

English/Language Arts

Third Grade

Program Goal:

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively, through reading, writing, speaking and listening. All students will learn language arts skills that allow them to continue learning through their lifetimes. Through a faith-based education, all students will learn to appreciate (value) diversity that is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

Grade Level Goal:

Reading:

Learners will develop independent reading skills through diverse literary forms, both fiction and non-fiction. They will understand and enjoy books that are considerably longer and more complex in plot, vocabulary, syntax and structure than the books they read in second grade.

Writing:

Learners will use writing to communicate effectively with others. Their sentences will become more complex and they will learn to select details to elaborate at both the sentence and paragraph level.

Oral Communication:

Learners will communicate effectively and respectfully in a variety of settings and oral activities. They will develop active listening skills, appropriate conversation skills and the ability to present information confidently.

Content Criteria:

Reading – Decoding/Spelling:

- The learner will use letter sound correspondence and structural/analysis to decode words.
- The learner will identify basic sight words such as the Dolch or Fry.
- The learner will demonstrate an understanding of meaning and uses of prefixes and suffixes and root/base words.
- The learner will recognize and use contractions correctly.
- The learner will apply rules to divide words into syllables.
- The learner will identify and use compound words correctly.
- The learner will apply context to choose appropriate homophones/homonyms.
- The learner will apply spelling rules.

Reading – Comprehension:

- The learner will identify, compare and contrast story elements.
- The learner will follow multi-step written directions
- The learner will formulate and check predictions.
- The learner will sequence events in a story.
- The learner will summarize text in his or her own words.
- The learner will use and create graphic organizers to better understand text.
- The learner will show cause and effect relationships within a story.
- The learner will draw conclusions based on text.
- The learner will differentiate between fiction and non-fiction and identify the genre of text read.
- The learner will make a variety of connections with the text (text to text, text to self).
- The learner will identify main idea and supporting details.
- The learner will differentiate between fact and opinion.
- The learner will read and use various text formats.
- The learner will identify which resources to use to locate a given type of information.
- The learner will ask and answer questions about the text.

Reading – Fluency:

- The learner will use surface features of text to make meaning.
- The learner will read with appropriate speed and expression for a given purpose.

Reading – Vocabulary:

- The learner will understand synonyms and antonyms.
- The learner will be introduced to analogies, similes, and metaphors.
- The learner will read and listen to a wide variety of genres to expand vocabulary.
- The learner will determine meaning of words through context.
- The learner will begin to use the dictionary to aid in vocabulary development.

Reading – Cultural Awareness:

- The learner will read and listen to text that discusses/illustrates different ethnic and family cultures.
- The learner will, through speech and action, demonstrate respect those with physical, economic, cultural, spiritual and emotional differences.
- The learner will read and listen to authors and illustrators representing various cultural backgrounds.
- The learner will respond verbally or in writing to various texts using compassion, empathy and consideration for Catholic Social Teaching.

Writing – Handwriting

- The learner will master cursive writing, forming letters correctly and legibly.
- The learner will demonstrate when it is appropriate to use manuscript or cursive.

Writing – Spelling

- The learner will spell high frequency words, Dolch or Fry, correctly in daily work.
- The learner will use invented spelling of higher level words in rough drafts.

- The learner will develop strategies to use when he/she doesn't know how to spell a word.
- The learner will use correct spelling in final draft/published material.

Writing - Grammar/Mechanics

- The learner will generate sentences using complete subject and predicate.
- The learner will use correct sentence mechanics.
- The learner will identify parts of speech.
- The learner will identify and write different types of sentences.

Writing - Composition

- The learner will generate ideas and plan writing.
- The learner will answer questions using complete sentences.
- The learner will follow the organization of particular forms of writing.
- The learner will describe events, ideas, and personal stories with accurate details and sequence.
- The learner will write daily.
- The learner will use the writing process to create writing intended for both the classroom and other audiences.
- The learner will use a rubric to self-assess writing.

