

# Third Grade

## Reader's Workshop

### Solve Words - Use a range of strategies to read and understand words

- Solve words of two or three syllables, many words with endings and complex letter-sound relationships
- Connect words that mean the same or almost the same to help in understanding the text and acquire new vocabulary
- Understand longer descriptive words
- Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
- Solve content-specific words, using graphics and definitions embedded in the text
- Realize that words in print are partially defined by illustrations in graphic texts
- Apply problem-solving strategies to technical words or proper nouns that are challenging
- Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)
- Begin to notice new and interesting words and add them to speaking or writing vocabulary
- Understand connotative meaning of words
- Understand words when used figuratively
- Notice unusual use of words in graphic texts (e.g. onomatopoeic-sound words)
- Read words that are hyphenated across lines and across pages
- Understand words with multiple meanings
- Solve some undefined words using background knowledge
- Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text
- Understand words that stand for abstract ideas
- Solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge
- Use illustrations in graphic texts to derive meaning of words
- Notice new and interesting words, record them and actively add them to speaking or writing vocabulary
- Develop deeper understanding of words that have been encountered before but are not familiar

### Monitor and Correct - Check on accuracy and understanding and work to self-correct errors

- Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning

## Search For and Use Information - Notice and use information sources (meaning, language structure, visual information)

- Process a wide range of dialogue, some unassigned
- Process long sentences (fifteen or more words) with embedded clauses
- Process sentences with a series of nouns, verbs, or adverbs
- Use text features (table of contents, headings, subheadings, glossary, chapter titles and author's notes, index, references, pronunciation guides) to gather information
- Search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions)
- Search for information in illustrations to support text interpretation
- Use chapter titles as a way to predict content
- Use multiple sources of information together to solve new words
- Process texts that have many lines of print on a page
- Form questions and search for answers while reading
- Respond to plot tension or suspense by reading on to seek resolutions to problems
- Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered

## Summarize - Remember important information and carry it forward

- Follow and remember a series of events and the story problem and solution over a longer text in order to understand the ending
- Identify and understand sets of related ideas organized into categories
- Summarize a text at intervals during the reading of a longer text
- Summarize longer narrative texts with multiple episodes, either orally or in writing
- Identify important ideas in a text and report them in an organized way, either orally or in writing

## Maintain Fluency - Read at a good rate, with phrasing, pausing, intonation, and appropriate stress

- Read dialogue with phrasing and expression that reflects understanding of characters and events
- Demonstrate appropriate stress on words, pausing and phrasing, intonation, and use of punctuation
- Demonstrate phrased, fluent oral reading
- Use multiple sources of information (language structure, meaning, and fast word recognition) to support fluency and phrasing
- Demonstrate appropriate stress on words, pausing, phrasing and intonation, using size of font, bold print, and italics as appropriate

## Adjust - Take action in flexible ways to solve problems or fit purpose and genre

- Demonstrate understanding of different ways to approach reading related to genre, including simple biographies, fantasy, and historical fiction
- Adjust reading to process texts with difficult and complex layout
- Slow down or reread to solve words or think about ideas and resume good rate of reading
- Adjust ways of reading within hybrid texts that combine genres

### Predict - Think about what may happen next

- Make a wide range of predictions based on personal experiences, content knowledge, and knowledge of similar texts
- Use text structure to predict the outcome of a narrative
- Search for and use information to confirm or disconfirm predictions
- Justify predictions using evidence
- Continue to support predictions with evidence from the text on what characters will do based on the traits revealed by the author and reader's inferred characteristics

### Make Connections - Connect the text to personal and world knowledge as well as to other texts

- Bring knowledge from personal experiences to the interpretation of characters and events
- Bring background knowledge to the understanding of a text before, during, and after reading
- Make connections between the text and other texts that have been read or heard and demonstrate them in writing
- Specify the reason for connections made from text(topic, content, type of story, writer)
- Use knowledge from one text to help in understanding new texts
- Bring knowledge from personal experiences to the interpretation of characters and events that are not within the reader's experience
- Make connections between the reader's real-life experiences or feelings and people who live in diverse cultures, distant places, and different times

### Synthesize - Adjust present understandings to accommodate new knowledge

- Differentiate between what is known and new information
- Through talk or writing, demonstrate learning new content from reading
- Synthesize information across a longer text
- Mentally form categories of related information and revise them as new information is acquired across the text
- Demonstrate changing perspective as events in a story unfold, including people and cultures different from the reader's own
- Express changes in ideas, knowledge, or opinions after reading a text and say why

