

THIRD GRADE READING AND ENGLISH LANGUAGE ARTS

Standard 1:	Reading	
RLA.S.3.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	
Objectives	Students will	PLT Activity and Page
RLA.O.3.1.01	identify and practice appropriate sight words and content vocabulary.	
RLA.O.3.1.02	identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).	
RLA.O.3.1.03	apply tiered levels of vocabulary in speaking and reading experiences.	
RLA.O.3.1.04	describe a purpose for reading: <ul style="list-style-type: none"> for information for pleasure to understand a specific viewpoint 	#4 Sounds Around p. 26 #8 The Forest Of S.T. Shrew p. 40
RLA.O.3.1.05	read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> appropriate rate accuracy prosody 	#8 The Forest Of S.T. Shrew p. 40
RLA.O.3.1.06	use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).	#8 The Forest Of S.T. Shrew p. 40
RLA.O.3.1.07	read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	
RLA.O.3.1.08	use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.	#2 Get in Touch with Trees p. 20 #8 The Forest Of S.T. Shrew p. 40 #13 We All Need Trees p. 65
RLA.O.3.1.09	infer the author's purpose: <ul style="list-style-type: none"> to persuade to entertain to inform in literary and informational text 	#4 Sounds Around p. 26

RLA.O.3.1.10	compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.	#8 The Forest Of S.T. Shrew p. 40
RLA.O.3.1.11	identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).	
RLA.O.3.1.12	recognize and explain the defining characteristics of genre in literary and texts: <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • chapter books • historical fiction • plays • autobiographies • magazines • newspapers • textbooks • electronic databases • reference materials 	#5 Poet-Tree p. 31
RLA.O.3.1.13	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).	#1 The Shape of Things p. 17 #2 Get in Touch with Trees p. 20
RLA.O.3.1.14	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).	#13 We All Need Trees p. 65
RLA.O.3.1.15	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	
Standard 2:	Writing	
RLA.S.3.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes. 	

Objectives	Students will	PLT Activity and Page
RLA.O.3.2.01	demonstrate proper manuscript and full transition to cursive writing techniques: <ul style="list-style-type: none"> • posture • paper placement • pencil grip • letter formation • slant • letter size • spacing • rhythm • alignment 	
RLA.O.3.2.02	identify and produce a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs, correct use of regular and irregular verbs, avoiding run-on sentences and fragments).	
RLA.O.3.2.03	compose a written composition using the five-step writing process: <ul style="list-style-type: none"> • pre-write • draft • revise • edit • publish 	
RLA.O.3.2.04	develop proper paragraph form in written composition: <ul style="list-style-type: none"> • beginning, middle, end • main ideas with relevant details • sentence variety such as declarative, interrogative and exclamatory and imperative • descriptive and transitional words • indentations 	
RLA.O.3.2.05	identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).	
RLA.O.3.2.06	identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing of a letter, first word of a direct quotation).	

RLA.O.3.2.07	identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).	
RLA.O.3.2.08	produce appropriate grammar in written composition.	#4 Sounds Around p. 26
RLA.O.3.2.09	compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).	#4 Sounds Around p. 26 #5 Poet-Tree p. 31 #7 Habitat Pen Pals p. 37
RLA.O.3.2.10	alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).	
RLA.O.3.2.11	select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).	
RLA.O.3.2.12	use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about a topic, develop a course of action for writing, determine how to locate necessary information).	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.3.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
Objectives	Students will	PLT Activity and Page
RLA.O.3.3.01	listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension, recount personal experiences, imagine beyond the literary form).	#4 Sounds Around p. 26 #7 Habitat Pen Pals p. 37
RLA.O.3.3.02	distinguish different messages conveyed through visual media (e.g., photos, television, multimedia Internet).	#7 Habitat Pen Pals p. 37
RLA.O.3.3.03	create an age appropriate media literacy product that reflects understanding of format and characteristics.	#8 The Forest Of S.T. Shrew p. 40