

Discipline English Language Arts

Grade 3

Course

Topic

Strand Language

State Standards 22001

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Continue to address earlier standards as needed.

1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.

For example, in literature discussion groups, students take on roles of leader, scribe, and reader as they discuss questions they have generated in preparation for class.

Student Learning Objectives

Continue to address earlier outcomes as needed.

Follow agreed-upon rules for class discussion and carry out assigned roles (e.g. recorder, reporter) in self-run small group discussions.

Suggested Instructional Strategies

Formulation of class discussion rules by students.

Formulation of defined roles for small group work by students and teacher.

Students will use formulated discussion rules and defined roles in small group discussions.

Assessment

Teacher observation

Journal writing

Evaluation of assigned group work

Discipline English Language Arts

Grade 3

Course

Topic

Strand Language

State Standards 22002

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.

Continue to address earlier standards as needed.

2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as a part of the project.

Student Learning Objectives

Contribute knowledge to class discussion in order to develop ideas for a class project.

Compose questions to acquire new knowledge.

Conduct interviews and/or surveys.

Suggested Instructional Strategies

Assign group projects

Gather data and construct graphs

Write newspaper articles for classroom newspaper

Brainstorm ideas for class project topics and questions for acquiring new knowledge on those topics

Graphic organizers

Collins writing program and activities

Links writing program and activities

Assessment

Evaluation of projects

Evaluate completed graphs

Evaluate completed newspaper articles

Teacher Observation

Discipline English Language Arts

Grade 3

Course

Topic

Strand Language

State Standards 22003

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Continue to address earlier standards as needed.

3.3 Adapt language to persuade, to explain, or to seek information.

3.4 Give oral presentations about experiences or interests using eye contact, proper pace, adequate volume, and clear enunciation.

3.5 Make informational presentations that have a recognizable organization (*sequencing, summarizing*).

3.6 Express an opinion of a literary work or film in an organized way, with supporting detail.

3.7 Use teacher-developed assessment criteria to prepare their presentations.

Student Learning Objectives

Continue to address earlier standards as needed.
Adapt language to persuade, to explain, or to seek information.

Give oral presentations about experiences or interests using eye contact, proper pace, adequate volume, and clear enunciation.

Make informational presentations (e.g. book reports) that have a recognizable organization (*sequencing, summarizing*).

Express an opinion of a literary work or film in an organized way, with supporting detail.

Use teacher-developed assessment criteria to prepare their presentations.

Suggested Instructional Strategies

Persuasive essays to be presented orally

Class Debate

Graphic organizers

Provide project guidelines using a rubric

Book report

Collins writing program and activities

Links writing program and activities

Assessment

Rubrics

Teacher observation

Evaluation of essays

Discipline English Language Arts

Grade 3

Course

Topic

Strand Language

State Standards 22004

Students will understand and acquire new vocabulary, and use it correctly in reading and writing.

Continue to address earlier standards as needed.

4.9 Identify the meaning of common prefixes (*un-*, *re-*, *dis-*).

4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.

4.11 Identify the meaning of common idioms and figurative phrases.

4.12 Identify playful uses of language (*puns*, *jokes*, *palindromes*).

4.13 Determine the meanings of unknown words using their context.

4.14 Identify and interpret words with multiple meanings using context (*sentence*, *school*, *hard*).

4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.

4.16 Identify and apply the meaning of the terms antonym, synonym, and homograph (*quarters*).

Student Learning Objectives

Identify the meaning of common prefixes (*un-*, *re-*, *dis-*) and suffixes (*-ment*, *-ing*, *-ed*)

Identify the meaning of common roots to determine the meaning of unfamiliar words.

Identify the meaning of common idioms and figurative phrases.

Identify playful uses of language (*puns*, *jokes*, *palindromes*).

Determine the meanings of unknown words using their context.

Identify and interpret words with multiple meanings using context (*sentence*, *school*, *hard*).

Determine meanings of words and alternate word choices using a dictionary or thesaurus.

Identify and apply the meaning of the terms antonym, synonym, homophone and homograph (*quarters*).

Suggested Instructional Strategies

Vocabulary booklets

Games

Related workbook pages/worksheets

Dictionary usage

Pictures illustrating word meanings

Cloze procedure

Rebecca Sitton Spelling activities

Links writing program and activities

Assessment

Evaluation of written work

Observation of dictionary usage

Teacher observation

Discipline English Language Arts

Grade 3

Course

Topic

Strand Language

State Standards 22005

Students will describe and analyze the structure of modern English and how its vocabulary has developed and been influenced by other languages.

