

Key Information about the Reading Language Arts Program/Harcourt Brace Collections – Third Grade

The Lakewood City Schools Language Arts Program is aligned with the Ohio Academic Content Standards, K–12 English Language Arts.

I. Lakewood City Schools Course of Study

- Arranged by 10 mandated Standards (general statement of what all students should know and be able to do)
- Each Standard coordinated with Benchmarks (Benchmarks are used to measure a student’s progress toward meeting the standard)
K-3 Reading, 3-4 Writing, Research and Communication
- Each Benchmark coordinated with Grade Level Indicators (checkpoints that measure knowledge all students demonstrate at each grade level)
- Grade 4 OPT outcomes referenced in Grade Level Indicators (bold parentheses)
- Grade 4 OPT outcomes and assessments listed at the end of each Standard
- Harcourt Brace teaching resources and suggested practices have been aligned with Indicators (story titles in bold print)
- Teacher’s Notes section included for personal ideas

II. Connections to Harcourt Brace

- Matrix–style document provides Reading and Grammar Focus Skills, Focus Reading Strategy, Writing Strategy, and Spelling/Phonics Strategy for each story
- Assists in determining which stories best teach the Grade Level Indicators
- Includes Companion selections with titles, genre and focus skill
- Includes 3rd grade Appendix A: Activity Suggestions and Resource List

III. Collections: Harcourt Brace Teacher’s Editions

- Six manuals: 2 books (Hidden Surprises and Journeys of Wonder) consisting of 3 themes each
- Provides a comprehensive overview
- Introductory pages at the beginning of each story include 5-day lesson plans and essential strategies and information
- Instructional strategies offered throughout the lesson/story
- Management options and extension of skills and strategies offered at the end of the story
- Two tabbed sections at end of each manual (Theme Resources and Additional Resources) include Comprehension and Activity cards, Rubrics, IRI, etc.

IV. Collections: Additional Reading Texts

- *New Adventures* Intervention Reader
- Guided Reading Library

Lakewood City Schools Language Arts Course of Study – Third Grade

Phonemic Awareness, Word Recognition, and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use letter-sound correspondence knowledge and structural analysis to decode words.</p> <p>B) Demonstrate fluent oral reading using sight words and decoding skills, varying intonation and timing as appropriate for text.</p>	<p>By the end of Grade 3, the student will:</p> <ol style="list-style-type: none"> 1. Identify rhyming words with the same or different spelling patterns. 2. Use letter-sound knowledge and structural analysis to decode words. 3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words. 4. Demonstrate a growing stock of sight words. 5. Read text using fluid and automatic decoding skills. 6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension. 	<p>*Harcourt Brace</p> <p>HB spelling concepts – 5 day plan for “spelling”</p> <p>Rebecca Sitton Spelling Program Word walls HB CD – Phonics Express Dolch word lists Quick Word/Word Book Audio/video taping reading Take Home Books Listen to taped stories (HB tapes and other literary books and tapes)</p>

Related Assessments

Developmental reading skills – not directly related to specific OPT outcomes.

***Assessments:**

- Weekly spelling tests
- Writing samples (journals)
- Individual Recording
- Power Up Spelling Assessment
- SuccessMaker (CCC)
- Individual Comprehension Remediator
- Dolch Test
- Running Record
- Individual Reading Inventory (HB or Jerry Johns)
- Rigby Benchmark Assessment

Teacher Notes:

Lakewood City Schools Language Arts Course of Study – Third Grade

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge or words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Use context clues to determine meaning of new vocabulary.</p>	<p>By the end of Grade 3, the student will:</p> <p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues. 2. Use context clues to determine the meaning of homophones, homonyms, and homographs. 	<p>*Harcourt Brace</p> <p>“Wild Shots” “Rosie…” Bk 1 Th 2, 3 HB 5-day lesson plan – Introduction to Vocabulary HB Intervention Easy Reader (New Adventures) “Centerfield Ballhawk” Bk 1 Th 2 Daily Edits SuccessMaker/CCC Anticipatory Set</p>
<p>B) Read accurately high-frequency sight words.</p>	<p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 3. Apply the meaning of the terms synonyms and antonyms. 4. Read accurately high frequency sight words. 	<p>SuccessMaker/CCC HB Instant Readers HB Reteach Lessons Project Read – Cuyahoga County “The Stories Julian Tells” Bk 1 Th 3 RTL CLOZE</p>

