GRADE 3

TRUMBULL COUNTY EDUCATIONAL SERVICE CENTER

OHIO ACADEMIC CONTENT STANDARDS
LANGUAGE ARTS CURRICULUM GUIDE

adapted from the Ohio Department of Education

Third Grade – I. Phonemic Awareness, Word Recognition and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

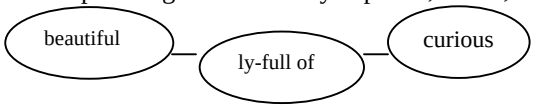
BENCHMARKS	GRADE LEVEL INDICATORS	STRATEGIES/RESOURCES
Use letter-sound correspondence knowledge and structural analysis to decode words. (A)	• Identify rhyming words with the same or different spelling patterns. (1) • Use letter-sound knowledge and structural analysis to decode words. (2) • Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words. (3)	• Rounding Up the Rhymes –(Teacher's Guide to the Four Blocks Grades 1-3 – Patricia Cunningham, et al). As a book with lots of rhymes is read, students identify the rhyming words for the teacher to write on index cards for the pocket chart. Display them in rhyming pairs (right, night). Students identify the spelling patterns that are the same (-ight) and generate other words (bright) that fit that pattern to display in a column. Those with different spelling patterns are then discussed and analyzed (why, high; dear, here). • Word wall - Five high frequency words are added each week. Words are in alphabetical order. Students read them, discuss syllables, phonics rules, patterns, etc. Word wall is a constant tool for support in reading and writing. • Month by Month Phonics for Grade 3 – Patricia Cunningham • The ratio of extended reading and writing to skills instruction should be 3:1
Demonstrate fluent oral	• Demonstrate a growing stock of sight words. (4)	• Rx for Round Robin Reading

reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. (B)	• Read text using fluid and automatic decoding skills. (5) • Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension. (6)	– Read what a certain character said – Read it the way you think the character said it – Read the most exciting part – Read the most beautiful part – Read the part you liked best – Read the part that proved _____ – Read the stanza of the poem you liked best – Read the part that helped you understand the character best – (Jerry Johns) • Good-bye Round Robin – Opitz & Rasinski • Repeated readings of a text are more effective than practicing rapid word recognition on word lists or flashcards for developing fluency. • To build fluency – choral reading (p. 46) – echo reading (p.46) – shared reading (p.46-53) – partner reading (p.54-55) – three-ring circus (p.57) (The Teacher's Guide to the Four Blocks Grades 1-3 – Patricia Cunningham, et al.) reader's theater (p. 457) (Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell) • Marking phrase boundaries builds fluency and improves comprehension (e.g., Today / Mary and I / went to the park.) • Poetry reading can help students to build word recognition and fluency. (Perfect Poems with Strategies for Building Fluency Grades 3-4 – Scholastic) • 110 words per minute is an average silent reading rate for a 3rd grader • **Assessment:** listening to students read orally and observing their silent reading behaviors inform Assessment of reading development. The following tools can be used: - Oral reading checklist page 491 - Running Reading Record pages 490-491 - Observing Think Alouds page 493 - Prompting Retellings page 493

		- Cloze tests page 493 (Guiding Readers and Writers Grades 3-6, Fountas and Pinnell)

Third Grade – II. Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

Use context clues to determine the meaning of new vocabulary. (A)	Contextual Understanding • Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues. (1) • Use context clues to determine the meaning of homophones, homonyms and homographs. (2)	• Using a short passage and highlighter, students mark words they are not familiar with and discuss the probable meaning based on context. Meaning can occasionally be verified with a dictionary. • **Context Clues-** When encountering an unfamiliar word in a sentence or paragraph, students can draw on earlier reading and read ahead. • To reinforce vocabulary, students can act out a skit; create card games and puzzles with words and definitions.
Read accurately high-frequency sight words. (B)	Conceptual Understanding • Read accurately high-frequency sight words. (4)	• Review Word Wall Words **(**The Teacher's Guide to the Four Blocks Grades 1-3 – Patricia Cunningham, et. al) • Guess the Covered Word is a cloze technique that helps students cross-check meaning, word length, and consonant clusters (Guess the Covered Word for Third Grade – Kohfeldt and Collier)
Apply structural analysis skills to build and extend vocabulary and to determine word meaning. (C)	Structural Understanding • Apply knowledge of individual words in unknown compound words to determine their meanings. (5) • Use knowledge of contractions and common abbreviations to identify whole words. (6) • Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words. (7)	• "Chunk" unfamiliar words by looking for a sound part that is known. For example: can dle, re turn • Graphic Organizer to analyze prefix, suffix, and root words  • Classroom Poster *What if I don't know the word?* – Look at the picture for clues. – Break the word into parts. – Think: what would make sense? – Go back and re-read and begin saying the first part of the unknown

