

Deer Valley Unified School District

Language Arts Curriculum



3rd Grade

Revised
Summer, 2009

Expectations:

1.) All DVUSD teachers are expected to fully implement the adopted core reading program with fidelity.

2.) DVUSD Administrators are expected to create a schedule allowing for a minimum of 90 minutes of uninterrupted time dedicated to K – 3 direct, explicit, reading instruction.

Interruptions are defined as anything that disrupts instruction. Examples of interruptions include morning announcements, recesses, special classes, assemblies, lunch, scheduled fire drills, etc.

3.) In accordance with AZ READS (ARS 15-704), students are assessed with the DIBELS benchmark assessments a minimum of three times each year. These assessments are intended to identify students who are not making adequate progress towards reading proficiency. Students found to be below benchmark levels should be assessed with additional diagnostic measures.

4.) In between benchmark assessment periods, DVUSD teachers are expected to administer formative assessments for the purpose of determining student instructional needs. Summative assessments are used to determine continuous progress and mastery of concepts.

5.) DVUSD K- 3 teachers are expected to utilize small, flexible groups in order to meet the instructional needs of all learners. Flexible groups are defined as temporary groups formed to address specific, instructional objectives. Groups meet for 10- 20 minutes several times per week for as little as one week or as long as one month. These groups are not permanent.

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS	DVQRA
Print Concepts	Rdng Strand 1: Reading Process Concept 1: Print Concepts	PO 1. Alphabetize a series of words to the third letter.		1, 3
		PO 2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentence).		
Word-recognition	Rdng Strand 1: Reading Process Concept 3: Phonics	PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	ORF	
		PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words.		1
		PO 3. Apply knowledge of the following common spelling patterns to read words: -that drop the final e and add endings such as -ing, -ed, or -able. -with final consonants that need to be doubled when adding an ending -that require changing the final y to i -that end in -tion, -sion -with complex word families (e.g., -ight, -ought) -that include common prefixes, suffixes and root words.		
		PO 4. Read common abbreviations fluently.		
		PO 5. Recognize high frequency words and irregular sight words.		
		PO 6. Use knowledge of word order (syntax) and context to confirm decoding.		1, 2
Word Study	Rdng Strand 1: Reading Process Concept 4: Vocabulary	PO 1. Use knowledge of prefixes to determine the meaning of words.		
		PO 2. Use knowledge of suffixes to determine the meaning of words.		
		PO 3. Recognize words represented by common abbreviations.		

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS	DVQRA
Word Study (continued)	Rdng Strand 1: Reading Process Concept 4: Vocabulary	PO 4. Identify the words that comprise a contraction.		3
		PO 5. Determine the meaning of compound words, using knowledge of individual words.		3
		PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.		1, 2, 3
		PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and available technology.		
Fluency	Rdng Strand 1: Reading Process Concept 5: Fluency	PO 1. Consistently read grade level text with at least 90% accuracy.	ORF	
		PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	ORF	
Comprehension	Rdng Strand 1: Reading Process Concept 6: Comprehension Strategies	PO 1. Predict events and actions, based upon prior knowledge and text features.		2, 3
		PO 2. Compare a prediction about an action or event to what actually occurred with a text.		2
		PO 3. Ask relevant questions in order to comprehend text.		
		PO 4. Answer clarifying questions in order to comprehend text.		1, 2, 3
		PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.		3
		PO 6. Connect information and events in text to life experiences and to related text and sources.		1, 3

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS	DVQRA
Comprehension (continued)	Rdng Strand 2: Comprehending Literary Text Concept 1: Elements of Literature	PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.	Retell	
		PO 2. Describe characters within a literary selection.	Retell	2, 3
		PO 3. Sequence a series of events in a literary selection.	Retell	1, 2, 3
		PO 4. Make relevant connections (e.g., relationships, cause / effect, comparisons) between earlier events and later events in text.		1, 2, 3
		PO 5. Identify the speaker or narrator in a literary selection.	Retell	
		PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.		
		PO 7. Distinguish between / among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.		1, 3
	Rdng Strand 2: Comprehending Literary Text Concept 2: Historical and Cultural Aspects of Literature	PO. 1 Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.		
	Rdng Strand 3: Comprehending Informational Text Concept 1: Expository Text	PO 1. Identify the main idea and supporting details in expository text.	Retell	1, 2
		PO 2. Locate facts in response to questions about expository text.		1, 2
		PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics) in expository text.		3
		PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, textbooks, Internet) to answer specific questions and/or gather information.		1, 2
		PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.		

Instructional Focus	Standard and Related Concept	Performance Objectives	DIBELS	DVQRA
Comprehension (continued)	Rdng Strand 3: Comprehending Informational Text Concept 2: Functional Text	PO 1. Follow a set of written multi-step directions.		1, 2
		PO 2. Provide multi-step directions.		
		PO 3. Evaluate written directions for sequence and completeness.		
		PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.		3
	Rdng Strand 3: Comprehending Informational Text Concept 3: Persuasive Text	PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).		3
		PO 2. Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.		3

CONCEPT MAP

3rd Grade

Key Concepts:

Examples of print concepts include:

- Ability to alphabetize a series of words to the third letter.
- Recognizing the distinguishing features of a paragraph:
 - Indentation of the first word
 - Presence of a topic sentence (what the paragraph is about.)
 - Supporting sentence (details or examples that relate to topic).
 - A concluding sentence (repeats the main idea of the paragraph).

Students from home environments that are rich in print and who have been read to frequently are at an advantage in having exposure and experience with print concepts. Students who do not come from these environments will need extensive opportunities to interact with print materials.

Print Concepts

Print concepts help children understand how our language looks in print form.

Print Concept Activities

- Provide a wide variety of print materials!
- Authentic alphabetizing tasks (classroom library books in alphabetical order by author, attendance names in alphabetical order).
- Daily editing experiences with written paragraphs.
- Consistent modeling of paragraph features.

Supplement the Core Reading Program with Additional Print Concept Activities and Games

Key Vocabulary:

Alphabetizing – to place in the order of the alphabet.

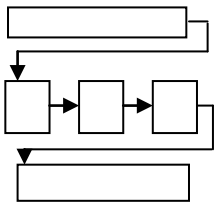
Paragraph – A paragraph consists of several sentences that are grouped together. This group of sentences together discuss one main subject.

Paragraph Features – In U.S. formal academic English, paragraphs have three principal parts. These three parts are the topic sentence, body sentences, and the concluding sentence. The first word of a paragraph is indented.

Modeling – The gradual release of responsibility instructional protocol calls for teacher modeling or teacher demonstration of a process. “I do, we do, you do”. During the “I do” stage, the teacher demonstrates (models) what is to be done.

Analyzing a Paragraph:

Demonstrate the reverse mapping of a paragraph into a flow map by writing the topic sentence in the rectangular box at the top of the figure. Write one supporting sentence in each of the three squares beneath the rectangle, and the concluding sentence in the rectangle on the bottom of the figure.



