

Language Arts

Grade 3

7/08

Acquisition of Vocabulary	Phonemic Awareness, Word Recognition and Fluency	Reading Applications: Informational, Technical and Persuasive Text	Reading Applications: Literary Text	Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
Definition: To acquire and effectively use new words in print and conversation through a language rich environment to increase comprehension.	Definition: Differentiate sound symbol correspondence, decode words and develop skills that lead to fluent, independent reading.	Definition: Use a variety of strategies to analyze and comprehend features of nonfiction.	Definition: Gain and demonstrate a deeper understanding of human story by reading varieties of genres.	Definition: Develop and apply strategies to comprehend and interpret text.
Question(s): How are new words learned? Why is it important to understand and use new words?	Question(s): How can recognizing words and reading with fluency help a reader and writer? How do phonemic awareness, fluency and word recognition lead to independent reading and comprehension?	Question(s): How does text determine the application of reading strategies?	Question(s): How does reading a variety of literature representing different authors, cultures and eras enhance the reader's understanding of the human story? How does the reader apply the reading process to a variety of genres to achieve deeper understanding?	Question(s): What makes a strategic reader? How do readers use strategies to understand various texts?
Benchmarks and Indicators: A. Use context clues to determine the meaning of new vocabulary. (K-3) 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues. 2. Use context clues to determine the meaning of homophones, homonyms and homographs. B. Read accurately high-frequency sight words. (K-3) 4. Read accurately high-frequency sight words.	Benchmarks and Indicators: A. Use letter-sound correspondence knowledge and structural analysis to decode words. (K-3) 1. Identify rhyming words with the same or different spelling patterns. 2. Use letter-sound knowledge and structural analysis to decode words. 3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.	Benchmarks and Indicators: A. Use text features and structures to organize content, draw conclusions and build text knowledge. (K-3) 1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts. B. Ask clarifying questions concerning essential elements of informational text. (K-3) 2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.	Benchmarks and Indicators: A. Compare and contrast plot across literary works. (K-3) 1. Recognize and describe similarities and differences of plot across literary works. 3. Retell the plot sequence. B. Use supporting details to identify and describe main ideas, characters and setting. (K-3) 2. Use concrete details from the text to describe characters and setting. C. Recognize the defining characteristics and features of different types of literary forms and genres. (K-3)	Benchmarks and Indicators: A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. (K-3) 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). 6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension. 9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

Language Arts

Grade 3

7/08

<p>C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning. (K-3)</p> <p>5. Apply knowledge of individual words in unknown compound words to determine their meanings.</p> <p>6. Use knowledge of contractions and common abbreviations to identify whole words.</p> <p>7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.</p> <p>8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.</p> <p>D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings. (K-3)</p> <p>3. Apply the meaning of the terms synonyms and antonyms.</p> <p>E. Use resources to determine the meanings and pronunciations of unknown words. (K-3)</p>	<p>B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. (K-3)</p> <p>4. Demonstrate a growing stock of sight words.</p> <p>5. Read text using fluid and automatic decoding skills.</p> <p>6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.</p>	<p>C. Identify the central ideas and supporting details of informational text. (K-3)</p> <p>3. Identify and list the important central ideas and supporting details of informational text.</p> <p>D. Use visual aids as sources to gain additional information from text. (K-3)</p> <p>4. Draw conclusions from information in maps, charts, graphs and diagram</p> <p>E. Evaluate two- and three-step directions for proper sequencing and completeness. (K-3)</p> <p>5. Analyze a set of directions for proper sequencing, clarity and completeness.</p>	<p>4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.</p> <p>D. Explain how an author's word choice and use of methods influences the reader. (K-3)</p> <p>5. Explain how an author's choice of words appeals to the senses.</p> <p>7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).</p> <p>E. Identify the theme of a literary text. (K-3)</p> <p>6. Identify stated and implied themes.</p>	<p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p> <p>B. Make predictions from text clues and cite specific examples to support predictions. (K-3)</p> <p>2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.</p> <p>C. Draw conclusions from information in the text. (K-3)</p> <p>4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</p> <p>5. Make inferences regarding events and possible outcomes from information in text.</p> <p>D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. (K-3)</p> <p>3. Compare and contrast information between texts and across subject areas.</p> <p>4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate</p> <p>E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). (K-3)</p>
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Language Arts

Grade 3

7/08

<p>9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>				<p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p> <p>F. Apply and adjust self-monitoring strategies to assess understanding of text. (K-3)</p> <p>8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, or looking back.</p>
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Language Arts

