



3rd GRADE ENGLISH LANGUAGE ARTS	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.ELA.K6.GS4: Share how literature can contribute to strengthening one’s moral character. <i>(CCSSI.ELA.RL3.2; RL3.6; RL3.9; RI3.6)</i> • CS.ELA.K6.IS1: Demonstrate how literature is used to develop a religious, moral, and social sense. <i>(CCSSI.ELA.RL3.1; RL3.2; RL3.3; RL3.5; RL3.9; RI3.1; RI3.2; RI3.3; RI3.9; W3.1a-d; W3.2a-d)</i> • CS.ELA.K6.IS8: Identify how literature develops the faculty of personal judgment. <i>(CCSSI.ELA.RL3.1; RL3.3; RL3.5; RL3.7; RI3.9; W3.3a-d; SL3.1; SL3.4)</i> • CS.ELA.K6.WS3: Use grammar as a means of signifying concepts and the relationship to reason. <i>(CCSSI.ELA.RI3.8; W3.1a-d; W3.2a-d; W3.3a-d; W3.4; W3.5; W3.6; L3.1; L3.2; L3.3; L3.5)</i> • CS.ELA.K6.DS2: Accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit. <i>(CCSSI.ELA.RL3.2; RL3.3; RL3.7; RL3.10; RI3.6; RI3.7; RI3.10)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Read and comprehend complex literary and informational texts independently and proficiently. • Explain how an author uses reasons and evidence to support particular points in a text. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships • 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. 	<ul style="list-style-type: none"> • Compare and contrast the most important points and key details presented in two texts on the same topic. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text • 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. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • Use knowledge of language and its conventions when writing, speaking, reading, or listening.



Essential Questions

- How do authors of fiction and non-fiction texts express their point of view, and how can I use those same strategies to effectively convey my own point of view?
- How can we learn more about the power of God's love and mercy through literature?
- How can I use transition words, word relationships and advanced vocabulary to strengthen my writing?
- How can I differentiate between different textual themes or purposes, and how can I utilize those various strategies when speaking or writing?

Vital Vocabulary

- Chapter, Chronological, Construct, Demonstrate, Description, Determine, Develop, Evidence, Explanatory, Fact, Informational, Morality, Opinion, Point of View, Purpose, Scene, Sequence, Significance, Society, Stanza, Supporting, Text Structure
 - Tier 2 Vocabulary at teacher's discretion from suggested novels list ([Cardinal Newman Standards, Appendix C](#))