Color Coding Paragraphs:

Provide students with 3 highlighters: green, yellow and pink. Provide several examples of well constructed paragraphs and several examples of poorly written paragraphs.

Using the well-written paragraphs, ask students to highlight the topic sentence in green, the supporting sentences in yellow, and the concluding sentence in pink.

Highlight the poorly-written paragraphs in the same colors, noting what part of the paragraph is missing.

Paragraph Burgers:

Many children’s kitchen sets come with plastic food. Locate a plastic hamburger or sandwich. Describe the top bun as the topic sentence and the bottom bun as the closing sentence together they hold together the meat, cheese, lettuce and possibly tomato (supporting sentences) within the burger or sandwich. Print and cut out bun or bread shapes with the sentences of a well constructed sentence on each piece. Mix them up and put them in sandwich baggies. Distribute to students and ask them to put together a sandwich or burger by placing the pieces in the correct order. Have students check each other’s work. Trade baggies with other classmates and repeat.

Alphabetizing Computer Centers: The Internet has many sites with alphabetizing activities. Consider these!

<http://www.toonuniversity.com/flash.asp?err=160&engine=>

<http://www.funbrain.com/cgi-bin/ord.cgi?A1=s&A2=2&A3=words>

<http://www.little-g.com/games/Alphabetizing.html>

CONCEPT MAP

3rd Grade

Key Concepts:

Phonics instruction is not an entire reading program.

The progression of regular word reading begins with sound by sound decoding, moves to whole word reading (blending sounds into a word), then to sight word reading, and finally to automaticity.

The six types of syllable patterns are valuable for word recognition. However, knowing the name of the syllable type is less important than recognizing the pattern when they see it in print.

Many of the multi-syllabic words that 3rd graders encounter are compound words and words with affixes.

Affixes include prefixes and suffixes.

80% of English words can be decoded by applying basic phonics rules.

Word Recognition

Word Recognition - Decode words, using knowledge of letter sound relationships, phonics, syllabication, and word parts. Recognize high-frequency words and sight words.

- Phonics Activities:**
- Provide opportunities to read multi-syllabic words connecting letters and sounds through the senses.
 - Post examples of syllabication patterns.
 - Think aloud in order to model your understanding of syntax or context in understanding unfamiliar words.
 - Use tools such as the Quick Phonics Screener to identify and diagnose an individual student's intervention needs.

Supplement the Core Reading Program with Additional Word Recognition Activities and Games

Key Vocabulary:

Digraphs - A *vowel digraph* has two vowels that make one sound. Example: 'oo' as in zoo, 'oo' as in book, 'ea' as in head. A *consonant digraph* has two consonants that make one sound. Example: 'sh' in ship, 'ph' in phone.

Diphthong - A diphthong is two vowel sounds in one syllable. Example: 'oy' as in boy or 'oi' as in boil.

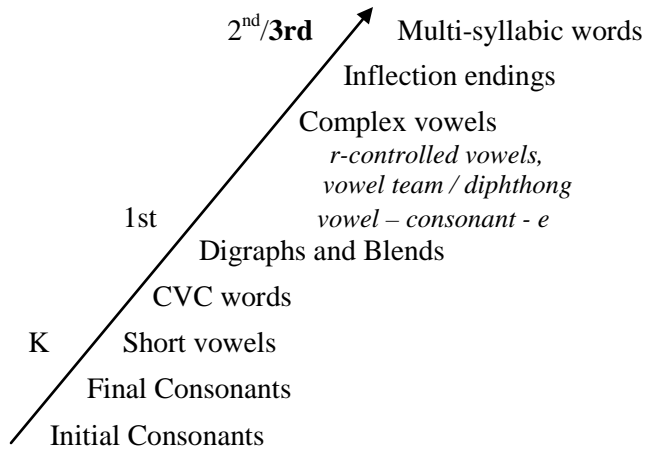
Phonogram - A letter or combination of letters that represent a sound.

R-controlled vowel: When the consonant **r** comes after a vowel, it changes the sound of the vowel. Ex: car, her, stir, for, spur.

Blends - a sequence of two or three consonants, each of which is heard with minimal change. Ex: 'bl', 'sn', 'spr', 'tr' 'str'

Heart Words - Words that are either recognized as a high-frequency word and/or a sight word and expected to be memorized or learned by heart.

Phonics Continuum:



Heart Words: See Appendix A for a list of words 3rd grade students are expected to know.

Word Parts: See Appendix B for a list of the prefixes and suffixes that 3rd - 8th grade students are expected to learn. This appendix will also provide a sequence of instruction for Greek and Latin root words. Some students will be able to tackle the next level of words.

Decoding Multi-syllabic Words: Ask students to create a Thinking Maps Brace Map with multi-syllable words. Look first for prefixes and suffixes. Then determine syllables by knowledge of syllable types.



Syllable Types: Create posters with:
 **Open syllables* end in a vowel and have a long vowel sound. e.g., o-pen
 **Closed syllables* end in a consonant and have a short vowel sound. e.g., cat
 **Vowel-Consonant-e syllables* are typically found at the end of the word and the vowel is long. e.g., name
 **Vowel Team syllables* have two vowels next to each other and together say a new sound. e.g., outh
 **Consonant -le syllables* are found in words like handle, puzzle.
 **R-controlled vowel syllables* contain a vowel followed by an r. e.g., car

CONCEPT MAP

3rd Grade

Key Concepts:

A child's speaking vocabulary is primarily influenced by the quality of the oral language that surrounds them.

Understanding word meanings is highly correlated to both listening and print comprehension.

There is a high correlation between the amount of time a student spends reading, or being read to, and word knowledge.

Indirect, implicit vocabulary acquisition occurs when students engage in extensive oral interactions with adults and when they read or are read to.

Direct, explicit vocabulary acquisition occurs when students are pre-taught words that they will encounter in a unit of study or a passage and the students have multiple opportunities to hear, say, and see the vocabulary words.

Dramatic Play or Role Playing Opportunities:

Allowing time for dramatic play is a valuable opportunity for increasing student oral vocabulary. Simple props and costumes will trigger concept related vocabulary. For example: after hearing a story about a service dog or perhaps having a visitor with a service dog students might use stuffed animals and a leash to engage in play activities using related vocabulary.

Tell Me More: Encourage students to elaborate in their communication. If the student is drawing a picture encourage adding details that provide more information about the setting or the characters. If the student is dictating a story, ask for descriptive words and examples or details pertinent to the story. Carefully phrase verbal requests for information to encourage language. (e.g., "Tell me more about going down the waterpark slide.")

Word Study - Vocabulary

Word Study is the study of vocabulary and word meaning through exposure to and the study of: word patterns, word parts, word histories, and semantics.