<p>C) Apply structural analysis skills to build and extend vocabulary and to determine word meaning.</p> <p>D) Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships, and meanings.</p>	<p><i>Structural Understanding</i></p> <p>5. Apply knowledge of individual words in unknown compound words to determine their meanings.</p> <p>6. Use knowledge of contractions and common abbreviations to identify whole words.</p> <p>7. Apply knowledge of prefixes including un-, re-, pre- and suffixes including –er, -est, -ful and –less to determine meaning of words.</p> <p>8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.</p>	<p>HB 5-day lesson plan Daily Edit SuccessMaker/CCC “Leah’s Pony” Bk 2 Th 2</p> <p>“Talent Show” “Rocking & Rolling” Bk 1, 2 Th 3</p> <p>“Arthur...”, “Marta’s Magnets”, “Ronald Morgan”, “Little Grunt” Bk 1 Th 1, 2 “Crowded House”, “I’m in Charge of Celebrations” Bk 2 Th 1, 3</p> <p>“Wild Shots”, “Rosie...”Bk 1 Th 2, 3</p>
<p>E) Use resources to determine the meaning and pronunciation of unknown words.</p>	<p><i>Tools and Resources</i></p> <p>9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features such as definitional footnotes or sidebars.</p>	<p>Cross-curricular</p>

<p style="text-align: center;">Related Assessments</p> <p>*Assessments:</p> <ul style="list-style-type: none"> • Unit Test • Selection Tests • SuccessMaker • CRI • IRI • Vocabulary Test 	<p style="text-align: center;">Teacher Notes:</p> <ul style="list-style-type: none"> • Content area reading
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Lakewood City Schools Language Arts Course of Study – Third Grade

Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and texts.</p> <p>B) Make predictions from text clues and cite specific examples to support predictions.</p> <p>C) Draw conclusions from information in text.</p>	<p>By the end of Grade 3, the student will:</p> <p><i>Comprehension Strategies</i></p> <ol style="list-style-type: none"> 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). 2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text. 3. Compare and contrast information between texts and across subject areas. 	<p>*Harcourt Brace “Centerfield Ballhawk” Bk 1 Th 3 “Ramona Forever” Bk 1 Th 3 <i>*Pre-Reading Strategy <u>All Stories</u> H.B.</i> HB Comprehension Card 5 HB 5-day lesson plan KWL charts SQ3R</p> <p>“Arthur...” Bk 1 Th 1 “Ronald Morgan” Bk 1 Th 1 “Cloudy With a Chance of Meatballs” Bk 2 Th 1</p> <p>Harcourt Companion Selections HB Comprehension Card 8</p>

<p>D) Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.</p> <p>E) Demonstrate comprehension by responding to questions (literal, informational and evaluative).</p>	<p>4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.</p> <p>5. Make inferences regarding events and possible outcomes from information in text.</p> <p>6. Create and use graphic organizers such as Venn diagrams and webs to demonstrate comprehension.</p> <p>7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p>	<p>“Allie’s Basketball” Bk 1 Th 1, 3 “Rosie...” Bk 1 Th 1, 3 “Coyote Places the Stars” Bk 3 Th 1, 2, 3 “Cocoa Ice” Bk 3 Th 1, 2, 3 “I’m in Charge of Celebrations” Bk 3 Th 1, 2, 3</p> <p>“Balto” Bk 1 Th 2</p> <p>Harcourt Books 1 & 2 All</p> <p>Harcourt Books 1 & 2 All</p>
<p>F) Apply and adjust self-monitoring strategies to assess understanding of text.</p>	<p><i>Self-Monitoring Strategies</i></p> <p>8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading or looking back.</p>	<p>SQ3R “Ronald Morgan” Bk 1 Th 1, 3 “Water Women” Bk 1 Th 1, 3 “Julian’s Glorious Summer” Bk 1 Th 1, 3 “The Crowded House” Bk 2 Th 1</p>
	<p><i>Independent Reading</i></p> <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>SSR (Sustained Silent Read) Library selections Projects and reports across the curriculum Accelerated Reader Web Quests</p>

Related Assessments

*Assessments:
HB story test

Teacher Notes:

