

## Language Arts Curriculum Guidelines

### Third Grade

By the end of third grade students should be able to: read fluently and comprehend at grade level; read a variety of genres; utilize decoding skills and context clues; identify main idea, plot, details, character, author's purpose and setting; identify the theme and message, literary techniques, prediction, cause and effect. Students should be able to write sentences and paragraphs of increased length and variation in patterns to enhance the flow of writing, while utilizing standard conventions and mechanics.

**Archdiocese of Santa Fe Standard 1:** Students read with understanding and fluency and read and understand literature representative of various societies, eras and ideas.

#### NCTE Standard 1.

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the culture of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

#### NCTE Standard 2.

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of the human experience.

#### Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/ STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
<b>A. Student reads a wide range of literature from many genres.</b>		
1. Begins to identify the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, and non-fiction.	<ul style="list-style-type: none"><li>Identify a book that illustrates a particular genre.</li></ul>	

2. Begins to recognize and describe similarities and differences in literary works.	<ul style="list-style-type: none"> <li>• Create a Venn Diagram that compares/contrasts two literary works.</li> </ul>	
<b>B. Student reads for a wide variety of purposes.</b>		
1. Establishes a purpose for reading: to locate, understand, interpret, enjoy, etc. (i.e., content area text, stories).	<ul style="list-style-type: none"> <li>• Create a K-W-L (Know/Want to Know/Learned) chart.</li> </ul>	
2. Uses criteria to choose independent reading materials (personal interest, knowledge of authors, genres, or recommendations).	<ul style="list-style-type: none"> <li>• Create a poster to advertise a book read. State reasons from the story to convince others to read the book, and give purposes for reading the story.</li> </ul>	
3. Connects information and events in text to life experiences.	<ul style="list-style-type: none"> <li>• Create a list of three literary titles that have had the most connection to your own life and then explain your selections.</li> </ul>	
<b>C. Student reads a wide range of literature from many periods and cultures.</b>		
1. Begins to recognize literature from different literary periods and different cultures.	<ul style="list-style-type: none"> <li>• Use a Venn diagram to graphically compare/contrast literature from different literary periods or different cultures.</li> </ul>	
2. Recognizes selected authors and illustrators by their styles and themes.	<ul style="list-style-type: none"> <li>• Create a graphic organizer that highlights three to five book titles that follow the same theme.</li> </ul>	
<b>D. Student comprehends a wide range of non-text material, including spoken and visual texts.</b>		
1. Uses information presented in simple tables, maps, and charts to form an interpretation.	<ul style="list-style-type: none"> <li>• Complete written assignments using tables, maps, or charts.</li> </ul>	
2. Begins to paraphrase or summarize spoken text.	<ul style="list-style-type: none"> <li>• Use a graphic organizer following an oral presentation.</li> </ul>	

**Archdiocese of Santa Fe Standard 2:**

**Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text.**

**NCTE Standard 3.**

**Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).**

**NCTE Standard 6.**

**Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.**

**Critical for Mastery in Grade 3**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Student develops phonological awareness that words can be broken down into separate sounds and/or sound units.</b>		
1. Masters the decoding of consonants and vowels in words.	<ul style="list-style-type: none"><li>• Complete a vocabulary activity matching words to the correct meaning.</li></ul>	
2. Decodes blends (i.e., fl, bl) and digraphs (i.e., sh, ch).	<ul style="list-style-type: none"><li>• Match the blend or digraph with the correct word ending.</li></ul>	
3. Uses knowledge of common word families to sound out unfamiliar words.	<ul style="list-style-type: none"><li>• List five words based on a given word pattern: (“oat”-boat, coat, goat, float, moat).</li></ul>	
<b>B. Student develops word recognition and word analysis skills.</b>		
1. Applies knowledge of individual words in unknown compound words to determine their meaning.	<ul style="list-style-type: none"><li>• “Hidden Word Hunt”-make word cards identifying the hidden word(s).</li></ul>	
2. Applies knowledge of prefixes including un-, re-, pre-, and suffixes including -er, -est, -ful,	<ul style="list-style-type: none"><li>• Use flashcards to recognize prefixes and suffixes and their meanings in order to</li></ul>	