## Infer - Think about what the writer means but has not stated

- Demonstrate understandings of characters, using evidence from text to support statements
- Support all thinking with evidence from the text
- See changes in characters across time and articulate possible reasons for development
- Infer setting, character's traits and feelings, and plot from illustrations in graphic texts
- Generate or react to alternative understandings of a text
- Infer causes of problems or of outcomes in fiction and nonfiction texts
- Identify significant events and tell how they are related to the problem of the story or the solution
- Follow multiple characters in different episodes, inferring their feelings about each other
- Infer the big ideas or themes of a text and discuss how they are applicable to people's lives today
- Distinguish between fact and opinion
- Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
- Take perspectives that may be unfamiliar in interpreting characters' motives, causes for action, or themes

## Analyze - Notice aspects of the writer's craft and text structure

- Notice aspects of genres (realistic and historical fiction, biography and other nonfiction, fantasy)
- Identifies and understands when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect)
- Demonstrate the ability to identify how a text is organized
- Identify important aspects of illustrations (design related to the meaning of the text)
- Notice variety in layout (words in bold or larger font, or italics, variety in layout)
- Notice the way the writer assigns dialogue
- Notice aspects of a writer's style after reading several texts by the author
- Notice specific writing techniques (for example, question and answer format)
- Notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text
- Notice descriptive language and discuss how it adds to enjoyment or understanding
- Understand the relationship between the setting and the plot of a story
- Describe the problem of a story and how it was solved
- Identify the author's explicitly stated purpose
- Notice and discuss how the writer of a graphic novel has communicated meaning through illustrations and print
- Notice how the author or illustrator has used illustrations and other graphics to convey meaning
- Identify main ideas and supporting details

- Notice combined genres in hybrid texts
- Notice elements of fantasy (motifs, symbolism, magic)
- Identify elements such as setting, problem, resolution, and conflict
- Understand how the writer built interest and suspense across a story

## Critique - Think critically about the text

- State opinions about a text and provide evidence to support them
- Discuss the quality of illustrations or graphics
- Hypothesize how characters could have behaved differently
- Evaluate aspects of a text that add to enjoyment (for example, humorous characters or situations)
- Assess whether a text is authentic and consistent with life experience or prior knowledge (for example, in historical fiction)
- Assess how graphics add to the quality of the text or provide additional information
- Notice the author's qualifications to write an informational text
- Evaluate aspects of a text that add to enjoyment (for example, a humorous character) or interest (plot or information)

## Communication

## Writer's Workshop

### Craft

- Understand that fiction can be realism or fantasy
- Describe characters by how they look, what they do, say, and think, and what others say about them
- Develop an interesting story with believable characters and a realistic plot
- Use a range of descriptive words to enhance the meaning
- Use transitional words for time flow (after, then)
- Use organization in writing that is related to purpose and genre
- Organize information into categories

### Conventions

- Use word processor to plan, draft, revise, edit, and publish
- Use efficient keyboarding skills
- Use nouns, prepositional phrases, adjectives, and adverbs appropriately
- Use subject and verb agreement (we were) (we have)
- Write in past tense (I went home yesterday)
- Use conventional structure for both simple and compound sentences
- Write some sentences with embedded clauses (complex) and dialogue

- Use capitals to start the first, last, and most other words in a title
- Understand and use quotation marks to indicate simple dialogue
- Use apostrophes in contractions and possessives
- Correctly spell a large core of high-frequency (300+), words with regular letter-sound relationships (including consonant blends and digraphs and some vowel patterns) and commonly used endings
- Use knowledge of syllables and phonogram patterns to generate multisyllabic words

## Writing Process

- Drafting/Revising
  - Change writing in response to peer or teacher feedback
  - Know how to use an editing and proofreading checklist
  - Understand that the writer shows respect for the reader by applying what is known to correct errors
  - Reread each day before writing more
- Introduce, develop, and conclude the topic
- Write an informational text that is ordered by logic (categories, sequences, ideas related to each other)
- Use headings and subheadings, a table of contents, and other features to help the reader find information and understand how facts are related
- Bring a piece to closure through an ending or summary statement
- Communicate main points clearly
- Create drawings that are related to the written text and increase readers' understanding and enjoyment
- Demonstrate understanding of a topic by providing relevant facts and details
- Write an engaging beginning and a satisfying ending to stories
- Select "small moments" or experiences and share thinking and feelings about them
- Use dialogue as appropriate to add to the meaning of the story
- Be willing to work at the craft of writing incorporating new learning from instruction
- Understand that to write literary nonfiction, the writer needs to become very knowledgeable about the topic
- Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it
- Look for ideas and topics in personal experiences, shared through talk
- Observe carefully events, people, settings and other aspects of the world to gather information on a topic
- Take notes or make sketches to help in remembering information
- Write for a specific purpose: to inform, entertain, persuade, reflect, instruct, retell, maintain relationships, plan
- Write to meet the needs of a specific reader or audience
- Write in a variety of genres across the year