		word (first letter or group of letters) – Skip the word. If you can understand what you've read, keep reading. – Ask someone for help. – Sound the word out.
Apply structural analysis skills to build and extend vocabulary and to determine word meaning. (C) Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings. (D) Use resources to determine the meanings and pronunciations of unknown words. (E)	Structural Understanding • Decode and determine the meaning of words by using knowledge of root words and their various inflections. (8) Conceptual Understanding • Apply the meaning of the terms synonyms and antonyms. (3) Tools and Resources Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as, definitional footnotes or sidebars. (9)	• Word sorts – sort by meaning – sort by number of syllables – sort by blends – sort by vowel sounds – words that have other words within them – nouns, verbs, adjectives – word families • A dictionary website from Merriam Webster allows students to look up meaning, synonyms, etymology, and pronunciation can be found at www.m-w.com. • Have the students use familiar textbooks; words to simple poems, songs, fables, or other literary passages and substitute synonyms and antonyms. Discuss how this may change the meaning of the passage. Example- There was a young man who swallowed an elephant. ("There Was an Old Lady Who Swallowed a Fly") • www.ohiorc.org This site provides peer-reviewed lesson plans and websites that are correlated to the Ohio standards.
Third Grade – III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assign and self-selected texts read in and out of the classroom.		
Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. (A)	Comprehension Strategies • Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). (1)	• Discuss examples of each type of real world genre and the purpose for reading them: dictionary, cookbook, comic book, magazine, brochures, menus, newspapers, etc. – Purposes for reading - information, pleasure, or a specific viewpoint. – "My Purpose Activity"-a question, story map, graphic organizer,

<table>
<tr>
<td>(A)

Make predictions from text clues and cite specific examples to support predictions. (B)

Draw conclusions from information in text. (C)</td>
<td>• Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension. (6)

<u>Comprehension Strategies</u>
• Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text. (2)

<u>Comprehension Strategies</u>
• Summarize texts, sequencing information accurately and include main ideas and details as appropriate. (4)

• Make inferences regarding events and possible outcomes from information in text. (5)</td>
<td>or response journal, etc. that actively involves the students when reading. <u>Teaching Guided Reading Strategies with Transparencies</u> by Gregg Byers

• Frustration-level reading (accuracy below 90%, word by word reading, and comprehension below 75%) is to be avoided because of the negative impact on learning and attitude.

• Predict / confirm chart can either use a “T” chart or the chart found in <u>Strategies That Work</u> – Harvey and Goudvis (p.280)

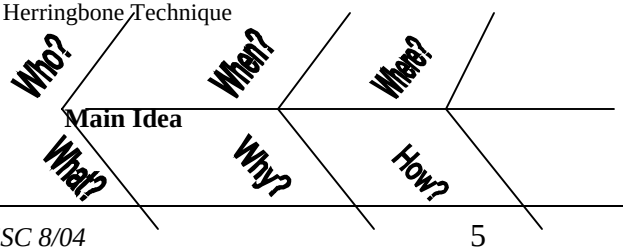
• Make simple story into sentence strips. Put the story in order

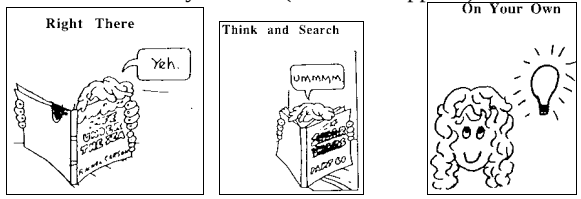
• Teach students to make literacy connections
o <u>Text-to-self</u>: Make connections between personal experiences and the text
o <u>Text-to text</u>: Discuss other texts in relation to the text just read
o <u>Text-to-world:</u> Link what is read to what is already known about the world
o Place sticky note on page where connection is made with TS, TT, TW indicated.
(<u>Strategies That Work</u> – Harvey & Goudvis – Chapter 6)