Oral Communication - Listening

- The learner will demonstrate social courtesies when listening.
- The learner will listen in order to retain, process, question, synthesize, and evaluate information.
- The learner will follow multi-step verbal directions.

Oral Communication - Speaking

- The learner will demonstrate social courtesies when speaking.
- The learner will enunciate and speak with appropriate volume and expression.
- The learner will give oral presentations to the class.
- The learner will engage in dramatic presentation for an audience.

Scope:

I. Reading – Decoding/Spelling

- A. Review short and long vowel sounds, vowel teams, r-controlled vowels, digraphs and silent consonants.
- B. Use and know the meaning of common prefixes and suffixes.
- C. Use apostrophes correctly in contractions.
- D. Apply spelling rules to add suffixes to base/root words.
- E. Introduce schwa sound.
- F. Identify familiar parts of new words.
- G. Accurately use syllabication rules to read and spell words.
- H. Recognize and use compound words correctly.

II. Reading – Comprehension

- A. Know and use story elements
 1. Character
 2. Setting
 3. Order of events
 4. Problem and solution
- B. Use and create graphic organizers
 1. Venn diagram
 2. Story maps
 3. Webs
 4. Charts
 5. Graphs
 6. Time lines
 7. Flow charts
- C. Identify genres
 1. Realistic fiction
 2. Historical fiction
 3. Science fiction
 4. Fantasy
 5. Folk tale
 6. Fable
 7. Poetry
 8. Biography

9. Expository
10. Autobiography
- D. Make connections with text
 1. Connections between their own personal experiences and what is happening in the text.
 2. Connections among the text they are reading and other texts they have read - for example, identifying a similar plot or character
- E. Draw conclusions based on text
 1. Write responses that go beyond literal restatements
- F. Read and use various informational texts
 1. Newspaper
 2. Magazine
 3. Internet information/Electronic sources (CD Rom)
 4. Dictionary
 5. Encyclopedia
 6. Atlas
 7. Thesaurus
- G. Ask and answer questions about the text
 1. Understand that some questions are answered directly in the text.
 2. Understand that the answers to some questions must be inferred from the reader's background experiences and knowledge

III. Reading – Fluency:

- A. Use surface features of text to make meaning using punctuation such as:
 1. Commas
 2. Periods
 3. Exclamation points
 4. Question marks
 5. Apostrophes
- B. Reading sentences as meaningful segments that reflect how language is phrased and meaning conveyed.

- C. Learn that when meaning breaks down, the learner re-reads to self-correct

IV. Reading – Vocabulary

- A. Understand synonyms and antonyms
 - 1. Find precise meanings for similar words in a given text
- B. Introduce analogies, similes, and metaphors
 - 1. Meaning
 - 2. Author's purpose
- C. Use context clues to gain meaning from a variety of genres
 - 1. Skip and go on to see if meaning is given
 - 2. Picture clues
 - 3. Syntax clues
- D. Use the dictionary to expand vocabulary
 - 1. Meaning
 - 2. Part of speech
 - 3. Syllabication
 - 4. Alphabetical order

V. Reading – Cultural Awareness:

- A. Compare themes and events of texts to Catholic Social Teachings, especially Solidarity and Care for God's Creation
- B. Show respect for others through speech and actions
 - 1. Role play
 - 2. Drama
 - 3. Drawing
 - 4. Letter writing
 - 5. Response journals

VI. Writing – Handwriting:

- A. Correct form
- B. Correct size
- C. Correct spacing
- E. Correct page setup

1. Line usage
 2. Margins
 3. Headings
- F. Use upper/lower case letters appropriately
- G. Cursive: daily work, signature
- H. Manuscript: labeling charts, maps, graphs

VII. Writing - Spelling

- A. High Frequency words
1. Spelling words
 2. Dolch/Fry lists
 3. Word Wall words
- B. Spelling strategies
1. Use Phonics rules
 2. Use Dictionary
 3. Ask Friend, teacher, adult
 4. Use Spell check
 5. Use Personal spellers

