

Grades 3 - 5 Curriculum



Gorham Public Schools
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 English Language Arts Curriculum

I=introduce; P=practice; M=meet; T=test/assess

Standard A: READING

Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

A1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency

Performance Indicators and Descriptors	3	4	5
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>			
a. Students use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of texts.	I/P	P	P/M
b. Students demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.		I	P
c.3 Students determine the meaning of unknown words by using a variety of strategies including using the <i>context</i> of the text, word connections, and a dictionary.	I		
c.4 Students determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, homophones, and homographs.		P	
c.5 Students determine the meaning of unknown words by using a variety of strategies including distinguishing and interpreting words with multiple meanings and using word, context clues.			P/M
d.3 Students use phonics including syllable types, word parts, word families and common prefixes and suffixes to read fluently and build meaning as they read.	P		
d.4 Students use phonics including word parts and common root words to read fluently and build meaning as they read.		P	



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A1. Interconnected Elements: Comprehension, Vocabulary, Alphabets, Fluency (continued)

d.5 Students use phonics including word parts and less common root words to read fluently and build meaning as they read.			M
e. Students fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	P/M	P/M	P/M
f.3 Students demonstrate comprehension of text(s) by stating connections or inferences made.	I		
f.4 Students demonstrate comprehension of text(s) by stating connections or inferences made and stating questions or conclusions that indicate deeper understanding(s).		P	
f.5 Students demonstrate deep comprehension that goes beyond the text(s) by stating connections or inferences made and explaining relationships among prior knowledge and the conclusions and connections made.			M

A2. Literary Texts

Performance Indicators and Descriptors	3	4	5
Students read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity			
a.3 Students identify and describe what characters are like based on what they say or do and by how the author or illustrator portrays them.	I/P		
a.4 Students use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.		P	
a.5 Students make inferences about characters' actions and explain how their behaviors affect the plot and/or theme.			P
b.3 Students explain the basic plots of various texts (realistic fiction, historical fiction, classic fairy tales, myths, folktales, legends, or fables) by identifying the problem and solution in relation to the other story elements.	I		
b.4 Students identify the main events of the plot including the cause and the effect of events on future actions and the major theme(s).		P	



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A2. Literary Texts (continued)

b.5 Students summarize texts and select representative passages for support to identify the main problem or conflict and explain how it is resolved.			M
c.3 Students identify the speaker in a selection to aid comprehension.	M		
c.4 Students define “narrator” and identify the narrator or speaker in a selection or story to aid comprehension.		P/M	
c.5 Students identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.			P/M
d.3 Students identify and explain literary devices, including similes and exaggeration, to understand the text.	I		
d.4 Students identify and describe the effect of common literary devices on the reader, including figurative language and symbolism, to understand the text.		I/P	
d.5 Students identify and define the function of figurative language and the use of literary devices including symbolism to understand the text.			P
e.3 Students recognize theme(s) that are explicitly stated in text(s) to aid comprehension.	M		
e.4 Students explain theme(s) that are explicitly stated in text(s).		PM	
e.5 Students explain that theme refers to the central ideas or meaning of a selection and identify theme(s) whether they are implied or stated directly			M
f.3 Students explain how poems are different from other kinds of fiction and demonstrate understanding by stating what a given poem is about.	M		
f.4 Students identify rhyme, rhythm, alliteration, and onomatopoeia in poetry and use this knowledge to understand poems		P	
f.5 Students identify and describe the function of common literary devices including simile, alliteration, idioms, simple metaphors, and imagery in poetry and use this knowledge to understand poems.			I/P
g.3-4 Students identify the main purpose of a passage or particular parts of a passage to aid comprehension	M	M	
g.5 Students identify the main purpose of a poem, passage, or particular parts of a passage to aid comprehension			M



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A3 – Informational Texts

Performance Indicators and Descriptors	3	4	5
Students read, paraphrase, and summarize <i>informational texts</i>, within a grade appropriate span of text complexity, for different purposes.			
a.3 Students generate questions, with support that can be answered using text features and information found within the text	M		
a.4 Students create questions that can be answered by the text using text features and information found within the text.		M	
a.5 Students create and revise questions that can be answered by using text features and information found within the text.			P/M
b.3 Students use organizational text features including title, table of contents, chapter headings, glossaries, an index, illustrations, and maps to locate information or to aid comprehension.	I/P	P	P/M
b.4 Students use organizational text features including headings and sub-headings, bullets, bold-face fonts, illustrations, maps, and charts to locate information or to aid comprehension		P	
b.5 Students use text features including diagrams, illustrations, charts, and maps to aid comprehension.			M
c.3 Students identify answers in the text or important ideas to demonstrate understanding	M		
c.4 Students identify the main idea(s) of and details from the text which support the main idea(s) succinctly stating this information.		P/M	
c.5 Students identify, summarize, or paraphrase the main ideas and details presented in texts and use evidence from the text to support those ideas			P
d.3 Students make reasonable statements about text	M		
d.4 Students draw conclusions about information from text.		P	
d.5 Students distinguish between facts and opinions in text and/or draw conclusions from text.			M



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A3 – Informational Texts (continued)

e.3 Students follow simple written instructions.	M		
e.4 Students follow multi-step written instructions with four or more steps.		P	
e.5 Students follow multi-step instructions which may be related to a content area text.			P
f.3 Students identify the main reason or purpose for a particular section of text to aid comprehension.	P		
f.4-5 Students identify the main purpose of a text, particular paragraphs, or a section of the text to aid comprehension.		I/P	P

