Grade 3 Reading and Literature Objectives

STATE GOAL 1: *Reading with understanding and fluency.*

1A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.
1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.

The student will be able to...
- Identify common word roots, prefixes, suffixes, and inflectional endings.
- Identify common homophones and homonyms in context.
- Identify synonyms and/or antonyms to construct meaning.
- Use resources such as dictionaries, glossaries and thesauruses.
- Identify simple metaphors and similes.
- Determine the meaning of unfamiliar words in text by using prior knowledge.
- Interpret the meaning of unknown words by using context clues.

1B. Apply Reading Strategies to improve understanding and fluency.

1.B.2a Establish purpose for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
1.B.2b Identify structure (e.g. description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
1.B.2c Continuously check and clarify for understanding (e.g. in addition to previous skills, clarify terminology, seek additional information).
1.B.2d Read age-appropriate material aloud with fluency and accuracy.

The student will be able to...
- Establish a purpose for reading.
- Make inferences before, during, and after reading.
- Make predictions based on prior knowledge.
- Use self-questioning and teacher questioning to promote active reading.
- Determine author’s intent: inform, entertain, persuade.
- Identify cause/effect relationship in text.
- Demonstrate understanding of structure through the use of graphic organizers and outlines.
- Identify fact and opinion.
- Identify important ideas in nonfiction.
- Use context clues to clarify understanding.
- Identify main idea and supporting details.
- Restate key ideas.
- Use text structure to improve comprehension.
- Summarize information in text.
- Clarify ideas through discussions and activities.
- Identify explicit ideas.
1C. Comprehend a broad range of reading materials.

1.C.2a Use information to form and refine questions and predictions.
1.C.2b Make and support inferences and form interpretations about main themes and topics.
1.C.2c Compare and contrast the content and organization of selections.
1.C.2d Summarize and make generalizations from content and relate to purpose of material.
1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g. points of view, design hues, metaphor).
1.C.2f Connect information presented in tables, maps, and charts to printed or electronic text.

The student will be able to...
- Use information in text to form and refine questions, predictions, and hypotheses.
- Use information to generate questions that reflect inference, and evaluation.
- Use information in text to modify predictions and questions.
- Identify themes and topics by using accurate interpretations of text.
- Compare and contrast themes, topics, and story elements of various texts.
- Make generalizations based on relevant information from text.
- Use main idea and supporting details to summarize text.
- Generate an extended written response to text.
- Recognize how illustrators reflect, interpret, and enhance the text.
- Discuss meaning in poetry.
- Identify text features in textbooks and other nonfiction text (bold-faced print, sidebars, diagrams, headings, subheadings).
- Identify survey strategies (e.g., use of bold print, organization of content words, graphics) for nonfiction reading.
- Identify rhythm and rhyme in original work.
- Use information from tables, maps, visual aids, and charts to enhance understanding of text.
- Develop familiarity with available electronic literary forms.
- Demonstrate understanding of structure through the use of graphic organizers and outlines.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

2A. Understand how literary elements and techniques are used to convey meaning.

2.A.2a Identify literary elements and literary techniques (e.g. characterization, use of narration, use of dialogue) in a variety of literary works.
2.A.2b Describe how literary elements (e.g. theme, character, setting, plot, tone, conflict) are used in literature to create meaning.
2.A.2c Identify definitive features of literary forms (e.g. realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).

The student will be able to...
- Discuss how the story might be different if the author changed literary techniques.
- Identify types of expository text structures.
- Make inferences about character traits and check text for verification.
- Discuss the plot.
- Identify literary elements and techniques in literary genres.
2B. Read and interpret a variety of literary works.

2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing to their own experience, prior knowledge and other texts.
2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.
2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.

The student will be able to...

- Form conclusions using text.
- Critique text using personal reflections and response
- Identify poetic devices to enhance understanding.
- Classify and discuss major types of fiction
- Make text to text, text to self and text to world connections.
- Support an interpretation by citing the text
- Identify common themes from different works.
- Compare ideas from texts representing a variety of times and cultures.

