

### Language Arts Literacy Areas of Focus: Grade 3

***Mission:** Learning to read, write, speak, listen, and view critically, strategically and creatively enables students to discover personal and shared meaning throughout their lives.*

<b>Standard 3.1 Reading</b>	
All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.	
<b>Big Idea:</b> The ability to read a variety of texts requires independence, comprehension, and fluency.	
<b>A. Concepts About Print</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>▪ How does understanding a text's structure help me better understand its meaning?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li> </ul>
<b>Areas of Focus</b>	<b>Comments and Examples</b>
1. Recognize that printed materials provide specific information.	
2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.	
3. Use a glossary or index to locate information in a text.	
<b>B. Phonological Awareness (includes phonemic awareness)</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>▪ How are sounds represented by letters?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Words are made of sounds.</li> </ul>
<b>Areas of Focus</b>	<b>Comments and Examples</b>
1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).	
<b>C. Decoding and Word Recognition</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>▪ How do I figure out a word I do not know?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.</li> </ul>
<b>Areas of Focus</b>	<b>Comments and Examples</b>
1. Know sounds for a range of prefixes and suffixes (e.g., re-, -ment, -tion).	
2. Use letter-sound knowledge and structural analysis to decode words.	
3. <b>Use context to accurately read words with more than one pronunciation.</b>	<b>Instructional/Assessment Focus:</b> <ul style="list-style-type: none"> <li>• Use information (known words) from text to identify unknown words</li> </ul>
<b>D. Fluency</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>▪ How does fluency affect comprehension?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fluent readers group words quickly to help them gain meaning from what they read.</li> </ul>
<b>Areas of Focus</b>	<b>Comments and Examples</b>
1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.	

2. Read longer text and chapter books independently and silently.	
3. Read aloud with proper phrasing, inflection, and intonation.	
<b>E. Reading Strategies (before, during, and after reading)</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>▪ What do readers do when they do not understand everything in a text?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ul>
<b>Areas of Focus</b>	<b>Comments and Examples</b>
1. <b>Set purpose for reading and check to verify or change predictions during/after reading.</b>	<b>Suggested Instructional/Assessment Strategies:</b> <ul style="list-style-type: none"> <li>• Hook student interest by suggesting purpose for reading</li> <li>• Picture walk—title, captions, illustrations—to encourage prediction and meaning</li> <li>• Link personal experiences or knowledge to text</li> <li>• Students picture walk using video clips</li> </ul>
2. Monitor comprehension and accuracy while reading in context and self-correct errors.	
3. <b>Use pictures and context clues to assist with decoding of new words.</b>	<b>Suggested Instructional/Assessment Strategies:</b> <ul style="list-style-type: none"> <li>• Use information (known words and illustrations) from text to identify unknown words</li> <li>• Students learn how to clarify information across the content areas by asking questions: “What do you think the writer meant when he/she wrote....” “What do you think the word, meant in this paragraph/selection?” “How was the word, used in this paragraph?”</li> </ul> <p>(*Source- Annenberg Media)  <a href="http://www.learner.org/jnorth/tm/InstrucStrat9.html">http://www.learner.org/jnorth/tm/InstrucStrat9.html</a></p>
4. Develop and use graphic organizers to build on experiences and extend learning.	
<b>F. Vocabulary and Concept Development</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>▪ Why do readers need to pay attention to a writer’s choice of words?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Words powerfully affect meaning.</li> </ul>
<b>Areas of Focus</b>	<b>Comments and Examples</b>
1. Spell previously studied words and spelling patterns accurately.	
2. Point to or clearly identify specific words or wording that cause comprehension difficulties.	
4. Infer word meaning from taught roots, prefixes, and suffixes.	
5. Use a grade-appropriate dictionary with assistance from teacher.	
6. <b>Use pictures and context clues to assist with meaning of new words.</b>	<b>Suggested Instructional/Assessment Strategies:</b> <ul style="list-style-type: none"> <li>• Picture walk—title, captions, illustrations—to encourage prediction and meaning</li> <li>• Build background knowledge via teacher read alouds</li> <li>• Students picture walk using video clips</li> <li>• Introduce vocabulary by having students match new</li> </ul>

