

# Grade 3

## READING

### Understanding and Using Literary Texts

**Standard 3-1** The student will read and comprehend a variety of literary **texts** in print and nonprint formats.

Indicators	PLT Activities
3-1.1 Analyze the details that support the expression of the <b>main idea</b> in a given literary <b>text</b> .	4 - Sounds Around 8 - The Forest of S.T. Shrew 18 - Tale of the Sun 80 - Nothing Succeeds Like Succession 89 - Trees for Many Reasons 87 - Earth Manners
3-1.2 Analyze a given literary <b>text</b> to make, <b>revise</b> , and confirm predictions and draw conclusions.	80 - Nothing Succeeds Like Succession
3-1.3 Analyze the <b>text</b> to determine <b>first-person point of view</b> .	
3-1.4 Distinguish among devices of <b>figurative language</b> (including <b>simile</b> , <b>metaphor</b> , <b>personification</b> , and <b>hyperbole</b> ) and sound devices (including <b>onomatopoeia</b> and <b>alliteration</b> ).	
3-1.5 Analyze the relationship among <b>characters</b> , <b>setting</b> , and plot in a given literary <b>text</b> .	
3-1.6 Analyze the effect of the <b>author's craft</b> (for example, <b>word choice</b> and sentence structure) on the meaning of a given literary <b>text</b> .	
3-1.7 Create responses to literary <b>texts</b> through a variety of methods (for example, writing, <b>creative dramatics</b> , and the visual and performing arts).	
3-1.8 Classify works of <b>fiction</b> (including <b>fables</b> , tall tales, and <b>folktales</b> ) and works of <b>nonfiction</b>	

(including <b>biographies</b> ) by characteristics.	
3-1.9 Recognize the characteristics of poetry (including <b>stanza, rhyme scheme, and repetition</b> ).	5- Poet-Tree
3-1.10 Analyze cause-and-effect relationships in literary <b>texts</b> .	80-Nothing Succeeds Like Succession
3-1.11 Read independently for extended periods of time for pleasure.	

## READING

### Understanding and Using Informational Texts

**Standard 3-2** The student will read and comprehend a variety of informational **texts** in print and nonprint formats.

#### Indicators

#### PLT Activities

3-2.1 Summarize evidence that supports the <b>central idea</b> of a given informational <b>text</b> .	8 - The Forest of S.T. Shrew 80 -Nothing Succeeds Like Succession 89 - Trees for all Reasons
3-2.2 Analyze informational <b>texts</b> to draw conclusions and make <b>inferences</b> .	8 - The Forest of S.T. Shrew 80 -Nothing Succeeds Like Succession
3-2.3 Distinguish between facts and opinions in informational <b>texts</b> .	8 - The Forest of S.T. Shrew 80 -Nothing Succeeds Like Succession
3-2.4 Create responses to informational <b>texts</b> through a variety of methods (for example, drawings, written works, and oral presentations).	8 - The Forest of S.T. Shrew 80 - Nothing Succeeds Like Succession 89 - Trees for all Reasons
3-2.5 Use headings, subheadings, <b>print styles</b> , captions, and chapter headings to gain information.	
3-2.6 Use <b>graphic features</b> (including illustrations, graphs, charts, maps, diagrams, and <b>graphic organizers</b> ) as sources of information.	8 - The Forest of S.T. Shrew 87 - Earth Manners
3-2.7 Use <b>functional text features</b> (including tables of contents, glossaries, and indexes) as sources of information.	
3-2.8 Analyze informational <b>texts</b> to identify cause-and-effect relationships.	80 - Nothing Succeeds Like Succession

3-2.9 Read independently for extended periods of time to gain information.	
--	--

## READING

### Building Vocabulary

**Standard 3-3** The student will use word analysis and vocabulary strategies to read fluently.

Indicators	PLT Activities
3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using <b>context clues</b> .	
3-3.2 Use <b>base words</b> and <b>affixes</b> to determine the meanings of words. (See <i>Instructional Appendix: Prefixes and Suffixes</i> .)	
3-3.3 Interpret the meaning of <b>idioms</b> encountered in <b>texts</b> .	
3-3.4 Read <b>high-frequency words</b> in <b>texts</b> . (See Instructional Appendix: <b>High-Frequency Words</b> .)	
3-3.5 Use <b>context clues</b> to determine the relationship between two or more words (including <b>synonyms</b> , <b>antonyms</b> , and <b>homonyms</b> ).	
3-3.6 Spell <b>high-frequency words</b> . (See Instructional Appendix: <b>High-Frequency Words</b> .)	
3-3.7 Spell correctly <ul style="list-style-type: none"> <li>• words that have blends,</li> <li>• contractions,</li> <li>• <b>compound words</b>,</li> <li>• orthographic patterns (for example, <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and</li> <li>• common homonyms.</li> </ul>	

