

**MONROE COUNTY COMMUNITY SCHOOL CORPORATION  
CURRICULUM GUIDE**

<b>ELEMENTARY LANGUAGE ARTS GRADE 3</b>
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**Grade 3**

**Standard 1**

**READING:**

**Word Recognition, Fluency, and Vocabulary Development**

**Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (*un-*, *-ful*), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.**

***Decoding and Word Recognition***

- 3.1.1 Know and use more difficult vowel digraphs (*au*, *aw*), three-letter blends (*thr*, *squ*), irregular plurals, contractions, possessives, and word families (*-ight*), when reading unfamiliar words.
- 3.1.2 Read words with several syllables.
- 3.1.3 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.

***Vocabulary and Concept Development***

- 3.1.4 Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).  
**Example:** Understand that words, such as *fair* and *fare*, are said the same way but have different meanings. Know the difference between two meanings of the word lead when used in sentences, such as *The pencil has lead in it and I will lead the way.*
- 3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues and content areas.
- 3.1.6 Use sentence and word context to find the meaning of unknown words.
- 3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.

- 3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as *un-*, *pre-*) and suffixes (word parts added at the end of words such as *-er*, *-ful*, *-less*) to determine the meaning of words.
- 3.1.9 Use vocabulary strategies to determine:
- ? figurative language
  - ? multiple-meaning words
  - ? plurals
  - ? compound words
  - ? contractions
  - ? possessives
  - ? root (base) words

### Grade 3

#### Standard 2

#### READING:

#### Reading Comprehension

**Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 3, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children’s magazines and newspapers, reference materials, and online information.**

#### *Structural Features of Informational and Technical Materials*

- 3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

- 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.
- Example:** When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.
- 3.2.3 Show understanding by identifying answers in the text through oral responses, written work, and illustrations.
- Example:** After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.

- 3.2.4 Recall and sequence major points in the text and make and revise predictions about what is read.  
**Example:** Read a story, such as *Storm in the Night* by Mary Slattery Stolz or part of *Ramona Quimby* by Beverly Cleary, and predict what is going to happen next in the story. Confirm or revise the prediction based on further reading.
- 3.2.5 Distinguish the main idea and supporting details in expository (informational) text.  
**Example:** Read an informational text, such as *The Magic School Bus Inside the Earth* by Joanna Cole or *Volcano* by Christopher Lampton, and make a chart listing the main ideas from the text and the details that support them.
- 3.2.6 Locate appropriate and significant information from the text, including problems and solutions.  
**Example:** Identify the problem faced by a character in a book, such as *A Gift for Tia Rosa* by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.
- 3.2.7 Follow simple multiple-step written instructions.
- 3.2.8 Interpret information from diagrams, charts, tables, maps, graphs, calendars, cartoons, schedules, timelines, advertisements, signs/symbols, and captions.

### Grade 3

#### Standard 3

#### READING:

#### Literary Response and Analysis

**Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the *Indiana Reading List* illustrate the quality and complexity of the materials to be read by students.**

#### *Structural Features of Literature*

- 3.3.1 Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.  
**Example:** Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem “*On the Run*” by Douglas Florian, the play *The Crane Wife* by Sumiko Yagawa, Anne Laurin’s fictional book *Perfect Crane*, and the nonfiction counting book *Counting Cranes* by Mary Beth Owens.

#### *Narrative Analysis of Grade-Level-Appropriate Text*

- 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.  
**Example:** Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as *Why Mosquitoes Buzz in People’s Ears* retold by Verna Aardema or *How the Leopard Got Its Spots* by Justine and Ron Fontes. Plot each story onto a story map.

- 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.  
**Example:** Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book the same name.
- 3.3.4 Determine the theme or author's message in fiction and nonfiction text.  
**Example:** Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story, *More than Halfway There* by Janet Halliday Ervin, and the nonfiction biography, *Abe Lincoln's Hat* by Martha Brenner.
- 3.3.5 Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.  
**Example:** Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as *Cock-a-doodle doo!: What Does It Sound Like to You?* by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.
- 3.3.6 Identify the speaker or narrator in a selection.  
**Example:** Read a book, such as *Class Clown* by Johanna Hurwitz or *Dinner at Aunt Connie's House* by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.
- 3.3.7 Make inferences, classify, compare/contrast, and draw conclusions from the text.
- 3.3.8 Distinguish between fantasy and reality, fact and opinion, and cause and effect.
- 3.3.9 Make generalizations, summarizations, judgments, and/or decisions about author, character, plot, setting, or theme.

### **Grade 3**

#### **Standard 4**

#### **WRITING:**

#### **Writing Process**

**Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, editing multiple drafts, and publishing.**

#### ***Organization and Focus***

- 3.4.1 Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.
- 3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
- 3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.

### ***Research and Technology***

- 3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
- 3.4.5 Use a computer to draft, revise, and publish writing.

### ***Evaluation and Revision***

- 3.4.6 Review, evaluate, and revise writing for meaning and clarity.
  - express ideas in complete sentences
  - write documents of sufficient, appropriate length
- 3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
  - edit for mechanics (spelling, indentation, punctuation, grammar, and capitals)
  - write legibly
- 3.4.8 Revise writing for others to read, improving the focus and progression of ideas.

## **Grade 3**

### **Standard 5**

#### **WRITING:**

#### **Writing Applications**

#### **(Different Types of Writing and Their Characteristics)**

**At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

**In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 – Writing Process to:**

- 3.5.1 Write narratives (stories) that:
  - provide a context within which an action takes place
  - include details to develop the plot
    - Example:** Write a story based on an article in a magazine, such as *Cricket* or *Stone Soup*, about what life was like 100 years ago.
  - move through a logical sequence of events
- 3.5.2 Write descriptive pieces about people, places, things, or experiences that:
  - develop a unified main idea
  - use details to support the main idea
    - Example:** Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.