- Self-evaluate own writing and talk about what is good about it and what techniques were used
- Produce a reasonable quantity of writing within the time available
- Use simple spell check programs on the computer
- Use beginning reference tools (e.g. dictionaries or personal word lists, to assist in word choice or checking spelling)

## Genres and Forms

- Write focused responses to questions and to prompts

## Communication

- Describe cause and effect relationships
- Use simple search engine to find information (from approved and accessible sites)
- Make brief oral reports that demonstrate understanding of a topic
- Demonstrate understanding of a topic by providing relevant facts and details
- Understand how the purpose of the writing influences the selection of genre
- Write for a specific purpose to inform, entertain, persuade, reflect, instruct, retell maintain relationships, plan
- Listen attentively to presentations by the teacher and fellow students and be able to identify the main idea
- Understand and interpret information presented in media
- Listen to and build on talk of others
- Ask clear and on topic questions during small-group and whole-class discussions
- Provide reasons and argue for a point, using evidence
- Identify and acknowledge sources of the information included in oral presentations
- Ask questions for clarification to gain information
- Vary the voice to emphasize important aspects of events or people
- Make brief oral reports that demonstrate understanding of a topic
- Demonstrate understanding of a topic by providing relevant facts and details
- Report information in an interesting way
- Speak clearly enough to be understood by others in conversation
- Correctly pronounce all words except for a few sophisticated new content words

## Language and Word Study Workshop

### Interactive Read-Aloud , Shared Reading, and Literature Discussion

- **Thinking Within the Text**
  - Self-monitor understanding; ask a question when meaning is lost
  - Understand how one event builds on another throughout the text
  - Recognize and actively work to solve new vocabulary words, including complex, specialized, and technical words
  - Notice and remember story details of time and place

- Access information and develop new concepts and ideas from reading
- **Thinking About the Text**
  - Recognize moral lessons in the text
  - Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)
  - Use specific vocabulary to talk about texts; author, illustrator, cover, wordless picture book, picture book, character, problem, solution, series book, dedication, endpapers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, informational book, literary nonfiction, poetry, author's note, illustrator's note, double-page spread, names of fiction genres (historical, realistic, fantasy, hybrid)
  - Discuss the characteristics of the work of some authors and illustrators
  - Notice how a writer has organized an informational text (categories and subcategories, sequence and others)
  - Critically examine the quality or accuracy of the text, citing evidence for opinions
  - Recognize how the writer or illustrator has placed ideas in the text and in the graphics
  - Recognize the genre of the text and use it to form expectations of the text
- **Thinking Beyond the Text**
  - Infer characters' feelings and motivations from description, what they say or do, and what others say about them
  - Relate important ideas in the text to each other and to ideas in other texts
  - Support Thinking Beyond the Text with specific evidence based on personal experience or knowledge or evidence from the text
  - Interpret graphics and integrate information with the text

## Writing About Reading

- **Thinking Within the Text**
  - Reflect both prior knowledge and evidence from the text in responses to texts
  - Write summaries reflecting understanding of graphic features (labels, heading, subheading, sidebars, legends)
  - Accurately reflect information from a text
- **Thinking About the Text**
  - Use specific vocabulary to write about texts; title, author, illustrator, cover, dedication, endpapers, author's note, illustrator's note, character, main character, setting, problem, events, resolution, theme, fiction/nonfiction, poetry, table of contents, topics
  - Write opinions about a text and back them up with specific information or reasons



- Describe (or interpret through drawing) the characteristic of a writer's work or an illustrator's work
  - Describe the relationships between illustrations and text
  - Compare two or more writers with graphic organizers or drawings
  - Show awareness of temporal sequence, compare and contrast, cause and effect, and problem-solution
- **Thinking Beyond the Text**
    - Relate important ideas in the text to each other and to ideas in other texts
    - Identify and record in notes new information and understandings gained from reading a text