VIII. Writing - Grammar/Mechanics

- A. Sentence Mechanics
1. Capitalization
 - a.) Words that can be used as proper nouns
such as: father, mother, etc.
 - b.) Beginning of sentence
 - c.) Proper nouns
 - d.) Pronoun I
 - e.) Titles
 2. Ending punctuation
 - a.) Period
 - b.) Exclamation point
 - c.) Question mark
 3. Commas as used in:
 - a.) Dates
 - b.) Quotation marks
 - c.) Addresses
 - d.) Lists

- e.) Conjunctions joining two complete thoughts
- 4. Quotations marks
 - a.) Indentation
 - b.) Signal words: said, asked, replied
 - c.) Titles of poetry
 - d.) Titles of short stories
 - e.) Titles of songs
- B. Parts of speech
 - 1. Nouns
 - a.) Common
 - b.) Proper
 - c.) Possessive
 - d.) Singular
 - e.) Plural
 - 2. Verbs
 - a.) Action
 - b.) Linking
 - c.) Helping
 - 3. Adjectives
 - a.) -er
 - b.) -est
 - c.) most
 - d.) more
 - e.) articles
 - 4. Adverbs
 - 5. Pronouns
 - a.) Possessive
 - b.) Correct usage of I/me
- C. Sentence type
 - 1. Declarative
 - 2. Imperative
 - 3. Interrogative
 - 4. Exclamatory

IX. Writing - Composition

A. Generate Ideas

1. Brainstorming
2. Making lists
3. Prior experiences
4. Discussion with classmates
5. Reading others' work/professional authors
6. Story map, webs, graphic organizers

B. Organization of Particular Forms

1. Use complete sentences to answer questions.
2. Stories: beginning, middle, end
3. Letters: greeting, body, closing
4. Informational paragraph: main idea and supporting details
5. Reports: research, opening, grouping information into paragraphs, ordering paragraphs, closing
6. Narrative: time sequence words (first, next, last), compare and contrast (like, unlike, different), cause/effect words (because, if, then)
7. Step by step process (recipe, tie your shoes, etc.)

C. The Writing Process

1. Pre-writing/gathering ideas
2. First draft/rough draft
3. Revise (self edit, peer edit, teacher edit)
 - a. Edit for content
 - b. Edit for writing conventions
4. Publish/final copy

X. Oral Communication - Listening

A. Show social courtesies

1. Eye contact or appropriate cultural response
2. Avoid interruptions
3. Engage in the give and take of conversation
4. Avoid distracting the speaker with movements and sounds.

B. Demonstrate the ability to listen for

1. Retention

2. Processing
 3. Questioning
 4. Synthesizing
 5. Evaluating
- C. Follow multi-step verbal directions

XI. Oral Communication - Speaking

- A. Show social courtesies
1. Eye contact or appropriate cultural response.
 2. Avoid interruptions.
 3. Engage in the give and take of conversation.
 4. Respect personal space.
 5. Select vocabulary appropriate for the audience.
- B. Enunciate and speak with appropriate volume and expression.
1. Use varying tone, pitch, and volume to convey meaning.
- C. Oral presentation
1. Present information with expression and confidence.
 2. Use correct posture and eye contact.
 3. Stay on topic and elaborate with details.
 4. Elicit and answer questions from the audience.
 5. Prepare and practice information for presentation.
 6. Evaluate own presentation skills
- D. Dramatic presentation
1. Readers' theater, plays, dramatization at liturgy, reciting poetry
 2. Exaggerated expressions and actions ("acting")

Instructional Criteria:

1. The learner will read and write on a daily basis.
2. The learner will read independently, in small groups, with a partner and/or with the whole class.
3. The learner will listen to teacher "read alouds" daily.
4. The learner will conference with the teacher on a regular basis regarding his/her reading and writing.
5. The learner will use technology.
6. The learner will use graphic organizers.
7. The learner will use appropriate listening and speaking skills.
8. The learner will have opportunities to speak in front of a group.
9. The learner will be exposed to a variety of genre.
10. The learner will have the opportunity to share his/her own writing.

Textbook Recommendation:

Houghton Mifflin

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