

**Ark Community Charter School
ELA Curriculum Framework – Grade 3**

Units	Suggested Pacing	New York State Content Standards	New York State Skills Standards	New York State Performance Indicators	Assessments (Formal/ including state assessments and Informal)
What are your unit titles	When and in what order will the standards be taught and assessed?	What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level.. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do?	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable? All Key Ideas are (I) and (P) and (A) are marked in bold	What specific tools will be used to assess which content standard or skills standard at this grade level?
Unit 1		READING	Standard 1: Students will read, write, listen, and speak for information and understanding.	• Locate and use library media resources to acquire information, with assistance	Writers Workshop
Unit 1				• Read unfamiliar texts to collect data, facts, and ideas	Class Discussion, Teacher observation, Practice Book, Small Group reading
				• Read and understand written directions	Class Discussion, Teacher Observation
Unit 1				• Locate information in a text that is needed to solve a problem	Class Discussion, Teacher Observation
Unit 2				• Identify main ideas and supporting details in informational texts	
Unit 1				• Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance	Class Discussion, Scott Foresman Reading Selection, Teacher Observation, Literacy Centers, Practice Books, Graphic Organizer

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Unit 1				<ul style="list-style-type: none"> • Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance 	Class discussion, Small Group Reading, Large Group Instruction, Graphic Organizers
Unit 1				<ul style="list-style-type: none"> • Relate data and facts from informational texts to prior information and experience 	
				<ul style="list-style-type: none"> • Compare and contrast information on one topic from two different sources 	
				<ul style="list-style-type: none"> • Identify a conclusion that summarizes the main idea 	
Unit 1				<ul style="list-style-type: none"> • Identify and interpret facts taken from maps, graphs, charts, and other visuals 	Teacher Observation
Unit 1,2				<ul style="list-style-type: none"> • Use graphic organizers to record significant details from informational texts 	Teacher Observation, Graphic Organizer, Small Group Instruction, Literacy centers
Unit 1,2			Standard 2: Students will read, write, listen, and speak for literary response and expression.	<ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors 	D.E.A.R. Time, Buddy Reading, 1000 Book Project, Reading Center, Homework Teacher Observation
Unit 1,2				<ul style="list-style-type: none"> • Engage in purposeful oral reading in small and large groups 	
				<ul style="list-style-type: none"> • Read print-based and electronic literary texts silently on a daily basis for enjoyment 	D.E.A.R. Time
Unit 1,2				<ul style="list-style-type: none"> • Recognize the differences among the genres of stories, poems, and 	Teacher Observation, Scott Foresman Selection Tests,

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				plays	Benchmark Tests
Unit 1				• Relate the setting, plot, and characters in literature to own lives, with assistance	Small Reading Group Instruction
Unit 1				• Explain the difference between fact and fiction	Scott Foresman Selection Tests, Benchmark Tests, Teacher Observation, Small Reading Groups, Practice Workbook
Unit 1				• Use previous reading and life experiences to understand and compare literature	Small Reading Group Instruction
Unit 1				• Make predictions, draw conclusions, and make inferences about events and characters	Large Group reading, Small Group Reading Instruction, Oractice Workbooks, Graphic organizers, Writing Center
				• Identify cultural influences in texts and performances, with assistance	
				• Maintain a personal reading list to reflect reading accomplishments	
Unit 1				• Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events	Teacher Observation, Scott Foresman Selection and Benchmark Tests, Practice Book, Small Group Reading
Unit 1,2				• Use knowledge of story structure, story elements, and key vocabulary to interpret stories	Scott Foresman Selection Tests, Practice book, Teacher Observation, Benchmark Tests, Small Reading Groups
Unit 1				• Use graphic organizers to record significant details about	Large Group Discussion, Graphic Organizers, Small

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				characters and events in stories	Reading Groups, Practice book
Unit 1				<ul style="list-style-type: none"> • Summarize main ideas and supporting details from imaginative texts, both orally and in writing 	Full Group Instruction, Small Group Instruction, Literacy Center, Teacher Observation, Practice Books, Writers Workshop, Scott Foresman Selection and Benchmark Tests
Unit 1, 2			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Evaluate the content by identifying - the author's purpose - important and unimportant details - whether events, actions, characters, and/or settings are realistic - statements of fact and opinion 	Teacher Observation, Scott Foresman Selection and Benchmark Tests, Small Group Reading, Practice Workbook
Unit 2				<ul style="list-style-type: none"> • Compare and contrast characters, plot, and setting in literary works, with assistance 	
Unit 1				<ul style="list-style-type: none"> • Analyze information on the basis of new or prior knowledge and/or personal experience 	Teacher Observation, Scott Foresman Selection and Benchmark Tests, Small Group Reading, Practice Books, D.E.A.R. Time, Buddy Reading, Full Class Stories, 1,000 Book Project
				<ul style="list-style-type: none"> • Recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance 	
				<ul style="list-style-type: none"> • Judge accuracy of content to gather facts, with assistance from teachers 	