• <u>Teacher Assessment Checklist</u>
– For narratives: main characters, setting, story beginning, middle, end
– For informational text:
key topic
major facts
link to prior knowledge

What the author says + What I know = Outcome</td>
</tr>
<tr>
<td>Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. (D)</td>
<td><u>Comprehension Strategies</u>
• Compare and contrast information between texts and across subject areas. (3)

• Summarize texts sequencing information accurately and include main ideas and details as appropriate. (4)</td>
<td>• Divide a sheet in half and mark one column “What the text is about” and the next column “What the text makes me think about” to generate deeper thinking

• Herringbone Technique
 
</td>
</tr>
</table>

Demonstrate comprehension by responding to questions such as, literal, informational and evaluative. (E)	Comprehension Strategies Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (7)	• Ask more "sincere" questions (ones to which you don't know the answer and sincerely want to know) and fewer "checking" questions (to see if students know the answer). • Classroom Poster Where are answers found? - Right there (literal) - Think and search (inferential) - On your own (evaluative/applied)  From Content Area Reading – Vacca & Vacca
Apply and adjust self-monitoring strategies to assess understanding of text. (F) No Benchmark	Self-Monitoring Strategies • Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back. (8) Independent Reading • Use criteria to choose independent reading materials (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (9) • Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). (10)	• **Skimming** a text is done to get the gist of the reading selection (main idea). You use skimming to find specific information. **Scanning** is reading for detail (keyword identification). • When I don't understand - stop and review - reread and look back • Independent reading time includes: – Teacher read-aloud – Children reading "on their own level" from a variety of books – Teacher conferencing with students – Children sharing what they read with peers • Classroom Poster – 3 Finger Rule Ask students to read the first 1 or 2 pages of the book (depending on number of words on a page) and to hold up a finger for every word they cannot read. If they get to 3 fingers up the book is probably too hard. • Another technique for student book choice is to define them as **easy**, **just right**, and **challenging**. (Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell p.146) • Conduct reading conferences with students covering: – Why did you choose this book? – Have you read other books by this author? – Would you read more? Why?

		– How did the author make it interesting? – What was the (saddest, funniest, silliest, most surprising) part of this book? • Twenty lessons for developing and maintaining an independent reading program can be found in Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell – chapter 9. • The NAEP Reading Report Card for the Nation found that "at every age level, reading more pages in school and for homework each day was associated with higher reading scores." • Demonstrated by students on a daily basis as they select reading materials for varied purposes. Classroom teachers have many opportunities to observe students engaged in activities related to these skills. • **Assessment: Response Journals** Response Journals give both students and teachers a chance to explore feelings, questions, insights, and opinions about the materials read. This can be done through letters written to the teacher. (Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell – chapter 10.) • **Assessment: Assessing the Level of Text Reading** The students should keep a list of books read. Such lists provide teachers with information such as, the amount of reading, level of difficulty, and type of genre. (Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell – page 494) • **Assessment: Guided Reading Observations** As teachers work with students during guided reading, they have many opportunities to observe students engaged in activities related to reading strategies and skills. Forms found in Appendix 48 and 49 can be used to organize your observations. (Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell)

Third Grade – IV. Reading Applications: Informational, Technical and Persuasive Text Standard

Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

Use text features and structures to organize content, draw conclusions and build text knowledge. (A) Ask clarifying questions concerning essential elements of informational text. (B) Identify the central ideas and supporting details of informational text. (C)	• Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts. (1) • List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers. (2) • Identify and list the important central ideas and supporting details of informational text. (3)	• Kidbits by Jenny E. Tesar, et al is a book that contains more than 1,500 charts, maps, and graphs of interest to children. Each visual is different but can be used to teach students how to make sense of illustrations in their nonfiction reading. • Survey elements of textbook structure by answering questions about how **T**itle, **H**eadings, **I**ntroduction, **E**very first sentence in a paragraph, **V**isuals and **V**ocabulary, **E**nd of chapter questions and **S**ummary can assist in meaning making. (Á strategy for previewing textbooks: Teaching readers to become THIEVES." *Reading Teacher*, February 2002) • Questioning the Author (QTA) – What is the author trying to say? – Why is the author telling us that? – Does the author explain this clearly? – What would you say instead? • The Herringbone Technique mentioned under Reading Process can also be used here. • Use a two-column note form headed Topic and Details to discriminate between key topics and supporting details (Strategies That Work – Harvey and Goudvis p. 134-137) • Learning Log Writing in content areas I learned about _____. I learned that _____. I also learned _____. The most interesting this I learned was _____. I want to know more about _____.
Use visual aids as sources to gain additional information from text. (D) Evaluate two- and three-step directions for proper sequencing and	• Draw conclusions from information in maps, charts, graphs and diagrams. (4) • Analyze a set of directions for proper sequencing, clarity and completeness. (5)	• Synthesizing Expository Text: Two column notes completed while reading will help students distinguish between relevant information and information that is interesting but not important. (Authors often add such information to a text, and this captures student interest but focuses attention in the wrong direction.) What's Important | What's Interesting

<table>
<tr><td>completeness. (E)</td><td></td><td>(Strategies That Work – Harvey and Goudvis p.147-148)</td></tr>
<tr><td colspan="3">Third Grade – V. Reading Applications: Literary Text Standard
Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.</td></tr>
<tr><td>Compare and contrast plot across literary works. (A)

Use supporting details to identify and describe main ideas, characters and setting. (B)

Recognize the defining characteristics and features of different types of literary forms and genres. (C)</td><td>• Recognize and describe similarities and differences of plot across literary works. (1)

• Retell the plot sequence. (3)

• Use concrete details from the text to describe characters and setting. (2)

• Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction. (4)</td><td>• Understand the basic concept of plot (main problem, conflict, resolution, cause and effect.)

• Graphic organizers for character, plot, and setting can be used to focus students on what is important. They also serve as mental tools to help students organize and remember. (Graphic organizers to Use with Any Book - Scholastic, Teaching Guided Reading Strategies with Transparencies - Gregg Byers)

• Semantic feature analysis
<table>
<tr><td></td><td>Shy</td><td>Quiet</td><td>Noisy</td><td>Brave</td></tr>
<tr><td>Character's</td><td>+</td><td>+</td><td>–</td><td>+</td></tr>
<tr><td>names</td><td></td><td></td><td></td><td></td></tr>
<tr><td>listed here</td><td></td><td></td><td></td><td></td></tr>
</table>
Compare/contrast characters; genres; settings; attributes of animals, places, people (Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell)

• Students can list all the stories of a particular genre from their basal.

• Read from a variety of genres

• Genre Questions
– What is the genre? How did you know?
– Is the text/story a good example of this genre? Why?
– How is this book like other books you have read in this genre?
– What do you find difficult about reading books in this genre?
(Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell)</td></tr>
<tr><td>Explain how an author's word choice and use of methods influences the</td><td>• Explain how an author's choice of words appeals to the senses. (5)</td><td>• Keep a log of "style" words and quotes from favorite authors

• Author of the month (author study)</td></tr>
</table>

reader. (D) Identify the theme of a literary text. (E)	• Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language). (7) • Identify stated and implied themes. (6)	• Poetry and picture books can be used as a source for both figurative and sensory language. • Examples of figurative language-personification, alliteration, hyperbole, metaphor, simile, onomatopoeia, idioms, imagery, beat, and rhythm. • Visualization Techniques take the words from the text to create "pictures" in the mind. This can be expanded to include all of the senses. (Strategies That Word - Harvey and Goudvis p.100-101) • As various literary works are read, create an anchor chart of themes.
Third Grade – VI. Writing Process Standard Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.		
Generate ideas and determine a topic suitable for writing. (A)	Prewriting • Generate writing ideas through discussions with others and from printed material. (1) • Develop a clear main idea for writing. (2)	• Keep an ongoing "Idea List". When children share stories from home or school encourage them to add a phrase to their idealist. This avoids "I don't know what to write about" later. Additional ways of gathering "seed" ideas can be found in Guiding Readers and Writers Grades 3-8 - Fountas and Ponnell p.82-83)
Determine audience and purpose for self-selected and assigned writing tasks. (B)	Prewriting • Develop a purpose and audience for writing. (3)	• Discuss who will read the piece….. - if we hang it in the hallway - if you take it home - if you share it with a friend, etc.
Apply knowledge of graphic or other organizers to clarify ideas of writing assignments. (C)	Prewriting Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. (4)	• Inspiration software allows students to create, update, and work with visual organizers, concept maps, idea maps, webs, and other visual diagrams.
Spend the necessary amount of time to revisit, rework and refine pieces of writing. (D)	Drafting, Revising and Editing • Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair). (10)	• Peer feedback may include discussion of: - The part I liked best was… - I was confused about… - A suggestion I have is…

