

THIRD GRADE

It is expected that each child, by the end of third grade, will be able to do the following:

SPEAKING	LISTENING
<ul style="list-style-type: none"> • Speak respectfully in interactions with adults and peers using appropriate vocabulary, intonation, and eye contact • Use I-messages to resolve conflicts/present grievances • Use appropriate verbal courtesies in spoken communications (i.e. <i>please, thank you</i>) • Speak using Standard English while respecting culturally diverse language patterns • Participate in class discussions in a variety of content areas • Work in small groups to make presentations (i.e. specifying goals, taking turns speaking) • Make brief narrative oral presentations that provide a context within which an incident occurs; provide insight into why the particular incident was memorable; and include well chosen details to develop character, setting, and/or plot • Deliver a speech, demonstrating an ability to organize ideas chronologically or around major points of information; provide a beginning, middle, and ending, with appropriate details; use clear and specific vocabulary; employ correct sentence structure; and utilize effective rate and volume 	<ul style="list-style-type: none"> • Listen respectfully and attentively to peers and adults • Listen attentively and courteously to shared ideas, opinions, and information in a group situation • Listen attentively while being read to • Restate and execute multi-step instructions and directions • Continue to ask specific questions that aid in clarification, understanding, and the gathering of information • Respond to questions with appropriate elaboration • Retell, paraphrase, and explain what has been said by a speaker • Distinguish main point from details in oral presentations • Connect prior experiences, insights, and ideas to those of a speaker's • Distinguish between speaker's opinion and verifiable facts • Identify the musical elements of literary language (i.e. rhymes, repeated sounds, onomatopoeia)

THIRD GRADE

Language Arts Curriculum Guidelines, Page 2

SPEAKING	LISTENING
<ul style="list-style-type: none">• Support important aspects of speeches with detailed evidence, visuals, or media displays• Plan and present dramatic interpretations of experiences, stories, poems, or plays, using clear diction and pitch, tempo, and tone• Participate in dramatic activities such as role playing, improvisation, readers' theater, and choral reading• Make descriptive presentations that use concrete sensory details to present and support unified impressions of people, places, things, or experiences• Recite short memorized poems or literary/Scriptural passages• Use complete and concise declarative, interrogative, imperative, and exclamatory sentences when speaking• Use subject/verb agreement, pronouns, adjectives, compound words, and articles appropriately when speaking• Use past, present, and future verb tenses appropriately when speaking	

THIRD GRADE

Language Arts Curriculum Guidelines, Page 3

READING	WRITING
<ul style="list-style-type: none">• Read for a variety of purposes, selecting independent reading material based on individual interests• Read aloud from a variety of texts with fluency, rhythm, pace, and appropriate intonation, using vocal patterns to emphasize the key ideas and areas of importance expressed by the author• Use Scripture as reading material• Distinguish among common forms of literature, such as non-fiction, fiction, drama, and poetry• Identify the distinguishing characteristics of historical fiction, fables, and realistic contemporary fiction, comparing a variety of works within each genre• Read Native American legends, comparing tales from a variety of different geographic regions• Analyze stories of similar human experiences across cultures• Determine the theme in fiction and non-fiction works, and relate them to prior experience or the experiences of others• Relate literary themes to the Christian experience• Recognize moral dilemmas faced by characters in literature	<ul style="list-style-type: none">• Write for a variety of purposes (i.e. letters, poems, narratives, reports) and begin to choose the appropriate form for writing purpose• Write regularly and frequently in all content areas• Employ a variety of prewriting techniques (i.e. brainstorming, outlining, clustering)• Use a process for composing which includes prewriting, drafting, revising, proofreading, and publishing• Select a focus and form of organization in written pieces• Develop a topic sentence and supporting sentences• Write narratives that provide a context within which an incident occurs; provide insight into why this incident is memorable; and include well-chosen detail to develop the plot• Generate descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences• Use newly acquired vocabulary in written expression• Write poetry, experimenting with different forms

