

## Course of Study English Language Arts Grade 3-September 2021

### Module 1: A The Sea

<p><b>Standards</b></p> <p><b>Reading Literature</b></p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.1.0. 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.</p> <p><b>Reading Informational Text</b></p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.1.0. 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.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>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).</p>	<p><b>Module Learning Goals</b></p> <p><b>Knowledge Goals</b></p> <ul style="list-style-type: none"> <li>● Identify how artists and writers use domain-specific elements to express ideas.</li> <li>● Explain how scientists observe the ocean carefully to learn more about it.</li> <li>● Explain why squids and sharks are important to the sea’s ecosystem.</li> <li>● Explain how people develop technology to solve problems.</li> </ul> <p><b>Suggested Student Understandings</b></p> <ul style="list-style-type: none"> <li>● Artists and writers use domain-specific elements to express ideas.</li> <li>● The ocean is an important ecosystem.</li> <li>● Scientists observe the ocean carefully to learn more about it.</li> <li>● Squids and sharks are important to the sea’s ecosystem.</li> <li>● People develop technology to solve problems.</li> </ul>
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**Course of Study English Language Arts Grade 3-September 2021****Language**

L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L. 3.1. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses

L.3.1.i. Produce simple, compound, and complex sentences.

L.3.2.a Capitalize appropriate words in titles.

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

L.3.4 Use sentence-level context as a clue to the meaning of a word or phrase.

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).

**Speaking and Listening**

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.

SL3.1b 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).

**Writing**

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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<p>W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2.b Develop the topic with facts, definitions, and details.</p> <p>W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>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.</p> <p><b>CONTINUING STANDARDS</b></p> <p><b>Reading Literature</b></p> <p>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.</p> <p><b>Reading Informational Text</b></p> <p>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.</p> <p><b>Language</b></p> <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><b>Materials:</b></p> <p><b>Wit &amp; Wisdom Module 1 Teachers Manual (Great Minds PBC)</b></p> <p>CORE TEXTS</p> <p>Poetry</p>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>● Focusing Question Tasks</li> <li>● New Read Assessments</li> </ul>

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<ul style="list-style-type: none"> <li>● “The Sea Wind,” Sara Teasdale</li> </ul> <p>Picture Book</p> <ul style="list-style-type: none"> <li>● Amos and Boris by William Steig</li> </ul> <p>Picture Book (Informational)</p> <ul style="list-style-type: none"> <li>● Ocean Sunlight: How Tiny Plants Feed the Sea by Molly Bang and Penny Chisholm</li> <li>● The Fantastic Undersea Life of Jacques Cousteau by Dan Yaccarino</li> <li>● Shark Attack! By Cathy East Dubowski</li> <li>● Giant Squid: Searching for a Giant Sea Monster by Mary M. Cerullo and Clyde F. E. Roper</li> </ul> <p>Stories</p> <ul style="list-style-type: none"> <li>● “The Lion and the Mouse,” The Full Text of Aesop’s Fables</li> </ul> <p>SUPPLEMENTARY TEXTS</p> <p>Films</p> <ul style="list-style-type: none"> <li>● “Cousteau’s Silent World: Shipwreck Excerpt”</li> <li>● “Quest for the Giant Squid”</li> <li>● “Sperm Whale Encounter”</li> <li>● “Why the Ocean Matters”</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>● “William Steig: About the Author Section”</li> <li>● “National Aquarium in Baltimore, MD Virtual Tour” National Aquarium</li> <li>● <a href="#">“White Ibis”</a> - Excellence in Exhibition Label Writing Competition 2011</li> </ul> <p>Paintings</p> <ul style="list-style-type: none"> <li>● The Gulf Stream, Winslow Homer</li> <li>● The Boating Party, Mary Cassatt</li> <li>● Under the Wave off Kanagawa, Katsushika Hokusai</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>● “William Steig: About the Author Section”</li> <li>● “National Aquarium in Baltimore, MD Virtual Tour” National Aquarium</li> <li>● “White Ibis” - Excellence in Exhibition Label Writing Competition 2011</li> </ul>	<ul style="list-style-type: none"> <li>● Socratic Seminars</li> <li>● End-of Module Task (Expository paragraph)</li> <li>● Vocabulary Assessment</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>● Teacher-directed instruction</li> </ul>
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### Module 2: Outer Space

