

THIRD GRADE LANGUAGE ARTS

Wicomico Day School



READING AND WRITING



READING

- Many of the following sub-goals are designed to help children achieve the overall goal for reading in third grade: to be able to read (both aloud and silently), with fluency, accuracy, and comprehension any story or other text appropriately written for third grade. Such texts include Beverly Cleary's Ramona books, Laura Ingalls Wilder's Little House in the Big Woods, and third grade-level volumes in such nonfiction series as Let's Read and Find Out and New True Books. In third grade, children should be competent decoders of most one- and two-syllable words, and they should become increasingly able to use their knowledge of phonemes, syllable boundaries, and prefixes and suffixes to decode multisyllable words. Systematic attention to decoding skills should be provided as needed for children who have not achieved the goals specified for grades 1 and 2.

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Reading Comprehension and Response

- Independently read and comprehend longer works of fiction ("chapter books") and nonfiction appropriately written for third grade or beyond.
- Point to specific words or passages that are causing difficulties in comprehension.
- Orally summarize main points from fiction and nonfiction readings.
- Ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
- Use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.



WRITING

- Children should be given many opportunities for writing, both imaginative and
- expository, with teacher guidance that strikes a balance between encouraging
- creativity and requiring correct use of conventions. The following guidelines build on the
- second-grade guidelines: please refer to them and provide review and reinforcement as necessary to ensure mastery.



LANGUAGE ARTS



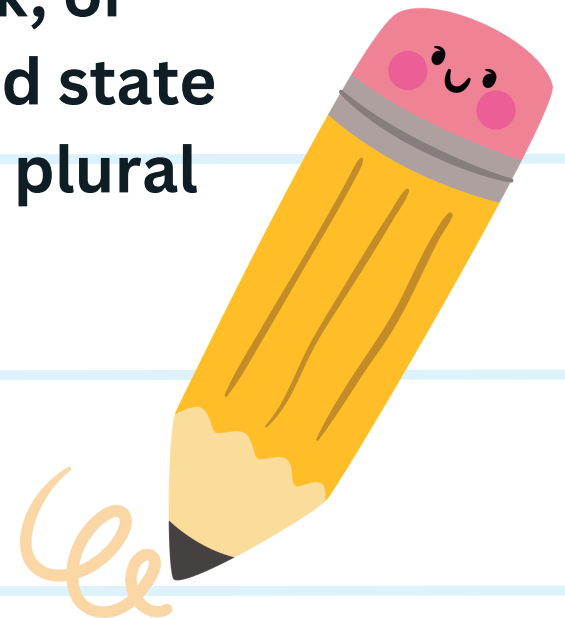
LANGUAGE ARTS

- Produce a variety of types of writing—such as stories, reports, poems, letters, descriptions—and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition.
- Know how to gather information from basic print sources (such as a children's encyclopedia) and write a short report presenting the information in his or her own words.
- Know how to use established conventions when writing a friendly letter: heading, salutation (greeting), closing, signature.
- Produce written work with a beginning, middle, and end.
- Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details that each new paragraph is indented.
- In some writings, proceed with guidance through a process of gathering information, organizing thoughts, composing a draft, revising to clarify and refine his or her meaning, and proofreading with attention to spelling, mechanics, and presentation of a final draft.