Word Study - Vocabulary Activities:

- Talking. Conversations. Dialogue. Discussions. Sharing!
- Concept sorts, picture sorts, pattern sorts, word sorts, semantic sorts, grammatic sorts
- Word study notebooks
- Word games, word puzzles, and word board games
- Read, Read, Read, Read, Read, Read, Read, Read, Read

Supplement the Core Reading Program with Additional Word Study and Vocabulary Activities and Games

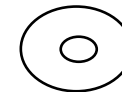
Key Vocabulary:

Academic Language refers to the vocabulary used in school or more formal settings as opposed to Social or Informal language of playgrounds and home environments. A student's knowledge of academic language will come primarily for teachers and school personnel.

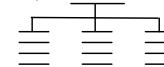
Tier I Words are the most basic words. These do not typically require instruction (e.g., car, water, candy). **Tier II Words** are used often and help readers understand a passage. (e.g., respond). Tier II words also include multiple meaning words (e.g., trunk). **Tier III Words** are infrequently used and are usually associated with specific fields of study (Tier III words are rare in K-2 but increase in Grade 3).

Semantics refers to the subtle nuances of word meaning in language.

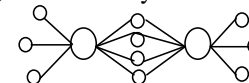
Brainstorming: Prepare a Thinking Map Circle Map on a large sheet of chart tablet paper. Write a concept in the center (e.g., rules). Ask the students to brainstorm any rules they can think of and write them in the circle.



Categorizing: Prepare a Thinking Map Tree Map on a 2nd large sheet of chart tablet paper. Ask students to think of categories into which the rules could be grouped (e.g., playground, cafeteria, classroom, hallway, home, car).



Comparing and Contrasting: Prepare a Thinking Map Double Bubble Map on a 3rd sheet of chart tablet. Label one side with one of the categories (e.g., home) and the other with a second category (e.g., classroom). Discuss ways the rules are alike and different.



CONCEPT MAP

3rd Grade

Key Concepts:

Fluency develops over time and through substantial practice reading.

Fluency instruction begins with a focus on accuracy. Once students are able to read accurately, speed and prosody will follow.

Fluency is measured by taking the total number of words read in one minute and subtracting the number of errors. This gives the number of words correct per minutes (WCPM). (3rd graders are expected to read 77 WCPM at the beginning of the year. 92 WCPM at mid-year and 110 WCPM at the end of the year.)

Accuracy is measured by taking the WCPM and dividing by the number of words attempted. The accuracy goal is 95%.

In addition to opportunities for practice, appropriate immediate feedback increases fluency.

Fluency

Fluency is the ability to read words quickly with accuracy and expression so that the reader is able to focus attention on the meaning and message of text.

Fluency Activities:

- Listening to adults read aloud with appropriate expression
- Participating in repeated oral reading through:
 - partner reading
 - choral reading
 - tape-assisted reading
 - Readers' Theater

Supplement the Core Reading Program with Additional Fluency Activities and Games

Key Vocabulary:

Automaticity refers to the ability to recognize (read) letters and words quickly and accurately.

Rate is the speed at which text is read.

Prosody refers to the appropriate use of intonation and phrasing – or reading with expression.

Independent Reading Level is the level at which a student reads with no more than approximately 1 error in 20 words with good comprehension.

Instructional Reading Level is the level at which a student reads with no more than approximately 1 error in 10 words and satisfactory comprehension.

Frustration Reading Level is the level at which a student is reading with more than 1 error in 10 words and comprehends very little.

Partner Reading:

When assigning partners for partner reading, never place the highest student with the lowest student. If you have 24 students in your class, rank the students from strongest (1) to weakest (24). Partner student 1 and 13, 2 and 14...12 and 24. While one student is reading, the other student is checking accuracy. Model how to give feedback to the reader in a respectful manner.

Round Robin:

Round Robin reading is **NOT** an acceptable or useful fluency building activity.

Book Selection:

Help students to select books at appropriate independent reading levels and related to their interests. This will allow independent reading time to be more productive and therefore build fluency. Build in opportunities for students to share what they read during independent reading time with you, reading buddies, or volunteers.

Readers' Theater:

A Readers' Theater script is a valuable way to practice prosody. The following are scripts that can be downloaded at no cost.

<http://www.teachingheart.net/readers-theater.htm>

<http://www.timelessteacherstuff.com/>

http://www.mandygregory.com/readers_theater.htm

<http://www.k-3learningpages.net/web%20readers%20theatre.htm>

Choral Reading:

Choral reading can be a whole-class activity as well as a small group or pair activity. If older grade or adult volunteers are available, choral reading is a valuable activity. Students read in unison.

Checking for Comprehension:

Each day, check with 5 – 6 students to ensure that they are understanding what they are reading rather than just calling out words. Encourage students with prompts such as: Tell me about what you just read? Tell me the most important thing about the main character. What happened first? How did the story end?

CONCEPT MAP

3rd Grade

Key Concepts:

Students build and extend background knowledge and vocabulary by reading narrative and expository texts.

An awareness of the text structure (or organization) helps readers comprehend what they've read.

The effectiveness of teacher read-alouds depends on the type of interactions and instruction that happens before, during, and after reading.

Asking literal or explicit questions helps students to become aware of the content of the text. Asking open-ended questions encourages students to think beyond the text. Both types of questions are important for all learners.

Students with limited vocabularies can rapidly build rich academic vocabulary through exposure to expository text.

Comprehension

Comprehension – getting meaning from text is the goal of reading. Listening comprehension is an important precursor to comprehension of print text.

Comprehension Activities:

- Map the information from both narrative and expository text into visual organizers such as a Thinking Map.
- Teacher modeled self-monitoring of comprehension through Think-Alouds (What does this word mean? This reminds me of--- . I need to reread this passage. I think this is going to happen next.)
- Question the author before, during and after reading.

Supplement the Core Reading Program with Additional Comprehension Activities and Games

**See Appendix C – Alignment of Comprehension Skills/Strategies*

Key Vocabulary:

Narratives tell a story using a familiar story structure that includes a beginning, middle and end. Short stories, folk tales, tall tales, myths, fables, legends, biographies, fantasies, historical fiction, mysteries, science fiction, & plays are usually narratives.

Expository (or informational) text tells about one or more topics in different and varied ways. Textbooks, newspapers, magazines, brochures, catalogues, and informational books are examples of expository text. Structure will differ from text to text.

Story elements include: setting, characters, a plot, a problem and a resolution.

Comprehension strategies are conscious plans that good readers use to make sense of text.

Before Reading:

- Set a purpose for reading.
- Pre-teach key vocabulary and concepts.
- Link students' background knowledge and experiences with what they are going to read.
- Teach students text features and how to use them to understand what they read.
- Generate questions to guide reading (teacher).
- Help students predict what they are going to read based on the title, key words, and pictures.

During and After Reading:

- Model monitoring your understanding of what you read (Think Aloud)
- Respond to and add to the questions generated prior to reading the text.
- Help students draw inferences from the text. (Think Along)
- Help students summarize the main idea of paragraphs or short passages. (Think Along)
- Ask students to confirm, deconfirm, or extend predictions generated prior to reading. (Think Along or Think Alone)

Differentiate Questions

Example: *Mary Had a Little Lamb*

Remember: What followed Mary to school?