writing. (D) Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices. (E)	chair). (10) <u>Drafting, Revising and Editing</u> • Organize writing providing a simple introduction, body and a clear sense of closure. (5) • Use a wide range of simple, compound and complex sentences. (6) • Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases. (7) • Use language for writing that is different from oral language, mimicking writing style of books when appropriate. (8) • Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair). (10) Add descriptive words and details and delete extraneous information. (11)	• A-Add details R-Remove details that are off the main idea M-Move details for better organization S-Substitute words or phrases that are overused • Give options with respect to length. By giving the class a range of (for example) two paragraphs to 2 pages, the exceptional or struggling student is not singled out. Most good writers will choose the lengthier option and even struggling writers are often motivated to write more when not required to do. • Use a "hamburger" technique to help students understand the parts of organized writing. – Top bun –The topic sentence with main idea – Cheese, Meat, Lettuce-The "juicy" details – Bottom bun-Conclusion which holds it all together and brings it to an end • Stories or chapters from literature can be used to help students develop their writing style by imitating the writing style of authors. For example the squall description in <u>Sarah, Plain and Tall</u> and the barn description in <u>Charlotte's Web</u> are examples of sensory writing.
Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices. (E) Use a variety of resources and reference materials to select more effective vocabulary when editing.	<u>Drafting, Revising and Editing</u> • Rearrange words, sentences and paragraphs to clarify meaning. (12) <u>Drafting, Revising and Editing</u> • Use resources and reference materials, including dictionaries, to select more effective vocabulary.	• During a Writer's Workshop framework, students will be at various stages of the writing process. Some may be generating ideas for a new piece, while others are conferencing to revise or edit, and still others are working on a final publication. • C-Capitalization U-Usage (Noun/Verb agreement, pronoun agreement, etc.) P-Punctuation S-Spelling

(F) Edit to improve sentence fluency, grammar and usage. (G)	(13) Drafting, Revising and Editing • Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. (14)	
Apply tools to judge the quality of writing. (H) Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. (I) No Benchmark	Drafting, Revising and Editing • Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. (15) Publishing • Rewrite and illustrate writing samples for display and sharing with others. (16) Use available technology to compose text. (9)	• Self-Editing Checklist – Every sentence makes sense – Every sentence begins with a capital letter – Every sentence ends with a punctuation mark – Names of people and places have capital letters – Work that might be misspelled are circled Additional editing tools can be found in 6+1 Traits of Writing - Culham. Products such as editing Post-It-Notes for 6+1 Traits of Writing can also be purchased. • The ultimate goal is to have students able to self-evaluate their work based on the assessment tools that the class has developed together. • Some user-friendly examples are Kid Pix, Amazing Writing Machine • Assessment-Writing Conference Just as in reading, regularly conduct conferences with students regarding their writing. These conferences should be very informal where listening on the part of the teacher is key. Keep a Conference Record Form to keep track of what was discussed. Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell – page 77-81.)

Third Grade – VII. Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

<table>
<tr>
<td>Write narrative accounts that develop character, setting and plot. (A)</td>
<td>• Write stories that sequence events and include descriptive details and vivid language to develop characters, settings and plot. (1)</td>
<td>• Writing log to keep track of genres written: fiction, expository, personal narrative, poetry, etc.

• List of fiction/non fiction

<table>
<tr><th>date</th><th>genre</th><th>title</th><th>publisher</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text. (B)</td>
<td>• Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific reference to the text. (2)</td>
<td>• Write Up a Storm with the Polk Street School by Patricia Giff helps students develop characters and stories.