Continue to address earlier standards as needed.

5.3 Recognize the subject-predicate relationship in sentences.

5.4 Identify the four basic parts of speech (*adjective, noun, verb, adverb*).

5.5 Identify words or word parts from other languages that have been adopted into the English language.

Student Learning Objectives

Continue to address earlier outcomes as needed.

Recognize the subject-predicate relationship in sentences.

Identify and define the basic parts of speech (*adjective, noun, verb, adverb, pronoun*).

Identify *prepositions*.

Identify words or word parts from other languages that have been adopted into the English language.

Suggested Instructional Strategies

Related workbook pages/worksheets

Games

Computer games

Use of context clues in sentence to identify parts of speech

Assessment

Evaluation of workbook pages/worksheets

Teacher observation

Discipline English Language Arts

Grade 3

Course

Topic

Strand Language

State Standards 22006

Students will describe, analyze, and use appropriately formal and informal English.

Continue to address earlier standards as needed.

6.2 Identify regional dialects in the conversational voices in American folk tales.

6.3. Identify formal and informal language use in advertisements read, heard, and seen.

Student Learning Objectives

Continue to address earlier outcomes as needed.

Identify regional and historical dialects in literature read, heard and seen.

Suggested Instructional Strategies

Use of informational media such as the newspaper, TV, etc.

Selection of novels to be read by the students and read aloud to the students.

Connecting regional dialects to their location on maps, globes and/or an atlas.

Related worksheet and workbook pages.

Assessment

Teacher observation

Student or group presentations

Evaluation of worksheets and workbook pages

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22007

Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.

Continue to address earlier standards as needed.

7.8 Use letter-sound knowledge to decode written language:

7.9 Read grade-appropriate narrative and expository text with comprehension (see Learning Standard 8.3, CLASP Ref #20008)

7.10 Read aloud grade-appropriate narrative and expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

Student Learning Objectives

Use letter-sound knowledge to decode written language:

Read grade-appropriate narrative and expository text with comprehension (see Learning Standard 8.3, CLASP Ref #20008)

Read aloud grade-appropriate narrative and expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression.

Suggested Instructional Strategies

Oral reading

Games

Related workbook pages/worksheets

Graphic organizers

Silent reading for comprehension

Partner reading

Class discussion

Books with tapes

Links writing program and activities

Assessment

Teacher observation

Evaluation of written work

Rubrics

Running records

Checklists

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22008

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Continue to address earlier standards as needed.

For imaginative / literary texts:

8.11 Identify and show the relevance of foreshadowing clues.

8.12 Identify sensory details and figurative language.

8.13 Identify the speaker of a poem or story.

8.12 Make judgments about setting, characters, and events and support them with evidence from the text.

For informational / expository texts:

8.13 Locate facts that answer the reader's questions.

8.14 Distinguish cause from effect.

8.15 Distinguish fact from opinion.

8.16 Summarize main ideas and supporting details.

Student Learning Objectives

Continue to address earlier standards as needed.

For imaginative / literary texts:

Identify and show the relevance of foreshadowing clues.

Identify sensory details and figurative language.

Analyze the problem, climax (e.g. "turning point"), and resolution of a story, using clues from the text.

Identify the speaker of a poem or story (e.g. first person, third person)

Make judgments about how setting, characters, and events affect the story, using evidence from the text to support those judgments.

For informational / expository texts:

Generate questions about a text prior to reading it.

Locate facts that answer the reader's questions.

Distinguish cause from effect.

Distinguish fact from opinion.

Summarize main ideas and supporting details.

Suggested Instructional Strategies

Graphic organizers

Related workbook pages/worksheets

Class discussion

Computer software

Book reports

Essay/journal writing

Debates

Small group activities

Links writing program and activities

Collins writing program and activities

Silent and oral reading

Assessment

Evaluation of written work

Teacher observation

Rubrics

Unit tests

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22009

Students will deepen their understanding of a literary or non-literary work by relating it to its context or historical background.

Continue to address earlier standards as needed.

9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.

Student Learning Objectives

Continue to address earlier standards as needed.

Describe some experiences in an author's life and relate those experiences to an illustration or story by that author.

Suggested Instructional Strategies

E-mail author

Letter writing to author

Research author's life

Graphic organizers

Class discussion

Links writing program and activities

Collins writing program and activities

Assessment

Evaluation of written work

Teacher observation

Rubrics

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22010

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Continue to address earlier standards as needed.

