

Grade Three English Language Arts - At a Glance

Organizing Idea	Grade Three Outcome	Highlights of your Child's Learning by the end of Grade Three
Text Forms and Structures	Students relate the form and structure of texts to communication of ideas and information.	<ul style="list-style-type: none"> • A text is anything digital or non digital that has meaning to the one who creates or engages with it. • The purpose of text is to inform and/or provide enjoyment. • Texts can be fiction or nonfiction. Literary forms can include: drama, short stories, images. • Stories have beginning, problem, events, solution and endings. • Text features include images, tables of contents, maps and graphs. • Fictional texts can include: traditional literature including myths, realistic fiction, historical fiction and mystery. • Elements to fiction include: major characters, setting, plot. • Non-fiction includes biographies, content-area texts, interactions with people, and land. • Non-fiction texts have structures: main idea or topic, supporting details, linear or cyclical sequencing, compare and contrast. • Poetry creates desired effects (figurative language). • Poetic structures include haiku and limericks.
Oral Language	Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.	<ul style="list-style-type: none"> • Understand that oral traditions involve listening and speaking to pass information from generation to generation. • Effective dialogue includes: listening, staying on topic, asking questions, contributing. Students examine effectiveness in learning and social interactions. • Listening can enhance interactions and learning. • Communication can be supported by integrating verbal and non-verbal language. • Presentations share stories, ideas or information with an audience.

Vocabulary	Students analyze new words and morphemes to enhance vocabulary.	<ul style="list-style-type: none"> • Vocabulary knowledge can be supported and developed through literacy interactions and experiences. • Figurative language includes: imagery, hyperbole, simile. • Students use tier 2 words in literacy contexts. • Students develop tier 3 vocabulary through content area learning. • Students analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings. • Students study words and how they formed (morphology) to develop vocabulary and enhance comprehension.
		<ul style="list-style-type: none"> • Students analyze bases and affixes, recognize suffixes to form adverbs; recognize and use suffixes; analyze frequently used compound words and their meanings; distinguish syllables in words.
Phonics	Students investigate how phonics connects to word formation and supports the process of reading and writing.	<ul style="list-style-type: none"> • Consonant clusters at beginning and ending of words. • Consonant digraphs • Some consonant letters represent no sound • Use chunking as a phonetic strategy to decode. • Connections are made between phonemes and graphemes, including consonant clusters and digraphs.
Fluency	Students apply fluency strategies and develop reading comprehension.	<ul style="list-style-type: none"> • Reading fluency develops over time and practice. • Fluency includes: accuracy, automaticity in word recognition, prosody. • Students develop comprehension when recognizing high frequency words in continuous text and at an appropriate rate.
Comprehension	Students analyze text and make connections to personal experiences to support meaning.	<ul style="list-style-type: none"> • Students develop critical thinking and apply to texts in varying length and complexity. • Students make connections made prior to, during and after reading. • Connections are made between texts and ideas that relate to past, present or future world events (text to world). • Students make predictions by using background knowledge, personal experience and anticipation of logical outcomes or events. • Inference involves drawing conclusions based on known facts or evidence. • Inference involves: making connections, questioning, predicting, visualizing. • Summarizing involves determining key ideas and specific details, logically ordering ideas and writing ideas in their own words. • Self monitoring skills are used through: noticing where meaning breaks down, rereading, reading ahead, creating mental or visual images and asking and answering <i>how</i>, <i>why</i>, and <i>what if</i> questions.

Writing	Students investigate writing and research processes that support informed written expression	<ul style="list-style-type: none"> • Students use the writing process to organize and share messages through: planning, drafting, revising, editing and sharing. • Writers avoid repetitions and run-on sentences. • Fluent writing sounds like speaking when read aloud. • Students engage in creative writing. • Creative writing involves: considering audience and purpose, brainstorming to expand ideas, seeking out information to help transform ideas into representations, persevering through challenges that may rise. • Creative writing involves personal expression of ideas through: organization, word choice, presentation.
		<ul style="list-style-type: none"> • Students use words to enhance writing including: sensory details, synonyms, antonyms, specific words or phrases. Dialogue can be used. • Students engage in research processes and share research in a variety of digital and nondigital forms such as: reports, presentations and visual representations. • Students write messages through methods or tools such as: printing, keyboarding, cursive handwriting.
Conventions	Students investigate and demonstrate how conventions support written communication	<ul style="list-style-type: none"> • Capitalization and punctuation such as commas, quotation marks and apostrophes are used. • Grammar provides consistent structure for building sentences. Such consistent structures are: using subject and predicate; conjunctions, adjectives, adverbs, subject-verb agreements and using words such as : possessive nouns, possessive adjectives, possessive pronouns. • Prepositions are used. • Spelling patterns are identified and used • Some words are not spelled in predictable ways. • A variety of spelling strategies and tools are used to enhance written expression. • Basic spelling guidelines transfer to writing to increase accuracy: abbreviations, inflectional endings, spelling contractions, compound words, singular and plural possessives, complex plural words, endings.

