

Standard 1: Reading

THIRD GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabetics to construct meaning from text.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> uses decoding skills that include knowledge of phonetics and <i>structural analysis</i> when reading unknown words. 	<p>The teacher...</p> <ol style="list-style-type: none"> (a) encourages students to utilize effective <i>self-correction</i> and <i>self-monitoring</i> strategies by prompting students to use <i>visual, semantic and syntactic clues</i>. The teacher prompts may include the following: <ul style="list-style-type: none"> Does it make sense? Does it sound right? Does it look right? Look at the picture. How does the word start? Can you find a familiar pattern? Reread the sentence. Think about what would make sense and begin with those first sounds. <p>(This is an on-going process throughout the school year.)</p> (b) models the cognitive process of identifying meaningful chunks that lead the readers to the pronunciation of the word. (c) directs students to locate, highlight, and/or record words with a given affix or root. (d) emphasizes reading harder and longer multi-syllabic words. <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

Teacher Notes:

Standard 1: Reading

THIRD GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens) to read fluently at <i>instructional</i> or <i>independent reading levels</i>. 2. reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>. 3. uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i>. 4. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) provides an opportunity for the students to listen to recorded books, then, has students practice reading the book with a partner. (b) reads a text ignoring punctuation. The teacher solicits and records student responses to the reading on the board. After discussing these responses, the teacher rereads the book attending to the punctuation and sentence structure. Students then compare the two readings. 2. (a) models fluent reading using picture books. (b) uses the <i>choral reading</i> and <i>Reader's Theater</i> for students to practice fluent reading. (c) provides opportunity for multiple readings of familiar text. (d) provides reading selections at students' <i>independent reading level</i> for practice in reading expressively. 3. (a) models and guides students to read orally emphasizing phrases and logical groups of words. (b) encourages students to monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help. 4. (a) uses <i>word wall</i> games (e.g., Guess My Word?, Word Lotto). (b) has students make a word chain (strips of words on construction paper which have been linked together in a chain) using words from a text or vocabulary from content area. The teacher rehearses the words on the chain with the students and encourages the students to

5. adjusts reading rate to support comprehension when reading *narrative, expository, and technical texts*.

practice the words independently or in pairs.

5. (a) has students read one paragraph from a **science** or **social studies** text and one paragraph from a *narrative text* and compare how they adjust their reading rate accordingly. Discuss why this adjustment was necessary. Do the same procedure with all text types.

(b) models for students how she/he will reread slower(faster) when necessary to obtain meaning.

(c) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (*narrative, expository, technical, persuasive*). Have students create a chart describing how they adjusted their own reading rate for each type of text.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

<p>4. ▲▲ uses a ▲dictionary or a glossary to determine an appropriate definition of a word.</p> <p>5. ▲ determines meaning of words through knowledge of word structure (e.g., <i>compound nouns</i>, contractions, ▲<i>root words</i>, ▲<i>prefixes</i>, ▲<i>suffixes</i>).</p>	<p>(b) has students listen to a reading of a text. Then, the students replace previously selected words with <i>antonyms</i> and discuss how it changed the meaning of the text. Can also be done with <i>homographs</i> and <i>homophones</i>.</p> <p>(c) writes on colored paper the word "<i>Synonym</i>" and on another page the word "<i>Antonym</i>" and writes a list of words on each paper. The teacher places these in the front of the room or on the students' desks. The teacher provides sticky notes to the students. The teacher asks the students to write a <i>synonym</i> for each word on a sticky note. They stick it next to the appropriate word. Repeat the procedure for the <i>antonym</i> list.</p> <p>4. (a) has students attempt to discover the meaning of an unknown word using context, then, locate the word in the dictionary and identify the appropriate definition.</p> <p>(b) writes unfamiliar words from social studies onto the board. Using the overhead projector, the teacher uses a transparency of the glossary definitions to show the students how to use the glossary for word meaning. Once the definitions are determined, the teacher has the students create a picture collage for each word.</p> <p>(c) distributes index cards to the students. The teacher pre-selects vocabulary words from a text or from the science or social studies vocabulary list. The teacher instructs the students to write one vocabulary word on a card and the definition on another card (this procedure will be completed for each word and definition). The students use these cards for study guides and to play match up, or memory.</p> <p>(d) guides the students to use a <i>graphic organizer</i>.</p> <p>5. (a) models using strategies to decode multi-syllabic words using the structural features of such word parts as affixes (e.g., pre-, mis-, and -tion) to aid in word recognition.</p> <p>(b) relies on examples more than abstract rules. The teacher begins with familiar words and uses these words as examples for more</p>
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<p>6. identifies the difference between literal and <i>figurative language</i> when reading <i>similes</i>, <i>metaphors</i>, and <i>idioms</i>.</p>	<p>difficult words.</p> <p>(c) lists similar words and asks students to identify what the words have in common.</p> <p>(d) the teacher will write words with a root and an affix (e.g. teacher, kindness, friendly) onto a piece of colored paper. The teacher will divide the class into small cooperative groups. The teacher will ask the groups to identify either the root or the <i>affix</i>. After the group decides upon the answer, a student from the group will race to write the answer on the board. The student finished writing will receive a point for his/her team for finishing to write the correct answer first.</p> <p>6. (a) has students draw pictures of the literal meaning of the <i>idioms</i> and the inferential meaning.</p> <p>(b) reads books with <i>figurative language</i> and discusses the meaning of the <i>figurative language</i> and why the author chose to use it.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Reading