10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.

Student Learning Objectives

Continue to address earlier standards as needed.

Use different strategies for reading fiction and nonfiction; poetry and prose; and play form (drama).

Suggested Instructional Strategies

Drama

Writing poetry

Defining the elements of fiction compared to nonfiction

Graphic organizers

Identifying reading rates

Identify purpose for reading

Define the characteristics of poetry

Links writing program and activities

Collins writing program and activities

Assessment

Evaluation of written work

Teacher observation

Rubrics

Evaluation of drama performance

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22011

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

11.2 Identify themes as lessons in folktales, fables, and Greek myths for children.

Student Learning Objectives

Continue to address earlier standards as needed.

Identify the moral or lesson as the theme of a folktale.

Suggested Instructional Strategies

Graphic organizers

Read folktales/ fables as a small group. Work to identify the moral or lesson and present to the class with supporting details.

Students write a fable or folktale.

Identify the elements of a folktale or fable.

Links writing program and activities

Collins writing program and activities

Assessment

Evaluation of written work.

Teacher observation

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22012

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a work of fiction and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.

Student Learning Objectives

Continue to address earlier standards as needed.

Identify and analyze the elements of plot, character, and setting in the stories they read and write.

Suggested Instructional Strategies

Graphic organizers

Related workbook pages/worksheets

Write stories or plays

Class discussion

Book reports

Links writing program and activities

Collins writing program and activities

Assessment

Evaluation of written work

Teacher observation

Rubrics

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22013

Students will identify, analyze, and apply knowledge of the structure, elements, and purpose of nonfiction or informational material and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

13.2 Identify and use knowledge of common textual and graphic features and organizational structures in order to gain meaning from a variety of informational materials:

* textual features (*paragraphs, topic sentences, concluding sentences, glossary*);

* graphic features (*charts, maps, diagrams, illustrations*);

* organizational structures (*chronological order*).

Student Learning Objectives

Continue to address earlier standards as needed.

Identify and use knowledge of common textual and graphic features and organizational structures in order to gain meaning from a variety of informational materials:

textual features (*paragraphs, topic sentences, concluding sentences, glossary*);

graphic features (*charts, maps, diagrams, illustrations*);

organizational structures (*chronological order*).

Suggested Instructional Strategies

Graphic organizers

Examination of text and a variety of informational materials.

Related workbook pages/worksheets

Development of charts, maps, diagrams, illustrations.

Extracting information from charts, maps, diagrams, illustrations.

Creating timelines

Games

Links writing program and activities

Assessment

Evaluation of written work

Teacher observation

Rubrics

Evaluation of charts, maps, diagrams, timelines and illustrations.

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22014

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a poem and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

14.2 Identify rhyme and rhythm, repetition, similes, and visual and auditory images in poems that are read aloud, and use these techniques in their writing.

Student Learning Objectives

Continue to address earlier standards as needed.

Identify rhyme and rhythm, repetition, similes, metaphors, and visual and auditory images in poems that are read aloud.

Use appropriate terminology to describe poems, e.g. line, stanza.

Suggested Instructional Strategies

Related workbook pages/worksheets

Define characteristics of similes and metaphors.

Identification of similes and metaphors in reading text.

Class discussion

Students write their own similes and metaphors.

Illustrate similes, metaphors, and poems

Choral reading of poetry

Define elements of a poem.

Identification of rhythmic patterns in poetry.

Assessment

Evaluation of written work and illustrations

Teacher observation

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22015

Students will identify and analyze how an author appeals to the senses, creates imagery, suggests mood, and sets tone.

Continue to address earlier standards as needed.

15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.

Student Learning Objectives

Continue to address earlier standards as needed.

Identify adjectives appealing to the senses.

Identify simile, metaphor, examples of personification and onomatopoeia in their reading.

Suggested Instructional Strategies

Brainstorm adjectives for each of the five senses.

Using animated characters in a familiar cartoon or movie, have students identify which objects are being personified.

Given an appropriate text, students will identify examples of onomatopoeia.

Give students an object and have them write a story personifying that object.

Collins writing program and activities

Links writing program and activities

Assessment

Teacher observation

Evaluation of written work

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22016

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

16.4 Identify phenomena explained in origin myths (*Prometheus/fire; Pandora/evils*).

16.5 Identify the adventures or exploits of a character type in traditional literature.

16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman and Norse mythology and other traditional literature.

Student Learning Objectives

Identify phenomena explained in legends.