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				and parents/caregivers	
Unit 1				<ul style="list-style-type: none"> • Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information 	Ongoing Classroom Instruction, Teacher Observation, Practice books (Homework)
Unit 1			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud 	Teacher Observation, Small Group Reading, Pair Share Reading, Readers Theater, Practice Book, Homework
				<ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the writer 	
				<ul style="list-style-type: none"> • Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication 	
Unit 2		WRITING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Use at least two sources of information in writing a report 	
Unit 1				<ul style="list-style-type: none"> • Take notes to record data, facts, and ideas, following teacher direction 	Notes Taken, Teacher Observation, Class Participation, Center Notebook
Unit 1,				<ul style="list-style-type: none"> • State a main idea and support it with facts and details 	Teacher Observation, Graphic Organizer, Class Discussion
				<ul style="list-style-type: none"> • Use organizational patterns such as compare/contrast and time/order for expository writing 	
				<ul style="list-style-type: none"> • Connect personal experiences to new information from school subject areas 	Teacher Observation, Large group discussion, Small Reading Groups

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Unit 1,2				<ul style="list-style-type: none"> • Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs 	Teacher Observation, Vocabulary Center, Computer Center
Unit 1,2				<ul style="list-style-type: none"> • Produce clear, well-organized reports and accounts that demonstrate understanding of a topic 	Writers Workshop, Teacher Observation, Practice Book, Writing Center
				<ul style="list-style-type: none"> • Support interpretations and explanations with evidence from text 	
				<ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers 	
				<ul style="list-style-type: none"> • Compare and contrast ideas between two sources, with assistance 	
Unit 1			Standard 2: Students will read, write, listen, and speak for literary response and expression.	<ul style="list-style-type: none"> • Develop original literary texts that <ul style="list-style-type: none"> - contain characters, simple plot, and setting - use rhythm and rhyme to create short poems and songs - use dialogue - use vivid language - use descriptive language to create an image 	Writers Workshop, Teacher Observation, Literary Centers, Theater Center, Powerpoint Presentations
Unit 1				<ul style="list-style-type: none"> • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - express a personal response 	Literacy Centers, Large Group Lesson, Writers workshop, Small Group Reading, Practice Books, Homework

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				<ul style="list-style-type: none"> - describe themes of literary texts, with assistance - compare and contrast elements of texts, with assistance 	
Unit 1				<ul style="list-style-type: none"> • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story 	Writers Workshop, Small Group Reading, Literacy Centers, Graphic Organizer
Unit 1				<ul style="list-style-type: none"> • Produce imaginative stories and personal narratives that show development, organization, and effective language 	Writers Workshop, Teacher Observation, Powerpoint Presentations, Writers Workshop
				<ul style="list-style-type: none"> • Use resources such as personal experiences and elements from other texts and performances to stimulate own writing 	
				<ul style="list-style-type: none"> • Use computer to create and respond to literary texts 	
				<ul style="list-style-type: none"> • Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers 	
Unit 1,2			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Use a variety of prewriting tools to organize ideas and information 	Graphic Organizer, KWL Chart
Unit 2				<ul style="list-style-type: none"> • State a main idea, theme, or opinion and provide supporting details from the text 	

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				• Use relevant examples, reasons, and explanations to support ideas	
				• Express opinions and make judgments that demonstrate a personal point of view	
				• Use personal experiences and knowledge to analyze new ideas	
				• Analyze the author’s use of setting, plot, character, rhyme, and rhythm in written and visual text	
				• Create an advertisement, using words and pictures, to illustrate an opinion about a product	
Unit 1				• Use effective vocabulary in expository writing	Vocabulary Center, Writing Center, Writers Workshop, Teacher Observation,
				Use details from stories or informational texts to predict or explain relationships between information and events	
				• Use ideas from two sources of information to generalize about causes, effects, or other relationships	
				• Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers	
			Standard 4: Students will read, write, listen, and speak for social	• Share the process of writing with peers and adults; for example, write with a partner	