## WRITING

### Developing Written Communications

**Standard 3-4** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.

Indicators	PLT Activities
3-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining <b>literary models</b> ).	8 - The Forest of S.T. Shrew 24 - Nature's Recyclers 51 - Make Your Own Paper 76 - Tree Cookies 80 - Nothing Succeeds Like Succession
3-4.2 Use complete sentences (including compound sentences) in writing.	89 - Trees for all Reasons
3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.	
3-4.4 Use grammatical conventions of written <b>Standard American English</b> , including <ul style="list-style-type: none"> <li>• comparative and superlative adjectives,</li> <li>• prepositions and prepositional phrases,</li> <li>• conjunctions (<i>because, since, yet, until</i>), and</li> <li>• nominative and objective case pronouns.</li> </ul> (See Instructional Appendix: Composite Writing Matrix.)	
3-4.5 <b>Revise</b> the organization and development of content and the quality of <b>voice</b> in written works. (See <i>Instructional Appendix: Composite Writing Matrix</i> .)	
3-4.6 <b>Edit</b> for the correct use of written <b>Standard American</b>	

<p><b>English</b>, including</p> <ul style="list-style-type: none"> <li>• capitalization <ul style="list-style-type: none"> <li>– geographic names,</li> <li>– holidays, and</li> <li>– historical and special events;</li> </ul> </li> <li>• punctuation <ul style="list-style-type: none"> <li>– commas in addresses,</li> <li>– commas in the greeting and closing of letters,</li> <li>– commas in compound sentences,</li> <li>– apostrophes in contractions and possessive nouns,</li> <li>– periods in abbreviations, and</li> <li>– indentation of paragraphs; and</li> </ul> </li> <li>• spelling <ul style="list-style-type: none"> <li>– misused <b>homonyms</b>,</li> <li>– <b>high-frequency</b> multisyllabic words,</li> <li>– words that have blends,</li> <li>– contractions,</li> <li>– <b>compound words</b>, and</li> <li>– orthographic patterns (for example, <i>qu</i>, consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural).</li> </ul> </li> </ul> <p>(See Instructional Appendix: Composite Writing Matrix.)</p>	
<p>3-4.7 Use correct letter formation when using manuscript and cursive writing.</p>	

## WRITING

### Producing Written Communications in a Variety of Form

**Standard 3-5** The student will write for a variety of purposes and **audiences**.

Indicators	PLT Activities
3-5.1 Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).	
3-5.2 Create narratives that include <b>characters</b> and <b>setting</b> and follow a logical sequence.	7 -Habitat Pen Pals
3-5.3 Create written descriptions about people, places, or events.	1 - The Shape of Things 7 - Habitat Pen Pals 8 - The Forest of S.T. Shrew 21 - Adopt a Tree 24 - Nature's Recyclers 42 – Sunlight and Shades of Green 46 - Schoolyard Safari 55 - We Can Work it Out 61 - The Closer You Look 78 - Signs of Fall 80 - Nothing Succeeds Like Succession 89 - Trees for all Reasons
3-5.4 Create written pieces (for example, riddles and jokes) to entertain others.	

## RESEARCHING

### Applying the Skills of Inquiry and Oral Communication

**Standard 3-6** The student will access and use information from a variety of sources.

Indicators	PLT Activities
3-6.1 Generate a topic for inquiry.	4 - Sounds Around 7 – Habitat Pen Pals 8 - The Forest of S.T. Shrew 24 - Nature’s Recyclers 42 – Sunlight and Shades of Green 51 - Make Your Own Paper 54 - I’d Like to Visit a Park Where... 78 - Signs of Fall 79 - Tree Lifecycle 80 -Nothing Succeeds Like Succession 89 - Trees for all Reasons 95 - Did You Notice?
3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and <b>nonprint sources</b> (for example, pictures, photographs, video, and television) to access information.	7 - Habitat Pen Pals 8 - The Forest of S.T. Shrew 16 - Pass the Plants, Please 24 - Nature’s Recyclers 51 - Make Your Own Paper 62 - To Be a Tree 76 - Tree Cookies – and variation 78 - Signs of Fall 79 - Tree Lifecycle 80 - Nothing Succeeds Like Succession
3-6.3 Organize information by classifying or sequencing	2 - Get in Touch with Trees 8 - The Forest of S.T. Shrew 13 - We All Need Trees 16 - Pass the Plants, Please 18 - Tale of the Sun 24 - Nature’s Recyclers 49 - Tropical Treehouse 61 - The Closer You Look 62 - To Be a Tree 78 - Signs of Fall 79 - Tree Lifecycle 80 - Nothing Succeeds Like Succession 89 - Trees for all Reasons

<p>3-6.4 Paraphrase research information accurately and meaningfully.</p>	<p>1 - The Shape of Things  4 - Sounds Around  51 - Make Your Own Paper  80 - Nothing Succeeds Like Succession</p>
<p>3-6.5 Use the Internet as a source of information.</p>	<p>1 - The Shape of Things  7 - Habitat Pen Pals  4 - Sounds Around  51 - Make Your Own Paper</p>
<p>3-6.6 Use vocabulary (including <b>Standard American English</b>) that is appropriate for the particular <b>audience</b> or purpose.</p>	
<p>3-6.7 Use appropriate <b>visual aids</b> (for example, pictures, objects, and charts) to support oral presentations.</p>	<p>80 - Nothing Succeeds Like Succession</p>