

A **third grader** at St. Patrick’s will read a variety of literature, use effective communication skills, and present brief oral reports. Reading comprehension strategies will be applied in all subjects. Students will read stories in a reading basal as well as various chapter books throughout the year. Students will work in cooperative reading groups with students at their level. Each child will be challenged at his/her reading level through the use of open-ended activities, leveled questioning strategies, and leveled readers. Students will plan writings with organizers, draft, edit, and finalize written works, resulting in three paragraphs on any given prompt. The paragraphs will have appropriate openings, smooth transitions, and conclusions. Writing compositions will include persuasive, expository, explanatory, personal narrative, and comparative. Students will speak and listen effectively. Students will use effective DWP skills to communicate.

### **Reading**

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>3.1</b>	a. Students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases. b. Students will use phonics and word structures to read, write, and spell unfamiliar words and phrases. c. Students will use context clues to confirm the accuracy of reading at third grade level.	Basal Reader Leveled Readers Reading Workbook Novels Trade Books Running Records Spelling tests Vowac Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
<b>3.2</b>	a. Students will identify and use multiple strategies to increase vocabulary. b. Students will gain meaning of new words from selected passages.	Basal Reader Leveled Readers Reading Workbook Novels Trade Books Running Records	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation
<b>3.3</b>	a. Students will identify main idea and supporting details.	Basal Reader Leveled Readers Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
<b>3.4</b>	a. Students will use main ideas and supporting details to evaluate reading. b. Students will make inferences and predictions	Basal Reader Leveled Readers Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>3.5</b>	<p>a. Students will identify the resource appropriate for a specific purpose and use the resource to locate information.</p> <p>b. Students will use a dictionary, thesaurus, encyclopedia, atlas, telephone book, and almanac.</p> <p>c. Students will use electronic resources.</p> <p>d. Students will use library resources.</p> <p>e. Students will identify and use parts of a book.</p>	<p>Dictionary</p> <p>Thesaurus</p> <p>Encyclopedia</p> <p>Atlas</p> <p>Telephone Book</p> <p>Almanac</p> <p>Technology</p> <p>Reading Workbook</p> <p>Basal Reader</p>	<p>Reading Workbook</p> <p>Unit Tests</p> <p>ITBS</p> <p>Teacher observation</p> <p>Student participation</p>
<b>3.6</b>	<p>a. Students will use multimedia resources and technology.</p>	<p>Computers</p> <p>Computer Class</p> <p>Library Class</p>	
<b>3.7</b>	<p>a. Students will identify and use characteristics to classify different types of text including: fiction, nonfiction, poetry, drama, folktales, tall tales, fairy tales, realistic fiction, science fiction, biographies, autobiographies, and informational text.</p>	<p>Basal Reader</p> <p>Leveled Readers</p> <p>Reading Workbook</p> <p>Novels</p> <p>Trade Books</p>	<p>Reading Workbook</p> <p>Unit Tests</p> <p>ITBS</p> <p>Novel Assessments</p> <p>Teacher observation</p> <p>Student participation</p>
<b>3.8</b>	<p>a. Students will identify and classify different types of text including: historical fiction, novels, legends, myths, fantasy, and different kinds of poetry.</p>	<p>Basal Reader</p> <p>Leveled Readers</p> <p>Reading Workbook</p> <p>Novels</p> <p>Trade Books</p> <p>Poetry Books</p>	<p>Reading Workbook</p> <p>Unit Tests</p> <p>ITBS</p> <p>Novel Assessments</p> <p>Teacher observation</p> <p>Student participation</p>
<b>3.9</b>	<p>a. Students will identify and apply knowledge of the structure (beginning, middle, end), elements (plot, setting, characters, problem, solution), and literary techniques to analyze fiction.</p> <p>b. Students will identify similes and metaphors.</p>	<p>Basal Reader</p> <p>Leveled Readers</p> <p>Reading Workbook</p> <p>Novels</p> <p>Trade Books</p> <p>Poetry Books</p>	<p>Reading Workbook</p> <p>Unit Tests</p> <p>ITBS</p> <p>Novel Assessments</p> <p>Teacher observation</p> <p>Student participation</p>
<b>3.10</b>	<p>a. Students will apply knowledge of structures, elements, and literary techniques to analyze fiction.</p> <p>b. Students will identify character traits.</p>	<p>Basal Reader</p> <p>Leveled Readers</p> <p>Reading Workbook</p> <p>Novels</p> <p>Trade Books</p> <p>Poetry Books</p>	<p>Reading Workbook</p> <p>Unit Tests</p> <p>ITBS</p> <p>Novel Assessments</p> <p>Teacher observation</p> <p>Student participation</p>

