

**Reading: Students read a wide variety of text with understanding and fluency.****THIRD GRADE****1. A, B Apply word analysis and vocabulary skills to read and comprehend selections and improve fluency.****I. Use Phonics**

1. Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis) to recognize unknown words when reading new material.

**II. Read Fluently**

1. Read age-appropriate material aloud with fluency and accuracy.
2. Demonstrate creative performance of text (e.g., dramatizations, oral presentations) after reading.

**III. Recognize sight words and understand new vocabulary**

1. Define unfamiliar vocabulary using synonyms, antonyms and word analysis (e.g., root words, inflections, affixes).
2. Use context and previous experience to determine the meanings of unfamiliar words in text.
3. Discuss the meanings of new words encountered in independent and group activities.
4. Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words.

**1. B, C Apply reading strategies and comprehension skills to construct meaning.****2. A Understand how literary elements and techniques are used to convey meaning.****2. B Read and interpret a variety of literary works.****Reading strategies:****I. Predict/Infer**

1. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
2. Use evidence in text to verify predictions.
3. Make a reasonable judgment with support from the text.

**II. Make connections/Use schema**

1. Use a variety of strategies and graphic organizers to connect important ideas in text to prior knowledge (schema), other reading (text to self, text to text) and the world (text to world).
2. Compare a broad range of familiar books that have the same author, theme or topic.
3. Describe and compare characters, settings, and/or events in stories or pictures including selections from different cultures and eras.

**III. Ask Questions**

1. Ask questions to extend understanding.
2. Locate answers to questions, before during and after reading to extend understanding.
3. Respond to analytical and interpretive questions based on information in text.
5. Select passages in nonfiction materials to answer specific questions.
6. Use evidence in text to form questions.
7. Use information to generate and respond to questions that reflect higher-level thinking skills.
8. Use information in text or illustrations to generate questions about the cause of a specific effect.

**Reading strategies (cont'd):**

IV. Monitor and Clarify

1. Continuously check and clarify for understanding during reading in a broad range of materials.
2. Use self-monitoring to solve problems in meaning to achieve understanding of a broad range of reading materials.
3. Self-monitor reading and use decoding strategies to self-correct miscues.

V. Summarize and Synthesize

1. Recognize and discuss structure of story in sequential order.
2. Summarize or retell information from a text.
3. Summarize information found in illustrations, charts and other graphics.

VII. Determine Importance

1. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
2. Identify explicit main ideas.
3. Identify the theme in selected stories and books.

**Comprehension skills:**

I. Choose Just-Right books

1. Select books appropriate to reading levels or interests.
2. Investigate literature from a variety of cultures, genres and eras.

II. Understand text structure and genre

1. Read fiction and nonfiction materials for specific purposes.
2. Identify the setting and tell how it affects the story.
3. Identify the elements of plot by retelling the story.
4. Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).
5. Identify and begin to interpret text information gathered from diagrams, graphs or maps before, during and after reading.
6. Recognize and classify nonfiction text structure (e.g., sequence, list/example description, comparison, cause/effect, problem/solution) before and after reading.

III. Author's point of view

1. Identify the author's purpose and main idea.
2. Recognize how specific authors and illustrators express their ideas in text and graphics.

IV. Fact and opinion

1. Differentiate between fact and opinion.
2. State facts and details of text during and after reading.

**Writing: Students write to communicate for a variety of purposes.**

**THIRD GRADE**

**Write successfully in a variety of forms.**

Writing format

- Poetry
- Expository: description of process, informational text, descriptive writing, business letter
- Narrative: journal, friendly letter, personal writing, folklore, realistic fiction, biography/autobiography, play/dramatization
- Persuasive

**Implement the process of writing from the generation of ideas to publication.**

- Brainstorming
- Pre-writing: generate and organize ideas using a variety of planning strategies
- Drafting
- Revising: identify strengths and weaknesses in own writing
- Proofreading: give specific attention to significant errors in spelling and grammar
- Publishing

**Compose well-organized and coherent writing for specific purposes and audiences that demonstrate:**

Focus

- Introduce characters, feelings, setting (N)
- Introduce topic clearly (E/P)
- Maintain topic/position throughout
- Use effective closing

Organization – 3 to 5 Paragraphs

- Organize ideas/events in a paragraph in logical, sequential order (N)
- Use time transitions between paragraphs (N)
- Begin to use logical transitions within paragraphs (N)
- Use logical introduction (E/P))
- Use transitions between paragraphs (E/P)
- Use multiple paragraphs

Elaboration/Support

- Depth is present (N)
- Use specific details including reactions (N)
- Begin to include alternate support strategies (N)
- Support reasons with specific details (E/P)
- Use second order support (E/P)

Voice

- Begin to vary sentence structure
- Use specific adjectives, nouns, and descriptive verbs
- Begin to consider word choice

**Use conventions of the English Language, including:**

Grammar

- Parts of speech: nouns, prepositions, pronouns, verbs, adjectives, adverbs, conjunctions, transitions
- Sentence parts: subject/predicate
- Subject/verb agreement

**Use conventions of the English Language, including:**

Grammar (cont'd)

- Verbs: action, helping, linking, regular/irregular
- Verb tenses
- Sentence structure: simple, compound, complex
- Sentence types: declarative, interrogative, exclamatory, imperative

Spelling

- Vowels: long vowel patterns, short vowels, r-controlled
- Contractions
- Phonograms
- Special spelling patterns in Units 1-6
- Inflected endings
- Irregular plurals
- Multi-syllabic words
- Silent letters

Capitalization

- Proper noun
- Sentence
- Titles
- Direct address
- Pronoun "I"

Punctuation

- End punctuation
- Comma use
- Quotation marks
- Apostrophe
- Colon
- Hyphen
- Parenthesis

**Create compositions and multimedia works using available technology**

Use the media center/library

Use appropriate resources: books, newspapers, magazines, technology

**Communication: Students listen and speak effectively in a variety of situations**

THIRD GRADE
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**Listen effectively in formal and informal situations.**

- Ask and answer questions
- Follow and restate directions
- Determine purposes for listening
- Analyze/evaluate the intent/content of the speaker's message
- Listen for poetic language
- Participate in group discussions
- Respond to the speaker
- Use nonverbal communication techniques

**Speak effectively using language appropriate to the situation and audience.**

- Ask and answer questions
- Describe ideas and feelings
- Give directions
- Participate in group discussions
- Share information
- Speak clearly and at an appropriate volume
- Understand formal and informal language
- Read orally
- Summarize/retell stories
- Use appropriate vocabulary for audience
- Present oral reports
- Read fluently, with expression, phrasing, and intonation

**Research: Students use language to acquire, assess, and communicate information.**

THIRD GRADE
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**Use information from various sources to answer questions, solve problems, and communicate ideas.**

Process

- Formulate questions for inquiry and research
- Use collaborative inquiry
- Summarize and organize information
- Communicate research progress results
- Find needed information
- Make conjectures
- Plan investigation
- Recognize information needs
- Revise questions and conjectures

Resources

- Use charts, graphs, diagrams/visual aides
- Use a Media Center/Library
- Use newspapers and magazines
- Gather information from visual images
- Use a dictionary/glossary
- Use a thesaurus

**Analyze and evaluate information acquired from various sources.**

- Compare visual and written material on the same subject
- View/discuss culturally rich materials
- Analyze purposes and techniques of the media
- Develop the ability to view critically

**Apply acquired information, concepts, and ideas to communicate in a variety of formats.**

See Outcomes 2, 3

Written Communication

Oral Communication

Visual Presentation