Identify the adventures or exploits of a character type in traditional literature.

Suggested Instructional Strategies

Graphic organizers

Define different character types found in traditional literature.

Define the meaning of the word phenomena and brainstorm examples of phenomena.

Links writing program and activities

Assessment

Evaluate written work

Teacher observation

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22017

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.

17.2. Identify and analyze the elements of plot, character, and setting as presented through dialogue in scripts they view, read, write, and perform.

Student Learning Objectives

Identify and analyze the elements of plot, character, and setting in plays they view and read.

Suggested Instructional Strategies

Graphic organizers

Rewrite a story into play form.

Field trip to the local theater.

Performing a play.

Links writing program and activities

Collins writing program and activities

Assessment

Evaluation of written work

Teacher observation

Discipline English Language Arts

Grade 3

Course

Topic

Strand Reading and Literature

State Standards 22018

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

18.2 Plan and perform readings of selected texts for an audience using clear diction and voice quality (*volume, tempo, pitch, tone*) appropriate to the selection, and use teacher-developed assessment criteria as they prepare their presentations.

Student Learning Objectives

Make presentations (e.g. oral book reports) to class using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the presentation.

Suggested Instructional Strategies

Choral reading

Students will be asked to do a biographical book report which will be orally presented.

Students will be given guidelines before the presentation.

Raps

Oral reading

Assessment

Teacher observation

Rubrics

Checklists

Peer evaluation

Running Records

Discipline English Language Arts

Grade 3

Course

Topic

Strand Composition

State Standards 22019

Students will write with a clear focus, coherent organization, and sufficient detail.

Continue to address earlier standards as needed.

For imaginative / literary writing:*

19.9 Write stories that have a beginning, middle, and end, and details of setting.

19.10 Write short poems that contain simple sense details.

For informational / expository writing:

19.11 Write brief summaries of information gathered through research.

19.12 Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support

19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail.

Student Learning Objectives

For imaginative / literary writing:*

Write stories that have a beginning, middle, and end, and details of setting.

Write short poems that contain simple sensory details.

For informational / expository writing:

Write brief summaries of information gathered through research.

Write in response to questions about literary or informational texts using evidence from the text as support.

Write an account based on personal experience that has a clear focus and sufficient supporting detail.

Suggested Instructional Strategies

Graphic organizers

Students will be asked to write summaries of stories or chapters they have read.

Related workbook pages/worksheets

Journal writing

Creative writing (stories, poems)

Class discussion

Brainstorm adjectives to be used in creative writing.

Research projects

Answer questions at the end of a reading selection.

Collins writing program and activities

Links writing program and activities

Assessment

Evaluate written work

Teacher observation

Rubrics

Discipline English Language Arts

Grade 3

Course

Topic

Strand Composition

State Standards 22020

Students will write for different audiences and purposes.

Continue to address earlier standards as needed.

20.3 Use appropriate language for different audiences (*other students, parents*)

Student Learning Objectives

Continue to address earlier standards as needed.

Use appropriate language for different audiences (e.g. other students, parents, teachers, principal).

Suggested Instructional Strategies

Letter writing (friendly and business)

Creative writing

Persuasive writing

Discussion of formal vs informal language and appropriate uses of both.

Collins writing program and activities

Links writing program and activities

Assessment

Evaluation of written work

Teacher observation

Rubrics

Discipline English Language Arts

Grade 3

Course

Topic

Strand Composition

State Standards 22021

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

Continue to address earlier standards as needed.

21.2 Revise their writing to improve level of detail after determining what could be added or deleted.

21.3 Improve word choice by using dictionaries.

Student Learning Objectives

Continue to address earlier standards as needed.

Revise their writing to improve level of detail after determining what could be added or deleted.

Improve word choice by using a dictionary or a thesaurus.

Suggested Instructional Strategies

Proofreading with a partner

Games

Computer software

Instruction and practice on using the thesaurus.

Proofreading with a one-foot voice

Students use rubrics during their writing and proofreading.

Graphic organizers

Collins writing program and activities

Links writing program and activities

Assessment

Evaluation of written work

Teacher Observation

Rubrics

Discipline English Language Arts

Grade 3

Course

Topic

Strand Composition

State Standards 22022

Students will use knowledge of standard English conventions in their writing and revisions.

Continue to address earlier standards as needed.