	<p>words with magazine pictures</p> <p>(*Source- PBS Kids: Word Girl)  <a href="http://www-tc.pbskids.org/wordgirl/parentsandteachers/pdf/lessons/scavenger_hunt.pdf">http://www-tc.pbskids.org/wordgirl/parentsandteachers/pdf/lessons/scavenger_hunt.pdf</a></p>
<b>G. Comprehension Skills and Response to Text</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>▪ How do readers construct meaning from text?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> </ul>
<b>Areas of Focus</b>	<b>Comments and Examples</b>
<p><b>1. Recognize purpose of the text.</b></p>	<p><b>Suggested Instructional/Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• Teacher read alouds with attention to author's purpose</li> <li>• Guided reading to improve comprehension at student's instructional level</li> </ul> <p><b>Sample Assessment Item:</b>  ASSESS using reading passage <i>Don't Throw Your Bones on the Floor</i> by Lucille Recht Penner—  <a href="http://www.doe.mass.edu/mcas/search/viewreadingselection.asp?ReadingSelectionid=277">http://www.doe.mass.edu/mcas/search/viewreadingselection.asp?ReadingSelectionid=277</a></p> <p>What is the main idea in paragraphs 11 and 12?</p> <ul style="list-style-type: none"> <li>A. Buffalo horns made the best spoons.</li> <li>B. Spoons were first made from clamshells.</li> <li>C. Pewter and silver spoons were very valuable.</li> <li>*D. Spoons were made from many different materials.</li> </ul>
<p><b>2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts.</b></p>	<p><b>Suggested Instructional/Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• Use Fishbone Map to illustrate cause/effect (interaction between at least two ideas or events)</li> <li>• In a <b>Comprehensive Health</b> unit, students discuss the physical effects of second-hand smoking. Then, working in small groups, they complete a graphic organizer focusing on cause and effect.</li> </ul> <p>(*Source- ReadWriteThink.org)  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=925">http://www.readwritethink.org/lessons/lesson_view.asp?id=925</a>  Students use concept software to provide visual structure—graphic organizers (i.e., cause and effect).</p> <p><b>Sample Assessment Item:</b>  ASSESS using reading passage <i>Brave as a Mountain Lion</i> by Ann Herbert Scott—  <a href="http://www.nj.gov/education/assessment/es/sample/NJ-LAL_sample.pdf">http://www.nj.gov/education/assessment/es/sample/NJ-LAL_sample.pdf</a>, Page 28 Question 2</p> <p>At the beginning of the story, why doesn't Spider feel like eating dinner?</p> <ul style="list-style-type: none"> <li>* A. He is too worried to eat.</li> <li>B. He does not like deer meat.</li> <li>C. He is waiting for his father.</li> <li>D. He has to study for a spelling bee.</li> </ul>

<p>3. <b>Interpret information in graphs, charts, and diagrams.</b></p>	<ul style="list-style-type: none"> <li>• <b>Suggested Instructional/Assessment Strategy</b> <ul style="list-style-type: none"> <li>• In a <b>Math</b> unit, students read the poem “Hungry Mungry” by Shel Silverstein, and discuss how much food was consumed by the main character. Students tally and graph food categories and interpret findings.</li> </ul> </li> </ul> <p>(*Source- The Franklin Institute: Resources for Science Learning)  <a href="http://sln.fi.edu/qa97/me4/">http://sln.fi.edu/qa97/me4/</a></p>
<p>4. <b>Ask how, why, and what-if questions in interpreting nonfiction texts.</b></p>	<p><b>Instructional/Assessment Focus:</b></p> <ul style="list-style-type: none"> <li>• Higher level questioning to interpret nonfiction texts</li> </ul>
<p>5. <b>Recognize how authors use humor, sarcasm, and imagery to extend meaning.</b></p>	<p><b>Suggested Instructional/Assessment Strategy:</b></p> <ul style="list-style-type: none"> <li>• In a <b>Social Studies</b> or <b>World Languages</b> unit, students analyze and discuss basic elements of laughter—surprise, clowning—across cultures.</li> </ul> <p>(*Source- National Geographic Kids)  <a href="http://www.nationalgeographic.com/ngkids/9904/funny/index.htm">http://www.nationalgeographic.com/ngkids/9904/funny/index.htm</a></p>
<p>6. <b>Discuss underlying theme or message in interpreting fiction.</b></p>	<p><b>Sample Assessment Item:</b>  ASSESS using reading passage <i>Brave as a Mountain Lion</i> by Ann Herbert Scott—  <a href="http://www.nj.gov/education/assessment/es/sample/NJ-LAL_sample.pdf">http://www.nj.gov/education/assessment/es/sample/NJ-LAL_sample.pdf</a>, Page 28 Question 1</p> <p>What is a theme of “Brave as a Mountain Lion”?</p> <p>A. Hard work can lead to good ideas.  B. Nature teaches us about ourselves.  * C. We can do hard things with help from others.  D. Everything we know we learn in school.</p>
<p>7. <b>Summarize major points from fiction and nonfiction texts.</b></p>	<p><b>Sample Assessment Item:</b>  ASSESS using a sample reading passage <i>Jamaica Tag-Along</i> by Juanita Havill, Page 3, Question 7  <a href="http://fcats.fldoe.org/pdf/sample/0708/reading/FL08_STM_R_STB_G3_WT_C001.pdf">http://fcats.fldoe.org/pdf/sample/0708/reading/FL08_STM_R_STB_G3_WT_C001.pdf</a></p> <p>What is Jamaica’s BIGGEST problem in the story?</p> <p>A. She hurts Berto’s feelings.  B. Berto steps on her sandcastle.  C. She does not like younger children.  * D. Her brother will not let her play with him.</p>
<p>8. <b>Draw conclusions and inferences from texts.</b></p>	<p><b>Sample Assessment Item:</b>  ASSESS using a sample open-ended question about <i>Moe McTooth: An Alley Cat’s Tale</i> by Eileen Spinelli  <a href="http://www.doe.mass.edu/mcas/search/viewreadingselection.asp?ReadingSelectionid=279">http://www.doe.mass.edu/mcas/search/viewreadingselection.asp?ReadingSelectionid=279</a></p> <p>Based on the story, describe how Moe’s life on the street is different from Moe’s life in the apartment. Support your answer with important details from the story.</p>
<p>9. Recognize first-person “I” point of view.</p>	
<p>10. <b>Compare and contrast story plots, characters, settings, and themes.</b></p>	<p><b>Suggested Instructional/Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• Hook student interest using comics to compare and contrast story elements</li> </ul>