Lakewood City Schools Language Arts Course of Study – Third Grade

Reading Applications: Informational, Technical, and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, forming an opinion and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps, and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
A) Use text features and structures to organize content, draw conclusions and build text knowledge.	<p>By the end of Grade 3, the student will:</p> <p>1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.</p>	<p>*Harcourt Brace</p> <p>HB 5-day lesson planner Cross curricular HB Companion Selections Weekly News Magazines (e.g., Time for Kids)</p>
B) Ask clarifying questions concerning essential elements of informational text.	<p>2. List questions about essential elements (e.g., why, who, where, what if and how) from informational text and identify answers.</p>	<p>HB 1-5 writing, Companion Selections Weekly News Magazines (e.g., Time for Kids) HB Comprehension Card 7</p>
C) Identify the central ideas and supporting details of informational text.	<p>3. Identify and list the important central ideas and supporting details of informational text.</p>	<p>Newbridge books Social Studies text Science curriculum books</p>
D) Use visual aids as sources to gain additional information from text.	<p>4. Draw conclusions from information in maps, charts, graphs and diagrams.</p>	<p>Social Studies text Everyday Mathematics Weekly News Magazines (e.g., Time for Kids)</p>
E) Evaluate two and three step directions for proper sequencing and completeness.	<p>5. Analyze a set of directions for proper sequencing, clarity and completeness.</p>	<p>Cooking Game making “Marta’s Magnets” Bk 1 Th 1 “T413” Bk 2 Th 2</p>

Related Assessments

Teacher Notes:

Lakewood City Schools Language Arts Course of Study – Third Grade

Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

K-3 Benchmarks	Grade Level Indicators	Teaching Resources
A) Compare and contrast plot across literary works.	<p>By the end of Grade 3, the student will:</p> <p>1. Recognize and describe similarities and differences of plot across literary works.</p>	<p>*Harcourt Brace HB Comprehension Card 3 RTL books Project Read – Cuyahoga County</p>
B) Use supporting details to identify and describe main ideas, characters and setting.	<p>2. Use concrete details from the text to describe characters and setting.</p> <p>3. Retell the plot sequence.</p>	<p>HB Comprehension Cards 1 & 2 “Leah’s Pony” Bk 2 Th 2</p> <p>HB Comprehension Card 3 “Officer Buckle & Gloria” Bk 1 Th 2</p>
C) Recognize the defining characteristics and features of different types of literary forms and genres.	<p>4. Identify and explain the defining characteristics of literary forms and genres including fairy tales, folk tales, poetry, fiction and non-fiction.</p>	<p>HB Comprehension Card 5 “Water Woman” Bk 1 Th 1 “Wild Shots” Bk 1 Th 1 “Little Grunt & Big Egg” Bk 1 Th 2 “Three Little Javelinas” Bk 1 Th 2</p>
D) Explain how an author’s word choice and use of methods influences the reader.	<p>5. Explain how an author’s choice of words appeals to the senses.</p>	<p>HB Comprehension Card 6 “Cloudy with a Change of Meatballs” Bk 2 Th 1</p>

<p>E) Identify the theme of a literary text.</p>	<p>6. Identify stated and implied themes.</p> <p>7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).</p>	<p>HB Comprehension Card 4 RTL books Harcourt Brace materials (Language Arts/Social Studies)</p> <p>HB Comprehension Card 6 Technology – Web Quests / Internet Project Read – Cuyahoga County</p>
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<p>Related Assessments</p>	<p>Teacher Notes:</p>
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Lakewood City Schools Language Arts Course of Study – Third Grade

Writing Processes Standard

Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Generate ideas and determine a topic suitable to the writing.</p> <p>B) Determine audience and purpose for self-selected and assigned writing tasks.</p> <p>C) Apply knowledge of graphic or other organizers to clarify ideas of writing assessments.</p>	<p>By the end of Grade 3, the student will:</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material. 2. Develop a clear main idea for writing. 3. Develop a purpose and audience for writing. 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. 	<p>Harcourt Brace</p> <p>HB 5-day lesson planner for writing Formula Writing Daily Edit Writers’ Checklist</p> <p>HB Writing Transparencies</p>

