

R1 – Print-Sound Code (how letters stand for sounds and how letters put together make up a string of sounds to form a word)

By this point in the education process, third grade students should:

- ◆ Know and automatically apply the relationship of letters to sounds to their reading.
- ◆ Continue to learn about words (roots, inflections, suffixes, prefixes, homophones and word families)

R2 – Getting the Meaning (words in a text say something specific)

By the end of third grade, students should be able to:

- ◆ Independently read aloud unfamiliar Level O (Guided Reading Level) books, recognizing at least 90% or more of the words, using intonation and pauses to show meaning
- ◆ Easily read words with irregularly spelled suffixes (ex. *-ous, -ion, -ive*)
- ◆ Use punctuation to guide them in getting the meaning and to help them read more smoothly
- ◆ Use pacing and intonation to convey the meaning of clauses and phrases when reading aloud
- ◆ Check themselves when reading, noticing when sentences or paragraphs are incomplete or the reading does not make sense
- ◆ Figure out the meaning of new words by listening for what sounds right, or by using roots, prefixes, suffixes, or by how the word is used in context
- ◆ Analyze the relationship between different parts of the text
- ◆ Question what the author is trying to say and use the text to help answer those questions
- ◆ Understand and explain the meaning of figurative language (ex. similes, metaphors, etc.)
- ◆ Cite important details from a text

- ◆ Compare one text to another text they have read or heard
- ◆ Discuss why an author chose a particular word to use
- ◆ Tell how a story relates to real-life experiences
- ◆ Explain the characters motives (why they did what they did)
- ◆ Discuss plot and setting
- ◆ Analyze the causes, motivations, sequences and results of events
- ◆ Describe in their own words new information gained from nonfiction text and how it relates to what they already know
- ◆ Follow instructions or directions in complicated functional texts that are read

R3 –Habits (things to do daily)

Third grade students should:

- ◆ Read 30 chapter books a year, alone or with help, and discuss their reading with others
- ◆ Read various types of books, such as narratives, responses to literature (written by others about a book), informational writing (including announcements, labels, signs, etc.), reports, poetry, etc.
- ◆ Read several books by the same author and identify and discuss differences and similarities
- ◆ Reread favorite books to gain deeper understanding and knowledge
- ◆ Read their own writing and the writing of classmates
- ◆ Listen to and discuss at least one chapter read to them every
- ◆ Read to others
- ◆ Read and listen to good children’s literature daily
- ◆ Discuss themes and messages in fiction

- ◆ Read and respond to poems, stories, memoirs, plays, etc.
- ◆ Evaluate what makes a “good book” and talk to others about choosing books to read
- ◆ Examine the reasons for a character’s actions in relation to situation and motive
- ◆ Compare similar works by different authors
- ◆ Discuss author’s craft: content, point of view, word choice, plot, beginnings and endings and character development
- ◆ Use comparisons, analogies and knowledge from discussions to explain ideas
- ◆ Use information that is accurate, accessible and relevant
- ◆ Restate their ideas more clearly when a listener does not understand
- ◆ Challenge others to support their opinions or arguments
- ◆ Learn new words daily
- ◆ Recognize when they don’t know what a word means and try to figure out what it means by how it is used, asking others, find the word used elsewhere and look for clues there
- ◆ Know the meanings of roots, prefixes, and suffixes
- ◆ Talk about the meaning of new words
- ◆ Notice unfamiliar words in texts that are read to them
- ◆ Know how to talk about what nouns mean in terms of function (“An apple is something you eat.), features (“An apple is red.”), and category (“An apple is a fruit.”)
- ◆ Know how to talk about verbs as “action words”
- ◆ Talk about words as they relate to other words: synonyms, antonyms, etc

Writing

W1 – Habits (things to do daily)

Third grade students should:

- ◆ Write daily
- ◆ Come up with their own topics and spend the necessary time revising and refining their work
- ◆ Routinely rework, revise, edit, proofread, and evaluate their work
- ◆ Write for specific purposes (ex. thank you note, birthday card, invitation, etc)
- ◆ Pattern their writing after the writings of authors that have been discussed in class
- ◆ Reread, revise, edit, proofread, and evaluate their work
- ◆ Polish and publish 10 – 12 pieces (for an audience in and beyond the classroom) throughout the year

W2 – Narrative Writing (writings that include both fictional and autobiographical works)

By the end of third grade, students should be able to:

- ◆ Engage the reader by setting the time, indicating the location where the story takes place, introducing the character or entering immediately into the story line
- ◆ Create a believable world using characters and specific details about them, settings, motives and moods
- ◆ Create a sequence of events that unfolds naturally
- ◆ Develop a character by providing motivation for action and having the character solve the problem
- ◆ Develop plot by describing actions and emotions of main characters, using descriptive details, dialogue, etc.

- ◆ Provide some kind of conclusion

W2 – Report or Informational Writing

By the end of third grade, students should produce reports that:

- ◆ Introduce the topic
- ◆ Have an organized structure that is useful to the reader
- ◆ Communicate main ideas, theories, insights that are further explained or illustrated through facts, details, quotations, statistics and other information
- ◆ Use diagrams, charts or illustrations, when appropriate
- ◆ Usually have a concluding sentence or section
- ◆ Use a straightforward tone of voice

W2 – Functional Writing (writing a procedure)

By the end of third grade, students should be able to produce narrative procedures that:

- ◆ Identify the topic
- ◆ Provide a guide to action
- ◆ Show steps in an action in considerable detail
- ◆ Include all relevant information
- ◆ Use language that is straightforward and clear
- ◆ Use illustrations to detail steps in the procedure

W2 – Producing and Responding to Literature

By the end of third grade, students should be able to:

- ◆ Write stories, poems, memoirs, etc using styles learned from studying authors and genres
- ◆ Go beyond retelling and build on a story by extending or changing the story line
- ◆ Support an interpretation by providing sufficient detail and making specific references to the text
- ◆ Compare two works by the same author
- ◆ Discuss several works with a common idea or theme
- ◆ Make connections between the text and their own ideas and lives

W3 – Language Use and Conventions

By the end of third grade, students should be able to:

- ◆ Show relationships of ideas
- ◆ Use transitions words and phrases
- ◆ Use phrases and modifiers to make their writing lively and graphic
- ◆ Use varying sentence patterns and length to slow down or speed up reading to create mood
- ◆ Use literary language (describing words, similes, metaphors, etc) when appropriate
- ◆ Use words from their speaking vocabulary in their writing, including words learned from reading and class discussions

- ◆ Choose words that show they have a large enough vocabulary to have options in word choice (ex. more precise and vivid words)
- ◆ Extend their writing vocabulary by using specialized words related to the topic or setting (ex. use the names of kinds of trees when writing about the forest)
- ◆ Notice when words do not look correct and use strategies to correct the spelling
- ◆ Correctly spell all high-frequency words
- ◆ Correctly spell words with short vowel and common endings
- ◆ Correctly spell plurals and verb tenses
- ◆ Use correct spelling patterns and rules such as consonant doubling, dropping the final *e*, and changing *y* to *i*
- ◆ Correctly spell most words with *-tion*, *-ment*, and *-ly* endings
- ◆ Use capital letters at the beginnings of sentences
- ◆ Use periods and other end punctuation correctly most of the time
- ◆ Approximate the use of quotation marks and commas
- ◆ Use common contractions