THIRD GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. recognizes the differences between <i>narrative, expository, technical, and persuasive texts</i>. 2. ▲ understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts. 3. uses prior knowledge and content to make, revise, and confirm predictions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) reads two sections to the class, one <i>narrative</i> and one <i>expository</i> regarding a specific <i>topic/concept</i>. Students discuss the differences between the texts in cooperative group, then, share their ideas with the class. (b) provides samples of different text types. Students analyze the author's purpose in writing the text. 2. (a) in science class, using the science text book, has students look through the science text book chapters, reading only the headings, the first and last sentences of paragraphs, and graphic captions. In small groups, students discuss what they think they will learn from reading the chapter. As a class, students discuss small group findings, compare results, and reinforce the importance of specific <i>text organizers</i>. 3. (a) has the students identify the clues the author has given in the title, pictures, book summary, etc. to make predictions about the text. (b) guides students during reading to use the text to identify key elements and how they can be used to make predictions. (c) directs the students to evaluate their own predictions after reading the entire text. (d) directs students to explain the reasoning behind their predictions. A T-Chart could be used. (e) uses <i>graphic organizers</i> such as KWL and prediction maps.

<p>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲ uses information from the text to make inferences and draw conclusions.</p> <p>6. ▲ identifies text structure (e.g., ▲<i>sequence</i>, ▲<i>problem-solution</i>, ▲<i>comparison-contrast</i>, ▲<i>description</i>, ▲<i>cause-effect</i>).</p>	<p>4. (a) models <i>self-questioning</i> while reading aloud to the students.</p> <p>(b) has students read a short amount of text and create two questions that target higher level thinking about the text. Then, continue to read to look for clues and the answers to their questions.</p> <p>5. (a) will model the use of a graphic organizer containing two large circles at the top of the page and a rectangle at the bottom (Labels in the circles are: In My Head, In The Text and in the rectangle, Conclusions.). The teacher prepares written checks for the students that are related to a story. The checks are written in sequential order for students to draw conclusions based on the clues they gather from the information on the checks. The teacher provides the students with copies of the checks as he/she reviews the checks on the overhead. The students will write what they predict is the conclusion in the Conclusion rectangle as they read the checks. The students must be allowed to change their answers as new checks and clues are introduced. The students write inferences drawn from the checks onto the circle labeled In My Head. Then the teacher reads the story to the students. The teacher will have the students complete the circle labeled In The Text using information directly stated in the text.</p> <p>(b) draws a two-column note form headed "quote from text" and "inferences". Teacher records brief quotes from story and students discuss and record what inferences might come from each quote. A similar chart can be developed using pictures from the text and inferences from the pictures.</p> <p>(c) models using two-column note form with <i>expository text</i> (e.g., science textbook) by labeling the first column "Facts-Something We Can Observe" and the second column "inferences-Interpretations". Students are encouraged to visualize information provided by the text and the base their interpretations and inferences on those visualizations.</p> <p>6. (a) uses a Venn Diagram to show in graphic form how an author compares and contrasts information in the text.</p> <p>(b) uses a story board <i>graphic organizer</i> to help students sequence story events in chronological order.</p>
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<p>7. sequences events and information in logical order.</p>	<p>(c) has the class or cooperative groups discuss the similarities and differences in the text.</p> <p>(d) models use of causal chains.</p> <p>(e) models for students how to synthesize similar and contrasting information in the text to themselves, other texts, and world around them.</p> <p>(f) leads students to compare/contrast different versions of the same fairy tale, similar stories, and/or texts covering the same <i>topic</i>.</p> <p>(g) models use of literary element maps.</p> <p>(h) will have students model clear examples of each text structure.</p> <p>(i) during social studies, uses the weather chart previously developed, to discuss how weather;/seasonal changes affect clothing, housing, and/or outdoor recreational choices. The teacher asks students to write a brief account of what choices they would personally make if and when they have to respond to these types of weather/seasonal changes.</p> <p>7. (a) cuts apart paragraphs in a short section and has the students work in pairs or small groups to put them in a logical order.</p> <p>(b) cuts apart sentences and has students work in pairs putting the sentences in logical sequence.</p> <p>(c) models use of story maps with students.</p> <p>(d) divides a story into sections (beginning, middle, end) and distributes the sections after dividing the class into three groups. The students from each group practices reading their section and illustrates their interpretation of the section of the story they have been given. Then the students from the first group reads the beginning part of the story and the other groups illustrate their interpretation as the section is being read. The students from the</p>