and -less to make connections between roots and affixes.	determine the definitions of words.	
3. Decodes and determines the meanings of words by using knowledge of root words and their various inflections.	<ul style="list-style-type: none"> <li>• “Hidden Word Hunt”-make word cards identifying the hidden root word.</li> </ul>	
4. Decodes using syllabication.	<ul style="list-style-type: none"> <li>• Cut word strips to divide words into syllables.</li> </ul>	
5. Alphabetizes words to the 2 <sup>nd</sup> and 3 <sup>rd</sup> letter.	<ul style="list-style-type: none"> <li>• Alphabetize a given set of words.</li> </ul>	
6. Uses a dictionary to verify spelling and extend the meaning of words.	<ul style="list-style-type: none"> <li>• Use the dictionary to correct a list of misspelled words.</li> </ul>	
7. Apply knowledge of the following common spelling patterns to read words: <ul style="list-style-type: none"> <li>• that drop the final e and add endings such as -ing, -ed, or -able (e.g., use/using/used/usable)</li> <li>• with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)</li> <li>• that require changing the final y to i (e.g., baby/babies)</li> <li>• that end in -tion, -sion, (e.g., election, vision)</li> <li>• with complex word families (e.g., -ight, -ought)</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences using words with common spelling patterns correctly.</li> </ul>	
<b>C. Student expands vocabulary by using a variety of methods.</b>		
1. Begins to expand vocabulary beyond basic word list (i.e., content areas).	<ul style="list-style-type: none"> <li>• Write a story using a thesaurus or dictionary to find new words replacing vocabulary supplied by the teacher.</li> </ul>	
2. Reads high frequency sight words accurately.	<ul style="list-style-type: none"> <li>• Use a timer to record the number of sight words a student can read correctly in 60 seconds.</li> </ul>	
3. Classifies words into categories.	<ul style="list-style-type: none"> <li>• Examine groups of words and identify the word in each group that does not belong.</li> </ul>	
4. Accesses and uses word reference tools (dictionary, thesaurus, and/or glossary).	<ul style="list-style-type: none"> <li>• Use a dictionary to find the meaning of a given set of words.</li> </ul>	

5. Identifies and uses antonyms, synonyms, homophones, and contractions.	<ul style="list-style-type: none"> <li>• Use a thesaurus to play synonym/antonym bingo.</li> </ul>	
6. Determines the meaning of words using a variety of context clues.	<ul style="list-style-type: none"> <li>• Create context clue web and write sentences using ten unfamiliar words selected from a text.</li> </ul>	
<b>D. Student reads phrases, sentences, passages, etc.</b>		
1. Proficiently reads a patterned or familiar text.	<ul style="list-style-type: none"> <li>• Oral reading of assigned class material.</li> </ul>	
2. Integrates a cueing system (i.e., context clues, picture cues).	<ul style="list-style-type: none"> <li>• Predict the genre of a given selection (fantasy or reality) by using the illustrations. Confirm your prediction with references to the text.</li> </ul>	
3. Develops fluent oral reading by: <ul style="list-style-type: none"> <li>• observing conventions of capitalization and punctuation</li> <li>• using sight words</li> <li>• using decoding skills</li> <li>• using appropriate expression, pacing, and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Have students present into a recorder for peer evaluation.</li> </ul>	
4. Monitors own comprehension by adjusting speed to fit purpose, or by skimming, scanning, reading on, or looking back.	<ul style="list-style-type: none"> <li>• Answer questions before, during, and after reading in their journal.</li> </ul>	
5. Makes connections between prior knowledge and new information.	<ul style="list-style-type: none"> <li>• Design a story web including concepts and questions from the story.</li> </ul>	
6. Engages in independent reading.	<ul style="list-style-type: none"> <li>• Write a book report to demonstrate an understanding of the text.</li> </ul>	
<b>E. Student demonstrates literal comprehension skills.</b>		
1. Creates and uses graphic organizers such as Venn diagrams and webs to demonstrate comprehension.	<ul style="list-style-type: none"> <li>• Use a character Venn diagram to graphically compare/contrast characters from different texts.</li> </ul>	
2. Retells stories in correct sequence.	<ul style="list-style-type: none"> <li>• Work with a partner to dramatize a favorite selection.</li> </ul>	
3. Summarizes important information from the text.	<ul style="list-style-type: none"> <li>• Write a short paragraph telling the main parts of a selection in his/her own words and draw a conclusion.</li> </ul>	