• www.ohiorc.org
This site provides peer-reviewed lesson plans and websites that are correlated to the Ohio standards.</td>
</tr>
<tr>
<td>Write formal and informal letters that include important details and follow correct letter format. (C)</td>
<td>• Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature. (3)</td>
<td>• Response logs or journals. Respond to:
“What did you like/dislike about the story?”
“What was your favorite part of the story?”
“If you could meet the main character, what questions would you ask him/her?” etc.
(Managing response journals is covered in Guiding Readers and Writers Grades 3-6 - Fountas and Pinnell chapter 10)

• Letters to book characters

• Letters to community leaders

• Pen pals; thank you notes; notes to family or friends
www.epals.com (get parent permission)</td>
</tr>
<tr>
<td>Write informational reports that include facts, details and examples that illustrate an important idea. (D)</td>
<td>• Write informational reports that include the main ideas and significant details from the text. (4)</td>
<td>• Daily Learning Logs
- What did I understand about today’s lesson?
- What was the point of the lesson?
- What didn’t I understand?
- Where in the lesson did I get confused?
- What did I like or dislike about today’s lesson?</td>
</tr>
</table>

No Benchmark	Produce informal writings (e.g., messages, journals, notes and, poems for various purposes). (5)	- How would you explain what you learned to a friend or younger brother or sister? • Mini-lessons that teach informational writing can be found in Nonfiction Craft Lessons by Portalupi and Fletcher. Excerpts from these lessons can be found under the Research Standard. • Poetry contests can inspire students to write creatively and be published. One contest is a Celebration of Young Poets (www.poeticpower.com). • Students can create a poetry anthology of their poems by using "blank" books to copy poems written throughout the year. • Message boards also offer another way for students to communicate with the teacher and themselves. Cover a bulletin board with white paper and allow students to write messages on it (or use Post-It-Notes). • Expectations for producing informal writing for various purposes are delineated at all grades K-12 within the grade-level indicators. Teachers have many opportunities to observe students engaged in activities related to these skills. • Assessment-Literacy Portfolio • A portfolio is a carefully selected sample of the students writing. This may include a list of writing projects completed, selected writing from the genres, and self-reflections about growth as a writer and learner. (Guiding Readers and Writers Grades 3-6 – Fountas and Pinnell – pages 499-502.)

Third Grade – VIII. Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

Write legibly in finished drafts. (A)	Handwriting • Write legibly in cursive, spacing letters, words and sentences appropriately. (1)	
Spell grade-appropriate	Spelling	

words correctly. (B)	• Spell multi-syllabic words correctly. (2) • Spell all familiar high-frequency words, words with short vowels and common endings correctly. (3) • Spell contractions, compounds and homonyms (e.g., hair and hare) correctly. (4) • Use correct spelling of words with common suffixes such as, -ion, -ment and -ly. (5) • Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i). (6) • Use resources to check spelling (e.g., a dictionary, spell check). (7)	• Emphasis should be on learning how words work more than on memorizing a weekly spelling list. Study patterns, rules, exceptions, etc. • The "Buddy Study" is a systematic approach to spelling instruction following a 5 day plan (Guiding Readers and Writers Grades 3-6 - Fountas and Pinnell). • "Pick 5" Spelling Words - have students select 5 misspelled words from their written work and replace 5 of their spelling words. Students use partners to give each other their "Pick 5" words.
Use conventions of punctuation and capitalization in written work. (C) Use grammatical structures to effectively communicate ideas in writing. (D)	Punctuation and Capitalization • Use end punctuation correctly. (8) • Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives. (9) • Use correct capitalization. (10) Grammar and Usage • Use nouns, verbs and adjectives correctly. (11) • Use subjects and verbs that are in agreement. (12) • Use irregular plural nouns. (13) • Use nouns and pronouns that are in agreement. (14)	• Daily edits can be used as a mini-lesson to enforce specific mechanics. Sentences are written incorrectly on the board. Students write the sentences correctly and demonstrate their understanding by using proof reading symbols on the board. • Mad Lib books can be purchased at bookstore to teach parts of speech in context • Grammar games can be set up in learning centers. Involve parents in constructing these games by using instructions found in Mailbox, File Folder Games (Carson-Dellosa), and Noun Hounds and Other Great Grammar Games (Egan).