	<ul style="list-style-type: none"> <li>• Story Mapping</li> <li>• Through the use of an interactive comic creator, which reflects the basic elements of line, shape and space, students use a six-paneled comic strip to create story maps, comparing two books that they have read. The story strips that result provide a great way to evaluate student's understanding of important events and elements in a novel.</li> </ul> <p>(*Source- ReadWriteThink.org)  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=236">http://www.readwritethink.org/lessons/lesson_view.asp?id=236</a></p>
11. Participate in creative responses to texts (e.g., dramatizations, oral presentations).	
12. Read regularly in materials appropriate for their independent reading level.	
13. <b>Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.</b>	<p><b>Suggested Instructional/Assessment Strategies:</b></p> <ul style="list-style-type: none"> <li>• K-W-L Chart</li> <li>• In a <b>Social Studies/Language Arts Literacy</b> unit on mythology, students use a text set (paired fiction and nonfiction texts on a similar topic) to increase their interest in and understanding of content area material.</li> </ul> <p>ASSESS using student's writing, which blends narrative and expository elements.</p> <p>(*Source- ReadWriteThink.org)  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=262">http://www.readwritethink.org/lessons/lesson_view.asp?id=262</a></p>
14. <b>Use information and reasoning to examine bases of hypotheses and opinions.</b>	<p><b>Sample Assessment Item:</b>  ASSESS using reading passage <i>Brave as a Mountain Lion</i> by Ann Herbert Scott—  <a href="http://www.nj.gov/education/assessment/es/sample/NJ-LAL_sample.pdf">http://www.nj.gov/education/assessment/es/sample/NJ-LAL_sample.pdf</a>, Page 31 Question 7</p> <p>When Spider thinks about the spelling bee, he thinks about a mountain lion, a coyote, and a spider.</p> <ul style="list-style-type: none"> <li>• Explain how each one helps Spider.</li> <li>• Decide which one is most helpful and explain why.</li> </ul> <p>Use information from the story to support your response.</p>
<b>H. Inquiry and Research</b>	
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• Why conduct research?</li> </ul>	<ul style="list-style-type: none"> <li>• Researchers gather and critique information on a topic from a variety of sources for specific purposes.</li> </ul>
<b>Areas of Focus</b>	<b>Comments and Examples</b>
1. Use library classification systems, print or electronic, to locate information.	
2. <b>Draw conclusions from information and data gathered.</b>	<p><b>Suggested Instructional/Assessment Strategy:</b></p> <ul style="list-style-type: none"> <li>• In a <b>Social Studies—Geography</b> unit, students research and select landscape photographs on the</li> </ul>

	<p>Internet and describe in their journals what they see. Once they have completed their journal entries, they research the following questions: What physical processes shape the features and patterns of the place? How might this environment affect people?</p> <p>(*Source- National Geographic Xpeditions)  <a href="http://www.nationalgeographic.com/xpeditions/lessons/02/g35/detective.html">http://www.nationalgeographic.com/xpeditions/lessons/02/g35/detective.html</a></p>
<p>3. Read a variety of nonfiction and fiction books and produce evidence of understanding.</p>	