

**ENGLISH/LANGUAGE ARTS – GRADE 3**
**Grade:** 3**Academic Standard:** 3.1**Academic Standard Indicator:** 3.1.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Decoding and Word Recognition: Know and use more difficult word families (-ight) when reading unfamiliar words.

**Suggestion for Integrating International**

**Content:** To understand word roots, have students learn that many English words are based on Greek or Latin. The word “submarine” can be broken into *sub-* (“below”) and *-mar-* (from mare, Latin for “sea”) with *-ine* as the suffix.  
**Suggested resource:** *Word Roots Beginning* by Cherie A. Plant and Stephanie Stevens (2008) from The Critical Thinking Co. at <http://www.criticalthinking.com>, available as a book or software program.

**Grade:** 3**Academic Standard:** 3.1**Academic Standard Indicator:** 3.1.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Read words with several syllables.

**Suggestion for Integrating International**

**Content:** Read *Wabi Sabi* by Mark Reibstein and Ed Young (Little, Brown Books for Young Readers, 2008), the story of a cat in Japan who is searching for the true meaning of his name, or another grade-appropriate book of haiku poetry. After reading the story and the haiku poems within the story, have students identify the 5-7-5 syllable scheme and write their own haiku poems describing how they got their names.

**Differentiated Instruction- Special Needs**

**Accommodations:** Send home a questionnaire that asks parents to share how their child got his/her name, whether the child is named after someone, if there is a cultural significance to the name, and/or who picked out the name. Have students use this information to create a haiku poem.

**Grade:** 3**Academic Standard:** 3.1**Academic Standard Indicator:** 3.1.4**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Vocabulary and Concept Development: Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

**Suggestion for Integrating International**

**Content:** Show students that foreign languages like Spanish also have synonyms like *mucho* vs. *poquito*; antonyms like *bueno* vs. *malo*; near homophones like *pero* vs. *perro*; and homographs (though not as many as in English) like *cómo* vs. *como*.

**Grade:** 3**Academic Standard:** 3.2**Academic Standard Indicator:** 3.2.2**Core Standard:** No

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Ask questions and support answers by connecting prior knowledge with literal information from the text.

**Suggestion for Integrating International**

**Content:** Have students discuss the ways they celebrate “New Year” in their homes. Many different children within a classroom may celebrate New Year’s Eve differently or at different times of the year, so all ideas should be considered appropriate. **Example:** Introduce *Lion Dancer: Ernie Wan’s Chinese New Year* by Kate Waters and Madeline Slovenz-Low (Scholastic Inc., 1990) and have students look at the cover. Ask if they have ever been to a Chinese New Year celebration and what kinds of activities (shown on the cover) were presented there. Read the story aloud or in small groups (if multiple text sets allow for small group reading). Have students create a Venn diagram comparing a traditional American New Year’s Eve with Ernie

Wan's Chinese New Year celebrations. The book also includes Chinese horoscope information, fireworks, dancing, food, and other resources for a unit on China. **Extension:** Chinese customs might be appropriate to integrate at this time. **Suggested resources:** Chinese fairy tales; the Hands-on Heritage series (Upstart Books) about China.

#### **Differentiated Instruction- Special Needs**

**Accommodations:** Have students select a country and research Christmas traditions and customs, providing visual as well as actual props, including food, decorations, or ornaments, to present to the class.

#### **Differentiated Instruction- Highly Able**

**Accommodations:** Provide students with several nonfiction text selections 2+ grade levels above. Provide students multiple ways to demonstrate their reaction to the text. **Examples:** Dioramas; PowerPoint; 100-word summary/journalistic response.

**Grade:** 3

**Academic Standard:** 3.3

**Academic Standard Indicator:** --

**Core Standard:** No

**Standard Description (Academic or Indicator):** Students read and respond to a wide variety of significant works of children's literature. The selections in the [www.doe.in.gov/standards/readinglist.html](http://www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

#### **Suggestion for Integrating International**

**Content:** Have students read a variety of books, plays, poems, or stories that involve international settings, characters, and cultural norms.

**Suggested resources:** *Just So Stories* by Rudyard Kipling (multiple editions); *Yang the Third and Her Impossible Family* by Lensey Namioka (Yearling Books, 1996); *Why Mosquitoes Buzz in People's Ears* by Verna Aardema (Puffin/Dial, 2004).

**Grade:** 3

**Academic Standard:** 3.3

**Academic Standard Indicator:** 3.3.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Literature: Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.

#### **Suggestion for Integrating International**

**Content:** Have students read *Wabi Sabi* by Mark Reibstein and Ed Young (Little, Brown Books for Young Readers, 2008). Students have two texts to understand in this book: the story of a little cat from Kyoto, Japan, who thinks little of the origin of her name until friends visiting from another land inquire, and the haiku poem embedded within the illustrations that move the story along. **Extensions:** This book is a great springboard for haiku poetry, as well as for the origins of personal names. Have students explore their names by going on their own journey. Teachers should provide baby name books or websites that will aid students in researching the origin of their names.

**Grade:** 3

**Academic Standard:** 3.3

**Academic Standard Indicator:** 3.3.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Literary Text: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

#### **Suggestion for Integrating International**

**Content:** Have students read various fables from around the world. **Examples:** "The Crow and the Peacock" (China), "The Golden Fish" (Russia), or "How the Princess Learned to Laugh" (Poland). **Extensions:** Use these fables as the basis for comprehension questions, phonics skills, homophones, similes/metaphors, and other language arts exercises. **Suggested resource:** *Read and Understand Folktales and Fables, Grades 2-3* by Jo Ellen Moore (Evan-Moor Educational Publications, 2000).

