

Grade Three

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading ~~age-appropriate~~ text with fluency and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction ~~literature~~ texts, which relates to all areas of the curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and ~~nonprint~~ electronic sources. The student also will write legibly in cursive.

Oral Language

- 3.1 The student will use effective communication skills in group activities.
- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
 - Ask and respond to questions from teachers and other group members.
 - Explain what has been learned.
 - Use language appropriate for context.
 - Increase listening and speaking vocabularies.
- 3.2 The student will present brief oral reports using visual media.
- Speak clearly.
 - Use appropriate volume and pitch.
 - Speak at an understandable rate.
 - Organize ideas sequentially or around major points of information.
 - Use ~~grammatically correct~~ contextually appropriate language and specific vocabulary to communicate ideas.

Reading

- 3.3 The student will apply word-analysis skills when reading.
- Use knowledge of ~~all~~ regular and irregular vowel patterns.
 - Decode regular multisyllabic words. ~~Use knowledge of homophones.~~ [Moved to SOL 3.4a]
 - ~~Decode regular multisyllabic words.~~ [Moved to SOL 3.3b]
- 3.4 ~~The student will use strategies to read a variety of fiction and nonfiction materials.~~ [Moved to SOL 3.5 and SOL 3.6]
- ~~Preview and use text formats.~~ [Moved to SOL 3.6c]
 - ~~Set a purpose for reading.~~
 - ~~Apply meaning clues, language structure, and phonetic strategies.~~ [Moved to SOL 3.4c]
 - ~~Use context to clarify meaning of unfamiliar words.~~ [Moved to SOL 3.4d]
 - ~~Read fiction and nonfiction fluently and accurately.~~ [Moved to SOL 3.5m and SOL 3.6l]
 - ~~Reread and self-correct when necessary.~~ [Move to Curriculum Framework]

- 3.4 The student will expand vocabulary when reading.
- Use knowledge of homophones.
 - Use knowledge of roots, affixes, synonyms, and antonyms.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Use context to clarify meaning of unfamiliar words.
 - Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
 - Use vocabulary from other content areas.
 - Use word reference resources including the glossary, dictionary, and thesaurus.

~~3.5 The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

- 3.5 ~~3.6~~ 3.5 The student will read and demonstrate comprehension of fictional text and poetry.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Compare and contrast settings, characters, and events.
 - Identify the author's purpose.
 - Ask and answer questions about what is read.
 - Draw conclusions about text character and plot.
 - Identify the problem and solution. Organize information and events logically.
 - Identify the main idea. Summarize major points found in fiction materials
 - Identify supporting details. Understand basic plots of fairy tales, myths, folktales, legends, and fables.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - Differentiate between fiction and nonfiction.
 - Read with fluency and accuracy.

- 3.6 ~~3.7~~ 3.6 The student will continue to read and demonstrate comprehension of nonfictional texts.
- Identify the author's purpose.
 - Use prior and background knowledge as context for new learning. Make connections between previous experiences and reading selections.
 - Preview and use text features. Ask and answer questions about what is read. [Moved to SOL 3.6d]
 - Ask and answer questions about what is read. Draw conclusions. [Moved to SOL 3.6e]
 - Draw conclusions based on text. Organize information and events logically.
 - Summarize major points found in nonfiction ~~materials~~ texts.
 - Identify the main idea. Identify the characteristics of biographies and autobiographies. [Moved to SOL 3.6i]
 - Identify supporting details. Compare and contrast the lives of two persons as described in biographies and/or autobiographies. [Moved to SOL 3.6i]
 - Identify Compare and contrast the characteristics of biographies and autobiographies.
 - Use reading strategies to monitor comprehension throughout the reading process.
 - Identify new information gained from reading.
 - Read with fluency and accuracy.

- ~~3.7~~ ~~3.8~~ 3.7 The student will ~~use demonstrate~~ demonstrate comprehension of information from a variety of print and electronic resources. [~~Moved to SOL 3.4g~~]
- a) Use ~~dictionary, glossary, thesaurus,~~ encyclopedias, and other reference books, including online reference materials. [~~Moved to SOL 3.4g~~]
 - b) Use table of contents, indices, and charts. ~~Use available technology.~~

Writing

~~3.8~~ ~~3.9~~ 3.8 The student will write legibly in cursive.

~~3.9~~ ~~The student will write descriptive paragraphs.~~ [~~Moved to SOL 3.9~~]

- ~~a) Develop a plan for writing.~~
- ~~b) Focus on a central idea.~~
- ~~c) Group related ideas.~~
- ~~d) Include descriptive details that elaborate the central idea.~~
- ~~e) Revise writing for clarity.~~

~~3.10~~ 3.9 The student will write for a variety of purposes, including stories, letters, simple explanations, and short reports across all content areas.

- a) Identify the intended audience. Use a variety of planning strategies. [~~Moved to SOL 3.9b~~]
- b) Use a variety of pre-writing strategies. Organize information according to the type of writing. [~~Moved to SOL 3.9e~~]
- c) Write a clear topic sentence focusing on the main idea. Identify the intended audience.
- d) Write a paragraph on the same topic. Revise writing for specific vocabulary and information.
- e) Use strategies for ~~Organize~~ organization of information and elaboration information according to the type of writing. Use available technology.
- ~~f) Use strategies for organization and elaboration.~~ [~~Moved to SOL 3.9e~~]
- ~~g) Include descriptive details that elaborate the central main idea.~~
- ~~h) Revise writing for clarity of content using specific vocabulary and information.~~

~~3.11~~ 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Use complete ~~and varied~~ sentences.
- b) Use transition words to vary sentence structure. Use the word *I* in compound subjects. [~~Moved to SOL 3.10c~~]
- c) Use the word *I* in compound subjects. Use past and present verb tense. [~~Moved to SOL 3.10d~~]
- d) Use past and present verb tense. Use singular possessives. [~~Moved to SOL 3.10e~~]
- e) Use singular possessives. Use commas in a simple series. [~~Moved to SOL 3.10f~~]
- f) Use commas in a simple series. Use simple abbreviations. [~~Moved to SOL 3.10g~~]
- g) Use simple abbreviations. Use apostrophes in contractions with pronouns. [~~Moved to SOL 3.10h~~]
- h) Use apostrophes in contractions with pronouns and in possessives. Use correct spelling for high frequency sight words, including irregular plurals. [~~Moved to SOL 3.10j~~]
- i) Use the articles *a, an,* and *the* correctly.
- j) Use correct spelling for high frequency frequently used sight words, including irregular plurals.

- ~~3.12~~ 3.11 The student will write a short report.
- a) Construct questions about the topic.
 - b) Identify appropriate resources.
 - c) Collect and organize information about the topic into a short report.
 - d) Understand the difference between plagiarism and using own words.

~~3.13~~ 3.12 The student will use available technology for reading and writing.