	• Use past, present and future verb tenses. (15) • Use possessive nouns and pronouns. (16) • Use conjunctions. (17)	
Third Grade – IX. Research Standard Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings. *Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*		
Identify a topic of study, construct questions and determine appropriate sources for gathering information. (A) Select and summarize important information and sort key findings into categories about a topic. (B)	• Choose a topic for research from a list of questions, assigned topic or personal area of interest. (1) • Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources). (2) • Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROM's, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. (3) • Identify important information found in the sources and summarize the important findings. (4) Sort relevant information into categories about the topic. (5)	• Book bins arranged by science or social studies topics • Topic-Have students write topics for research throughout the year in their writer's journal. These topics can be areas of interest from other subjects. – To help students focus their reports have them generate open ended questions that they will try to answer and encourage questions from the upper level of Bloom's Taxonomy. (Analysis, Synthesis, and Evaluation) • Gathering Information-Collecting data through use of interviews observations and surveys should first be taught through mini-lessons. Interviewing can be found in Helping Students Write the Best Research Reports Ever by Laase and Clemmons pages 49-54. • Sources- Sources should be from material that is on or near the student's reading level. Students become frustrated and have difficulty taking notes when the material is too hard. • Collecting Information-Use the lesson, Selecting Fascinating Facts, from page 69 in Nonfiction Craft Lessons by Portalupi and Fletcher. • Organizing-Webs and charts can be used to help students organize the information for their report or product. • Sources for information- – Nonfiction Craft Lessons by Portalupi and Fletcher. – Helping Students Write the Best Research Reports Ever by Laase and Clemmons
Create a list of sources used for oral, visual,	• Understand the importance of citing sources. (6)	Citing-Use an online website to cite sources. Citation Maker http://www.oslis.k12.or.us/secondary/howto/cited

written or multimedia reports. (C) Communicate findings orally, visually and in writing or through multimedia. (D)	• Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered. (7)	
Third Grade – X. Communication: Oral and Visual Standard Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose. *Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*		
Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration. (A) Respond to presentations and media messages by stating the purpose and summarizing main ideas. (B) Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose. (C)	<u>Listening and Viewing</u> • Ask questions for clarification and explanation, and respond to others' ideas. (1) <u>Listening and Viewing</u> • Identify the main idea, supporting details and purpose of oral presentations and visual media. (2) <u>Speaking Skills and Strategies</u> • Demonstrate an understanding of the rules of the English language. (4) • Select language appropriate to purpose and audience. (5)	• Rules for sharing in the group - Tell what is important - Tell it in a way that makes sense - Try not to tell too much • Peer responses to oral presentations - The part I like best is… - The part I am not clear about is… - You need to tell me more about… - Other suggestions • Invite speakers to the classroom and have students prepare a list of questions. Students can then answer their questions based on the presentation.

	• Use clear diction and tone, and adjust volume and tempo to stress important ideas. (6) Adjust speaking content according to the needs of the audience. (7)	
Identify examples of facts and opinions and explain their differences. (D) Organize presentations to provide a beginning, middle and ending and include concrete details. (E) Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus. (F)	<u>Listening and Viewing</u> • Identify the difference between facts and opinions in presentations and visual media. (3) <u>Speaking Applications</u> • Deliver informational presentations that: a. present events or ideas in a logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include relevant facts and details from multiple sources to develop a topic; d. organize information including a clear introduction, body and conclusion; e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and identify sources. (8)	• Students should understand the basic elements of advertising in visual media; for example, sales approaches and techniques aimed at children, appealing elements used in memorable commercials, possible reasons for the choice of specific visual images. - Tape children's television commercials and have the students locate the techniques used to sell a product. - Techniques can be found on the website http://www.webenglishteacher.com/media-ads.html • Students should use a variety of verbal and nonverbal communication skills. - Gestures - Facial expressions - Posture - Articulation - Phrasing - Volume - Rate - Pace • Organizes ideas for oral presentations - Uses notes or other memory aids - Organizes ideas around major points - In sequence - Posing and answering question to the audience - Uses details, examples, and anecdotes to clarify information • Share a computer slide show (e.g., Kid Pix Studio, PowerPoint) on a topic of research stemming from the Science, Math, or Social Studies curriculum
Deliver a variety of presentations, using visual materials as appropriate.	<u>Speaking Applications</u> Deliver formal and informal descriptive presentations recalling an event or personal experience that convey	

(G)	relevant information and descriptive details. (9)	