4. Proficiently distinguishes among the beginning, middle, and end of stories.	<ul style="list-style-type: none"> <li>Use a graphic organizer to identify the beginning, middle, and end of stories.</li> </ul>	
5. Identifies main character(s), setting, plot and major conflict and resolution using details from the text.	<ul style="list-style-type: none"> <li>Create a problem/solution chart that illustrates the plot of a recent story.</li> </ul>	
6. Determines the meaning of unknown words using a variety of context clues, including word, sentence, and paragraph clues.	<ul style="list-style-type: none"> <li>Complete sentences by choosing the correct vocabulary word from a list of words.</li> </ul>	
7. Uses the table of contents, chapter headings, glossary, index, and illustrations to locate information and comprehend text.	<ul style="list-style-type: none"> <li>Teacher will create a list of three to five words for each student. The students will then use a glossary to locate and record the definitions for each word.</li> </ul>	
8. Decides if a set of directions is complete and correctly sequenced.	<ul style="list-style-type: none"> <li>Make a poster explaining the steps in a given set of directions.</li> </ul>	
9. Identifies the main ideas and supporting details in texts.	<ul style="list-style-type: none"> <li>Create a story web.</li> </ul>	
<b>F. Student demonstrates interpretive comprehension skills.</b>		
1. Draws conclusions and answers questions about what is read in text, maps, charts, graphs, and diagrams.	<ul style="list-style-type: none"> <li>Complete a written assignment using a map, graph, and/or chart.</li> </ul>	
2. Distinguishes between fact and opinion.	<ul style="list-style-type: none"> <li>Create a class chart to categorize information.</li> </ul>	
3. Compares and contrasts information between texts and across subject areas.	<ul style="list-style-type: none"> <li>Complete a chart to compare/contrast information gained about a number of similar topics (i.e., countries of the world, kinds of storms, etc...).</li> </ul>	
4. Identifies a social issue in a text in light of Catholic teachings.	<ul style="list-style-type: none"> <li>Discuss themes of acceptance and forgiveness in the story of “The Good Shepherd”.</li> </ul>	
5. Distinguishes between cause and effect.	<ul style="list-style-type: none"> <li>Create a storyboard that demonstrates comprehension through the use of reading strategies (i.e., cause and effect).</li> </ul>	
6. Begins to identify stated and implied themes.	<ul style="list-style-type: none"> <li>Create a graphic organizer that highlights three to five book titles that follow the same theme.</li> </ul>	

7. Explains how an author's use of figurative language is used in literary works.	<ul style="list-style-type: none"> <li>Identify poems that provide examples of literary elements/devices such as metaphors, similes, personification, imagery, onomatopoeia, etc...</li> </ul>	
<b>G. Student demonstrates critical thinking skills.</b>		
1. Begins to recognize the author's purpose (i.e., to inform, to entertain, etc...).	<ul style="list-style-type: none"> <li>Bring in examples of three books that people would read for different purposes.</li> </ul>	
2. Asks questions to clarify the meaning, or to gain additional information.	<ul style="list-style-type: none"> <li>Create a K-W-L chart.</li> </ul>	
3. Identifies a problem and suggests a solution.	<ul style="list-style-type: none"> <li>Create a problem/solution chart that illustrates the plot of a recent story.</li> </ul>	
4. Predicts content, events, and outcomes by using chapter titles, section headers, illustrations, and story topics, and supports those predictions with examples from the text.	<ul style="list-style-type: none"> <li>Predict the genre of a given selection by using the illustrations. Confirm your prediction with references to the text.</li> </ul>	

**Archdiocese of Santa Fe Standard 3: Students demonstrate competence in the skills and strategies of the writing process and write to communicate for a variety of purposes.**

**NCTE Standard 5.**

**Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with difference audiences for a variety of purposes.**

**NCTE Standard 4.**

**Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.**

**NCTE Standard 12.**

**Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).**

### Critical for Mastery in Grade 3

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<b>A. Student develops physical manipulation skills.</b>		
1. Writes legibly in cursive, spacing letters, words, and sentences appropriately.	<ul style="list-style-type: none"> <li>Write a paragraph demonstrating legible cursive and appropriate spacing.</li> </ul>	
2. Prints manuscript letters correctly.	<ul style="list-style-type: none"> <li>Incorrectly write a letter on the board. Have a student go to the board and write the letter correctly.</li> </ul>	
<b>B. Student understands and develops a process of pre-writing.</b>		
1. Determines a purpose and audience.	<ul style="list-style-type: none"> <li>Pretend you are a passenger on the Mayflower. Write a letter to relatives in England describing your journey.</li> </ul>	
2. Uses strategies such as brainstorming, lists, webs, and graphic organizers to generate ideas and plan writing.	<ul style="list-style-type: none"> <li>Create a story web to brainstorm ideas.</li> </ul>	
3. Maintains a writing notebook or journal.	<ul style="list-style-type: none"> <li>Use a rubric to assess responses to journal topics.</li> </ul>	
<b>C. Student applies drafting skills.</b>		
1. Uses a prewriting plan to develop a draft with main ideas(s) and supporting details.	<ul style="list-style-type: none"> <li>Create an outline.</li> </ul>	
2. Organizes writing into a logical sequence that is clear to the audience.	<ul style="list-style-type: none"> <li>Write a paragraph explaining the solution to a word problem to your classmates.</li> </ul>	
<b>D. Student evaluates and revises draft.</b>		
1. Evaluates the draft for the use of ideas and content, organization, voice, word choice, and sentence fluency.	<ul style="list-style-type: none"> <li>Use a revising and editing checklist in order to improve upon the initial draft.</li> </ul>	
2. Adds details to the draft to effectively accomplish the purpose.	<ul style="list-style-type: none"> <li>In an ALL ABOUT ME narrative essay include a poster with pictures and captions that include facts, details, and descriptions to support and elaborate upon the essay.</li> </ul>	
3. Begins to rearrange or modify words, sentences, and paragraphs to clarify the meaning of the draft.	<ul style="list-style-type: none"> <li>Use a list of transition words to revise writing and circle them in red on the draft.</li> </ul>	

