

Language Arts Literacy Grade 3

PURPOSE

The components of the Language Arts Literacy curriculum are developed through listening, speaking, reading, writing, viewing. The focus of the third grade program is to continue building independence in these five language arts areas. Through a sequential approach, building upon the skills learned in previous grades, new concepts are related to prior learning allowing students to see how the parts interconnect. With this course of instruction, students will develop communication tools that they can use effectively.

Students will continue to develop their skills in decoding, vocabulary, comprehension and fluency skills. The third grade student will be immersed in a literature rich environment to facilitate an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will continue to develop an understanding of character, setting, theme, and story sequence in a variety of classic and contemporary literature. The student will demonstrate comprehension of fiction and nonfiction through classroom discussion and will continue to develop their ability to communicate ideas in writing. They will develop spelling and grammar skills appropriate for their developmental level. Students will read in trade books, and technology support materials to enhance their independent reading level.

Phonemic awareness, vocabulary development, study skills, and literature appreciation are integrated throughout in order to provide an eclectic program for the instruction of functional reading skills while promoting reading enjoyment. The use of technology will further enhance the inquiry and research component.

I. STUDENT OUTCOMES

A. Speaking (3.3)

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Students will:

1. continue to develop oral language, building upon the knowledge and skills learned in previous grades, communicating ideas, choosing appropriate language for their audience, purpose and occasion. (3.3)
2. ask and answer relevant questions and contribute to class discussion. (3.3)
3. use vocabulary to describe ideas, feelings and experiences. (3.3)
4. read aloud with meaning and expression. (3.3)
5. give directions and/or instructions. (3.3)
6. support spoken language using props (3.3)
7. tell and retell stories and experiences in sequence. (3.3)
8. participate in collaborative speaking activities, such as choral

- reading, plays, and reciting poems. (3.3)
- 9. speak before a group and use props to express thoughts and ideas, convey an opinion, present information and tell a story. (3.3)
- 10. collaborate with peers in order to identify, explore, and solve problems. (3.3)
- 11. properly use the conventions of spoken English, such as grammar and appropriate forms of address. (3.3)
- 12. identify and analyze persuasive techniques. (3.3)

B. Listening (3.4)

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

Students will:

- 1. understand and follow two and three step directions. (3.4.A,B)
- 2. listen attentively to other children and adults and exchange information. (3.4.A,B)
- 3. listen and connect messages to prior knowledge and experiences. (3.4.A)
- 4. continue to develop phonemic awareness including discrimination, sequence, blending, segmentation and rhyme. (3.4.A,B)
- 5. develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard. (3.4.A,B)
- 6. increase their ability to interpret messages, and paraphrase ideas. (3.4.A,.B)

C. Writing (3.2)

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

Students will

- 1. Utilize listening, speaking, reading, and viewing to assist with the writing process (*prewrite, draft, revise, edit, publish*). (3.2.A)
- 2. write, as developmentally appropriate, from experiences, thoughts, and feelings to produce sentences and simple stories. (3.2.A, B)
- 3. begin to develop an awareness of simple story structures and author's voice. (3.2.A,B)
- 4. write on self-selected topics in a variety of literary forms.
- 5. write collaboratively and independently.
- 6. use a variety of strategies and activities, such as brainstorming, listing, discussing, drawing, role playing, note-taking, and journal writing, for finding and developing Ideas about which to write. (3.2.A)
- 7. establish and use criteria to proofread, edit and revise content, and bring works to the publishing stage. (3.2.A,B)

8. apply spelling, usage and mechanics, including correct end point punctuation, capitalization rules, and grade level spelling. (3.2. C)
9. write legibly using manuscript and apply cursive writing within daily assignments. (3.2.C)
10. Publish writing in a variety of formats. (3.2.D)

D. Reading (3.1)

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

Students will:

1. use listening, speaking, writing and viewing to assist with reading. (3.1)
2. Apply decoding and word recognition strategies when reading. (3.1B,E,F)
4. use print concepts in developmentally appropriate ways including the use of titles, tables of content, chapter headings to locate information. (3.1.A)
5. link prior knowledge to bring meaning to the printed word.
6. utilize structural cues. (3.1.E.G)
7. recognize appropriate high-frequency/ irregular words. (3.1.C)
8. use prior knowledge and experience to extend reading comprehension.
9. read with improved expression and fluency. (3.1.D)
10. demonstrate comprehension through retelling and/or summarizing ideas and following written directions(3.1.G)
11. identify elements of a story. (3.1.G)
identify literary forms.
12. Locate information using alphabetical order. (3.1.H)
13. expand reading to include varied genre, trade books, newspapers, magazines, technology and identify text as narrative or expository. (3.1.H)

