

Galesburg Third Grade

Academic Expectations for Language Arts



The teachers and administrators who work with third grade students have developed a very specific curriculum in reading and writing. Assisted by consultants, our educators have identified what students are expected to know and be able to do in the areas of reading and writing at the end of third grade. This curriculum has been named Third Grade Academic Expectations. It defines each one of the Performance Skills on the Third Grade Report Card

Performance Skill: Spell Required Words

Students are expected to:

- A. Spell high frequency words correctly when writing.
- B. Spell required words correctly on spelling tests.
- C. Spell required words correctly when writing.

Performance Skill: Listen Attentively and Actively

Students are expected to:

- A. Face a speaker, make eye contact, and paraphrase what is said.
- B. Focus on the speaker without displaying distracting behaviors.
- C. Ask questions and make comments relevant to the topic.
- D. Restate and carry out oral instructions.

Performance Skill: Respond to Spoken and Nonspoken Messages

Students are expected to:

- A. React appropriately, showing respect for the ideas of others.
- B. Respond appropriately to visual and auditory cues.

Performance Skill: Express Spoken Ideas Clearly

Students are expected to:

- A. Ask and answer questions clearly and confidently.
- B. Use language appropriate to situation and audience.
- C. Present brief oral reports in a clear and focused manner.

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If you have questions, please feel free
to contact your child's teacher.

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orms (such as response to stories, letters, short stories).

2. Use writing in the content areas (such as science and social studies).

3. Seek opportunities to share writing.

Plan and Organize

Students are expected to:

1. Consider audience and purpose. (Who they are writing to and why.)

2. Use a variety of prewriting strategies (such as outlines, webbing, graphic organizers).

3. Use reference tools and materials.

Compose

Students are expected to:

1. Write using a variety of sentence types.

2. Write paragraph(s) with a topic sentence, support, focus, and conclusion.

3. Write stories and informational pieces with a beginning, middle, and end.

4. Write narrative, persuasive, and expository paragraphs.

Revise

Students are expected to:

1. View first draft as a work in progress (something to be improved).

2. Expand, add, delete, and in other ways, improve upon written ideas.

3. Adjust writing based on audience and purpose.

Edit

Students are expected to:

1. Check own and others' writing for spelling, grammar and punctuation errors.

2. Publish and/or prepare finished written products using available technology.

Performance Skill: Apply Spelling Strategies

Students are expected to:

1. Use common letter and sound patterns to spell word.

2. Use a variety of spelling resources when writing and editing.

Performance Skill: Chooses to Read Independently

Students need opportunities for sustained reading every day to increase their fluency and vocabulary. The amount of independent reading children do in and out of school is significantly related to gains in reading achievement.

Students are expected to:

- A. View selves as readers.
- B. Self-select for independent reading at an appropriate level.
- C. Read freely and often for a sustained period of time.
- D. Use strategies when reading independently.
- E. Read beginning chapter books.
- F. Express enjoyment of reading.

Performance Skill: Read for Understanding

When students read for understanding, they are able to connect what they read to what they already know.

Students are expected to:

- A. Read for a purpose (such as information or enjoyment).
- B. Read fluently, both orally and silently, with comprehension.
- C. Read with expression.
- D. Identify story elements (characters, setting, problem, events, resolution).
- E. Discriminate important details from unimportant.
- F. Distinguish cause and effect, and fact and opinion.
- G. Draw conclusions and make inferences.
- H. Recognize figurative language (such as: "quiet as a mouse," "There's a frog in my throat.").
- I. Retell a story in correct sequence, with a beginning, middle, and end.
- J. Summarize what they have read.
- K. Read and follow directions to accomplish a

goal.

L. Interpret tables, charts, graphs, and maps in print and electronic text.

M. Make connections between literature and real life.

Performance Skill: Apply Reading Strategies

Students need to adjust the way they read depending on the difficulty of the material, their familiarity with the topic, and their purpose for reading. The ability to choose and apply appropriate reading strategies is critical to continued progress and development as a reader.

Students are expected to:

- A. Identify purposes for reading.
- B. Use before, during, and after reading strategies to get meaning (such as surveying, predicting, visualizing, and questioning).
- C. Skim and/or scan for information.
- D. Use flexible combination of context, phonics, and structural analysis to gain word meaning.
- E. Understand and apply knowledge of prefixes, suffixes, synonyms, and antonyms.
- F. Adjust reading strategies and rate based on purpose for reading and text difficulty (such as use contextual clues to construct meaning from difficult text).
- G. Self-correct while reading to make sense.
- H. Make connections between prior knowledge and new knowledge.
- I. Use reference tools and materials, including technological resources.

Performance Skill: Justify Responses to Information Read

Students are expected to:

- A. Support ideas orally in a clear and focused manner.
- B. Support ideas in writing in a clear and

focused manner.

C. Use information in text and prior knowledge to answer questions.

D. Support responses through text examples and/or other sources.

E. Support ideas using a variety of visual information (such as illustrations, charts, maps, graphs and graphic organizers).

F. Verify predictions, and support conclusions and inferences.

Performance Skill: Read and Respond to a Variety of Literature

Students are expected to:

- A. Respond to text using literal and inferential information.
- B. Respond through drama, media productions, visual arts, sharing books, writing, and discussions.
- C. Identify common themes within and between literature selections.
- D. Classify, and compare and contrast a variety of literature selections (such as fiction, nonfiction, drama, poetry, and biography).
- E. Recognize cultural differences in literature.
- F. Use vocabulary learned through reading.
- G. Form opinions based on material read.

Performance Skill: Write Based on Audience and Purpose

Students learn to write by writing. They need many opportunities to write for different audiences and different purposes. Using prewriting strategies to begin, and revising and editing as they write, helps students to communicate more effectively and to gain control over the conventions of written language, such as spelling and punctuation.

Show Willingness

Students are expected to:

- A. View selves as writers.
- B. Choose to write in a variety of contexts and