<p>D) Spend the necessary amount of time to revisit, rework and refine pieces of writing.</p> <p>E) Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.</p> <p>F) Use a variety of resources and reference materials to select more effective vocabulary when editing.</p> <p>G) Edit to improve sentence fluency, grammar and usage.</p>	<p><i>Drafting, Revising and Editing</i></p> <p>5. Organize writing providing a simple introduction and a clear sense of closure.</p> <p>6. Use a wide range of simple, compound and complex sentences.</p> <p>7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.</p> <p>8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.</p> <p>9. Use available technology to compose text.</p> <p>10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).</p> <p>11. Add descriptive words and details and delete extraneous information.</p> <p>12. Rearrange words, sentences and paragraphs to clarify meaning.</p> <p>13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.</p> <p>14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p>	<p>Journal writing Pen pals</p> <p>Technology:</p> <ul style="list-style-type: none"> • Dragon Speak • Alpha Smarts • Word processing programs • Claris Works • Apple Works • Imagination Express • Kidspiration • Kids Pix Studio • Write Out Loud / Co-writer • Web Quests / Internet • Spellcheck <p>Cut up sentences</p> <p>Classroom Newsletter/Newspaper</p>
<p>H) Apply tools to judge the quality of writing.</p>	<p>15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Peer editing Whole group editing Interactive Writing</p>

<p>I) Prepare writing for publication that is legible, follows an appropriate format, and uses techniques such as electronic resources and graphics.</p>	<p><i>Publishing</i></p> <p>16. Rewrite and illustrate writing samples for display and for sharing with others.</p>	<p>Class books Bare Books – blank books Writing Centers Class Newspaper See Technology Above</p>
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<p>Related Assessments</p>	<p>Teacher Notes:</p>
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Lakewood City Schools Language Arts Course of Study – Third Grade

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the many purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
A) Write narrative accounts that develop character, setting and plot.	<p>By the end of Grade 3, the student will:</p> <p>1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.</p>	<p>*Harcourt Brace</p> <p>Bk 1 Th 1</p>
B) Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.	<p>2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.</p>	<p>HB Comprehension Cards HB Companion Selections HB 5-day plan</p>
C) Write formal and informal letters that include important details and follow correct letter format.	<p>3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and data, proper salutation, body, closing and signature.</p>	<p>“Rosie, Visiting Dog...” Bk 1 Th 3 “Rocking Rolling” Bk 2 Th 3 “Comets, Meteors” Bk 2 Th 3</p>

D) Write informational reports that include facts, details and examples that illustrate an important idea.	4. Write informational reports that include the main ideas and significant details from the text.	Bk 1 Th 2 Bk 2 Th 1
C) Write formal and informal letters that include important details and follow correct letter format.	5. Produce informal writings (e.g., messages, journals, notes, poems) for various purposes.	Bk 2 Th 3

Related Assessments	Teacher Notes:
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Lakewood City Schools Language Arts Course of Study – Third Grade

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
A) Write legibly in finished drafts.	<p>By the end of Grade 3, the student will:</p> <p><i>Handwriting</i></p> <ol style="list-style-type: none"> 1. Write legibly in cursive, spacing letters, words and sentences appropriately. 	*Harcourt Brace
B) Spell grade-appropriate words correctly.	<p><i>Spelling</i></p> <ol style="list-style-type: none"> 2. Spell multi-syllabic words correctly. 3. Spell all familiar high-frequency words, words with short vowels and common endings correctly. 4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly. 5. Use correct spelling of words with common suffixes such as –ion, -ment and –ly. 6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i). 7. Use resources to check spelling (e.g., dictionary, spell check). 	Rebecca Sitton spelling program High frequency spelling lists (i.e., Lakewood Program, sequenced high frequency) HB spelling program

<p>C) Use conventions of punctuation and capitalization in written work.</p>	<p><i>Punctuation and Capitalization</i></p> <p>8. Use end punctuation marks correctly.</p> <p>9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.</p> <p>10. Use correct capitalization.</p>	<p>Daily Edit Checklists – student Peer and teacher conferences</p>
<p>D) Use grammatical structures to effectively communicate ideas in writing.</p>	<p><i>Grammar and Usage</i></p> <p>11. Use nouns, verbs and adjectives correctly.</p> <p>12. Use subjects and verbs that are in agreement.</p> <p>13. Use irregular plural nouns.</p> <p>14. Use nouns and pronouns that are in agreement.</p> <p>15. Use past, present and future verb tenses.</p> <p>16. Use possessive nouns and pronouns.</p> <p>17. Use conjunctions.</p>	<p>HB 5-day lesson planner All HB stories</p> <p>“Cocoa Ice” Bk 2 Th 2</p> <p>“Balto” Bk 1 Th 2</p> <p>“Centerfield Ballhawk” Bk 1 Th 3 “Ramona” Bk 1 Th 3</p> <p>Bk 2 Th 2, 3</p> <p>“Julian” Bk 1 Th 3 “Little Grunt” Bk 1 Th 2</p> <p>“Officer Buckle and Gloria” Bk 1 Th 2</p>