Understand: Can you explain what was against the school's rules?

Apply: What would you do if your pet followed you to school?

Analyze: What caused the children to laugh and play? Why would the school have a rule against pets coming to school?

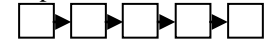
Evaluate: Do you think Mary got in trouble? Why or why not?

Create: How do you suppose the children felt when they saw Mary's lamb at school? What words lead you to believe they felt this way?

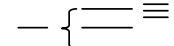
Thinking Maps

Use appropriate Thinking Maps to increase comprehension and understanding of text organization.

Use a Flow Map to illustrate a narrative story.



Cut apart an expository article into parts such as headings, captions, pictures, title, author, sentences etc. Place them on a Brace Map.



Use a Circle Map to make predictions before reading and to confirm predictions during and after reading.



Instructional Focus	Standard and Related Concept	Performance Objectives
Writing Process	Strand 1: Writing Process Concept 1: Prewriting	PO 1. Generate ideas through prewriting activities (e.g., Thinking Maps, drawing, group discussion, writer's notebook).
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.
		PO 3. Determine the intended audience of a writing piece.
		PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.
		PO 5. Maintain a record (e.g., list, picture, journal, folder, notebook) of writing ideas.
		PO 6. Use time-management strategies, when appropriate, to produce a writing product within a set time period.
	Strand 1: Writing Process Concept 2: Drafting	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.
		PO 2. Organize writing into a logical sequence that is clear to the audience.
	Strand 1: Writing Process Concept 3: Revision	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.
		PO 2. Add details to the draft to more effectively accomplish the purpose.
		PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.
		PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.
		PO 5. Modify word choice appropriate to the application in order to enhance the writing.
		PO 6. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.
		PO 7. Use resources and reference materials to select more precise vocabulary.

Instructional Focus	Standard and Related Concept	Performance Objectives
Writing Process	Strand 1: Writing Process Concept 4: Editing	PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft.
		PO 2. Use resources (e.g., dictionary, word lists, spelling / grammar checklists) to correct conventions.
		PO 3. Apply proofreading marks to indicate errors in conventions, although may be inconsistent or experimental.
		PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.
	Strand 1: Writing Process Concept 5: Publishing	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.
		PO 2. Share the writing with the intended audience.
		PO 3. Use margins and spacing to enhance the final product.
PO 4. Write legibly.		
6-Traits	Strand 2: Writing Elements Concept 1: Ideas and Content	PO 1. Express ideas that are clear and directly related to the topic.
		PO 2. Provide content and selected details that are well-suited to audience and purpose.
		PO 3. Use relevant details to provide adequate support for the ideas.
	Strand 2: Writing Elements Concept 2: Organization	PO 1. Organize content in a selected format (e.g., friendly letter, narrative, expository text).
		PO 2. Create a beginning that captures the reader's interest.
		PO 3. Place details appropriately to support the main idea.
		PO 4. Use transitional words and phrases (e.g., next, then, so, but, while, after that, because) to connect ideas.
		PO 5. Create an ending that provides a sense of resolution or closure.
		PO 6. Construct a paragraph that groups sentences around a topic.

Instructional Focus	Standard and Related Concept	Performance Objectives
6-Traits (continued)	Strand 2: Writing Elements Concept 3: Voice	PO 1. Show awareness of the audience through word choice and style.
		PO 2. Convey a sense of originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.
	Strand 2: Writing Elements Concept 4: Word Choice	PO 1. Use a variety of specific and accurate words that effectively convey the intended message.
		PO 2. Use descriptive words and phrases that energize the writing.
		PO 3. Apply vocabulary and / or terminology appropriate to the type of writing.
		PO 4. Use literal and figurative language in a variety of ways (e.g., imitating, creating new words, rhyming), although may be inconsistent or experimental.
	Strand 2: Writing Elements Concept 5: Sentence Fluency	PO 1. Write simple and compound sentences.
		PO 2. Write sentences that flow together and sound natural when read aloud.
		PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of the writing.
	Strand 2: Writing Elements Concept 6: Conventions	PO 1. Use capital letters correctly for: a.) proper nouns (i.e., names, days, months) b.) titles c.) names of places d.) abbreviations e.) literary titles.
		PO 2. Punctuate endings of sentences using: a.) periods b.) question marks c.) exclamation points.
		PO 3. Use commas to punctuate: a.) items in a series b.) greetings and closings of letters c.) dates.
		PO 4. Use quotation marks to punctuate dialogue, although may be inconsistent or experimental.
		PO 5. Use a colon to punctuate time.

Instructional Focus	Standard and Related Concept	Performance Objectives
6-Traits (continued)	Strand 2: Writing Elements Concept 6: Conventions (continued)	PO 6. Use apostrophes to punctuate contractions and singular possessive.
		PO 7. Spell high-frequency words correctly.
		PO 8. Use common spelling patterns / generalizations to spell words correctly including: a.) word families b.) regular plurals c.) r-controlled d.) diphthong e.) consonant digraphs f.) CVC words g.) CCVC words h.) CVCC words i.) affixes.
		PO 9. Spell simple homonyms correctly in context.
		PO 10. Use resources (e.g., word wall, dictionaries) to spell correctly.
		PO 11. Correctly use nouns, action verbs, personal pronouns, and adjectives in simple sentences.
		PO 12. Use subject verb agreement in simple sentences.
Genres	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: a.) characters b.) setting c.) plot d.) sensory details e.) clear language f.) logical sequence of events.
		PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ: a.) figurative language b.) rhythm c.) dialogue d.) characterization e.) a plot f.) appropriate format.
	Strand 3: Writing Applications Concept 2: Expository	PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.
		PO 2. Write an expository paragraph that contains: a.) a topic sentence b.) supporting details c.) relevant information.
		PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).

Instructional Focus	Standard and Related Concept	Performance Objectives
Genres (continued)	Strand 3: Writing Applications Concept 3: Functional	PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).
		PO 2. Write communications including: a.) thank-you notes b.) friendly letters c.) formal letters d.) messages e.) invitations.
		PO 3. Address an envelope for correspondence that includes an appropriate return address and an appropriate recipient address.
	Strand 3: Writing Applications Concept 4: Persuasive	PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.
	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).
		PO 2. Write a book report or review that may identify the: a.) main idea b.) characters, c.) setting d.) sequence of events e.) problem / solution.
		PO 2. Write a response to a literature selection that connects a.) text to self (personal connection), b.) text to world (social connection), c.) text to text (compare with multiple texts).
	Strand 3: Writing Applications Concept 6: Research	PO 1. Paraphrase information from at least one source (Internet, reference materials).
		PO 2. Organize notes in a meaningful sequence.
		PO 3. Write an informational report that includes main ideas and relevant details.

CONCEPT MAP

3rd Grade

Key Concepts:

Composing in 3rd grade includes personal and imaginative narratives, plus writing to inform, explain why / how.

