

# Literacy

## Third Grade

Topic	Concept/Goal	Skill	Activity/Resource
READING	Develop independence in reading Learn that fiction has elements Read nonfiction materials Develop comprehension Expand reading experiences to include a variety of genres Increase vocabulary	Refine and practice reading strategies and word attack Self-correct independently Increase oral and silent reading fluency Read and follow written instructions Identify setting, plot, characters, theme Notice characterization Identify main idea Locate relevant facts, restate, interpret and summarize Preview, skim, make inferences, sequence, summarize, categorize and classify information Identify elements germane to genres Study and use root word meanings and affixes Use terminology specific to content areas	Novels Guided reading Literature connected to thematic studies Nightly reading homework Independent reading Discussions, projects, response journals <i>Time for Kids</i> Research projects: Westward Expansion, Master Artist, Asian country study Genre studies and author studies Literature circles Content area-based vocabulary
WRITING	Recognize that writing is a process that progresses through stages Develop planning strategies for writing Use descriptive language Use various techniques to communicate effectively Write for a variety of purposes Progress towards conventional application of capitalization, punctuation skills and spelling skills	Write drafts, revise, edit, publish Use story parts, sequence events, develop characters Brainstorm, web, outline, make story mountains Develop paragraph writing Use descriptive language Elaborate on a topic Develop and refine skills in narrative and expository writing Begin to apply mechanics to first draft; use capitalization and punctuation correctly most of the time Apply spelling strategies in independent writing	Products: Descriptive and informational paragraphs, research report, fictitious diary entries, narratives, poetry Lucy Caulkins' <i>Units of Study for Teaching Writing, Grades 3-5</i> Individual conferencing; peer, teacher

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SPELLING	Progress toward more consistent use of conventional spelling  Attend to patterns: visual, structural, phonetic  Develop effective word-study techniques  Develop skills with proofreading	Spell core list of high frequency words correctly most of the time  Use spelling strategies in first draft writing  Learn rules for adding endings  Use graphophonics (vowel sounds, blends, digraphs), oral syllabication, affixes, word analysis	Individualized spelling program  Lists: core, individual, phonetic patterns Weekly evaluation Individual editing conferences  Mini-lessons  <i>Word Matters</i> Dictionary skills Choice activities to practice cores lists and weekly words
HANDWRITING	Learn and use cursive    Write legibly	Practice spacing, letter size and formation	<i>Handwriting Without Tears</i>  Verbalization strategies for letter formation  Tactile, visual, and auditory reinforcement
LISTENING AND SPEAKING	Listen attentively in formal and informal settings   Speak confidently	Follow oral directions   Organize thoughts and present them clearly  Use appropriate volume and expression	Oral presentations: artist unit, Asia study Morning Meetings and class meetings Representing work Reading aloud Cooperative group activities