

Third Grade Language Arts

Literature

Third grade students use the Houghton Mifflin Invitations to Literacy program as well as the classroom library to incorporate fiction and non-fiction, fairy tales and short novels. Phonics skills taught through the balanced literacy reading approach continue to enhance fluency rates and allow students the ability to enrich themselves through challenging reading choices.

Students use a variety of reading strategies including preview, prediction and information reading to enhance comprehension skills.

Students will read the following books over the course of the year: (among others)

<i>Charlotte's Web</i>	by E.B. White
<i>Sarah Plain & Tall</i>	by Patricia MacLachlan
<i>Juanji</i>	by Chris Van Allsburg
<i>James and the Giant Peach</i>	by Roald Dahl
<i>The Sign of the Beaver</i>	by Elizabeth Speare
<i>Blackberries in the Dark</i>	by John Gardiner

Listening

Students will continue to develop appropriate listening skills in both large and small groups through daily oral reading, discussions on a variety of topics, mini lessons to develop specific skills, responding to music, and spontaneous speaking in response to what was presented. Students present research projects and written book reports to their peers. Speaking and listening skills are developed throughout the year allowing Academy students to gain confidence as public speakers beyond the level of a typical third grade student.

Speech/Communication

Students will be able to debate, dramatize, conduct a forum, set up an interview, present a project, record, report, and summarize.

Students will talk about characters and situations in a story, and information and ideas in non-fiction materials.

Students will listen to discussions and ask questions to clarify meaning and form opinions.

The Writing Process

Formal writing skills are taught through the teaching of parts of speech and paragraph writing highlighting the understanding and transfer of grammar skills taught in grades one and two. Children are required to keep a journal and write in it daily. Student spelling proficiency increases and cursive handwriting skills with both accuracy and clarity is expected by the end of the year.

Students will engage in learning and using the 6+1 Writing Traits: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation

Creative writing is emphasized through journal writing, book reports, and original stories.

Viewing and Visually Representing

During the year the students will use a range of media texts for entertainment and information. They produce messages or reports for different audiences, selecting the best form for a particular audience from a variety of possible forms.

Teachers will select from learning expectations at lower or higher levels to differentiate for individual needs.