Writing Process is the process involved in producing a polished piece of writing. The writing process comprises several overlapping stages, each of which focuses on specific tasks. The stages of the Writing Process include: Pre-writing, Drafting, Revision, Editing, Publishing.

Six traits refers to the framework and common language we use to refer to the characteristics of writing. The six traits are: Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions.

Spelling is a component of the trait of conventions. However, direct spelling instruction should be linked between reading and writing instruction.

Writing

Writing is one of two communication skills that provide evidence of thinking. We know what and how a student is thinking by talking to them and reading what they have written.

Writing Activities:

- Model writing through all stages
- Connect spelling to phonics
- Notice strong and weak traits in literature
- In addition to daily, direct writing instruction, provide opportunities to write in authentic situations across content areas

Supplement the Core Reading Program with Additional Writing Activities and Games

Key Vocabulary:

Shared writing is sometimes referred to as interactive writing. Each child in the class or small group has the opportunity to contribute to the composition of the piece through suggestions as well as actual use of the writing instrument in production of the letters, words, and sentences.

Independent writing is when the child composes and writes independently — with the teacher there to help, teach, encourage, and edit as needed.

Writer's Workshop is an interdisciplinary writing technique which can build students' fluency in writing through continuous, repeated exposure to the process of writing.

A Mini-Lesson is usually a 5-10 minutes whole class activity that is focused on a specific discrete skill.

Focused Journal Writing:

During this time, teachers model writing and provide opportunities for students to practice what has been modeled. At third grade narratives may involve imaginary events. Also at third grade students will begin to state opinions about a topic and support that stance with details, evidence, and examples.

Writing Centers:

Students should have the opportunity to engage in self-selected writing opportunities several times each week at a writing center. Once a focused writing topic has been completed it is embedded in activities at the writing center.

Pen Pals / E-pals:

Provide for authentic opportunities for on-going communication between students and a responsible adult, older student, community volunteer, or 3rd graders in another classroom or school.

Writing Applications:

Provide for authentic writing opportunities in all content areas. Explain solutions to math problems, record data for lab reports, compose simple reports regarding social studies topics. Communicate through a variety of applications about opinions and ideas. Respond critically to music and art.

See Appendix D for 3rd grade Writing Application Descriptors.

Thinking Maps:

Demonstrate using a Circle Map to brainstorm ideas about a topic or prompt.



Use a Tree Map when organizing information requiring a categorical relationship.



Use a Bubble Map when adding descriptive language.



Use a Flow Map to organize a sequence of events.



Heart Words

Kindergarten

1st Grade

a	down	with	need	city	who	young
my	got	every	saw	house	would	always
the	up	day	be	family	kind	does
I	and	put	our	work	door	even
like	in	friend(s)	right	book(s)	made	pretty
go	oh	new	good	read	also	say
we	yes	she	Mr.	about	know	sound
on	make	use	some	by	moved	any
to	they	could	their	writing	only	took
you	walk	people	many	grew	room	again
have	help	he	how	way	should	blue
do	now	says	away	these	those	high
what	play	your	funny	found	write	love
no	too	give(s)	hide	find	over	open(ed)
see	want	when	food	follow	town	another
look	of	night	air	full	world	change
come	so	out	(a)round	were	above	nothing
for	don't	from	live	four	different	thought
me	that	eat	animal(s)	together	old	cold
one	where	or	soon	talk	water	sure
little	buy	grow(s)	fly	each	year(s)	both
are	very	two	turns	other	because	boy
here	was	gone	sometimes	school	most	head
	her	try	take	place	picture	read
	said	time	there	great	why	

Heart Words

2nd Grade

big	alone	after	between	answer	cow	bone	kittens	cook(s)	able
brown	home	early	enough	bark	hen	box	miss	duck	bike
eat	right	hot	fill	page	mean	draw	shop	lion	board
no	river	pretty	idea	paper	start(ed)	pictures	steps	men	follow
people	think	someone	number	tall	wife	whose	surprise	oil	seat
get	ball	before	bag	coming	fire	dinner	church	beautiful	hole
line	children	blue	call	dark	rock	important	dad	boat	lived
more	each	ever	country	front	tell	nothing	pat	city	night
stop	girl	jump	rain	lake	train	seem	sister(s)	high	story
together	name	room	sleep	past	wait	stay	window(s)	morning	young
about	black	bit	air	drink	feed	isn't	birthday	America	above
boy	grow	cake	different	hat	letter	maybe	buy	leg	carry
fall	last	open	food	hid	lost	near	dance	mountain	group
few	man	smell	light	hill	sea	park	hold	state	hungry
same	mouse	thank	water	road	won't	sign	ride	tires	mile

3rd Grade

bring	eight	long	pick	ten
carry	far	much	seven	today
clean	if	myself	shall	warm
cut	keep	never	six	
done	laugh	own	small	

Reading Strand 1, Concept 4 Vocabulary

Grade 3: Use knowledge of prefixes and suffixes to determine the meaning of words.

Grades 4 and 5: Use knowledge of root words and affixes to determine the meaning of unknown words.

Grade 6: Determine the effect of affixes on root words

Grades 7 and 8: Determine the meaning of vocabulary using linguistic roots and affixes.

Prefixes	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	Suffixes	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
un- (not or undo)	I	R	M				-ful	I	R	M			
re- (again or back)	I	R	M				-ly	I	R	M			
dis- (opposite, not)	I	R	M				-er, -or	I	R	M			
pre- (before)	I	R	M				-ed	I	R	M			
post- (after)	I	R	M				-est	I	R	M			
in- (not, in or on)	I	R	M				-less	I	R	M			
im- (not, in or on)	I	R	M				-s	I	R	M			
dif- (not)		I	R	M			-ful	I	R	M			
mid- (middle)		I	R	M			-ing	I	R	M			
ex- (out)		I	R	M			-tion, -sion	I	R	M			
sub-(under)		I	R	M			-able,	I	R	M			
pro- (forward)		I	R	M			-y		I	R	M		
dec-, deca-, deci- (ten)		I	R	M			-dom		I	R	M		
cent-, hect- (hundred)		I	R	M			-ment		I	R	M		
milli-, kilo-, (thousand)		I	R	M			-ness		I	R	M		
semi-, hemi-, or demi- (half)		I	R	M			-ism		I	R	M		
poly- (many)		I	R	M			-le			I	R	M	
uni- (one)		I	R	M			-ible			I	R	M	
tri- (three)		I	R	M			-ous			I	R	M	
quad-, quar- (four)		I	R	M			-ist			I	R	M	
pent- (five)		I	R	M			-or			I	R	M	
oct- (eight)		I	R	M			-ile				I	R	M
non- (not or negative)		I	R	M			-ion				I	R	M