22.3 Write legibly in cursive, leaving space between letters in a word, and between words in a sentence.

22.4 Use knowledge of correct mechanics (*end marks, commas for series, capitalization*), usage (*subject and verb agreement in a simple sentence*), and sentence structure (*elimination of fragments*) when writing and editing.

22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.

22.6 Spell most commonly used homophones correctly in their writing (*there, they're, there; two, too, to*).

Student Learning Objectives

Write legibly in cursive, leaving space between letters in a word, and between words in a sentence.

Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.

Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.

Spell most commonly used homophones correctly in their writing (*there, they're, there; two, too, to*).

Suggested Instructional Strategies

Related workbookpages/worksheets

Games

Rubrics as a guide for student use

Rebecca Sitton Spelling activities

Syllable clapping activity

Practice in cursive writing

Collins writing program and activities

Links writing program and activities

Assessment

Evaluation of written work

Teacher observation

Rubrics

Discipline English Language Arts

Grade 3

Course

Topic

Strand Composition

State Standards 22023

Students will organize ideas in writing in a way that makes sense for their purpose.

Continue to address earlier standards as needed.

23.2 Organize plot events in an order that leads to a climax in their stories.

23.3 Organize ideas for a brief response to a reading.

23.4 Organize ideas for an account of personal experience in a way that makes sense.

Student Learning Objectives

Organize plot events in an order that leads to a climax in their stories.

Organize ideas for a brief response to a reading.

Organize ideas for an account of personal experience in a way that makes sense.

Suggested Instructional Strategies

Graphic Organizers

Journal writing on personal experiences

Response journal

Define meaning of climax

Brainstorming transition words

Collins writing program and activities

Links writing program and activities

Assessment

Evaluation of written work

Teacher Observation

Rubrics

Discipline English Language Arts

Grade 3

Course

Topic

Strand Composition

State Standards 22024

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

Continue to address earlier standards as needed.

24.2 Identify and apply steps in conducting and reporting research.

* Define the need for information and formulate open-ended research questions.

* Initiate a plan for searching for information.

* Locate resources.

* Evaluate the relevance of the information.

* Interpret, use, and communicate the information.

* Evaluate the research project as a whole.

Student Learning Objectives

Identify and apply steps in conducting and reporting research.

Initiate a plan for searching for information.

Locate resources.

Evaluate the relevance of the information.

Interpret, use, and communicate the information.

Using a teacher-generated rubric, evaluate the research project as a whole.

Suggested Instructional Strategies

Assign research project to be presented in written or oral form

Graphic organizers

Internet research

Website evaluation

Student will use rubrics for evaluating their projects

At start of research project, students will generate a time-line for completion of project

Collins writing program and activities

Links writing program and activities

Assessment

Evaluation of written work

Teacher observation

Rubrics

Peer evaluation

Freetown Lakeville Public Schools

Discipline English Language Arts

Grade 3

Course

Topic

Strand Composition

State Standards 22025

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

Continue to address earlier standards as needed.

25.2 Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.

Student Learning Objectives

Form and explain their own standards or judgments of quality, display them in the classroom, and present them to varied audiences.

Suggested Instructional Strategies

Comparison of students work to that already chosen for their portfolio

Persuasive writing

Students develop rubrics working in small groups

Students write a letter to their parents identifying their strengths and weaknesses as a student.

Collins writing program and activities

Links writing program and activities

Assessment

Evaluation of written work

Teacher observation

Rubrics

Discipline English Language Arts

Grade 3

Course

Topic

Strand Media

State Standards 22026

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and other technologies, and provide evidence to support their understanding.

Continue to address earlier standards as needed.

26.2 Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.

Student Learning Objectives

Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings (e.g. The Lion, the Witch and the Wardrobe).

Suggested Instructional Strategies

- Graphic organizers
- Writing compare/contrast essay
- Small group discussion leading to class discussion
- Watch film adaptation, once story has been read.
- Collins writing program and activities
- Liinks writing program and activities

Assessment

- Evaluate written work
- Teacher observation
- Evaluation of completed graphic organizers

Discipline English Language Arts

Grade 3

Course

Topic

Strand Media

State Standards 22027

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, and other technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

Continue to address earlier standards as needed.

27.2 Create presentations using computer technology.

Student Learning Objectives

Facilities and resources may hinder the ability to achieve this outcome.

Create presentations using computer technology.

Suggested Instructional Strategies

Power point presentation

Video presentation

Pictorial presentation using digital camera

Students will use rubrics as a guide while developing their presentation

Graphic organizers

Links writing program and activities

Assessment

Evaluation of finished presentation

Rubrics