit 10 (NYP)
Textbook Alignment: Unit 5 (MLA)

May/June

Reading Informational Text
Adjectives, Adverbs, and Writing a Story

Describing Text Structure
Grammar and Mechanics
Adjectives that tell what kind and how many
Articles
Adjectives that compare
Adverbs that tell how, when, where
Synonyms and antonyms

Textbook Alignment: Unit 11(NYP)
Textbook Alignment: Unit 6 (MLA)