Appendix B

Prefixes	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	Suffixes	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
il- (not, in or on)			I	R	M		-ant, -ent				I	R	M
de-(from/down)			I	R	M		-ish				I	R	M
super-(more than)			I	R	M		-ship				I	R	M
multi- (many)			I	R	M		-age				I	R	M
con-,com-, co-, col-, cor- (with)			I	R	M		-ic					I	R
anti- (against)			I	R	M		-arium					I	R
mono- (one, single)			I	R	M		-ive,					I	R
di-, bi-, duo- (two)			I	R	M		-al, ial					I	R
tele- (distant)			I	R	M		-ward					I	R
mis- (bad)			I	R	M		-wise					I	R
sex-, hex- (six)			I	R	M		-ure					I	R
sept-, hept-, (seven)			I	R	M		-ity					I	R
trans- (across or beyond)			I	R	M		-ary					I	R
circum- (around)			I	R	M		-ant, -ent					I	R
inter- (between)			I	R	M		-ance, ence					I	R
intra- (within)			I	R	M								
intro- (inward)			I	R	M								
mal- (bad)				I	R	M							
ir- (not, in or on)				I	R	M							
macro- (large)				I	R	M							
micro- (small)				I	R	M							
non- (nine)				I	R	M							
mega- (large, million)				I	R	M							
contra- (against)				I	R	M							
counter- (opposite)				I	R	M							
bene- (well or good)				I	R	M							
omni- (all)				I	R	M							
neo - (new)				I	R	M							
tetra- (four)					I	R							
quint- (five)					I	R							
giga- (billion)					I	R							

Appendix B

Prefixes	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH	Suffixes	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
nano- (billion)					I	R							
ante- (before)					I	R							
hypo- (under, below, too little)					I	R							
ambi- (both)					I	R							
meta- (beside)					I	R							
para- (beside)					I	R							
ob- (down, facing against, or to)					I	R							
ad- (to)						I							
hetero- (different)						I							
syn- (together)						I							
sym- (together)						I							
pan- (all)						I							
per- (throughout)						I							
peri- (all around, near)						I							
retro- (back)						I							
ab- (away from)						I							
be- (completely)						I							
en- (within)						I							
dys- (difficult)						I							
proto- (earliest)						I							

Appendix B

Root	Meaning	Examples	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
form	<i>to shape</i>	formal, formula, inform, perform, uniform		I	R	M		
port	<i>to carry</i>	airport, import, export, portal, report, support		I	R	M		
rupt	<i>to break or burst</i>	bankrupt, corrupt, disrupt, erupt, interrupt, rupture, abrupt		I	R	M		
tract	<i>to draw or pull</i>	attract, contract, tractor, extract, subtraction, protractor, traction		I	R	M		
scrib script	<i>to write</i>	scribble, scripture, describe, prescription		I	R	M		
act	<i>action, doing</i>	action, activity, actor, actually, enact		I	R	M		
numer	<i>number</i>	numeral, numerator, numerous, enumerate		I	R	M		
speci	<i>particular type or kind</i>	special, specific, specify, species, specimen			I	R	M	
spec spect	<i>to see, watch or observe</i>	suspect, spectator, respect, expect			I	R	M	
stru struct	<i>to build</i>	construct, instructions, superstructure, instrument			I	R	M	
dic dict	<i>to say or tell</i>	predict, verdict, dedicate, dictionary			I	R	M	
flect, flex	<i>to bend or curve</i>	reflex, flexible, reflect			I	R	M	
mit, miss	<i>to send</i>	mission, intermission, emissary, permission, emit			I	R	M	
sens	<i>feel, sense, become aware of</i>	sense, sensitive, sensation, extrasensory, sensible			I	R	M	
deli	<i>pleasant</i>	delight, delicatessen, delicious, delicate			I	R	M	
offic	<i>duty, work</i>	office, officer, official, officiate			I	R	M	
class	<i>group, class</i>	classic, classical, classify			I	R	M	
organ	<i>tool, instrument</i>	organize, organist, organism, organic			I	R	M	
prob	<i>test, prove</i>	probe, probable, probability			I	R	M	

Appendix B

Root	Meaning	Examples	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
loc	<i>place</i>	local, location, locomotion			I	R	M	
equ	<i>same, even</i>	equal, equator, equivalent			I	R	M	
metr	<i>measurement</i>	meter, metric, diameter, metronome, perimeter, symmetrical			I	R	M	
frac, frag	<i>to crack, break</i>	fracture, fraction, fragile, fragment			I	R	M	
cred	<i>to believe</i>	credential, credit, incredible			I	R	M	
duc, duce, duct	<i>to lead</i>	conductor, education, produce, viaduct			I	R	M	
pel, puls	<i>to drive or push</i>	compulsive, repulsion, repel, pulse, expel			I	R	M	
vers, vert	<i>to turn</i>	conversation, convertible, universal			I	R	M	
serv	<i>to help, serve</i>	service, servant, undeserved			I	R	M	
vari	<i>different, changing</i>	variable, variety, various, invariably			I	R	M	
fin	<i>end</i>	finish, finale, finite, finalist, confine				I	R	M
famil	<i>household, closely known</i>	family, familiar				I	R	M
pend, pens	<i>to hang or weigh</i>	suspend, expense, dispenser, dependable, suspenders, suspense, pendulum				I	R	M
circ	<i>around</i>	circle, circus, circuit, circulate				I	R	M
jac, jec, ject	<i>to throw or lie</i>	ejection, reject, adjective, adjacent				I	R	M
aqua	<i>water</i>	aquarium, Aquarius, aqueduct, aquatic				I	R	M
terr	<i>land</i>	terrace, territory, Mediterranean, terrain, extraterrestrial				I	R	M
tend, tens, tent	<i>to stretch or strain</i>	extension, tendon, intense, attention				I	R	M
ques	<i>to ask, search</i>	question, quest, inquest, questionnaire				I	R	M

Appendix B

Root	Meaning	Examples	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
part	<i>separate piece</i>	partial, partner, particle, department, participate				I	R	M
cur, curs	<i>to run or go</i>	current, currency, occurrence, curriculum				I	R	M
studi	<i>learn, study</i>	student, studiousness, studio, understudy				I	R	M
ped, pod	<i>foot</i>	pedestrian, millipede, expedition, pedicure podiatrist, podium, tripod, orthopedics				I	R	M
vid, vis	<i>to see</i>	visionary, television, improvise, supervision				I	R	M
aud	<i>hear, listen</i>	audible, audition, auditorium, audit				I	R	M
vit, vita, viv, vivi	<i>to live</i>	Vitamin, revive, survival, vivacious				I	R	M
leg	<i>law</i>	legal, privilege, legitimate, legislature				I	R	M
greg	<i>group, crowd, flock or herd; to assemble</i>	segregate, aggregate, congregation,					I	R
capit, capt	<i>head or chief</i>	captain, capital, decapitate, per capita					I	R
spir, spire	<i>to breathe</i>	perspiration, spirit, uninspiring, respirator					I	R
cap, ceit, ceive, cep, cept, cip	<i>to take, catch, seize, hold, or receive</i>	interception, deceive, emancipation, capacity, participation, accept, capture, captivate, captivity					I	R
grad, gred, gress	<i>step, degree, to walk</i>	grade, graduate, regression, centigrade, digress, gradual					I	R
fer	<i>to bear or yield</i>	different, referee, transfer, fertilize					I	R
voc, vok, voke	<i>to call</i>	vocabulary, provoke, vocalist, advocacy					I	R
lect, leg, lig	<i>to choose, pick, read, or speak</i>	lectern, selection, lecturer, legend, elect					I	R