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<p>8. ▲ compares and contrasts information (e.g., <i>topics</i>, characters) in a text.</p> <p>9. ▲ links causes and effects in appropriate-level <i>narrative</i> and <i>expository</i> texts.</p>	<p>second group read the middle part of the story and the other groups illustrate their interpretation as the section is being read. The students from the third group read the ending of the story and the other groups illustrate their interpretation as the section is being read. Once this has been completed, the teacher displays the drawings around the classroom and reads the entire story to the students. The teacher has the students discuss their pictures and how their illustrations match the story.</p> <p>(e) during social studies class, has the students brainstorm to make a chart listing the essential elements of a human environment, with a similar chart of plants and another for animals. Compare the common elements. Students draw a successful habitat for humans, plants, and animals incorporating common elements.</p> <p>8. (a) uses character webs with the students to describe <i>characters'</i> action, feelings, and physical characteristics. Students use the web to compare and contrast the characters and then write thoughts/opinions of the <i>characters</i> and connections to other <i>characters/people</i> that they know.</p> <p>(b) draws a three-column note form and has students in science class brainstorm essential elements of the environment for humans, plants, and animals and record them in the appropriate column. Students then compare the common elements.</p> <p>9. (a) emphasizes terminology such as "because...", "therefore...", "so..." in all content areas.</p> <p>(b) uses the <i>cause and effect tree graphic organizer</i> to show that one cause can have more than one effect.</p> <p>(c) models and then directs students to highlight the cause in one color and the effect in another color on a portion of copied text.</p> <p>(d) leads the students in completing a causal chain with cause/effect lines between attempts</p> <p>(e) guides students to generate role-playing scenarios depicting the cause/effect relationships within the text.</p>
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<p>10. ▲▲ retells <i>main ideas</i> or events as well as supporting details in <i>narrative</i> and <i>expository</i> texts.</p> <p>11. ▲ identifies the <i>topic</i>, <i>main idea(s)</i>, and supporting details in appropriate-level texts.</p> <p>12. explains the <i>author's purpose</i> (e.g., to persuade, to entertain, to inform).</p> <p>13. establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).</p>	<p>(f) provides opportunities for students to explicitly use mental imagery to describe cause/effect relationship within the text.</p> <p>(g) uses "<i>Because -So</i>" <i>graphic organizers</i>.</p> <p>10. (a) models how to determine the <i>main idea</i> by using text in which the <i>main idea</i> is clear and follows a logical order. Then, progresses to more complex text.</p> <p>(b) uses <i>graphic organizers</i> that highlight significant details to determine <i>main idea</i>.</p> <p>(c) has students complete a <i>graphic organizer</i> that identifies the <i>main idea</i> and supporting details, then has students retell the story using the <i>graphic organizer</i>.</p> <p>11. (a) gives students a <i>main idea</i> and have them generate details that support the <i>main idea</i>.</p> <p>(b) organizes students in cooperative groups to complete a story map outlining the <i>main idea</i> of the story and providing supporting details. Students then explain why they chose that for <i>main idea</i> and the supporting details.</p> <p>(c) provides students with the <i>main idea</i> of an <i>expository text</i>. Students read the text to find supporting details that go with the <i>main idea</i>. This task can also be reversed by giving students the details and instructing students to create the <i>main idea</i> statement.</p> <p>(d) models use of a <i>fishbone graphic organizer</i> to record <i>main idea</i> and supporting details in <i>expository text</i>.</p> <p>12. (a) models thinking about author's purpose in the following two ways: (1). Pre-reading: author's purpose (e.g., to persuade, to entertain, to inform) is related to the type; (2). Post-reading: author's purpose is related to the <i>main ideas</i> of the text.</p> <p>13. (a) emphasizes "before" reading strategies throughout the day in all content areas.</p>
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14. distinguishes between fact and opinion in various texts.

