

**3<sup>rd</sup> GRADE****Reading: Structure****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D - M] • Identify elements of fiction and non-fiction books.
- [I - M] • Read assigned and self-selected non-fiction materials.
- [D - M] • Integrate cueing systems while reading: literary structure, semantic, syntactic, and grapho-phonetic.
- [D] • Correctly use vocabulary when responding to readings.
- [I] • Explain author's use of vocabulary during group reading discussions.
- [I] • Compare and contrast works of famous authors.
- [D] • Integrate phonetic elements learned in previous grades and use in decoding words:
  - a. identify affixes and root words
  - b. apply decoding and word recognition skills to unfamiliar vocabulary
  - c. decode multisyllable words
- [D] • Recognize the structure of poetry.
- [D] • Recognize and enjoy different kinds of poetic forms.

**Reading: Meaning Construction**

The learner will:

- [D] • Link title to main idea of reading selection.
- [D - M] • Recognize the main idea in a picture, story, or poem.
- [D] • Identify an explicitly stated main idea when given in the first or last sentence of a paragraph.
- [D] • Exhibit ability to select appropriate reading for enjoyment and information.
- [D - M] • Recognize the supporting role of details in printed selection or picture.

**3<sup>rd</sup> GRADE****Reading: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D]           • Identify sequential order.
- [I]           • Demonstrate comprehension, analyze, make inferences, critique, summarize, evaluate, or synthesize material read.
- [D]           • Use predicting and confirming strategies to achieve meaning while reading.
- [D]           • Stop at appropriate places while reading to confirm or alter previously made predictions.
- [I – D]       • Locate information to gain knowledge about a theme or topic.
- [D]           • Demonstrate the ability to relate new concepts to prior knowledge.
- [D]           • Interpret written directions.
- [D – M]      • Compare and contrast the events or characters within a story or text.
- [D – M]      • Compare and contrast personal experience / knowledge with events or characters in a story.
- [E]           • Self-correct when miscues interfere with meaning.
- [D – M]      • Recognize setting, character traits and plot.

**Reading: Application**

The learner will:

- [D]           • Locate specific information.

**3<sup>rd</sup> GRADE****Reading: Application (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D] • Read a variety of genres.
- [M] • Differentiate between fantasy and reality.
- [M] • Engage daily in sustained silent reading from self-selected materials.
- [I – D] • Begin to adjust reading strategy and reading rate depending on purpose.
- [D] • Correctly use dictionary to verify spelling and extend meaning of words.
- [M] • Justify choice of materials related to purpose.
- [D] • Respond to reading through oral discussion, writing and drawing.
- [I] • Read to make decisions and solve problems.
- [D] • Use library resources.
- [D] • Maintain a list of books read.
- [I – D] • Prepare for oral reading.
- [D] • Develop the characteristics of an effective oral reader.
- [I – D] • Recognize functional opportunities for oral reading.
- [D] • Use the library to locate specific information for research papers.
- [D] • Use parts of a content book to locate information.
- [D] • Locate the parts of a book (i.e. title page, table of contents, author, illustrator, glossary).

**3<sup>rd</sup> GRADE****Reading: Multidisciplinary****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [I]           • Construct meaning in collaboration through discussion.
- [D]           • Integrate and apply reading skills to other curricular areas.
- [I]           • Select resources related to class theme.
- [D]           • Use reading as a tool for learning and thinking.
- [I]           • Participate in the selection of topics and themes when appropriate.
- [D]           • Extend understanding of the uniqueness and universality of human experience through literature.
- [D]           • Apply oral reading skills to audience situation.
- [D]           • Use library resources.
- [D]           • Identify signs and symbols used across the curriculum content areas (maps, charts).

**Writing: Structure**

The learner will:

- [D]           • Demonstrate the ability to experiment with vocabulary substitutions in writing.
- [D]           • Exhibit an awareness of word meaning and spelling patterns.
- [D]           • Use conventional spelling in final drafts.

**3<sup>rd</sup> GRADE****Writing: Structure (Cont.)****Key:**

**I** = Introduction      **D** = Develop  
**M** = Master              **E** = Extend

The learner will:

- [M]      • Demonstrate the ability to use conventions of print such as the following in meaningful writing activities:
  - a. correct letter formation, manuscript and cursive (cursive should be taught by the third grade)
  - b. capitalization
  - c. punctuation (ending punctuation, beginning to use commas, apostrophes, and quotation marks)
  
- [D]      • Use punctuation appropriately in final drafts.
  
- [M]      • Use appropriate letter formations when writing in manuscript and cursive.
  
- [D]      • Maintain correct handwriting position.
  
- [I – D]      • Demonstrate ability to write paragraphs.
  
- [M]      • Use pictures and symbols to convey thoughts.

**Writing: Meaning Construction**

The learner will:

- [M]      • Use appropriate prewriting techniques when preparing to write.
  
- [I – D]      • Vary sentence patterns when revising.
  
- [D]      • Develop an awareness of the stages in the writing process:
  - a. prewriting
  - b. drafting
  - c. revising
  - d. editing
  - e. sharing / publishing

**3<sup>rd</sup> GRADE****Writing: Meaning Construction (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [I] • Exhibit ability to select appropriate materials in preparation for personal and informational writing.
- [D] • Demonstrate the ability to seek information, ask questions, and evaluate while writing.
- [I] • Write to interpret what is being learned.
- [D] • Write a simple paragraph with topic sentence and supporting detail.
- [I – D] • Write using expository, narrative, descriptive, and poetic forms.

**Writing: Mechanics / Grammar**

The learner will:

- [D] • Identify and correctly punctuate the various types of sentences (declarative, interrogative, exclamatory, and imperative).
- [I] • Differentiate between simple and compound sentences.
- [I] • Identify compound subjects and compound predicates.
- [D] • Identify and use the following marks of punctuation: comma, quotation marks, apostrophe.
- [D] • Identify and use the following parts of speech: singular and plural nouns, common and proper nouns, and personal pronouns.
- [I] • Identify and use possessive pronouns.
- [I] • Identify, define and use adjectives.

**3<sup>rd</sup> GRADE****Writing: Mechanics / Grammar (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- [D]       • Identify action words as verbs.
- [I]       • Identify and define the function of parts of speech as elements of sentence structure (simple and complete subject, simple and complete predicate).
- [I]       • Identify and use possessive case.

**Writing: Application**

The learner will:

- [D]       • Write stories to include a beginning, a middle, and an end.
- [D]       • Write daily for a variety of purposes and audiences.
- [D]       • Write a personal letter.

**Writing: Multidisciplinary**

The learner will:

- [D]       • Apply spelling skills to all written work.
- [D]       • Produce grammatically correct written work.
- [D]       • Apply computer skills to the writing process.
- [I]       • Participate in a variety of writing activities in collaboration with peers in response to content across the curriculum.
- [I]       • Use writing as a tool for learning and thinking across the curriculum.

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- [M]      • Develop multi-media projects related to books and themes.