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>3.11</b>	a. Students will identify and apply knowledge of the structure and organizational elements to analyze nonfiction or informational text. These include: question/answer, cause/effect, sequence of events, compare/contrast, problem/solution, description, headings, subheadings, italics, bold print, captions, formulate questions, fact/opinion, and following written instructions.	Basal Reader Leveled Readers Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
<b>3.12</b>	a. Students will apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text. Students will use: diagrams, graphs, charts, tables, illustrations, and cartoons.	Basal Reader Leveled Readers Reading Workbook Novels Trade Books Other curriculum area textbooks	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation Content Area Assessments
<b>3.13</b>	a. Students will identify similarities and differences in reading selections by comparing and contrasting reading selections: text to text, text to self, text to author.	Basal Reader Leveled Readers Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
<b>3.14</b>	a. Students will read aloud clearly and distinctly.	Reading selections Running Records	Teacher Observation Running Records
<b>Writing</b>			
<b>3.1</b>	a. Students will write using standard English conventions: use correct sentences, capitalization, punctuation, spelling, usage, and paragraph indentation. b. Students will identify and use nouns, verbs, personal pronouns, adjectives, adverbs, and articles.	Grammar Workbook Basal Reader Reading Workbook Novels Trade Books 6-Trait Writing	Rubric Grammar Workbook Reading Workbook Writing Assignments Daily Work ITBS
<b>3.2</b>	a. Students will write using standard English conventions for sentence structure and usage: use a variety of sentences, compound and complex.	Grammar Workbook Basal Reader Reading Workbook Novels Trade Books 6-Trait Writing	Rubric Grammar Workbook Reading Workbook Writing Assignments Daily Work ITBS

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>3.3</b>	a. Students will identify the subject and predicate as basic parts of a sentence.	Grammar Workbook Basal Reader Reading Workbook Novels Trade Books 6- Trait Writing	Grammar Workbook Daily Work ITBS
<b>3.4</b>	a. Students will identify the four types of sentences: imperative, declarative, interrogative, and exclamatory.	Grammar Workbook Basal Reader Reading Workbook Novels Trade Books	Grammar Workbook Daily Work ITBS
<b>3.5</b>	a. Students will write multiple paragraphs on a specific topic.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
<b>3.6</b>	a. Students will write paragraphs with focus, related ideas, and supporting details. Students will generate and organize ideas and write with a beginning, middle, and end.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
<b>3.7</b>	a. Students will select and narrow a topic.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
<b>3.8</b>	a. Students will revise and edit narrative compositions. Students will edit using standard English conventions, use legible cursive writing and manuscript or a word processor when publishing work, and use 6 Trait criteria to evaluate and revise	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
<b>3.9</b>	a. Students will demonstrate the use of multiple forms to write for different audiences and purposes. Students will write descriptions and narratives, poetry, and friendly letters.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
<b>3.10</b>	a. Students will write with relevant and interesting details.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
<b>3.11</b>	a. Students will write for different purposes including: persuasive, explanatory, comparative, personal narrative, and summarizing.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests

	<b><u>Standards/Goals</u></b>	<b><u>Instructional Tools</u></b>	<b><u>Assessment Tools</u></b>
<b>3.12</b>	a. Students will create an outline as a prewriting strategy.	6- Trait Writing Basal Reader Graphic Organizers	Writing Assignments Rubric Unit Tests Graphic Organizers
<b>3.13</b>	a. Students will use self-generated questions, note taking, and summarizing while learning.	Grammar Workbook Basal Reader Reading Workbook Novels Trade Books 6-Trait Writing	Rubric Grammar Workbook Reading Workbook Writing Assignments Daily Work ITBS
<b>3.14</b>	a. Students will cite resources.	Teacher Instruction	Writing Assignments Rubrics
<b><u>Speaking</u></b>			
<b>3.1</b>	a. Students will participate in group discussions by asking questions and contributing information and ideas.	Student Participation DWP lessons	Teacher Observation
<b>3.2</b>	a. Students will practice rules for group discussions and take leadership and participant roles.	Student Participation DWP lessons Literature Circles	Teacher Observation
<b>3.3</b>	a. Students will deliver organized brief oral presentations. b. Students will use adequate volume, eye contact, and clear enunciation.	Student Participation	Teacher Observation Archdiocese Assessment
<b><u>Listening</u></b>			
<b>3.1</b>	a. Students will identify information gained and complete tasks through listening.	Student Participation DWP lessons	Teacher Observation
<b>3.2</b>	a. Students will apply information gained and complete tasks through listening. Students will ask for clarification when messages do not make sense.	Student Participation DWP lessons	Teacher Observation Daily Work

Third graders may read any of the following books throughout the year: Because of Winn-Dixie, Charlotte's Web, Dear Mr. Henshaw, and Ralph S. Mouse. In addition, a number of trade books are used to teach the traits of writing and a variety of reading strategies. Teachers also conduct daily interactive read-alouds with Golden Sower nominees.