(b) connects prior knowledge skills and strategies with new context and text.

14. (a) will divide the students into groups. Each group will be given two signs (fact, opinion). The teacher will read a statement. Each group will hold up either the fact or opinion card. This can also be applied to a story the students have read. Statements from the story will be read by the teacher and each group determines if it is a fact or opinion.

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Teacher Notes:

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 2: Literature

THIRD GRADE

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. ▲ identifies and describes <i>characters'</i> physical traits, basic personality traits, and actions. 2. ▲ identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text. 3. identifies <i>plot</i> sequence. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) models the use of a Character Map. (b) models the use of a Character Map. The <i>Character Map</i> will be labeled with the <i>character's</i> name in the middle and the other sections are labeled "What the <i>Character</i> Says and Does," "What Others Think About the <i>Character</i>," "How the <i>Character</i> Looks and Feels," and "How I Feel About the <i>Character</i>." The teacher explains to the students that the <i>Character Map</i> will help them gather details about the <i>character</i>, how the <i>character</i> looks, thinks, feels, demonstrates what the <i>character</i> says, and what others think about the <i>character</i>. The teacher selects a story containing a very detailed <i>character</i> and actions for the <i>character</i>. After the teacher reads the story to the classroom and after discussion has taken place about the <i>character</i>, the teacher and students complete the <i>Character Map</i>. The students illustrate the <i>character</i> and displays the drawings. 2. (a) models literary element maps with the students. (b) encourages student to locate words/phrases in the story that gives them clues to the <i>setting</i>/time period of the story and discuss why they have chosen those words (c) divides the students into small groups and provides them with newspapers, magazines, etc. which contain illustrations or pictures representing the <i>setting</i>. The students use the pictures in a collage and explain their collage to the class or the students can illustrate their interpretation of the <i>setting</i> and share their drawing with the class. 3. (a) uses a "Rising Action" story map to visually show the progression of the <i>plot</i>.

(b) conducts discussions in literature circles explaining the conflicts in a story.

(c) provides opportunities for the students to role-play the conflicts or problems in a story.

(d) directs students to refer back to the text to confirm their responses to the conflicts or problems in a story.

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Teacher Notes:

Standard 2: Literature

THIRD GRADE

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. reads to connect personal experiences and ideas with those of other cultures in literature. 2. compares and contrasts various languages, traditions, and cultures found in literature. 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) reads a multi-cultural story and has students identify traditional customs from the culture. Students complete a Venn Diagram comparing the customs in the text with their own. (b) during social studies, uses story mapping to map out the story of a historically significant person's life. 2. (a) provides a variety of text, multi-media and internet sources for students to use to identify customs from different cultures. 3. (a) engages the students in a discussion involving their personal experiences in relationship to the customs of the cultures in the social studies text. The students record their experiences in a <i>double-entry journal</i>. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The students use writing as a tool for learning throughout the curriculum.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes notes, graphic organizers, journals entries, learning logs and self-reflections while learning in content areas.	<p>The teacher...</p> <ol style="list-style-type: none">1. models and then gives direct feedback as to how to take notes, complete graphic organizers, journal entries, learning logs, and self-reflections while learning in all content areas. <p>assigns a written/oral prompt to students to demonstrate understanding in all content areas.</p> <p>provides training in note-taking strategies.</p> <p>provides graphic organizers for students to use.</p> <p>cues students as to which graphic organizer would be most useful for an assignment.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. uses prewriting strategies independently to organize ideas on a <i>topic</i> or a prompt. 2. writes a draft with an introduction, body and conclusion. 3. revises writing with assistance, focusing on the six traits of writing. 4. edits for conventions such as capitalization, end punctuation, and spelling. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. guides students to record thoughts on a graphic organizer (webs, timelines, literary element map). guides the students to organize ideas using a story board (graphic organizer) 2. reads examples from texts/literature that model exemplary introductions, body, and conclusion. guides students to use their graphic organizers to write their draft. 3. model with class how to revise a draft focusing on one trait at a time. places children in pairs to revise writing focusing on one trait at a time. meets with students individually or in small groups and suggests revisions to student writing. 4. models how to use editing checklists with the students. models using editing symbols. has the students read aloud their first draft to other member of the writing circle. Peers provide the author with comments which clarify and offer suggestions for author revision. Following revision, student editors with different colored pens and/or pencils read and edit for a specific skill (e.g., spelling, capitalization, punctuation, grammar, and paraphrasing). Each editor uses a different colored pen or pencil to edit the skill for which he/she is responsible.

5. publishes a legible final copy.

teaches students strategies for proofing (e.g., COPS).

5. provides opportunity for students to enter writing on the computer.

requires the students to submit weekly articles to the class newspaper for publication. Students draft, revise, and edit before final copies are submitted. Students use computers if available.

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The students use ideas that are well developed, clear and interesting.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. chooses an idea about which to write (occasionally write about a given prompt). 2. develops one clear <i>main idea</i>. 3. include details to develop <i>main idea</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. uses RAFT (role, audience, format, <i>topic</i>). 2. directs students to read a selection individually or in a group. The teacher selects one <i>main idea</i> explored in the text. Supporting details and facts are listed on chart paper. Once the list is completed, teacher cuts ideas into parts and selects the statements that best support the <i>main idea</i>. Students sequence the idea strips and write a paragraph about them. organizes a whole group brainstorming session on possible ideas that can be developed later (also self-selected <i>topics</i>). 3. models using a chart or graphic organizer listing a <i>main idea</i> and brainstorming as many details as possible. The student goes back to decide which details are most important. uses literature/texts to model how authors use clear and interesting details to express and support ideas. uses hamburger strategy. <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The students will use organization that enhances the reader’s understanding.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. uses a variety of organizational strategies such as webbing or concept mapping. 2. writes a paragraph containing at least three sentences. 3. writes a piece with a beginning, middle, and end. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. models the use of each type of organizational strategy and discusses the benefits of each. 2. allows time for students to write three complete sentences about a <i>topic</i>. 3. demonstrates how to write a complete story with a beginning, a middle, and an end. <p>models how to write an effective introduction and conclusion.</p> <p>uses literature to model effective leads, sequence, beginning, middle, and end, and conclusions.</p> <p>models how to use transitions (sequencing).</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The students use *authentic* and appropriate voice.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. writes expressively. 2. writes with an awareness of the reader. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. uses literature to model how authors have definite styles/voices. creates word banks to provide to students as examples to help them expand their vocabulary selections while working on word choices. 2. models voice by having students listen to other students voices without looking. Students have to identify their voices by what they say. demonstrates how using emotion/feeling words helps the reader connect with the author. assigns a specific audience to the student in writing a story (e.g., the principal). Then asks the student to rewrite the story for a different audience (e.g., best friend). <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The students use effective word choice.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. attempts new words to make writing more interesting.2. recognizes and uses adjectives and adverbs in sentences.	<p>The teacher...</p> <ol style="list-style-type: none">1. models how to use a thesaurus both on the computer and as a resource book.2. provides students with cards which have verb and nouns written on them and cards with adjectives and adverbs written on them. The students must match up the adjectives with the nouns and the adverbs with the verbs. <p>models how to use synonyms/vocabulary in writing.</p> <p>uses literature to model effective word choices.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 7: The students use clear and fluent sentences.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes complete sentences that are related. 2. writes sentences that are easy to read aloud.	<p>The teacher...</p> <ol style="list-style-type: none">1. provides four sentence strips to groups of two students. Two strips match one other strip to form a complete thought. The students must match the strips which are based on the same context. 2. models how students must write easy and complete sentences. <p>models how to write simple and compound sentences (variation in sentence length).</p> <p>uses literature to model exemplary sentence fluency.</p> <p>has students read sentences to their class. The students rate how easy the sentences were to read aloud. Students discuss why some sentences were easier to read than others.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The students use standard American English conventions.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. has reasonable control over basic writing conventions. 2. uses standard writing conventions that assist in conveying meaning. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. has students practice reading and writing different types of sentences on a give <i>topic</i>. 2. uses a graphic organizer to organize thoughts on conventions. <p>models how to use appropriate grammar/usage using student writing samples.</p> <p>models how to check spelling errors using computers, dictionaries, etc.</p> <p>uses literature/texts to model convention skills.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