STATE GOAL 3: Write to communicate for a variety of purposes.

3A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.

Students will be able to:

- Write complete sentences (avoid fragments and run-on sentences)
- Write using appropriate nouns, pronouns, adjectives, and verbs.
- Use both simple and compound sentences when writing paragraphs.
- Identify and write declarative, imperative, interrogative, and exclamatory sentences.
- Use commas in writing addresses, dates, words in a series, and in compound sentences with conjunctions.
- Demonstrate use of adverbs to modify verbs, conjunctions to connect ideas, and prepositional phrases to tell when or where.
- Use apostrophes to show possession and to form contractions.
- Use quotation marks and appropriate punctuation with speaker/verb at the beginning or end of the sentence.
- Use appropriate capitalization for proper nouns such as; titles, months, holidays, and days of week.
- Apply phonetic rules and syllabication when spelling unfamiliar words.
- Apply spelling rules for adding prefixes and suffixes.
- Apply spelling rules for forming singular and plural nouns.
- Spell district sight words correctly.
- Write legibly with upper and lowercase D'Nealian cursive letter formation.
3B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.1a Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people places, things, events).
3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g., short stories, letters, essays, reports).

Students will be able to:

- Use a variety of pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizers) to choose a topic and organize ideas.
- Write fully developed paragraphs using proper form (e.g. topic sentence, details, summary, conclusion sentence)
- Use appropriate paragraphing for major points.
- Elaborate and support written content with facts, details, and descriptions.
- Recognize and revise overused words.
- Use a thesaurus to vary word choice
- Identify and use transition words and phrases.
- Revise and edit documents for the traits of quality writing (e.g., ideas, organization, word choice, voice, sentence fluency, conventions and presentation)
- Prepare and publish a final draft.
- Compose an expository, narrative, and persuasive piece of writing.

3C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.1a Write for a variety of purposes including description, information, explanation, persuasion and narration.
3.C.1b Create media compositions or productions which convey meaning visually for a variety of purposes.

Students will be able to:

- Choose and use the appropriate writing form such as narrative, expository, and persuasive for a given purpose (reports, essays, research, etc.)
- Communicate in various forms of creative writing such as journals, stories, friendly letters, poetry, etc.
- Use available technology to produce and format compositions

STATE GOAL 4: Listen and speak effectively in a variety of situations.

4A. Listen effectively in formal and informal situations.

4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.
4.A.2c Restate and carry out a variety of oral instructions.
Students will be able to:
- Listen to information for the purpose of retelling the main idea.
- Formulate questions and respond in an appropriate manner.
- Complete a multi-step task from oral directions.

4B. **Speak effectively using language appropriate to the situation and audience.**

4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.
4.B.2b Use speaking skills and procedures to participate in group discussions.
4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).

Students will be able to:
- Present brief oral reports using language that is clear, audible, and engaging.
- Present information and ideas in a logical order.
- Contribute relevant and appropriate information to discussions.
- Respect other participants and their ideas.
- Prepare and practice presentations in advance using visual aids.

**STATE GOAL 5: Use the language arts to acquire, assess and communicate information.**

5A. **Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.**

5.A.2a Formulate questions and construct a basic research plan.
5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web sites, CD/ROMs).

Students will be able to:
- Generate questions of interest to choose a research topic.
- Use graphic organizers to arrange information.
- Use resources such as table of contents, glossaries, dictionaries, thesauruses, and indexes to locate information.
- Use available technology to acquire information.

5B. **Analyze and evaluate information acquired from various sources.**

5.B.2a Determine the accuracy, currency and reliability of materials from various sources.
5.B.2b Cite sources used.
Students will be able to:
- Identify and synthesize relevant information from resource materials.

5C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.
5.C.2b Prepare and deliver oral presentations based on inquiry or research.

Students will be able to:
- List resources used in research.
- Communicate acquired information in various formats, both print and non-print.
- Orally communicate information that was gathered through inquiry or research.
- Use available technology to design, produce, and present compositions and multimedia works.