Appendix B

Root	Meaning	Examples	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
lit, liter, litera	<i>letters</i>	literature, illiterate, alliteration, obliterate					I	R
grat	<i>thankful</i>	grateful, gratitude, gratuity, ungrateful					I	R
cede, ceed, cession	<i>to go, yield, or surrender</i>	inaccessible, process, necessary, concede, concession					I	R
bas	<i>foundation, low part</i>	bass, basement, basis, basic					I	R
ten, tain, tent	<i>to hold or to have</i>	entertainer, tenacity, sustain, detention					I	R
civi	<i>citizen, member of a city</i>	civics, civilian, uncivilized, civilization					I	R
feder, fid, fide, feal	<i>trust or faith</i>	affidavit, confidence, fidelity, federal					I	R
sist, sta, stat, stit	<i>to stand, standing position, state or condition</i>	state, stationary, statement, status, statue, stance, distance, substantial, obstacle, persist, consistent, assist, stamina, standard						I
cad, cas, cid	<i>to fall or befall</i>	accident, coincide, cadence, incidental						I
pon, pos, pose, pound	<i>to put, place, or set</i>	opposition, propose, purpose, compound, component, compose, opponent, deposit, pose, posture, exposure, position						I
cern	<i>to separate</i>	concern, discern						I
cert	<i>to decide</i>	certify, certification, certainly, ascertain						I
mob, mot,	<i>to move, to do</i>	mobility, promotion, emotional, automobile, motel, motion, motivate, motor						I
gen, genus	<i>race, kind, or species; birth</i>	genocide, regenerate, gender, indigenous, generation						I
cise	<i>to cut</i>	incisor, precision, scissors, decision						I

Appendix B

Root	Meaning	Examples	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
plic, ply	<i>to fold</i>	comply, complicate, imply, implicit, replicate, apply						I

Greek Combining Form	Meaning	Examples	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
tele	<i>distant, far away</i>	telephone, telescope, telemarket, television		I	R	M		
phon phono	<i>sound</i>	phonics, phonograph, telephone, xylophone, symphony, microphone		I	R	M		
photo	<i>light</i>	photographer, telephoto, photocopy		I	R	M		
gram, graph	<i>written or drawn</i>	autograph, biography, telegram, paragraph, tangram		I	R	M		
auto	<i>self</i>	autograph, automobile, automatic		I	R	M		
meter	<i>measure</i>	meter, geometry, perimeter speedometer		I	R	M		
therm thermo	<i>heat or hot</i>	thermometer, Thermos, thermostat, thermal		I	R	M		
geo	<i>earth</i>	geography, geology, geometry,		I	R	M		
saur	<i>lizard</i>	dinosaur, stegosaurus, tyrannosaurus		I	R	M		
eco	<i>house, home</i>	ecology, economics, ecosystem, ecoterrorism		I	R	M		
sphere	<i>circle</i>	hemisphere, atmosphere, spherical		I	R	M		
scope	<i>watch, see</i>	telescope, microscope, microscopic			I	R	M	
bio	<i>life</i>	biology, biosphere, biography, antibiotics, biohazard			I	R	M	
logy, ology	<i>science or study of</i>	biology, mythology, zoology, astrology, ecology, phonology			I	R	M	
astro, astr	<i>star</i>	astrology, asterisk, disaster, Astros, astronaut, astronomy, asteroid			I	R	M	
cycl	<i>wheel, circle</i>	bicycle, Cyclops, cyclical, cyclone			I	R	M	
nym	<i>name or</i>	acronym, synonym, anonymous, pseudonym				I	R	M

Appendix B

	<i>word</i>		3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
Greek Combining Form	Meaning	Examples						
dyn	<i>power, strength</i>	dinosaur, dynamic, dynamite, dynamo				I	R	M
ortho	<i>straight</i>	orthodontist, orthopedics, orthodox,				I	R	M
dem, demo	<i>people</i>	democrat, demographics, pandemic				I	R	M
cracy, crat	<i>rule</i>	aristocrat, democracy, bureaucrat				I	R	M
pol, polis, polit	<i>city; method of government</i>	police, policy, political, Minneapolis, Acropolis				I	R	M
arch	<i>chief, ruler</i>	matriarch, monarchy, architecture, anarchy				I	R	M
derm	<i>skin</i>	dermatologist, epidermis, hypodermic, taxidermy, pachyderm				I	R	M
chron	<i>time</i>	chronology, chronic, synchronize				I	R	M
techn	<i>skill, craft</i>	technology, technique, technician, Technicolor, technical				I	R	M
biblio	<i>book</i>	bibliography, biblical				I	R	M
log, logo	<i>speech or word</i>	logic, catalogue, eulogy, dialogue, travelogue					I	R
phys	<i>nature</i>	physical, physician, physique, physicist					I	R
zo, zoo	<i>animal</i>	zoology, Zodiac, Mesozoic, protozoan					I	R
pneumo	<i>lungs, air</i>	pneumonia, pneumatology, pneumatic						I
anthro, andr	<i>man</i>	anthropology, android, philander						I
phil	<i>love or affinity</i>	philosophy, philander, Philadelphia, bibliophile, philharmonic,						I
phobia	<i>irrational fear</i>	claustrophobia, arachnophobia, hydrophobia						I
chrome	<i>color</i>	chromosome, chrome, monochrome						I
hydr, hydra, hydro	<i>water</i>	hydrogen, dehydration, hydraulic, hydrant						I

Appendix B

Greek Combining Form	Meaning	Examples	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
the, theo	<i>god</i>	theology, atheist, theocracy, theologian						
hypo	<i>under</i>	hypodermic, hypothesis, hypocrite, hyphen						
mono	<i>one</i>	monarchy, monastery						

