

THIRD GRADE LITERACY

By the end of Third Grade a student will be able to

PHONICS/WORD STUDY

- Use a variety of decoding strategies, including:
 - phonics
 - structural analysis (prefixes, suffixes, and root words)
 - context clues

VOCABULARY

- Develop vocabulary using the following strategies:
 - categorize words by their relationships
 - use antonyms and synonyms to define words
 - predict the meaning of words using other familiar words
 - use roots, prefixes, and suffixes to problem solve the meaning of a word
 - use the dictionary and glossary to enhance word knowledge

FLUENCY

- Read grade level materials with accuracy, expression and understanding
- Read 110 words per minute fluently using leveled reading materials

COMPREHENSION

- Comprehend a wide variety of reading material to
 - make predictions and verify
 - use information from the text to verify
 - ask questions
 - connect important ideas in the text
 - link the text to previous experiences and/or previous read text
 - visualize to have a mental picture while reading
 - infer the authors message and theme
 - determine what information is important and what is support details in the reading
 - synthesize what is read to comprehend longer chapter books
- Read informational text to
 - distinguish the main idea and supporting ideas
 - determine significant information in the text

- summarize major points in the text
- use information from tables, maps, and charts
- identify text structure-sequence, description, cause/effect, or problem and solution

- Read fiction to
 - identify the theme
 - identify the elements of the plot by retelling the problem, solution, and final resolution
 - summarize the major points of the story
 - identify the author's message
 - compare two stories in terms of setting, character, problem-solution, and theme
 - make inferences about a character's trait and motives
- Use graphic organizers to
 - summarize
 - make comparisons
 - present materials in charts, maps, graphs

WRITING

- Use prewriting strategies:
 - graphic organizers
 - listing
 - note taking
 - webbing
 - drawing
 - brainstorming
 - mapping
- Know the purpose of extended responses to text and be able to:
 - identify important information
 - uses information that interprets the text and/or makes connections to other contexts through analysis, evaluation, or compare/contrast
- Know the purpose of a narrative passage and be able to:
 - describes the setting, characters, objects, and events
 - presents a logical sequence of events – beginning, middle, end
 - present examples to support main ideas
 - uses descriptive words
 - uses transitions to connect ideas

WRITING continued

- Know the purpose of expository text and be able to:
 - develops a main idea
 - uses details to support the main idea
 - uses transitions to connect ideas
- Revise for effective style and clarity of meaning
 - Ideas
 - Organization
 - Voice
 - Sentence fluency (including variety of use a writing style that includes: structure)
 - Word choices (rich and clarifying language)
- Edit for effective writing mechanics/conventions
 - Capitalization
 - Punctuation including use of commas
 - Spelling including correct spelling of previously taught words
 - Grammar and usage
 - Paragraphing