E. Viewing and Media Literacy (3.5.A, B)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

Students will:

1. use listening, speaking, reading and writing to assist with viewing and begin to develop an understanding of how media contributes to communications.
2. respond to the use of illustrations to support the text.

3. use symbols, drawings, and illustrations to represent information that supports and/or enhances speaking, listening and writing.
4. use simple charts, graphs, and diagrams.
5. distinguish between reality and fantasy in visual representations and understand how visual arts effects moods.
6. begin to understand that information is conveyed by symbols.

F. Workplace Readiness Study Skills

Students will:

1. understand and begin to use written communication to affect the behavior of others.
2. adjust oral communication for different purposes.
3. select appropriate tools for specific purposes.
4. identify patterns and relationships and continue to develop understanding the concept of classification.
5. begin to set goals for completing assignments and activities.
6. work cooperatively with others to accomplish a task.
7. evaluate their own actions and accomplishments.
8. use time efficiently and effectively.

II. CONTENT

A. Word Identification

1. Structural Analysis
 - a. Base word/Prefix/Suffix
 - b. Contractions
 - c. Compound words
 - d. Diphthongs and variant vowels
2. Vocabulary Development
 - a. Word recognition
 - b. Word meaning
 - c. Classification
 - d. Synonyms/Antonyms
 - e. Homophones
 - f. Identify parts of speech: nouns, verbs, root words, and affixes.

B. Fluency

1. Read both at the independent and instructional level.
2. Read orally from familiar text and increase silent reading.
3. Adjust reading rate based on purpose.
4. Demonstrate characteristics of fluent and effective reading.

D. Comprehension

1. Use prior knowledge and experience.
2. Establish purposes for reading.
3. Retell or act out events in stories.
4. Make and explain inferences: cause/effect, predictions and drawing conclusions.
5. Determine important ideas and supporting details.
6. Identify similarities and differences in topics, characters, problems, solutions and themes.
6. Represent story information through maps, charts, timelines, graphs and graphic organizers.

E. Process Writing

- a. Prewrite, Draft, Revise, Edit, Publish
- b. Mechanics, Spelling, Handwriting
- c. Writing Forms, Audience, and Purpose

F.. Study Strategies/Inquiry and Research

1. Alphabetical order.
2. Form relevant questions for research.
3. Identify book parts and use them to locate information.
4. Use graphic organizers to locate and organize information.
5. Develop improved test taking skills.
6. Locate and use information from technology.
7. Interpret and use graphic sources of information.
8. Draw conclusions from information gathered.
9. Use appropriate reference materials and multiple sources to locate information.

G. Variety of Texts

1. Read fiction, nonfiction and poetry for pleasure and information.
2. Read classic and contemporary works in varied genre.
3. Read multicultural selections.
4. Read from electronic sources for a variety of purposes and information.

III. ACTIVITIES AND MATERIALS

A. ANTHOLOGY INSTRUCTION

1. Grade Three Anthology, Scholastic: Literacy Place, 2000
2. Trade books: Theme related tradebooks appropriate for leveled reading within a flexible group setting and literature circles. Tradebooks are noted in teacher manual and include multicultural reading material in cross curriculum areas.
3. Guided and Sprint Readers appropriate for students below grade level who need additional support and appropriate instructional material.
4. Technology components are utilized to support and expand Language Arts instruction, which include, but are not limited to WiggleWorks Plus, Smart Place CD-Rom, Scholastic.Com, Scholastic Net.
5. Daily Oral Language, Great Source Education Group, 1997
6. Write on Track, Great Source Education Group, 1997

IV. EVALUATION

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Students will follow directions.
- D. Students will hand in completed assignments at the proper time.
- E. Students will study for and complete quizzes and tests successfully.
- F. Students will participate in class.
- G. The final grade represents the teacher's professional judgment of student performance and includes all above areas in the evaluative process.

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