



SUBJECT: Language Arts (ELA)

GRADE LEVEL: Grade 3

SCHOOL YEAR: 2022-23

TEACHER: Ms. Rebekah Stump; Mr. Konraad Kordula

EMAIL: rstamp@dishs.tp.edu.tw ; kkordula@dishs.tp.edu.tw

COURSE DESCRIPTION:

The goal of Grade 3 English Language Arts is to continue to expand the foundation of literacy through each of the language domains: reading; listening; writing; speaking, while also challenging students to analyze and apply literary elements and style. The ELA course is designed bearing in mind that each language domain is essential for literacy and interlinked with the others.

The course is divided into modules which have their own theme and set of objectives. Modules begin in the My Book text with anchor texts that exemplify a particular genre and style of writing. With the help of their instructor and Know It, Show It workbook, students are guided to analyze the text's literary elements and author's style. They also practice foundational reading skills including phonics, word study, and vocabulary. In the Grammar Workbook, students are instructed on how grammar communicates meaning in a sentence. Finally, students culminate all of these skills in weekly writing tasks found in the Writer's Notebook.

At the third-grade level, students are no longer merely reading a text but actively engaging with it. They think critically as they identify literary elements such as theme, author's purpose, and style. They will also learn to identify the main idea of a text and its supporting details and facts.

The ELA course emphasizes that grammar rules are not only for workbooks and tests. Rather, students will learn why grammar is key to communicating ideas clearly, and they will be expected to apply grammar rules in any writing or speaking assignment.

Students employ the appropriate steps of the writing process: planning; drafting; revising; proofreading; published. They will apply the style and techniques explored in the anchor texts in their own writing. For informational texts, students will learn to research information and identify facts that best support their ideas.

COURSE OBJECTIVES:

The Common Core is a set of high-quality academic standards. These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate with the skills and knowledge necessary to succeed in the next grade.

For more information, you may visit this link:

<http://www.corestandards.org/about-the-standards/>

PRIMARY TEXTBOOK & OTHER RESOURCES:

Ada, Alma Flor, et al. *Into Reading. My Book 3.1* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. My Book 3.2* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. Know It, Show It Independent Practice 3* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. Writer's Notebook 3* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

Ada, Alma Flor, et al. *Into Reading. Grammar Practice Workbook 3* ed. Orlando, FL: Houghton Mifflin Harcourt, 2020.

ASSESSMENT:

Post-Reading Classwork/Homework may require students to complete a graphic organizer, write a response to discussion questions, complete workbook practice pages, or Google Form.

RAZ PLUS Classwork/Homework is an exciting online leveled reader program. The teacher evaluates students' reading levels each semester. Students are encouraged to read a number of books within their reading level range in order to progress. At times, the teacher may ask students to complete Reading Log tasks on RAZ as part of a graded assignment.

English Grammar Classwork/Homework will include practice exercises from the Grammar Workbook or short writing tasks targeting the grammar topic from a particular lesson.

Module Quizzes are given at the end of each module of the My Book text. They will include all high frequency spelling, phonics, word study, vocabulary, and literary elements, and reading comprehension skills emphasized throughout that module.

English Grammar Quizzes occur at the end of each Topic of the Grammar Workbook and assess all grammar points taught throughout a particular Topic.

Writing Projects are given biweekly and count as a quiz score. Students will be taught to use resources such as a dictionary or thesaurus to improve their writing, as well as how to use grading rubrics to assess their own work. **Therefore, all writing should be planned, drafted, and edited by the student without the aid of outside assistance including tutors or parents.** Each Module will emphasize a particular genre of writing for students to master, and target the grammar and writing skills for that Module.

Quarter Exams/ Projects occur at the end of each quarter and assess all domains: spelling and phonics, vocabulary, reading, grammar, writing, and speaking and listening. The exams may include both written and project components with a brief presentation.

ELA Final Grade Composition:

Classwork/Homework 30%	Unit Quizzes and Projects 30%	Quarter Exam 30%	D'TORCH 10%
Reading Grammar RAZ PLUS	Module Quizzes Grammar Quizzes Writing Projects	1 exam/project	Truthful Organized Reflective Courageous Helpful

Copying (plagiarism) is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

Any act of plagiarism will result in an automatic zero on the entire assignment.

ADDITIONAL INFORMATION: Please see Google Classroom

1st QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 12th 3 Days of Class <i>10~ First Day / Orientation Day</i>	Module 1: What a Character! Writing: Personal Narrative Grammar Topic 1: Sentences
Week 2 Aug 15th to 19th <i>Opening Mass</i>	Module 1: What a Character! Writing: Personal Narrative Grammar Topic 1: Sentences
Week 3 Aug 22nd to 26th	Module 1: What a Character! Writing: Personal Narrative Grammar Topic 1: Sentences
Week 4 Aug 29th to Sep 2nd	Module 1: What a Character! Writing: Personal Narrative Grammar Topic 1: Sentences
Week 5 Sep 5th to 9th 4 Days of Class <i>8~ Mass & Birthday Mother Mary 9th – Moon Festival</i>	Module 2: Use Your Words Writing: Letter Grammar Topic 1: Sentences
Week 6 Sep 12th to 16th FYI – Pre-Exam Days	Module 2: Use Your Words Writing: Letter Grammar Topic 2: Nouns and Pronouns
Week 7 Sep 19th to 23rd	Module 2: Use Your Words Writing: Letter Grammar Topic 2: Nouns and Pronouns
Week 8 Sep 26th to 30th 2 Days of Class <i>28-30 ~Teacher's Conference</i>	Module 2: Use Your Words Writing: Letter Grammar Topic 2: Nouns and Pronouns
Week 9 Oct 3rd to 7th 3 Days of Class <i>6-7 ~Q1 Exams</i>	Quarterly Assessment on Modules 1 and 2; Topics 1 and 2

