

Grade 3 Language Arts

READING

Narrative Text: Develop essential reading strategies for narrative text (folktales, fables and realistic fiction).

- Identify and describe character's thoughts and motivations and explain how characters express attitudes about one another.
- Identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables and realistic fiction.
- Explain how authors use literary devices (prediction, personification, point of view, setting).
- Identify story level themes, main idea and lesson/moral (fable).
- Recognize the structures (point of view, metaphor) and elements that influence the purpose of the message (added in the interest of best practice).

Informational Text: Develop essential reading strategies for informational texts (websites, encyclopedias, textbooks, magazines).

- Identify and describe the basic elements, features, and purpose of a variety of genre.
- Identify text patterns (description, sequence, numerical order, compare/contrast, and problem/solution).
- Explain how author's use text features (titles, headings, subheading, timelines, prefaces, indexes, and table of contents).
- Recognize the structures (genre, compare/contrast, sequence) and elements that influence the purpose of the message (added in the interest of best practice).

Comprehension, Metacognition, Critical Standards: Students will self-monitor, plan, and evaluate their comprehension by using multiple strategies and processes to construct meaning.

- Make connections (self, text, world) to themes and perspectives through oral and written responses (book clubs, literature circles, and other discussions).
- Retell story elements of narrative text in sequence, and major ideas/relevant details of informational text.
- Compare and contrast relationships among characters, events, and key ideas within and across texts.
- Apply significant knowledge from grade level science, social studies and mathematics texts to real-world situations.
- Self-monitor by applying strategies such as predicting, constructing mental images, visualizing, questioning, rereading, listening again, inferring, summarizing.
- Read, looking for information, but also for ways of thinking about the subject matter (added in the interest of best practice).
- Discuss with a collaborative focus, understanding that more heads are better than one (added in the interest of best practice).

Reading Attitude: Students will be enthusiastic about reading and do substantial reading and writing on their own.

- Choice in reading genres.
- Opportunity to discuss what they're reading with a peer, teacher or other interested adult.
- Ability to choose reading level appropriate materials.
- See themselves as readers.

Word Meanings: Students will recognize frequently encountered words in print, determine the meaning of words, and apply those aspects while increasing fluency.

- Use strategies (structural, contextual and word order clues) to read frequently encountered words, multiple meaning words and decode unknown words.
- Automatically recognize the 220 Dolch basic sight words and 95 nouns while making progress to master Dolch First 1000 Words for mastery in fifth grade.
- Apply fluency strategies: pauses and emphasis, punctuation cues, intonation, and automatic recognition of grade-level specific words.
- Determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, and literary terms.

WRITING

Writing Genre and Writing Process: Understand and apply the writing process using a variety of genre (fable, folktale, realistic fiction).

- Set a purpose, consider audience, and replicate author's styles and patterns when writing a narrative or informational piece.
- Apply a variety of prewriting strategies for both narrative and informational writing (graphic organizers, discussion and peer sharing) in order to generate sequence and structure ideas (sequence for beginning, middle and end, problem/solution, compare/contrast, cause and effect).
- Draft and revise focused ideas to improve sequence and flow of ideas based on specific oral and written responses (arranging paragraphs, connecting main and supporting ideas, transitions - websites, textbooks, almanacs).
- Proofread and edit writing using appropriate resources (dictionary, spell check, writing, references) and grade level checklists or rubric.
- Correctly use subjects and verbs, verb tenses, nouns and possessives, commas, and begin use of quotation marks and capitalization in dialogue.
- Correctly spell frequently encountered words.
- Fluently and legibly write the cursive alphabet.
- Produce neat and legible compositions.
- Develop and apply writing standards in using student/class created rubrics to assess the writing of others and their own writing.

Personal Style: Students will exhibit personal style and voice to enhance the written message in both narrative and informational writing.

- Use transitions, varied word choice and sentence structure, character description.
- Apply what they've learned from mentor texts with a strong voice and style.

Writing Attitude: Students will be enthusiastic about writing and learning to write.

- Will have choice in writing topics.
- Will have the opportunity to share their writing in a variety of settings.
- Will view themselves as writers and as part of a community of writers.

SPEAKING

Speaking: Use Language to communicate effectively and engage in interactive conversation.

- Use common grammatical structures correctly when speaking and adjust use of language to communicate effectively for a variety of audiences and purposes (classroom presentation, playground interaction, making requests, discussing, gathering information).
- Engage in conversation in book clubs and literature circles.
- Emphasize key words and varied pace for effect in narrative and informational presentations.
- Present in Standard English if it is their first language. Students whose first language is not English will present in their developing version of Standard American English.
- Understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a result of diversity.
- Discuss narratives and other text types by reflecting, making connections, taking a position, showing understanding and explaining why the story is worthwhile and relevant.
- Plan and deliver effective presentations.

LISTENING AND VIEWING

Listening and Viewing: Develop, use and combine critical listening and viewing strategies for a variety of purposes.

Conventions:

- Listen to or view knowledgeably while demonstrating appropriate audience behaviors in group settings (websites, textbooks, almanacs).
- Ask relevant questions of the speaker that will provide elaboration and details.
- Recognize and explain how the verbal and non-verbal strategies enhance the presentation and promote effective listening behaviors.
- Be aware of the role of the media and recognize possible mistakes and bias.

Response:

- Select, listen to or view knowledgeably, a variety of genre.
- Discuss and respond to multiple texts and compare their responses to those of their peers (discussing, illustrating, summarizing and or writing).
- Combine the skills of viewing, analyzing and responding orally, and listening to demonstrate understanding.
- Respond to and retell what a speaker said by paraphrasing and explaining the main idea and connecting and relating it to personal experiences.