<p>Related Assessments</p>	<p>Teacher Notes:</p>
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Lakewood City Schools Language Arts Course of Study – Third Grade

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
A) Identify a topic of study, construct questions and determine appropriate sources for gathering information.	<p>By the end of Grade 3, the student will:</p> <ol style="list-style-type: none"> 1. Choose a topic for research from a list of questions (assigned topic or personal area of interest). 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Acquire information from multiple sources (e.g., books magazines, videotapes, CD-ROM's, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. 	<p>*Harcourt Brace Web Quest Lakewood Library site creation Museum web sites “Centerfield Ballhawk” Bk 1 Th 3 Bk 2 Th 2, 3</p>
B) Select and summarize important information, and sort key findings into categories about a topic.	4. Identify important information found in the sources and summarize the important findings.	Internet
C) Create a list of sources used for oral, visual, written or multimedia reports.	<ol style="list-style-type: none"> 5. Sort relevant information into categories about the topic. 6. Understand the importance of citing sources. 	CD ROM dictionaries

D) Communicate findings orally, visually and in writing or through multimedia.	7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information gathered.	
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<p style="text-align: center;">Related Assessments</p>	<p style="text-align: center;">Teacher Notes:</p>
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Lakewood City Schools Language Arts Course of Study – Third Grade

Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

3-4 Benchmarks	Grade Level Indicators	Teaching Resources
<p>A) Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.</p> <p>B) Respond to presentations and media messages by stating the purpose and summarizing the main ideas.</p>	<p>By the end of Grade 3, the student will:</p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Ask questions for clarification and explanation, and respond to others' ideas. 2. Identify the main idea, supporting details and purpose of oral presentations and visual media. 3. Identify the difference between facts and opinions in presentations and visual media. 	<p>*Harcourt Brace</p> <p>Teacher modeling Rubrics Use charts to compare and contrast</p> <p>Book projects with presentations “If You Made a Million” Bk 2 Th 2</p>

<p>C) Use clear and specific vocabulary to communicate ideas and establish tone appropriate to the topic, audience and purpose.</p> <p>D) Identify examples of facts and opinions and explain their differences.</p> <p>E) Organize presentations to provide a beginning, middle and ending and include concrete details.</p>	<p><i>Speaking Skills and Strategies</i></p> <p>4. Demonstrate an understanding of the rules of the English language.</p> <p>5. Select language appropriate to purpose and audience.</p> <p>6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.</p> <p>7. Adjust speaking content according to the needs of the audience.</p>	<p>Daily Edit</p> <p>Checklists/rubric for oral presentation</p> <p>Audio/video tape oral reading reports</p> <p>Daily oral announcements:</p> <p style="padding-left: 40px;">in class</p> <p style="padding-left: 40px;">club reports</p> <p style="padding-left: 40px;">Public Announcements</p> <p>Book projects with presentations</p>
<p>F) Clarify information in presentations through the use of important details from a variety of sources, and effective organization and a clear focus.</p>	<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations that:</p> <p style="padding-left: 20px;">a. present events or ideas in logical sequence and maintain a clear focus;</p> <p style="padding-left: 20px;">b. demonstrate an understanding of the topic;</p> <p style="padding-left: 20px;">c. include relevant facts and details from multiple sources to develop topic;</p> <p style="padding-left: 20px;">d. organize information including a clear introduction, body and conclusion;</p> <p style="padding-left: 20px;">e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</p> <p style="padding-left: 20px;">f. identify sources.</p>	<p>Assemblies/TV presentation/TV weekly news show</p> <p>Video tape discussions</p> <p>Reports home to parents</p> <p>Book projects with presentations</p>
<p>G) Deliver a variety of presentations, using visual materials as appropriate.</p>	<p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p>	<p>Make video presentations on a monthly theme, show in classroom and at lunch</p>

