

THIRD GRADE LANGUAGE ARTS

Goal

Reading continues to be a priority in third grade. Students will read a variety of literature. They will apply the foundational skills learned in earlier grades to decode and comprehend text. These strategies will be applied to all subjects.

The third grader will use effective communication skills and will present information orally. Students will also plan, draft, revise, and edit their writing. In addition, the students will gather and use information from print and non-print sources. Third grade students will be expected to write legibly in cursive.

Reading

1. Decoding and Word Recognition – The student will demonstrate decoding and word recognition skills.

- a. Apply phonics and structural analysis to decode words (e.g. roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
- b. Apply context clues, semantic clues, and word recognition skills to comprehend text (e.g. word families, sight words, homonyms, synonyms, antonyms, and homophones).
- c. Read text aloud fluently and accurately, and with appropriate pacing, intonation, and expression.
- d. Use word reference materials (e.g. dictionary, glossary) to confirm decoding skills, verify spelling, and to extend the meaning of words.

2. Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

- a. Demonstrate comprehension of a variety of fictional and non-fictional works.
- b. Interact with the text before, during, and after reading or listening by:
 - § Setting a purpose
 - § Previewing the text
 - § Making, confirming, or revising predictions
 - § Asking and answering questions
 - § Making connections between previous experiences and text
 - § Locating information for specific purposes
 - § Organizing information or events logically

3. Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.

- a. Read a variety of texts, including:
 - § Fiction: short stories, novels, fantasies, fairy tales, fables
 - § Non-fiction: biographies, letters, textbooks, instructions, charts, and maps
 - § Poetry: poems, riddles, limericks
- b. Identify and interpret elements of fiction and non-fiction by determining the:
 - § Author's purpose
 - § Plot
 - § Conflict

- § Sequence of events
 - § Resolution
 - § Theme
 - § Main idea and supporting details
 - § Cause and effect
 - § Fact and opinion
 - § Point of view
- c. Recognize the use of formal and figurative language in text (e.g. similes, idioms).
 - d. Recognize organizational structures of fiction and non-fiction.
 - e. Identify the characteristics of biographies and autobiographies.
 - f. Identify the characteristics of simple genres (e.g. fiction, non-fiction, fantasy, fairy tales, poetry, plays, fables, and folk tales).
 - g. Distinguish between fact and opinion.
 - h. Select literature appropriate for reading, level, purpose, and interest.

4. Vocabulary – The student will use new vocabulary in speech and writing.

- a. Identify and use content area vocabulary.
- b. Increase the number of recognized words presented in text.
- c. Fluently read sight words from an appropriate grade level text.

Listening and Speaking

1. Listening – The student will listen and respond to oral communication.

- a. Listen actively by:
 - § Facing the speaker
 - § Making eye contact
 - § Asking questions to clarify the message
 - § Asking questions to gain additional information and ideas
- b. Retell, paraphrase, and explain what has been said by a speaker.
- c. Recognize and interpret non-verbal cues (e.g. facial expressions, gestures).

2. Speaking – The student will speak in clear and coherent sentences.

- a. Speak clearly using appropriate pronunciation, rate, and diction.
- b. Speak expressively using the appropriate volume inflection.
- c. Use formal or informal language appropriate to the audience and purpose.
- d. Organize ideas sequentially around major points of information.
- e. Present ideas and check for listener response in various situations (e.g. class discussions, small groups, and presentations).

Grammar and Usage

1. Grammar and Usage – The student will develop a command of Standard English conventions appropriate to third grade.

- a. Identify and give examples of nouns as subjects and direct objects.
- b. Identify and use past, present, and future verb tenses properly.
- c. Categorize verbs as regular or irregular.

- d. Recognize helping verbs and action verbs.
- e. Define and give examples of singular, plural, and possessive pronouns.
- f. Recognize that adjectives describe things.
- g. Recognize adverbs. Give examples.
- h. Identify the subject and predicate of a simple sentence.

2. Capitalization – The student will capitalize correctly.

- a. Capitalize the first word of a quotation.
- b. Capitalize the first word of a dialogue.
- c. Capitalize the first word of a poetry line.

3. Punctuation – The student will use correct punctuation.

- a. Use commas in dates, locations, addresses, and for items in a series.
- b. Use a comma after a greeting and closing in friendly letters.
- c. Use quotation marks in direct quotes.
- d. Use apostrophes in contractions, omissions, and to show possession.

4. Spelling – The student will develop spelling strategies and skills.

- a. Arrange words in alphabetical order.
- b. Correctly spell basic sight words and/or frequently used words.
- c. Correctly spell words with consonant sounds (e.g. consonant digraphs, consonant blends, silent consonants, and double consonants).
- d. Correctly spell various vowel sounds (e.g. vowel digraphs, vowel diphthongs, variants, and short/long vowels).
- e. Add prefixes and suffixes to spelling words.
- f. Correctly spell irregular verbs and irregular plural nouns.
- g. Correctly spell compound words.
- h. Given a contraction, correctly identify the two words that form the contractions. Given two words, correctly combine them into a correctly spelled contraction.
- i. Make structural changes to spell words correctly (e.g. add inflectional endings, drop silent e, double final consonants, and change “Y” to “I” before adding “ing”).
- j. Correctly spell homophones.
- k. Alphabetize to the third letter.

Writing

1. Handwriting – The student will develop handwriting skills.

- a. Demonstrate proper manuscript and cursive writing techniques (e.g. posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, and alignment).
- b. Demonstrate clear and legible handwriting.

2. Composition – The student will develop writing skills.

- a. Use the writing process:
 - § Prewriting
 - § Drafting
 - § Revising
 - § Editing

§ Publishing

- b. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, and webbing.
- c. Develop various types of writing (e.g. paragraphs, short stories, poetry, reports, friendly letters and business letters).
- d. Using complete sentences, write a composition with a clearly identified beginning, middle, and end.
- e. Using complete sentences, write a composition with a main idea and specific relevant details with a variety of sentences and vivid word choices.
- f. Use transitional words in paragraph development.
- g. Use information from multiple sources in writing reports.
- h. Edit for style, structure, grammar, spelling errors, and for clarity.

Information and Research

1. Reference – The student will understand the structure and organization of various reference materials (e.g. information books, dictionary, and encyclopedia).

- a. Record information from print and non-print resources.
- b. Use graphic sources to interpret and organize information (e.g. tables, graphs, diagrams, maps, and timelines).
- c. Use guidewords to locate words or topics.
- d. Use an index and glossary.
- e. Use the title page, table of contents, glossary, chapter headings, and index to locate information.