- 3.5.3 Write personal, persuasive, and formal letters, thank-you notes, invitations, and address envelopes that:
- show awareness of the knowledge and interests of the audience and establish a purpose and context
  - include the date, proper salutation, body closing, and signature
- Example:** Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom.
- 3.5.4 Use varied word choices to make writing interesting.
- Example:** Write stories using varied words, such as cried, yelled, or jumped instead of said.
- 3.5.5 Write for different purposes and to a specific audience or person.
- Example:** Write an article about the library at your school. Include a list of ways that students use the library.
- journals
  - logs
  - notebooks
  - reports (research, book)
  - summaries
  - autobiographies
  - literature Responses
  - charts
  - picture Books
  - poems

### Grade 3

#### Standard 6

#### WRITING:

#### Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

#### *Handwriting*

- 3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.

#### *Sentence Structure*

- 3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.
- declarative: *This tastes very good.*
  - imperative: *Please take your seats.*
  - interrogative: *Are we there yet?*
  - exclamatory: *It's a home run!*

## **Grammar**

- 3.6.3 Identify and use subjects and verbs that are in agreement (*we are* instead of *we is*).
- 3.6.4 Identify and use past (*he danced*), present (*he dances*), and future (*he will dance*) verb tenses properly in writing.
- 3.6.5 Identify and correctly use pronouns (*it, him, her*), adjectives (*brown eyes, two younger sisters*), compound nouns (*summertime, snowflakes*), and articles (*a, an, the*) in writing.

## **Punctuation**

- 3.6.6 Use commas in dates (*August 15, 2001*), locations (*Fort Wayne, Indiana*), addresses (*431 Coral Way, Miami, FL*), and for items in a series (*football, basketball, soccer, and tennis*).

## **Capitalization**

- 3.6.7 Capitalize correctly geographical names, holidays, historical periods, and special events (*We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.*)

## **Spelling**

- 3.6.8 Spell correctly one-syllable words that have blends (*blend, walk, or play*), contractions (*isn't, can't*), compounds, common spelling patterns (*qu*, changing *win* to *winning*, and changing the ending of a word from *-y* to *-ies* to make a plural, such as *cherry/cherries*), and common homophones (words that sound the same but have different spellings, such as *hair-hare*).
- 3.6.9 Arrange words in alphabetic order. Alphabetize to the third letter.  
**Example:** Given a list of words, such as *apple, grapefruit, cherry, banana, pineapple, and peach*, put them into correct alphabetical order: *apple, banana, cherry, grapefruit, peach pineapple*.
- 3.6.10 Spell high-frequency words correctly.  
**Example:** who, there, our, were

## **Grade 3**

### **Standard 7**

#### **LISTENING AND SPEAKING:**

#### **Listening and Speaking Skills, Strategies, and Applications**

**Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.**

### ***Comprehension***

3.7.1 Retell, paraphrase, and explain what a speaker has said.

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3.7.2 Connect and relate experiences and ideas to those of a speaker. Develop and ask appropriate questions.

3.7.3 Answer questions completely and appropriately.

3.7.4 Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*).

### ***Organization and Delivery of Oral Communication***

3.7.5 Organize ideas chronologically (in the order that they happened) or around major points of information.

3.7.6 Provide a beginning, a middle, and an end to oral presentations including details that develop a central idea.

3.7.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

3.7.8 Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.

3.7.9 Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.

### ***Analysis and Evaluation of Oral and Media Communications***

3.7.10 Compare ideas and points of view expressed in broadcast, print media, or the Internet.

3.7.11 Distinguish between the speaker's opinions and verifiable facts.

### ***Speaking Applications***

3.7.12 Make brief narrative (story) presentations that:

- provide a context for an event that is the subject of the presentation
- provide insight into why the selected event should be of interest to the audience
- include well-chosen details to develop characters, setting, and plot

3.7.13 Plan and present dramatic interpretations of experiences, stories, poems, or plays.

3.7.14 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

**Grade 3**

**Standard 8**

**RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE, LITERATURE  
AND CULTURE BY**

- Understanding the elements of story structure – theme, characters, setting, and plot
- Understanding the structure of expository text
- Comparing literature and arts from different cultures

- 3.8.1 Appreciate universal themes across time and culture.
- 3.8.2 Demonstrate an awareness of the geographic information important to written material.
- 3.8.3 Explain how characters or simple events in a work are like people or events in one's own life (compare and contrast characters and events from various cultures).

## **Grade 3**

### **Standard 9**

#### **SELECT AND USE DEVELOPMENTALLY APPROPRIATE STUDY SKILLS**

- 3.9.1 Use maps and globes.
- 3.9.2 Use a thesaurus.
- 3.9.3 Use study guides to organize information.
- 3.9.4 Use charts, graphs, and tables.
- 3.9.5 Recognize and locate table of contents, author, illustrator, index, glossary, copyright, and dedication.
- 3.9.6 Demonstrate test-taking strategies.
- 3.9.7 Use a card catalog to find:
  - nonfiction
  - fiction
  - dewey decimal system
  - author
  - title
  - subject
- 3.9.8 Use references for research and inquiry reports.
- 3.9.9 Paraphrase information for a report.
- 3.9.10 Set appropriate goals.
- 3.9.11 Regularly self-assess progress toward goals.
- 3.9.12 Organize folders, notebooks, books, and desk/locker.