



English Language Arts Curriculum Grades 3-5

Based on Indiana Department of Education Academic Standards



Reading Comprehension

- Summarize a text and determine how a theme or central idea of a work of literature is conveyed through particular details
- Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text
- Explain how a plot progressively unfolds as well as how the characters respond or change as the narrative advances and moves toward a resolution
- Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)
- Compare and contrast two or more works



Writing

- Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts
- Persuasive Compositions:
 - State the opinion or position in an introductory statement or section
 - Support the opinion with reasons and facts in an organized way
 - Connect opinion and reasons using words and phrases appropriate for the topic
 - Provide a concluding statement or section related to the position presented
- Informative Compositions:
 - Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic
 - Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear details

- Connect ideas within and across categories using transition words (e.g., therefore, in addition)
- Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience
- Provide a concluding statement or section related to the information or explanation presented
- Narrative Compositions
 - Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters)
 - Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions
 - Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations
 - Use precise and expressive vocabulary and figurative language for effect
 - Provide an ending that follows from the narrated experiences or events

+ Grammar

- Verbs
 - Regular and irregular verbs using present, past, progressive, perfect etc verb tenses
 - Modal auxiliaries (can, may, must)
 - Often misused verbs (lie/lay, sit/set, rise/raise)
- Adjectives/Adverbs
 - Comparative and superlative adjectives
 - Relative adverbs (where, when)
- Prepositions
 - Distinguishing prepositions and prepositional phrases
- Sentence Structure
 - Simple, compound, complex, and compound complex sentences
 - Declarative, interrogative, imperative, and exclamatory sentences
 - FANBOYS (for, and, nor, but, or, yet, so)
- Punctuation Rules
 - Periods, question marks, exclamation marks, apostrophes, commas

- Spelling
 - Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
 - Generalizing learned spelling patterns (e.g., word families) when writing words
 - Correctly spelling common irregularly-spelled grade-appropriate high frequency words
 - Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.
 - Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs)