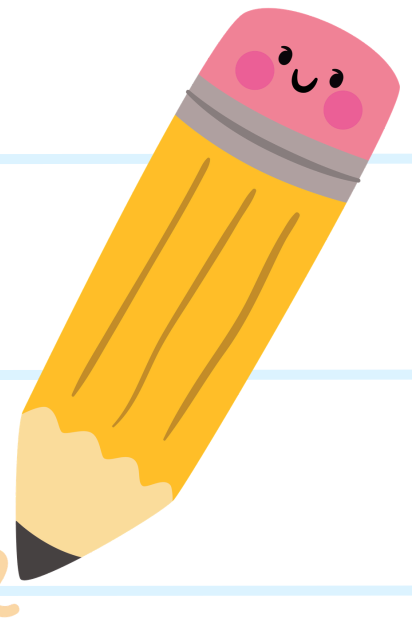
SPELLING, GRAMMAR, AND USAGE

- Most words correctly or with a highly probable spelling and use a dictionary to check and correct spellings about which he or she is uncertain.
- Use capital letters correctly.
- Understand what a complete sentence is, and identify subject and predicate in single-clause sentences distinguish complete sentences from fragmentsd. Identify and use different sentence types: declarative (makes a statement), interrogative (asks a question) imperative (gives a command), exclamatory (for example, “What a hit!”)
- Know the following parts of speech and how they are used: nouns (for concrete nouns), pronouns (singular and plural), verbs: action verbs and auxiliary (helping) verbs, adjectives (including articles: a before a consonant, an before a vowel, and the), adverbs
- Know how to use the following punctuation: end punctuation: period, question mark, or exclamation point comma: between day and year when writing a date; between city and state in an address; in a series; after yes and no apostrophe: in contractions; in singular and plural possessive nouns
- Recognize and avoid the double negative.



VOCABULARY

- Know what prefixes and suffixes are and how the following affect word meaning
 - Prefixes: re meaning “again” (as in reuse, refill); un meaning “not” (as in unfriendly, unpleasant); dis meaning “not” (as in dishonest, disobey); un meaning “opposite of” or “reversing an action” (as in untie, unlock); dis meaning “opposite of” or “reversing an action” (as in disappear, dismount)
 - Suffixes: er and or (as in singer, painter, actor) less (as in careless, hopeless) ly (as in quickly, calmly)
- Note: review and reinforce from grade 2: singular and plural nouns; making words plural with /s/ or /es/; irregular plurals; correct usage of irregular verbs (be, have, do, go, come, etc.); regular past tense with - ed and past tense of irregular verbs.
- Note: Children should know that a possessive noun shows ownership.
- Note: Review from grade 2: capital letters for the first word of a sentence; proper nouns, the pronoun “I”; holidays and months and days of the week; names of countries, cities, states; main words in titles; initials.
- e. Know what homophones are (for example, by, buy; hole, whole) and correct usage of homophones that commonly cause problems: their, there, they’re, your, you’re, its, it’s, here, hear, to, too, two
- f. Recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.).
- g. Note: Review synonyms and antonyms. nd/or make connections among several read-alouds.



POETRY

- Adventures of Isabel (Ogden Nash)
- The Bee (Isaac Watts; see also below, “The Crocodile”)
- By Myself (Eloise Greenfield)
- Catch a Little Rhyme (Eve Merriam)
- The Crocodile (Lewis Carroll)
- Dream Variations (Langston Hughes)
- Eletelephony (Laura Richards)
- Father William (Lewis Carroll)
- First Thanksgiving of All (Nancy Byrd Turner)
- For want of a nail, the shoe was lost . . . (traditional)
- Jimmy Jet and His TV Set (Shel Silverstein)
- Knoxville, Tennessee (Nikki Giovanni)
- Trees (Sergeant Joyce Kilmer)



FICTION STORIES

- Alice in Wonderland (Lewis Carroll)
- Aladdin and the Wonderful Lamp
- Ali Baba and the Forty Thieves
- The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)
- The Husband Who Was to Mind the House (a Norse/English folktale, also known as
 - “Gone is Gone”)
 - The Little Match Girl (Hans Christian Andersen)
 - The People Could Fly (an African American folktale)



MYTHS AND MYTHICAL CHARACTERS

- Asgard (home of the gods)
- Valhalla
- Hel (underworld)
- Odin
- Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Frig [Freya]
- Jason and the Golden Fleece
- Perseus and Medusa
- Cupid and Psyche
- The Sword of Damocles
- Damon and Pythias
- Androcles and the Lion



LITERARY TERMS

- Biography
- Autobiography
- Fiction
- Nonfiction



SAYINGS AND PHRASES

- “Actions speak louder than words.”
- “His bark is worse than his bite.”
- “Beat around the bush”
- “Beggars can’t be choosers.”
- “Clean bill of health”
- “Cold shoulder”
- “A feather in your cap”
- “Last straw”
- “Let bygones be bygones.”
- “One rotten apple spoils the whole barrel.”
- “On its last legs”
- “Rule the roost”
- “The show must go on and go”
- “When in Rome do as the Romans do.”
- “Rome wasn’t built in a day.”