## Phonics, Spelling, and Word Study

- **Letter/Sound Relationships**
  - Recognize and use letters that represent no sound in words (*lamb, light*)
  - Understand and use all sounds related to the various consonants and consonant clusters
  - Understand that some consonant letters represent several different sounds or can be silent (*ch-cheese, school, machine, choir, yacht*)
  - Understand that some consonant sounds can be represented by several different letters or letter clusters (final *k* by *c, k, ck*)
  - Recognize and use vowel sounds in open syllables (CV: *ho-tel*)
  - Recognize and use vowel sounds in closed syllables (CVC: *lem-on*)
  - Recognize and use vowel sounds with *r* (*car, first, hurt, her, corn, floor, world, near*)
  - Recognize and use letters that represent the wide variety of vowel sounds (long, short)
- **Spelling Patterns**
  - Recognize and use a large number of phonograms (VC, CVC, CVCe, VCC, VVC, VVCC, VVCe, VCCC and VVCCC; vowels plus *r*; and *-oy* and *-ow*)
  - Notice and use frequently appearing short vowel patterns that appear in multisyllable words (*-a, -ab, -ad, -ag, -age, -ang, -am, -an, -ant, -ap, -ent, -el(l), -ep, -es, -ev, -id, -ig, -il(l), -ob, -oc(k), -od, -ol, -om, -on, -op, -ot, -ub, -uc(k), -ud, -uf, -ug, -up, -um, -us, -ut, uz*)
- **High Frequency Words**
  - Employ self-monitoring strategies for continually accumulating ability to read and write accurately a large core of high-frequency words (intentionally work toward automatic knowledge of the five hundred most frequent)

- **Word Meaning**

- Compound Words
- Recognize and use a variety of complex compound words (*airplane, airport, another, anyone, anybody, anything, everyone, homesick, indoor, jellyfish, skyscraper, toothbrush, underground, whenever*)
- Synonyms and Antonyms
  - Recognize and use synonyms (words that mean about the same: *begin/start, close/shut, fix/mend, earth/world, happy/glad, high/tall, jump/leap*)
  - Recognize and use antonyms (words that mean the opposite: *hot/cold, all/none, break/fix, little/big, long/short, sad/glad, stop/start*)
- Homographs and Homophones
  - Recognize and use homographs (same spelling and different meaning: *bat/bat, well/well, wind/wind*)
  - Recognize and use homophones (sound the same and are spelled differently; *to/too/two, here/hear, blue/blew, there/their/they're*)
  - Recognize and use words with multiple meanings (*beat, run, play*)
- Nouns
  - Recognize and use words that represent a person, place, or thing
- Verbs
  - Recognize and use action words
- Adjectives
  - Recognize and use words that describe
- Figurative Language
  - Recognize and use words to make comparisons
  - Recognize and use words that represent sounds (onomatopoeic)
  - Recognize and use action words

- **Word Structure**

- Syllables
  - Recognize and use syllables in words with double consonants (*lad-der*) and in words with the VV pattern (*ri-ot*)
  - Recognize and use syllables; open syllable (*ho-tel*), closed syllable (*lem-on*), syllables with a vowel and silent e (*hope-ful*) syllables with vowel combinations (*poi-son, cray-on*), syllables with a vowel and r (*corn-er, cir-cus*), syllables in words with V-V patterns (*ri-ot*), syllables with double consonants (*lad-der*)
- Plurals
  - Understand the concepts of plurals and plural forms: adding -s (dogs, cats, apples, cans, desks, faces, trees, monkeys); adding -es (when words end in x, ch, sh, s, ss, tch, zz) changing -y to i and adding -es;

changing spelling (foot/feet, goose/geese, man/men, mouse/mice, woman/women)

- Verb Endings
  - Recognize and form various tenses by adding endings (-es, -ed, -ing, -d) to verbs
- Endings for Adjectives
  - Recognize and use endings that show comparisons (-er, -est)
- Adverbs
  - Recognize and use endings that form adverbs (-ly)
- Suffixes
  - Recognize and use suffixes that change verbs and nouns for different functions (-er, -es, -r, -ing)
- Contractions
  - Recognize and understand contractions with am (*I'm*), is (*he's*), will (*I'll*), not (*can't*), have (*could've*) would or had (*I'd*, *you'd*)
- Possessives
  - Recognize and use possessives that add an apostrophe and an s to a singular noun (*dog/dog's*, *woman/woman's*, *girl/girl's*, *boy/boy's*)
- Prefixes
  - Recognize and use common prefixes (*re-*, *un-*)
- **Word Solving Actions**
  - Break words into syllables to read or write them
  - Use known words and word parts (*onsets and rimes*) to help in reading and spelling new words (*br-ing*, *cl-ap*)
  - Notice patterns and categorize high-frequency words to assist in learning them quickly
  - Recognize base words and remove prefixes and suffixes to break them down and solve them
  - Add, delete, and change letters, letter clusters, and word parts to base words to help in reading or spelling words
  - Use word parts to derive the meaning of a word
  - Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
- **Conventions**
  - Use word processor to plan, draft, revise, edit, and publish
  - Use efficient keyboarding skills
  - Use prepositional phrases, adjectives, and adverbs appropriately
  - Use nouns and adjectives correctly

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