<p><b>Standards</b></p> <p><b>Reading Literature</b></p> <p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>Reading Informational Text</b></p> <p>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.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Writing</b></p> <p>W.3.1 Write opinion pieces on topics or texts, supporting points of view with reasons.</p> <p>W.3.2 Write informative/explanatory texts to examine topics and convey ideas and information clearly.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <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.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>Module Learning Goals</b></p> <p><b>Knowledge Goals</b></p> <ul style="list-style-type: none"> <li>● Explain how people learn about space through technology, art, and literature.</li> <li>● Explain how scientists adapt to the challenges of space.</li> <li>● Gain basic information about the moon and stars.</li> <li>● Learn about Apollo 11, the first successful effort to put people on the Moon.</li> </ul> <p><b>SUGGESTED STUDENT UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● People learn about space through technology, art, and literature.</li> <li>● Galileo Galilei contributed significantly to the modern understanding of space.</li> <li>● The astronauts of Apollo 11 participated in an historic event that put people on the Moon.</li> <li>● Space continues to challenge our imagination.</li> </ul>
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**Course of Study English Language Arts Grade 3-September 2021****Speaking and Listening**

SL.3.1.d Write opinion pieces on topics or texts, supporting points of view with reasons.

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.

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.

**Language**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.h Use coordinating and subordinating conjunctions.

L.3.1.i Produce simple, compound, and complex sentences.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word.

L.3.5. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**CONTINUING STANDARDS****Reading Literature**

RL.3.10 By the end of the year, read and comprehend literature, including

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<p>stories, drama, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.</p> <p><b>Reading Informational Text</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.</p> <p><b>Language</b>          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><b>Materials:</b>  <b>Wit &amp; Wisdom Module 2 Teachers Manual (Great Minds PBC)</b>          CORE TEXTS          Picture Book (Informational)</p> <ul style="list-style-type: none"> <li>● Moonshot, Brian Floca</li> <li>● One Giant Leap, Robert Burleigh</li> <li>● Starry Messenger, Peter Sís</li> </ul> <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> <li>● Zathura, Chris Van Allsburg</li> </ul> <p>SUPPLEMENTARY TEXTS          Journalism</p> <ul style="list-style-type: none"> <li>● “Galileo’s Starry Night,” Kelly Terwilliger</li> <li>● “Greek Myths,” American Museum of Natural History</li> <li>● “Apollo 11: The Eagle Has Landed,” Leigh Anderson (Handout 18A)</li> <li>● Mixed Media</li> <li>● Starfield, Vija Celmins</li> </ul> <p>Multimedia</p> <ul style="list-style-type: none"> <li>● “One Small Step,” National Aeronautics and Space Administration</li> <li>● “Stars,” Mary Howe</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>● Space Object Box: “Little Bear, etc.” motif, Joseph Cornell</li> </ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>● Focusing Question Tasks</li> <li>● New Read Assessments</li> <li>● Socratic Seminars</li> <li>● End of Module Task (Point of View)</li> <li>● Vocabulary Assessment</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>● Teacher-directed instruction</li> </ul>

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<p>Stories</p> <ul style="list-style-type: none"> <li>● “Pegasus and Perseus,” Anonymous</li> <li>● “Pegasus and Bellerophon,” Anonymous</li> <li>● “Callisto and Her Son,” Anonymous</li> </ul> <p>Videos</p> <ul style="list-style-type: none"> <li>● “Artist Julie Niskanen on the Process of Making a Mezzotint,” North Carolina Museum of Art</li> <li>● “Cronkite Anchors First Moon Walk,” CBS</li> <li>● “We Choose the Moon,” from a speech by President John F. Kennedy</li> <li>● “Moon 101,” National Geographic</li> <li>● “Katherine Johnson: The Girl Who Loved to Count,” NASA</li> <li>● “Public Service Broadcasting—Go!” PSBHQVEVO</li> <li>● “TateShots: ARTIST ROOMS, Vija Celmins,” Tate</li> <li>● "Great Minds: Margaret Hamilton" NASA</li> <li>● "Tour of the International Space Station" NASA</li> <li>● “The Space Race,” History.com</li> </ul>	
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**Module 3: A New Home**

<p><b>Learning Standards:</b>  <b>Reading Literature</b>          RL.3.1 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events).</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</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> <p><b>Writing</b>          W.3.3 Write narratives to develop real or imagined experiences or events</p>	<p><b>Module Learning Goals:</b>  <b>Knowledge Goals</b></p> <ul style="list-style-type: none"> <li>● Gain an overview of the history of immigration to the United States.</li> <li>● Understand some of the challenges immigrants face in their new country.</li> <li>● Understand the diversity of traditions immigrants bring with them.</li> <li>● Gain basic information about the Statue of Liberty and its history.</li> <li>● Learn about the use of scale and perspective in art.</li> </ul> <p><b>Suggested Student Understandings</b></p> <ul style="list-style-type: none"> <li>● The United States is a nation of immigrants.</li> <li>● Immigrants seek a new home country for a variety of reasons.</li> <li>● Immigrants face challenges as they make a home in a new country.</li> <li>● Immigrants often bring their old traditions to their new home.</li> </ul>
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using effective technique, descriptive details, and clear event sequences.  
 W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### **Speaking and Listening**

SL.3.1.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.