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 10th to 14th 4 Days of Class <i>10 – Double 10 Holiday</i>	Module 3: Let Freedom Ring! Writing: Descriptive Essay Grammar Topic 3: Verbs
Week 2 (11) Oct 17th to 21st	Module 3: Let Freedom Ring! Writing: Descriptive Essay Grammar Topic 3: Verbs
Week 3 (12) Oct 24th to 28th <i>25-27 – Book Fair</i> <i>28- Masquerade Night</i> <i>TBA-Holy Rosary Mass</i>	Module 3: Let Freedom Ring! Writing: Descriptive Essay Grammar Topic 3: Verbs
Week 4 (13) Oct 31st to Nov 4th <i>1-All Saint's Day Mass</i>	Module 4: Stories on Stage Writing: Story Grammar Topic 3: Verbs
Week 5 (14) Nov 7th to 11th	Module 4: Stories on Stage Writing: Story Grammar Topic 3: Verbs
Week 6 (15) Nov 14th to 18th	Module 4: Stories on Stage Writing: Story Grammar Topic 3: Verbs
Week 7 (16) Nov 21st to 25th <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	Module 5: Teamwork Writing: Persuasive Letter Grammar Topic 3: Verbs
Week 8 (17) Nov 28th to Dec 2nd FYI – Pre-Exam Days <i>28-Gr.12 Q2 Exam</i>	Module 5: Teamwork Writing: Persuasive Letter Grammar Topic 3: Verbs
Week 9 (18) Dec 5th to 9th <i>8 - Foundation Day Celebrations</i>	Module 5: Teamwork Writing: Persuasive Letter Grammar Topic 3: Verbs
Week 10 (19) Dec 12th to 16th 3 Days of Class <i>15-16 ~Q2 Exams</i>	Quarterly Assessment on Modules 1-5; Topics 1-3
Dec 19th to Jan 2nd	Christmas Break

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (20) Jan 5 to 6th 2 Days of Class	Module 6: Animal Behaviors Writing: Expository Essay Grammar Topic 4: Modifiers
Week 2 (21) Jan 9th to 13th	Module 6: Animal Behaviors Writing: Expository Essay Grammar Topic 4: Modifiers
Week 3 (22) Jan 16th to 20th	Module 6: Animal Behaviors Writing: Expository Essay Grammar Topic 4: Modifiers
Jan 23rd to 27th	Chinese New Year
Week 4 (23) Jan 30th to Feb 3rd	Module 7: Make a Difference Writing: Opinion Essay Grammar Topic 4: Modifiers
Week 5 (24) Feb 6th to 10th	Module 7: Make a Difference Writing: Opinion Essay Grammar Topic 5: Punctuation Marks
Week 6 (25) Feb 13th to 17th	Module 7: Make a Difference Writing: Opinion Essay Grammar Topic 5: Punctuation Marks
Week 7 (26) Feb 20th to 24th <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i>	Module 8: Imagine! Invent! Writing: Research Report Grammar Topic 5: Punctuation Marks
	Module 8: Imagine! Invent! Writing: Research Report Grammar Topic 5: Punctuation Marks
Week 8 (27) Feb 27th to March 3rd 3 Days of Class <i>27-28 ~ 228 Memorial Day Holiday</i>	Module 8: Imagine! Invent! Writing: Research Report Grammar Topic 5: Punctuation Marks
Week 9 (28) March 6th to 10th 4 Days of Class <i>11 – Q3 Exams</i>	Quarterly Assessment on Modules 1-8, Topics 1-5

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (29) March 13th to 17th <u>4 Days of Class</u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	Module 9: From Farm to Table Writing: Poem Topic 6: Contractions and Abbreviations
Week 2 (30) March 20th to 24th <i>20 ~ Fire Drill</i>	Module 9: From Farm to Table Writing: Poem Topic 6: Contractions and Abbreviations
Week 3 (31) March 27th to 31st	Module 9: From Farm to Table Writing: Poem Topic 6: Contractions and Abbreviations
Apr 3rd to 14th	Easter Break
Week 4 (33) Apr 17th to 21st	Module 10: Tell a Tale Writing: Imaginative Story Topic 7: Spelling
Week 5 (34) Apr 24th to 28th <i>24-28 ~ AP Mock Exams</i>	Module 10: Tell a Tale Writing: Imaginative Story Topic 7: Spelling
Week 6 (35) May 1st to 5th <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Module 10: Tell a Tale Writing: Imaginative Story Topic 7: Spelling
Week 7 (36) May 8th to 12th <i>8-12~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Writing: Persuasive Essay
Week 8 (37) May 15th to 19th <u>3 Days of Class</u> <i>18-19~ Q4 Exams</i>	Quarterly Assessment on Modules 1-10; Topics 1-7
Week 9 (38) May 22nd to 26th <u>4 Days of Class</u> <i>22~ Record Day</i> <i>23-26 ~ Student Clearance</i>	Quarterly Assessment on Modules 1-10; Topics 1-7
Week 10 (39) May 29th to June 2nd <u>4 Days of Class</u> <i>1 ~ Students Last Day</i> <i>2~ Teachers/Staff Meeting</i>	End of Year Reflections Writing: Biographical Essay