THIRD GRADE

Language Arts Curriculum Guidelines, Page 4

READING	WRITING
<ul style="list-style-type: none">• Determine what a character is like from what s/he says and does, what the author says about the character, and how the illustrator portrays the character• Identify the speaker or narrator in a selection• Demonstrate comprehension by pinpointing answers in the text• Ask how, why, and what-if questions and support answers by connecting background knowledge with material found in the text• Summarize major points in the text and make and revise predictions about coming information• Distinguish between cause and effect, fact and fiction, and major idea and supporting detail in expository text• Compare and contrast information on the same topic found in several expository selections• Point to specific words or wordings that are causing comprehension difficulties• Acquire, comprehend, and use new vocabulary• Use knowledge of phonics to decode new vocabulary	<ul style="list-style-type: none">• Generate personal and formal letters, thank yous, and invitations that address the interests of the audience; demonstrate an understanding of the stated purpose; and include the date, proper salutation, body, closing, and signature• Generate appropriate research questions about a selected topic to direct an investigation• Generate key words for research topics, adding to the list as new information is discovered• Identify and list each resource used in a research project• Revise selected drafts for correct sequencing and to provide more descriptive detail• Begin to revise selected drafts to improve spelling and mechanics• Begin to engage in peer editing• Begin to use a rubric to evaluate written work• Demonstrate an understanding of and use complete and concise declarative, interrogative, imperative, and exclamatory sentences• Eliminate sentence fragments

THIRD GRADE

Language Arts Curriculum Guidelines, Page 5

READING	WRITING
<ul style="list-style-type: none"> • Use a dictionary, thesaurus, and/or electronic media to locate words for vocabulary development; demonstrate knowledge of alphabetizing to the third letter; and locate multiple word meanings and word histories • Use various organizational features of a nonfiction text including table of contents, chapter headings, indexes, and glossaries to locate information in text • Interpret information from illustrations, maps, graphs, and charts • Use keywords and icons to access information from a variety of print and/or electronic sources (i.e. as on-line bases, electronic almanacs, and encyclopedias) • Recognize the structure and organization of and demonstrate an ability to appropriately use reference materials including dictionaries, encyclopedias, periodicals, subject books, and Internet resources • Recognize the similarities of sounds in words (i.e. onomatopoeia, alliteration) • Recognize the rhythmical patterns in a selection • Identify and use commonplace synonyms, antonyms, and homonyms 	<ul style="list-style-type: none"> • Identify subject/verb agreement, pronouns, adjectives, compound words, and articles, using them appropriately in written work • Use past, present, and future verb tense correctly • Identify subject and predicate in single-clause sentences, using them appropriately • Punctuate dates, city and state, and titles of books correctly • Capitalize geographical names, holidays, historical periods, and special events • Spell one syllable words with blends, words with specific orthographic patterns (i.e. qu, consonant doubling, changing y to i), contractions, homonyms, and compound words • Spell grade-appropriate sight words correctly • Write legibly in cursive, adhering to margins and correct spacing between letters in a word and words in a sentence • Demonstrate basic keyboarding skills and familiarity with basic technology vocabulary (i.e. cursor, software, hard drive, disk drive, memory)
READING	WRITING

THIRD GRADE

Language Arts Curriculum Guidelines, Page 6

- | | |
|---|---|
| <ul style="list-style-type: none">• Distinguish syllable breaks phonemically• Use complex word families when reading (i.e. <i>ight</i>)• Use knowledge of suffixes and prefixes when reading (i.e. <i>dis, un, in, ness, tion, able</i>)• Use school and public libraries to locate material for research and recreational reading | <ul style="list-style-type: none">• Use word processing software to support writing and enter text• Use simple graphing and charting tools to communicate information• Use dictionary and spell check appropriately• Demonstrate responsible and ethical use of information resources and technology |
|---|---|