SL.3.1. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **Language**

L.3.1.b Form and use regular and irregular plural nouns.

L.3.1.c Use abstract nouns (e.g., childhood).

L.3.1.d Form and use regular and irregular verbs.

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.

L.3.2.b Use commas in addresses.

L.3.2.c Use commas and quotation marks in dialogue

L.3.2.d Form and use possessives.

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root.

L.3.5.b Identify real-life connections between words and their use.

### **CONTINUING STANDARDS**

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<p><b>Reading Literature</b>          RL.3.10 By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>Reading Informational Text</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.</p> <p><b>Language</b>          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><b>Materials:</b>  <b>Wit &amp; Wisdom Module 3 Teachers Manual (Great Minds PBC)</b>          CORE TEXTS          Picture Book (Informational)</p> <ul style="list-style-type: none"> <li>● Coming to America: The Story of Immigration, Betsy Maestro</li> </ul> <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> <li>● Grandfather’s Journey, Allen Say</li> <li>● Tea with Milk, Allen Say</li> <li>● Family Pictures, Carmen Lomas Garza</li> <li>● The Keeping Quilt, Patricia Polacco</li> </ul> <p>Photography</p> <ul style="list-style-type: none"> <li>● The Steerage, Alfred Stieglitz.</li> <li>● “Untitled photograph of evacuees seeing the Statue of Liberty.” History Extra.</li> </ul> <p>Architecture</p> <ul style="list-style-type: none"> <li>● Liberty Enlightening the World, Frédéric Auguste Bartholdi.</li> <li>● Gateway Arch, Eero Saarinen. Encyclopædia Britannica Online. Kelly Mooney</li> <li>● “Visiting the Washington Monument,” Robert Mills</li> </ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>● Focusing Question Task</li> <li>● New Read Assessments</li> <li>● Socratic Seminar</li> <li>● End of Module Task (Narrative)</li> <li>● Vocabulary Assessments</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>● Teacher-directed instruction</li> </ul>

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<p>SUPPLEMENTARY TEXTS</p> <p>Journalism</p> <ul style="list-style-type: none"> <li>● “Kimono Show Introduces Occasions and Styles of Japanese Traditional Clothing,” Susan Miyagi Hamaker</li> <li>● Historical Accounts</li> <li>● “William Remembers the Storm,” Ellis Island Oral History Collection, National Park Service</li> <li>● “Oral History Library,” The Statue of Liberty-Ellis Island Foundation, Inc. (Free subscription required)</li> <li>● “Oral history of Morris Schneider remembering being on the steamship Rotterdam,” Ellis Island Oral History Collection, National Park Service</li> </ul> <p>Multimedia</p> <ul style="list-style-type: none"> <li>● “Japanese Immigrant’s Trunk”, Smithsonian Museum,</li> <li>● “Immigration: Who and Why?” PBS Kids Go.</li> <li>● “The Statue’s Shackles and Feet.” National Park Service. United States Department of the Interior.</li> <li>● “The Torch of the Statue of Liberty.” National Park Service. United States Department of the Interior.</li> <li>● “Visitors in the Statue of Liberty’s Crown.” Getty Images</li> <li>● Stories</li> <li>● “Two Places to Call Home,” Jody Kapp.</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>● “The New Colossus—Emma Lazarus”</li> <li>● “Ann K. Nakamura: Image of Americans,” Japanese American National Museum.</li> <li>● “Grandfather’s Journey by Allen Say,” Katherine Detrick</li> <li>● “The Keeping Quilt.” Reba Heath</li> <li>● “Día de los Muertos Festival 2015—Artist Talk by Carmen Lopez Garza 1.” Smithsonian National Museum of the American Indian</li> </ul>	
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**Module 4: Artists Make Art**

<p><b>Learning Standards:</b></p>	<p><b>Module Learning Goals:</b></p>
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### Reading Literature

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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

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., create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently

### Reading Informational Text

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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.

### Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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.