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			interaction.		
				<ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the recipient 	
				<ul style="list-style-type: none"> • Develop a personal voice that enables the reader to get to know the writer, with assistance 	
Unit 1				<ul style="list-style-type: none"> • Use the tone, vocabulary, and sentence structure of informal conversation 	Teacher Observation, Large Group Discussions, Small reading Groups
				<ul style="list-style-type: none"> • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers 	
Unit 1		LISTENING	Standard 1: Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Acquire information and/or understand procedures 	Full Group Lesson, Teacher-Student Question Response
				<ul style="list-style-type: none"> • Identify essential details 	
				<ul style="list-style-type: none"> • Determine a sequence of steps given 	
				<ul style="list-style-type: none"> • Identify main ideas and supporting details 	
				<ul style="list-style-type: none"> • Identify a conclusion that summarizes the main idea, with assistance 	
				<ul style="list-style-type: none"> • Interpret information by drawing upon prior knowledge and experience 	
Unit 1				<ul style="list-style-type: none"> • Collect information 	Teacher Observation, Center Notebooks
			Standard 2: Students will read, write, listen, and speak for literary response	<ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author's message or 	

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			and expression.	intent	
				<ul style="list-style-type: none"> • Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation 	
				<ul style="list-style-type: none"> • Identify the author’s use of rhythm, repetition, and rhyme 	
				<ul style="list-style-type: none"> • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud 	
			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting 	
Unit 1				<ul style="list-style-type: none"> • Recognize the perspective of others, with assistance 	<ul style="list-style-type: none"> • Recognize the perspective of others, with assistance
				<ul style="list-style-type: none"> • Distinguish between fact and opinion 	
			Standard 4: Students will read, write, listen, and speak for social interaction.	<ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker 	
				<ul style="list-style-type: none"> • Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners 	
				<ul style="list-style-type: none"> • Identify the tone of voice and content that signal friendly communication 	
		SPEAKING	Standard 1: Students will	<ul style="list-style-type: none"> • Provide directions 	

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			read, write, listen, and speak for information and understanding.		
Unit 1				• Ask questions	Teacher observation
Unit 2				• Summarize, with assistance	
				• Describe a problem and suggest one or more solutions	
				• State a main idea with supporting details	
				• Present a short oral report, using at least two sources of information, such as a person, book, magazine article, or electronic text - speak loudly enough to be heard by the audience	
				• Use complete sentences, using age- and content-appropriate vocabulary	
				• Use logical order in presentations	
Unit 1, 2			Standard 2: Students will read, write, listen, and speak for literary response and expression.	• Present original works, such as stories, poems, and plays, to classmates	Writers Workshop, All About Me, 'I Am Special' Writing, Class Share, Authors Chair
				• Give book reviews, with assistance	
				• Describe characters and plot	
				• Make inferences	
				• Compare literary texts and performances to personal experiences and prior knowledge	

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				<ul style="list-style-type: none"> • Explain cultural and ethnic features in literary texts, with assistance 	
				<ul style="list-style-type: none"> • Ask questions to clarify and interpret literary texts and performance 	
				<ul style="list-style-type: none"> • Discuss themes of literary texts, with assistance 	
Unit 2				<ul style="list-style-type: none"> • Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation 	
			Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Explain the reasons for a character's actions, considering both the situation and motivation of the character 	
				<ul style="list-style-type: none"> • Express an opinion or judgment about a character, setting, and plot in a variety of works 	
Unit 2				<ul style="list-style-type: none"> • Discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experiences 	
				<ul style="list-style-type: none"> • Express an opinion about school and community issues 	
				<ul style="list-style-type: none"> • Analyze and evaluate new ideas by using personal experiences and knowledge 	
				<ul style="list-style-type: none"> • Express an opinion, supporting it with text, about the accuracy of the content of literary works 	

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				<ul style="list-style-type: none"> • Communicate an interpretation of real or imaginary people or events through role play 	
				<ul style="list-style-type: none"> • Use appropriate eye contact and gestures in presentations and responses 	
				<ul style="list-style-type: none"> • Speak with appropriate rate and volume for the audience 	
				<ul style="list-style-type: none"> • Take turns speaking in a group 	
			Standard 4: Students will read, write, listen, and speak for social interaction .	<ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener when speaking 	
				<ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other 	
				<ul style="list-style-type: none"> • Use the rules of conversation, such as avoid interrupting and respond respectfully 	