Related Assessments

Teacher Notes:

Third Grade
Connections: Harcourt Brace to English/Language Arts Content Standards

Hidden Suprises 3-1 Theme 1: Something Special	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling / Phonics
	Reading	Grammar			
“Arthur Writes A Story” Genre: Fantasy	prefixes suffixes	sentences	make and confirm predictions	expressive writing: narrative	short <i>ă</i> and <i>ě</i> (cvc / cvce)
“Marta’s Magnets” Genre: Realistic Fiction	word identification strategies	statements and questions	use prior knowledge	expressive writing: description	short <i>ĩ, õ, ũ</i> (prefixes / suffixes)
“Ronald Morgan Goes to Camp” Genre: Realistic Fiction	predict outcomes	commands and exclamations	reread	expressive writing: a story	long <i>ā, ē</i> (prefixes / suffixes)
“Allie’s Basketball Dream” Genre: Realistic Fiction	multiple-meaning words	subjects and predicates	summarize	expressive writing: personal narrative	long <i>ī, ō</i> <i>r</i> controlled vowels
“Water Woman” Genre: Biography	elements of non-fiction	compound subjects and predicates	adjust reading rate	tested writing: narrative	<i>st</i> and <i>str</i> (vowel diphthong <i>ou, ow</i>)

Hidden Surprises 3-1 Theme 2: What A Team	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling / Phonics
	Reading	Grammar			
“Officer Buckle and Gloria” Genre: Fiction	story elements	compound sentences	use prior knowledge	informative writing: paragraph of information	<i>kn, wr, gh, ph</i> <i>r</i> controlled vowels
“Turtle Bay” Genre: Realistic Fiction	draw conclusions	common and proper nouns	use context to confirm meaning	informative writing: how to paragraph	<i>sh, ch, tch</i> <i>r</i> controlled vowels
“Wild Shots, They’re My Life” Genre: Magazine Article	vocabulary in context	singular and plural nouns	use text, structure and format	informative writing: news story	words with <i>/s/</i> and <i>/j/</i>
“Balto, the Dog Who Saved Nome” Genre: Narrative Fiction	make inferences	plural nouns	use graphic aids	informative writing: paragraph of information	<i>/oi/</i>
“Little Grunt and the Big Egg” Genre: Fantasy	reality and fantasy	singular and possessive nouns	self-question	informative writing: tested	<i>/ou/</i> prefixes and suffixes

Hidden Surprises 3-1 Theme 3: Friends to Grow With	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling / Phonics
	Reading	Grammar			
“The Stories Julian Tells” Genre: Realistic Fiction	synonyms / antonyms	plural possessive nouns	read ahead	persuasive paragraph	consonant clusters <i>str</i> , <i>squ</i> , <i>spr</i> , <i>thr</i> possessives and plurals
“Talent Show” Genre: Realistic Fiction	locating information	abbreviations	create mental images	persuasive writing	words with <i>o</i> vowel variants <i>ōō</i> , <i>oo</i>
“Rosie, a Visiting Dog’s Story” Genre: Personal Narrative	main idea	singular / plural nouns	using context to confirm meaning	persuasive letter	words with <i>oo</i> vowel variants <i>ōō</i> , <i>oo</i> , <i>ue</i> , <i>ew</i> , <i>ui</i>
“Centerfield Ballhawk” Genre: Realistic Fiction	homographs / homophones	subject pronouns	using reference sources	persuasive paragraph	words with <i>ār</i>
“Ramona Forever” Genre: Realistic Fiction	author’s purpose	object pronouns	self-question	tested writing: persuasive	words with <i>ār</i> <i>r</i> controlled vowels <i>ār/air</i> , <i>are</i>