Grade 3

7/08

Writing Conventions	Writing Process	Writing Applications	Research	Communications: Oral and Visual
<p>Definition: Support clarification of sentence meaning, development and extension of language understanding and effective communication in writing.</p>	<p>Definition: Develop skills in prewriting, drafting, revising, editing and publishing.</p>	<p>Definition: Deliberately choose types of writing and vocabulary to suit audience and purpose.</p>	<p>Definition: Investigating a topic or open ended question and identifying, evaluating organizing and communicating findings.</p>	<p>Definition: Communicate effectively by listening, speaking, and using visual images for an intended audience.</p>
<p>Questions: What’s more important – what’s written or how it is written?</p>	<p>Questions: Why is the writing process important? How does using the writing process help a writer effectively communicate ideas?</p>	<p>Questions: Why is essential to use different types of writing for different audiences? How can various types of writing and vocabulary be used to address different audiences and purposes?</p>	<p>Questions: How do questions influence and affect the research process? Why is where you get your information important? How do you choose an appropriate method to communicate your findings?</p>	<p>Questions: What is effective communication? How does knowing audience affect oral and visual communication? Why is listening essential to communication?</p>
<p>Benchmarks and Indicators: A. Write legibly in finished drafts. (3-4) 1. Write legibly in cursive, spacing letters, words and sentences appropriately. B. Spell grade-appropriate words correctly. 2. Spell multi-syllabic words correctly. 3. Spell all familiar high-frequency words, words with short vowels and common endings correctly. 4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly. 5. Use correct spelling of words with common suffixes such as -ion, -ment and -ly.</p>	<p>Benchmarks and Indicators: A. Generate ideas and determine a topic suitable for writing. (3-4) 1. Generate writing ideas through discussions with others and from printed material. 2. Develop a clear main idea for writing. B. Determine audience and purpose for self-selected and assigned writing tasks. (3-4) 3. Develop a purpose and audience for writing. C. Apply knowledge of graphics or other organizers to clarify ideas of writing assignments. (3-4) 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.</p>	<p>Benchmarks and Indicators: A. Write narrative accounts that develop character, setting and plot. (3-4) 1. Write stories that sequence events and include descriptive details and vivid language to develop characters, settings and plot. 5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text. (3-4)</p>	<p>Benchmarks and Indicators: A. Identify a topic of study, construct questions and determine appropriate sources for gathering information. (3-4) 1. Choose a topic for research from a list of questions, assigned topic or personal area of interest. 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).</p>	<p>Benchmarks and Indicators: A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration. (3-4) 1. Ask questions for clarification and explanation, and respond to others' ideas. B. Respond to presentations and media messages by stating the purpose and summarizing main ideas. 2. Identify the main idea, supporting details and purpose of oral presentations and visual media.</p>

Language Arts

Grade 3

7/08

<p>6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).</p> <p>7. Use resources to check spelling (e.g., a dictionary, spell check).</p> <p>C. Use conventions of punctuation and capitalization in written work. (3-4)</p> <p>8. Use end punctuation correctly.</p> <p>9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.</p> <p>10. Use correct capitalization.</p> <p>D. Use grammatical structures to effectively communicate ideas in writing. (3-4)</p> <p>11. Use nouns, verbs and adjectives correctly.</p> <p>12. Use subjects and verbs that are in agreement.</p> <p>13. Use irregular plural nouns.</p> <p>14. Use nouns and pronouns that are in agreement.</p> <p>15. Use past, present and future verb tenses.</p> <p>16. Use possessive nouns and pronouns</p> <p>17. Use conjunctions.</p>	<p>D. Spend the necessary amount of time to revisit, rework and refine pieces of writing. (3-4)</p> <p>10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).</p> <p>E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices. (3-4)</p> <p>5. Organize writing providing a simple introduction, body and a clear sense of closure.</p> <p>6. Use a wide range of simple, compound and complex sentences.</p> <p>7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.</p> <p>8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.</p> <p>10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).</p> <p>11. Add descriptive words and details and delete extraneous information.</p> <p>12. Rearrange words, sentences and paragraphs to clarify meaning.</p>	<p>2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.</p> <p>C. Write formal and informal letters that include important details and follow correct letter format. (3-4)</p> <p>3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.</p> <p>D. Write informational reports that include facts, details and examples that illustrate an important idea. (3-4)</p> <p>4. Write informational reports that include the main ideas and significant details from the text.</p>	<p>3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROM's, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.</p> <p>B. Select and summarize important information and sort key findings into categories about a topic. (3-4)</p> <p>4. Identify important information found in the sources and summarize the important findings.</p> <p>5. Sort relevant information into categories about the topic.</p> <p>C. Create a list of sources used for oral, visual, written or multimedia reports. (3-4)</p> <p>6. Understand the importance of citing sources.</p> <p>D. Communicate findings orally, visually and in writing or through multimedia. (3-4)</p> <p>7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.</p>	<p>C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose. (3-4)</p> <p>4. Demonstrate an understanding of the rules of the English language.</p> <p>5. Select language appropriate to purpose and audience.</p> <p>6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.</p> <p>7. Adjust speaking content according to the needs of the audience.</p> <p>D. Identify examples of facts and opinions and explain their differences. (3-4)</p> <p>3. Identify the difference between facts and opinions in presentations and visual media.</p> <p>E. Organize presentations to provide a beginning, middle and ending and include concrete details. (3-4)</p> <p>8. Deliver informational presentations that:</p> <ol style="list-style-type: none"> a. present events or ideas in logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include relevant facts and details from multiple sources to develop topic; d. organize information, including a clear introduction, body and conclusion;
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Language Arts

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7/08

	<p>F. Use a variety of resources and reference materials to select more effective vocabulary when editing. (3-4)</p> <p>13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.</p> <p>G. Edit to improve sentence fluency, grammar and usage. (3-4)</p> <p>14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p> <p>H. Apply tools to judge the quality of writing. (3-4)</p> <p>15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p> <p>I. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (3-4)</p> <p>9. Use available technology to compose text.</p> <p>16. Rewrite and illustrate writing samples for display and sharing with others.</p>			<p>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</p> <p>f. identify sources.</p> <p>F. Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus. (3-4)</p> <p>8. Deliver informational presentations that:</p> <p>a. present events or ideas in logical sequence and maintain a clear focus;</p> <p>b. demonstrate an understanding of the topic;</p> <p>c. include relevant facts and details from multiple sources to develop topic;</p> <p>d. organize information, including a clear introduction, body and conclusion;</p> <p>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</p> <p>f. identify sources.</p> <p>G. Deliver a variety of presentations, using visual materials as appropriate. (3-4)</p> <p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>
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