A4 – Persuasive Texts

Performance Indicators and Descriptors	3	4	5
3. No Performance Indicators – although no performance indicators are stated, students are expected to have instructional experiences that help them to identify the purpose of a text, the main idea, and the supporting details to explain that sometimes authors write to convince readers of something.			
4 Although no performance indicators are stated, students are expected to have instructional experiences that help them to identify the purpose for a text or portion of a text, the central argument and its supporting details, and to explain that sometimes authors write to convince readers of something.			
5. Although no performance indicators are stated, students are expected to have instructional experiences that help them to identify the purpose for a text or portion of a text, the central argument and its supporting details, to differentiate between facts and opinions, and to explain that sometimes authors write to convince readers of something.			



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Standard B: WRITING

Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

B1 – Interconnected Elements

Performance Indicators and Descriptors	3	4	5
Students use a <i>writing process</i> with an emphasis on the development of a central idea, for a variety of audiences and purposes.			
a. Students select a purpose for writing.	M		
b. Students pre-write using graphic organizers or other structures to organize their ideas.	M		
c. Students establish an organizing structure and maintain a consistent focus.	I	P	M
d. Students include an introduction and conclusion.	I/P	M	
e. Students write coherent paragraphs that have supporting sentences and a concluding sentence.	I/P	M	
f. Students revise original drafts to improve coherence, provide better descriptive details, and to convey <i>voice</i> .	I	P	M
g. Students edit for correct grammar, usage, and mechanics.	I	P	M
h. Students create legible final drafts.	M		

B2 - Narrative

Performance Indicators and Descriptors	3	4	5
Students write narratives that relate events, ideas, observations, or recollections.			
a. Students provide enough details and description in an organized manner so the reader may imagine the event or experience.	P	M	
b. Students develop major events, settings, and characters and deal with problems and solutions in a story.	I	P	M
c. Students provide insight into why the selected event or experience is memorable.	I	P	M
d. Students include sensory details.	M		



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B3 – Argument/Analysis Expository

Performance Indicators and Descriptors	3	4	5
Students write to identify and explain a position to an identified audience.			
a. Students summarize information from reading, listening, or viewing.	I	P	M
b. Students write about a central question or idea by using relevant supporting facts and details.	P	M	

B4 – Persuasive Expository

Performance Indicators and Descriptors	3	4	5
Students write to persuade a targeted audience.			
a. Students establish a clear position on a topic and support the position with relevant evidence.	I	P	M

B5 – Practical Application

Performance Indicators and Descriptors	3	4	5
Students write letters, other requests for information or directions for completing a process.			
a. Students write a letter including a date, salutation, body, closing, signature, and, when appropriate, an inside address.	P	M	
b. Students write multiple-step directions for completing a task.	I	P	M



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Standard C: RESEARCH

Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

CI - Research

Performance Indicators and Descriptors	3	4	5
Students create, identify, and answer research questions by gathering information from <i>print</i> and <i>non-print</i> sources and documenting sources and communicating findings.			
a. Students identify key words and concepts related to research questions, making adjustments when appropriate.	I	P	P
b. Students locate and access information by using <i>text features</i> .	I	P	M
c. Students collect, evaluate, and organize information for a specific purpose.	I	P	M
d. Students communicate findings from a variety of <i>print</i> and <i>non-print</i> sources.	I/P	M	
e. Students describe plagiarism and demonstrate appropriate <i>citation</i> .		I/P	P



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Standard D: LANGUAGE

Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

D1 – Grammar and Usage

Performance Indicators and Descriptors	3	4	5
Students use parts of speech and vary sentence structure to communicate.			
a. Students use forms of nouns, verbs, adjectives, prepositions, conjunctions, pronouns, and interjections correctly.	I/P	I/P	I/P
b. Students use simple, compound, and complex sentences.	I/P	P	M

D2 - Mechanics

Performance Indicators and Descriptors	3	4	5
Students apply the rules of capitalization, punctuation, and spelling to communicate.			
a. Students use end marks correctly.	M		
b. Students capitalize correctly.	M		
c. Students spell high-frequency grade-level words.	M	M	M



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Standard E: LISTENING AND SPEAKING

Students listen to comprehend and speak to communicate effectively.

E1 – Listening

Performance Indicators and Descriptors	3	4	5
Students apply active listening skills			
a. Students ask clarifying questions..	P	P	M
b. Students attend and respond appropriately to classmates and adults.	P	P	M
c. Students follow multi-step oral instructions.	P	P	M

E2 - Speaking

Performance Indicators and Descriptors	3	4	5
Students use active speaking skills to communicate effectively in a variety of contexts.			
a. Students explain ideas clearly and respond to questions with appropriate information.	P	M	
b. Students speak using eye contact, clear enunciation, clear gestures for emphasis and appropriate volume and rate.	P	M	
c. Students share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of <i>print</i> and <i>non-print</i> sources.		I	P



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Standard F: MEDIA

Students recognize and can explain the effects that both *print* and *non-print* sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

F1 – Analysis of Media

Performance Indicators and Descriptors	3	4	5
Students explain that the same information can have different effects when presented through different forms of media.			
a. Students compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.	I	P	P
b. Students recognize that there are multiple roles and purposes of media.	I	P	M