Journeys of Wonder 3-2 Theme 1: Tell Me a Story	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling / Phonics
	Reading	Grammar			
“Coyote Places the Stars” Genre: Folktale (Pourquoi)	sequence	adjectives	self-question	informative writing: paragraph that compares	/ôr/ vowel variants <i>oo</i>
“Why Mosquitoes Buzz in People’s Ears” Genre: Folktale	syllabication	adjectives for “what kind”	use text structure and format	informative writing: paragraph that contrasts	homophones vowel variants <i>oo, ou, ough</i>
“A Bookworm Who Hatched” Genre: Autobiography	fact and opinion	adjectives for “how many”	summarize	informative writing: paragraph that classifies	/ûr/ soft <i>c</i>
“Cloudy With a Chance of Meatballs” Genre: Tall Tale	figurative language	articles	make and confirm predictions	informative writing: comparison and contrast	double consonants soft <i>g</i>
“The Crowded House” Genre: Play	skim and scan	adjectives that compare	create mental images	tested writing: informative	-er, -est suffixes: <i>-ly, -ful, -ness</i>

Journeys of Wonder 3-2 Theme 2: Good Neighbors	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling / Phonics
	Reading	Grammar			
“Leah’s Pony” Genre: Historical Fiction	characters’ feelings and actions	action verbs	reread	research report: prewrite	compound words syllabication
“The Three Little Javelinas” Genre: Folktale	compare and contrast	main and helping verbs	use prior knowledge	research report: outline	vccv words <i>iô/aw/au</i>
“Cocoa Ice” Genre: Historical Fiction	summarize	present-tense verbs, subject-verb agreement	use reference sources	expository writing: research report draft	vcv words <i>es (f to v)</i>
“Yippee-Yah!” Genre: Informational Book	study strategies	past-tense verbs	use context to confirm meaning	research report: edit	<i>-ed, -ing</i> <i>wr, kn, gn</i> diagraphs
“If You Made a Million” Genre: Expository Non-Fiction	paraphrase	irregular verbs	adjust reading rate	research report: share and publish	<i>-sion, -tion</i> diagraphs gh, ph

Journeys of Wonder 3-2 Theme 3: Celebrate Our World	Focus Skill		Focus Reading Strategy	Writing Strategy	Spelling / Phonics
	Reading	Grammar			
“I’m in Charge of Celebrations” Genre: Free Verse Poem	important details	irregular verbs	create mental images	expressive writing: unrhymed poems <i>tion</i>	words with suffixes, word parts: <i>tion</i>
“Alejandro’s Gift” Genre: Realistic Fiction	problem solving	verb <i>be</i>	read ahead	persuasive writing: dialogue <i>un, re</i> prefixes	changing <i>y</i> to <i>i</i> , prefixes: un-, re-
“Rocking and Rolling” Genre: Non-fiction	cause and effect	contractions	use graphic aids	everyday writing: friendly letter	contractions
“The Armadillo from Amarillo” Genre: Fantasy	referents	adverbs	use context to confirm meaning	expressive writing: rhymed poem	words that end like <i>ever</i>
“Comets and Meteors Visitors from Space” Genre: Expository Non- fiction	note taking	comparing with adverbs	use text structure and format	everyday writing: business letter	words ending with <i>el</i>

Third Grade – Companion Selections Harcourt Brace

Hidden Surprises 3-1	Name of Companion Selection	Genre	Focus Skill
Theme 1 “Marta’s Magnets” “Allie’s Basketball Dream” “Water Woman”	“Working with Magnets” “To...” “The Summer”	experiment / how-to poem poetry	comparing texts comparing texts comparing texts
Theme 2 “Turtle Bay” “Balto, the Dog Who Saved Nome” “Little Grunt and the Big Egg”	“Dream Boat” “Sending a Message” “A Place of Their Own”	poetry time line non-fiction magazine article	comparing texts comparing texts comparing texts
Theme 3 “Talent Show” “Centerfield Ballhawk” “Ramona Forever”	“Last Case of the IC Detective Agency” “Spotlight on Baseball” “All My Hats”	mystery informational article poetry	comparing texts comparing texts comparing texts

Journeys of Wonder 3-2	Name of Companion Selection	Genre	Focus Skill
Theme 1 “Why Mosquitoes Buzz” “The Crowded House”	“The Ant and the Dove” “The Crowded House: A Yiddish Tale”	fable folktale	comparing texts cultural connection comparing texts
Theme 2 “Yippee-Yah!” “If You Made a Million”	“Work Song” “Stupendous Sticker Store”	poetry advertisement	comparing texts comparing texts
Theme 3 “Alejandros Gift” “The Armadillo from Amarillo”	“This Land is Your Land” “Mapping the World”	song non-fiction	comparing texts comparing texts