

## Language Arts Third Grade

Third Grade Accomplishments in Reading	Home Activities that Support Reading
<ul style="list-style-type: none"> <li>✚ Reads aloud with fluency and comprehension any text that is appropriately designed for the grade level.</li> <li>✚ Uses letter-sound correspondence knowledge and structural analysis to decode words.</li> <li>✚ Reads and comprehends both fiction and nonfiction that is appropriately designed for grade level.</li> <li>✚ Read longer fictional selections and chapter books independently.</li> <li>✚ Takes part in creative responses to text such as dramatizations, oral presentations, fantasy play, etc.</li> <li>✚ Can point to or clearly identify words or wordings that are causing comprehension difficulty.</li> <li>✚ Summarize major points from fiction and nonfiction texts.</li> <li>✚ In interpreting fiction, discusses underlying theme or message.</li> <li>✚ Asks how, why and what-if questions in interpreting nonfiction texts.</li> <li>✚ In interpreting nonfiction, distinguishes cause and effect, fact and opinion, main idea and supporting details.</li> <li>✚ Uses information and reasoning to examine bases of hypotheses and opinions.</li> <li>✚ Infers word meaning from taught roots, prefixes, and suffixes.</li> </ul>	<p>What Parents can do at home:</p> <ul style="list-style-type: none"> <li>✚ Have your child reading from 20-30 minutes at day outside of school.</li> <li>✚ Encourage your child to read a variety of genres (fairy tale, poems, nonfiction)</li> <li>✚ Work on word recognition and continue to strengthen knowledge of sight words and phrases.</li> <li>✚ Set up at time at home to read at the same time your child is reading.</li> </ul> <p>By the end of third grade, students should be reading aloud with fluency and comprehension any text that is appropriately designed for the first half of third grade. They should also be able to read any third grade text, fiction or nonfiction, with understanding. They should have the independent control to reread sentences when necessary. They should notice words, language or concepts that they don't understand on their own so they can find out about them, typically by asking. They are increasingly comfortable at using letter-sound correspondence and structural analysis of prefixes and suffixes to decode unfamiliar words.</p>

- ✚ Correctly spells previously studied words and spelling patterns in own writing.
- ✚ Begins to incorporate literacy words and language patterns in own writing (e.g., elaborated descriptions; uses figurative wording).
- ✚ With some guidance, uses all aspects of the writing process in producing own compositions and reports.
- ✚ Combines information from multiple sources in writing reports.
- ✚ With assistance, suggest and implements editing and revision to clarify and refine own writing.
- ✚ Presents and discusses own writing with other students and responds helpfully to other students' compositions.
- ✚ Independently reviews work for spelling, mechanics, and presentation.
- ✚ Produces a variety of written work (e.g., literature response, reports, "published" books, semantic maps) in a variety of formats including multimedia forms.

More third graders are reading long fiction and chapter books independently, ideally at least 20 minutes every day outside of school. During class, they are taking part in creative responses to texts, such as dramatization, oral presentations, and fantasy play. In their speech and writing, they are demonstrating new vocabulary and language. They are summarizing major points and discussing details.

Third graders should be producing a variety of written work, such as critical essays, reports, and their own "published" books. Their writing is now beginning to take on sophisticated language patterns, such as elaborate descriptions, figurative language, and dialogue.

*Starting Out Right* by National Research Council

- Accomplishments list from *Preventing Reading Difficulties in Young Children*, The National Research Council