### Knowledge Goals

- Artists use their imagination to present ideas in different media.
- Artists teach us to see the world in different ways.
- The challenges that artists face can serve as an inspiration to us.
- Learning about artists and their work helps us gain insight into our society and culture.
- Marian Anderson was a famous American singer who helped Americans recognize that all citizens have gifts to offer.
- Alvin Ailey was an innovative American choreographer who used dance to express and share appreciation for his African American culture.
- William Carlos Williams was an innovative American poet who used language to express the beauty of the ordinary.
- Charles Demuth was an innovative American artist.
- Jackson Pollock was a groundbreaking American artist who experimented with line and form to express movement through art.

### Suggested Student Understandings

- Art encompasses the visual arts, dance, music, and poetry.
- Artists use their imagination in different formats.
- Artists teach us to see the world in different ways.
- The challenges that artists face can serve as an inspiration to us.
- Learning about artists and their work helps us gain insight into our society and culture.
- Marian Anderson, Alvin Ailey, Jackson Pollock, William Carlos Williams, and Charles Demuth were groundbreaking artists who changed the way we see the world.
- Choreography is the art of dance.
- Spirituals are an important genre of music.
- Artists use talent, creativity, imagination, and determination to succeed.

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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.

### **Speaking and Listening**

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.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Language**

L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words..

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3.a Choose words and phrases for effect.

L.3.3.b Recognize and observe differences between the conventions of

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<p>spoken and written standard English.</p> <p>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>CONTINUING STANDARDS</b></p> <p><b>Reading Literature</b></p> <p>RL.3.10 By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>Reading Informational Text</b></p> <p>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.</p> <p><b>Language</b></p> <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><b>Materials:</b></p> <p><b>Wit &amp; Wisdom Module 4 Teachers Manual (Great Minds PBC)</b></p> <p>CORE TEXTS</p> <p>Picture Books (Informational)</p> <ul style="list-style-type: none"> <li>● Alvin Ailey, Andrea Davis Pinkney</li> <li>● A River of Words: The Story of William Carlos Williams, Jen Bryant</li> <li>● Action Jackson, Jan Greenberg and Sandra Jordan</li> <li>● When Marian Sang, Pam Muñoz Ryan</li> </ul> <p>Picture Book (Literary)</p> <ul style="list-style-type: none"> <li>● Emma’s Rug, Allen Say</li> </ul> <p>Paintings</p> <ul style="list-style-type: none"> <li>● I Saw the Figure 5 in Gold, Charles Demuth</li> <li>● My Egypt, Charles Demuth</li> <li>● Number 1, 1950 (Lavender Mist), Jackson Pollock</li> </ul>	<p><b>How Assessed?</b></p> <ul style="list-style-type: none"> <li>● Focusing Questions Tasks</li> <li>● New -Read Assessments</li> <li>● Socratic Seminar</li> <li>● End of Module Task (Opinion Paragraph)</li> <li>● Vocabulary Assessments</li> </ul> <p><b>How Re-Taught?</b></p> <ul style="list-style-type: none"> <li>● Teacher-directed instruction</li> </ul>

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- Number 11, 1952 (Blue Poles), Jackson Pollock

### SUPPLEMENTARY TEXTS

#### Poem

- “Willow Poem,” William Carlos Williams

#### Articles

- [“Brian Pinkney,”](#) National Center for Children’s Literature
- “A Signature Work,” Muse Magazine

#### Transcript

- Excerpt of Scholastic transcript of [interview with Andrea Davis Pinkney](#)

#### Painting

- [Mural](#), Jackson Pollock
- [Starfield](#), Vija Celmins
- Under the Wave off Kanagawa, Katsushika Hokusai
- The Statue of Liberty Enlightening the World, Frederic Bartholdi

#### Photography

- M45: The Pleiades Star Cluster, Antonio Fernandez-Sanchez
- Photograph of Marian Anderson singing in front of Lincoln Memorial

#### Multimedia

- Excerpts of Revelations, Alvin Ailey
- ““The Great Figure,” William Carlos Williams
- “Sometimes I Feel Like a Motherless Child,” Marian Anderson

#### Websites

- William Carlos Williams, University of Pennsylvania
- Christopher Columbus, All About Explorers
- “Jackson Pollock,” The Art Story
- “Pollock, Jackson,” Scholastic
- “Introducing Kids to Great Artists: Jackson Pollock,” Piikea Street

#### Videos

- Excerpt from 1988 interview with Alvin Ailey
- Excerpt of 2013 National Book Festival
- “Celebrating Revelations at 50 Film,” Alvin Ailey
- Video of William Carlos Williams, Optic Nerve
- Video of Christine Dixon discussing Blue Poles
- “Jackson Pollock,” Hans Namuth

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| <ul style="list-style-type: none"><li>• Newsreel footage of Marian Anderson's first Lincoln Memorial performance</li></ul> |  |
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