THIRD GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes for a specific purpose and audience.2. writes descriptive pieces that may include poetry, journal entries, and learning logs.3. writes <i>narrative</i> pieces (e.g., personal <i>narratives</i>).4. writes <i>expository</i> pieces (e.g., lists, math problems, and directions).	<p>The teacher...</p> <ol style="list-style-type: none">1. explains the differences in writing for the principal or parent as opposed to writing to a friend.2. expresses the usage of adverbs and adjectives.3. encourages the use of personal journal entries.4. has the student write out a scavenger hunt for a partner. Then, as <i>expository</i> writing, has the students describe the scavenger hunt. <p>uses different text types to model how authors have different purposes/audiences when they write.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 4: Research

THIRD GRADE

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective and ethical research practices.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. discusses curriculum <i>topics</i> or <i>topics</i> of interest. 2. formulates both broad and specific questions at knowledge and comprehension levels and seeks answers. 3. recognizes, with guidance, that different formats exist. 4. locates appropriate information (e.g., print, non-print). 5. records information. 6. organizes and shares information. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) in the different content areas, discusses important ideas or events of interest and discusses where more information about these ideas or events can be found. The teacher then has the library media specialist show the students (in the library) where these resources can be found. 2. (a) has students read an <i>expository text</i>, then develop questions about the <i>topic</i> which are not answered by the text. (b) guides the students in using a K-W-L Chart. 3. (a) shows students that information can be found in various forms (e.g. books, magazines, videos, Internet, CD ROM, etc.). The teacher has these resources available to the students for observation and explains where these resources can be found. 4. (a) encourages classroom discussion about appropriate information using examples such as Internet, speeches, interviews, and text. 5. (a) models to the students how information from two sources can be recorded in a <i>bibliography</i>. The teacher demonstrates this process on the overhead using <i>bibliography</i> examples from different sources. (b) guides students to record key ideas on a graphic organizer then use the organizer to write a report. 6. (a) divides the class into three groups. Then the teacher provides one group with a picture book on plants, another group with an encyclopedia containing the <i>topic</i> plants, and allows another group Internet access. The teacher encourages the students to locate the information and take notes using note cards, organize their

7. evaluates relevant information.

information, and share the information with the class. The students from each group must explain from where their information came.

7. (a) in math class, writes a story problem including unnecessary information. The teacher guides the students in eliminating information that is not necessary to determining the correct answer.

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

Standard 4: Research

THIRD GRADE

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 2: The student uses ethical research practices.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. discusses what constitutes <i>plagiarism</i>. 2. expresses information in own words using details and complete sentences. 3. gives credit to author, title, or website. 4. constructs a simple <i>bibliography</i> with author and title. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) allows for classroom discussion about <i>plagiarism</i>, including real-life examples. (b) directs students to role play situations in which one student portrays an author and the other one who has plagiarized that author's work. Discuss how the author might feel and the consequences for the plagiarizer. 2. (a) models summarizing with a short piece of nonfiction text. Together, the teacher and students identify words and phrases from the text that are important to the understanding of the <i>main idea</i>. These words and phrases are then used to create complete sentences expressing the information in the text. 3. (a) provides students with various resource materials in order for them to discuss ownership. (b) provides models for students, of ways that their textbooks give credit. 4. (a) directs students to write about a famous person noting the book(s) and the author used. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	