**Third Grade Sequence of Skills
Aligned to Harcourt Trophies**

Appendix C

Week	Harcourt Selection	Comprehension Skill	Comprehension Strategy
1	Officer Buckle and Gloria	Decode Long Words	Use Context to Confirm Meaning
2	Pepita Talks Twice	Narrative Elements	Make and Confirm Predictions
3	Nate the Great, San Francisco Detective	Decode Long Words	Read Ahead
4	Allie's Basketball Dream	Narrative Elements	Summarize
5	The Olympic Games: Where Heroes Are Made	Elements of Nonfiction	Adjust Reading Rate
6	Turtle Bay	Author's Purpose	Reread (to clarify)
7	Balto, the Dog Who Saved Nome	Word Relationships	Use Decoding/Phonics
8	Wild Shots, They're My Life	Author's Purpose	Use Text Structure and Format
9	Little Grunt and the Big Egg	Word Relationships	Self-Question
10	Rosie, a Visiting Dog's Story	Decode Long Words	Use Context to Confirm Meaning
11	The Stories Julian Tells	Sequence	Read Ahead
12	The Talent Show	Narrative Elements	Make and Confirm Predictions
13	Centerfield Ballhawk	Sequence	Summarize
14	Ramona Forever	Prefixes and Suffixes	Use Decoding/Phonics
15	Sayings We Share: Proverbs and Fables	Narrative Elements	Make and Confirm Predictions

Week	Harcourt Selection	Comprehension Skill	Comprehension Strategy
16	Papa Tells Chita a Story	Summarize	Reread (to clarify)
17	Coyote Places the Stars	Compare and Contrast	Summarize
18	Why Mosquitoes Buzz in People's Ears	Summarize	Make and Confirm Predictions
19	Lon Po Po	Compare and Contrast	Summarize
20	The Crowded House	Author's Purpose	Use Text Structure and Format
21	Leah's Pony	Fact and Opinion	Self-Question
22	Yippee-Yay!	Main Idea and Details	Use Context to Confirm Meaning
23	Boom Town	Fact and Opinion	Self-Question
24	Cocoa Ice	Compare and Contrast	Create Mental Images
25	If You Made a Million	Main Idea and Details	Adjust Reading Rate
26	I'm in Charge of Celebrations	Summarize	Create Mental Images
27	Alejandro's Gift	Cause and Effect	Read Ahead
28	Rocking and Rolling	Locate Information	Adjust Reading Rate
29	The Armadillo from Amarillo	Cause and Effect	Reread to Clarify
30	Visitors from Space	Locate Information	Use Text Structure and Format



Deer Valley Unified School District No. 97

Writing Application Descriptors

Grade 3



Fall, 2007

Strand 3: Writing applications**Concept 1: Expressive**

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces.

Writing may be based on real or imagined events.

PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:

- a. characters b. setting c. plot d. sensory details e. clear language f. logical sequence of events

PO 2. Write in a variety of expressive forms (e.g., poetry, skit) that may employ:

- a. figurative language b. rhythm c. dialogue d. characterization e. a plot f. appropriate format

Narrative

A narrative is anything that is told or recounted. The narrative may be about a real (non-fiction) or imagined (fiction) event. It should focus on a single event with a beginning, a middle, and an end. A narrative may be written in first or third person. Transition words should be used to move the narrative along in chronological order. Sensory details should be used to describe the character(s) and/or setting. Simple and compound sentences are used to enhance fluency. At the third grade level, the terms story and narrative are used interchangeably. A narrative may be as short as a single paragraph or as long as a novella!

Poetry

Acrostic poetry is where the first letter of each line spells a word, usually using the same words as in the title.

A **couplet** is a poem made of two lines of rhyming poetry that usually have the same meter. There are no rules about length or rhythm. Two words that rhyme can be called a couplet.

Skit

A skit is a short play that is usually performed in a more informal setting. Skits are often funny. The written text for a skit or play is called the script. Third grade scripts may be based on a story the students already know. They may choose to turn a story from their Harcourt anthology into a Reader's Theater. A third grade script may involve telling a story about a newly studied science or social studies topic. Or, the topic of the skit may be a completely fresh and new idea. Skits may be written as a whole class, in small groups, by pairs, or individually.

Strand 3: Writing applications**Concept 2: Expository**

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.

PO 2. Write an expository paragraph that contains: a topic sentence, supporting details, relevant information

PO 3. Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper, log, journal).

Expository Paragraph

An expository paragraph explains something or gives information. It includes all the facts a reader needs to understand the subject. It should include a topic sentence, relevant information, supporting details (at least 3) and a closing sentence. At the third grade level, the expository paragraph should be written from a third person perspective.

Summary

A summary tells the most important ideas of a story, passage, or article. It should be brief (short). The summary, as much as possible, should be written in the writer's own words.

Newspaper Article

A newspaper article reports objectively on an important, interesting, or unusual event. The first sentence(s) should answer several of the following questions: who, what, when, where. When appropriate, subsequent sentences should answer how and why. Include appropriate illustrations or pictures. Newspaper articles are written from a third person perspective.

Strand 3: Writing applications**Concept 3: Functional Writing**

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).

PO 2. Write communications, including:

- a. thank-you notes
- b. friendly letters
- c. formal letters
- d. messages
- e. invitations

PO 3. Address an envelope for correspondence that includes:

- a. an appropriate return address
- b. an appropriate recipient address

Friendly letters include:

- heading (left justified, beginning at center of paper)
- greeting or salutation (left justified)
- body (indent first word of each paragraph, left justify remaining lines in paragraph)
- closing (beginning at center of paper- lines up with heading)
- signature – usually in cursive (beginning at center of paper – lines up with heading and closing)

Envelopes:

- The return address is located in the upper left corner of the envelope.
- The recipient address begins in the middle of the envelope. The first letter of the recipient's title establishes the upper left corner of the recipient address.
- The return address as well as the recipient address should be written in ALL caps.
- All lines are left justified.
- There is no punctuation on an envelope with the exception of a dash between the Zip code and +4

Formal letters may use block form (left justified) or semi-block form.

Your Return Address {NOTE: your name goes only at the bottom}

Your City, YO [your two letter state abbreviation] zip

Date (write out either like June 4, 2004 or 4 June 2004)

First and Last Name of the Person to whom you are writing

Address

City, ST zip

Dear Mr./Ms. Person: [note the colon]

Times have changed, and indentations for paragraphs are usually not used because it is easier not to use them. The body paragraphs should be single spaced in a business letter. But you should double space between paragraphs when your letter contains more than one paragraph.

In a second paragraph, you will want to give a specific example of how you benefited from your contact with this person. Be sure to thank him/her for his/her time and efforts on your behalf.

Sincerely yours,

{three spaces so that your signature may appear here}

Sally Student

Strand 3: Writing applications**Concept 4: Persuasive Writing**

Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

PO 1. Write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.

Persuasive Writing

A persuasive paragraph may connect with or appeal to emotion. The topic sentence states an opinion. Details give reasons/support for your opinion and include facts, figures, and examples. A closing sentence reinforces the writer's opinion.

Strand 3: Writing applications**Concept 5: Literary Response**

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).

PO 2. Write a book report or review that may identify the:

- a. main idea
- b. character(s)
- c. setting
- d. sequence of events
- e. problem/solution

PO 3. Write a response to a literature selection that connects:

- a. text to self (personal connection)
- b. text to world (social connection)
- c. text to text (compare within multiple texts)

Response to Literature

A response to literature is written in first or third person. Students should write a response that makes at least one connection in the following categories: text to self (personal connection), text to world (social connection), or text to text (compare within multiple texts).