**Grade:** 3**Academic Standard:** 3.4**Academic Standard Indicator:** --**Core Standard:** No

**Standard Description (Academic or Indicator):** Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Suggestion for Integrating International**

**Content:** Each nine weeks, have students focus on a different way of writing. Use *TIME For Kids Around the World* magazine as a springboard for learning about a country or culture. Have students research more about this topic and present information in paragraph form and with a visual aid (PowerPoint, poster, etc.).  
**Suggested resource:** *FACES: Peoples, Places, and Cultures* magazine.

**Grade:** 3**Academic Standard:** 3.4**Academic Standard Indicator:** 3.4.3**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Create single paragraphs with topic sentences and simple supporting facts and details.

**Suggestion for Integrating International**

**Content:** During Hispanic Heritage Month or any other multicultural month or holiday, have students read books depicting aspects of the culture and write a book review in three paragraphs. The first paragraph should be a brief summary, the second what the reviewer liked or disliked, and the third should address the author's purpose. If students haven't yet had paragraph crafting practice, the teacher can use the "Hamburger Paragraph" structure. The top bun is the topic sentence/main idea. The meat, cheese, toppings, and condiments are all the supporting details. Finally, the bottom part of the bun is the conclusion sentence. **Suggested resource:** *Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull and Yuyi Morales (Harcourt Children's Books, 2003).

**Grade:** 3**Academic Standard:** 3.5**Academic Standard Indicator:** 3.5.5**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write for different purposes and to a specific audience or person.

**Suggestion for Integrating International**

**Content:** When studying different events in history, have students look at international events about which they can report, summarize, and write persuasive essays.  
**Example:** Have students consider nuclear power and write a persuasive essay to convince readers that it is harmful and dangerous and to opt for green energy instead, based on new technology. Students can write to different audiences, such as school custodian; principal; school board president. **Suggested resources:** [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_494000/newsid\\_4942900/4942906.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_494000/newsid_4942900/4942906.stm), for a history of Chernobyl and its aftermath; <http://www.appleseedenergy.com>, for a solar/wind green energy mom-and-pop business in Nova Scotia.

**Differentiated Instruction- Special Needs**

**Accommodations:** Have students participate in an oral presentation, rather than a written piece, to persuade others of their position.

**Differentiated Instruction- Highly Able**

**Accommodations:** Have students reference a minimum of three primary sources in their persuasive piece or develop a persuasive piece for the stance which they do not believe in.

**Grade:** 3**Academic Standard:** 3.5**Academic Standard Indicator:** 3.5.6**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write persuasive pieces that ask for an action or response.

**Suggestion for Integrating International**

**Content:** Have students read about various non-U.S. communities around the world and write a persuasive letter to their parents, to convince them to vacation in one of those places. Allow students to choose a place they'd really love to

visit, but encourage places from regions around the world. Some children might want to choose a place related to their ancestry, while others may want to go somewhere exotic. Preselect some books and magazines to shorten the research phase of the assignment. **Suggested resources:** Use globally oriented magazines such as *TIME For Kids Around the World* magazine; *National Geographic Kids* magazine; *FACES: Peoples, Places, and Cultures* magazine; books and online resources like the World Chambers of Commerce site at <http://www.chamberfind.com/>.

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**Grade:** 3

**Academic Standard:** 3.5

**Academic Standard Indicator:** 3.5.8

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses a variety of sources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors); (2) organizes information by categorizing it into more than one category (such as living and nonliving, hot and cold) or includes information gained through observation.

**Suggestion for Integrating International**

**Content:** Have students examine various countries and identify aspects such as languages spoken, kinds of animals or plants, foods, arts, music, and types of government. Then have them use this information to write several paragraphs that contain a main idea and supporting details.

**Suggested resource:** *The Usborne Book of Peoples of the World: Internet-Linked (Encyclopedias)* by Gillian Douherty, Anna Claybourne, and Felicity Brooks (Usborne Books, 2001), also found at <http://www.usborne-quicklinks.com>. Type in “peoples” as the quicklink for this volume. Topics are sorted by pages. **Remediation:** Students may need a mini-lesson on how to write notes in their own words. Have the teacher read out loud a newspaper report about something happening in a foreign country so students can practice taking notes together.

**Differentiated Instruction- Special Needs**

**Accommodations:** Provide an outline worksheet with questions to help with the research and note-taking. The worksheet could then easily transition into a report.

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**Grade:** 3

**Academic Standard:** 3.7

**Academic Standard Indicator:** 3.7.10

**Core Standard:** No

**Standard Description (Academic or Indicator):** Analysis and Evaluation of Oral and Media Communications: Compare ideas and points of view expressed in broadcast and print media or on the Internet.

**Suggestion for Integrating International**

**Content:** Have students listen to various versions of a particular news story from a variety of sources. **Suggested resources:** *TIME For Kids Around the World* magazine; online websites for Fox News at <http://www.foxnews.com/>; BBC at <http://www.bbc.co.uk/news>; Al Jazeera English at <http://english.aljazeera.net/>. Have them recognize elements of slant, if any, in these sources and discuss the importance of objective journalism.

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**Grade:** 3

**Academic Standard:** 3.7

**Academic Standard Indicator:** 3.7.13

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Plan and present dramatic interpretations of experiences, stories, poems, or plays.

**Suggestion for Integrating International**

**Content:** Have students read about global events and present dramatic interpretations that include pictures, poems, rap, chants, etc. **Examples:** The Irish potato blight; a famous battle in World War II; an earthquake in Asia. **Suggested resource:** *TIME For Kids Around the World* magazine.

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