

Galway ELA Curriculum Guide
3rd Grade

READING:

Decoding Including Phonics and Structural Analysis

- Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, grade-level words
- Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words, including multisyllabic grade-level words that are part of word families
- Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)

Fluency

- Sight-read automatically grade-level high-frequency words and irregularly spelled content words
- Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 3: 115 WPM) (Davidson, M., & Towner, J. (2000). *Reading Screening Test*. Bellingham, WA: Applied Research and Development Center.)

Background Knowledge and Vocabulary Development

- Study categories of words to learn grade-level vocabulary
- Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning
- Connect words and ideas in books to spoken language vocabulary and background knowledge
- Learn new vocabulary and concepts indirectly by reading books and other print sources
- Identify specific words causing comprehension difficulties in oral or written language
- Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms

Comprehension Strategies

- Read grade-level texts with comprehension and for different purposes
- Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text
- Work cooperatively with peers to comprehend text
- Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)
- Use knowledge of structure of imaginative text to identify and interpret plot, character, and events
- Listen to or read grade-level texts and ask questions to clarify understanding
- Listen to or read grade-level texts and answer literal, inferential, and critical/application questions
- Summarize main ideas of informational text and details from imaginative text orally and in writing
- Support point of view with details from the text
- Lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)
- Demonstrate comprehension of grade-level text through creative responses, such as writing, drama, and oral presentations
- Infer underlying theme or message of written text

Motivation to Read

- Show interest in a wide range of grade-level texts, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts
- Read voluntarily for own purposes and interests
- Show familiarity with titles and authors of well-known grade-level literature
- Read independently and silently, including longer fiction and chapter books

WRITING:

Spelling

- Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing

Handwriting

- Write legibly all uppercase and lowercase manuscript letters
- Write legibly all uppercase and lowercase cursive letters

Composition

- Write in response to the reading of imaginative and informational texts
- Write a variety of compositions, such as literary responses and informational reports, using different organizational patterns (e.g., cause and effect, compare/contrast)
- Write in a variety of formats, such as print and multimedia
- Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
- Use grade-level vocabulary and sentence patterns in writing

Based on May 2005 NYS ELA Core Curriculum PK – Grade 12 Literacy Competencies.

Prepared spring 2008.

- Write sentences in logical order and use paragraphs to organize topics
- Review work independently for spelling and conventional capitalization and punctuation
- Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report)
- Convey personal voice in writing
- Begin to use literary elements in creative writing (e.g., figurative language)
- Combine information from multiple sources when writing reports
- Present and discuss own writing in conferences with teacher and peers, and respond with feedback

Motivation to Write

- Write voluntarily to communicate ideas and emotions to a variety of audiences
- Write voluntarily for different purposes (e.g., tell stories, share information, give directions)
- Publish writing for classroom or school display

LISTENING:

Listening

- Listen attentively to books read aloud
- Listen attentively for different purposes
- Listen respectfully, without interrupting, when others speak
- Attend to a listening activity for a specified period of time

SPEAKING:

Speaking

- Speak in response to the reading of imaginative and informational texts
- Use grade-level vocabulary to communicate orally ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)
- Use conventional grammar
- Recognize what is relevant and irrelevant for a particular audience
- Communicate ideas in an organized and cohesive manner
- Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults)
- Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience
- Take turns in conversation and respond respectfully when speaking in a group
- Participate in group discussions
- Offer feedback to others during conferences