4. Write sentences of increased length and variation in patterns.	<ul style="list-style-type: none"> <li>Use sentence strips with prewritten fragments. Have students create sentence strips to change the fragments into complete sentences.</li> </ul>	
5. Uses resources and reference materials to select more precise vocabulary.	<ul style="list-style-type: none"> <li>Create a word bank significant to the topic.</li> </ul>	
<b>E. Student applies editing skills.</b>		
1. Begins to use editing skills with teacher support to identify punctuation, spelling, and grammar, and usage errors in the draft.	<ul style="list-style-type: none"> <li>Students will analyze 15 short sentences that have errors in grammar. Students will rewrite each sentence correctly.</li> </ul>	
2. Uses resources and reference materials (including technology) to select more precise vocabulary (i.e. dictionary, word lists, and/or thesaurus).	<ul style="list-style-type: none"> <li>Students will rewrite a tall tale written by the teacher with new, stronger vocabulary they find in the thesaurus.</li> </ul>	
3. Develops an understanding of proofreading marks to indicate errors in conventions.	<ul style="list-style-type: none"> <li>Use sentence strips with errors. Students will correct sentences using proofreading marks.</li> </ul>	
4. Applies appropriate tools or strategies (i.e. peer review, checklists, rubrics) to edit the drafts.	<ul style="list-style-type: none"> <li>Using an assessment rubric, hold an editing conference with a peer.</li> </ul>	
<b>F. Student publishes writing applications.</b>		
1. Prepares writing in a format (i.e., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	<ul style="list-style-type: none"> <li>Follow the steps in the writing process; assign various essays throughout the school year (i.e., narrative, expository, persuasive, etc...).</li> </ul>	
2. Publishes pieces for display or for sharing with the intended audience.	<ul style="list-style-type: none"> <li>Create a PowerPoint to present a book report.</li> </ul>	
3. Final product displays legible writing and uses appropriate margins and spacing.	<ul style="list-style-type: none"> <li>Students will edit and revise a piece of writing for appropriate handwriting.</li> </ul>	
<b>G. Student develops and applies the writing element of ideas and content.</b>		
1. Expresses ideas that are clear and directly related to the topic.	<ul style="list-style-type: none"> <li>Identify your topic in the title.</li> </ul>	
2. Provides content and selected details that are well-suited to audience and purpose.	<ul style="list-style-type: none"> <li>Write a prayer or petition for someone who is in need that contains a topic sentence, details, and a conclusion.</li> </ul>	

3. Uses relevant details to provide adequate support for the ideas.	<ul style="list-style-type: none"> <li>Write an expository paragraph that explains what something is or does.</li> </ul>	
<b>H. Student develops and applies the element of organization to address the structure of writing.</b>		
1. Organizes content in a selected format (i.e. friendly letter, narrative, expository text).	<ul style="list-style-type: none"> <li>Write a friendly letter and label the parts of the letter.</li> </ul>	
2. Organizes writing providing a simple introduction, a clear sense of closure, and a logical sequence of events.	<ul style="list-style-type: none"> <li>Rewrite a favorite fairy tale with an alternate ending.</li> </ul>	
3. Begins to use transitional words and phrases (i.e., next, then, so, but, while, after that, because) to connect ideas.	<ul style="list-style-type: none"> <li>Use a given list of transition words to revise a piece of writing.</li> </ul>	
4. Constructs a paragraph that groups sentences around a topic.	<ul style="list-style-type: none"> <li>Students will read a paragraph and cross out the sentence that does not focus on the topic.</li> </ul>	
<b>I. Student implements voice according to the type of writing (formal or casual, distant or personal) depending on the audience and purpose.</b>		
1. Develops a sense of originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.	<ul style="list-style-type: none"> <li>Write a business letter to a company explaining why you like or do not like a product they produce.</li> </ul>	
2. Chooses language that is well-suited to the audience in both writing and oral presentation.	<ul style="list-style-type: none"> <li>Make a poster explaining the steps of a recipe for second graders.</li> </ul>	
<b>J. Student utilizes specific and accurate words (word choice) to convey intended message.</b>		
1. Applies vocabulary and/or terminology appropriate to the type of writing.	<ul style="list-style-type: none"> <li>Write a letter to the President explaining what you think a good citizen is.</li> </ul>	
2. Uses descriptive words and phrases that energize the writing.	<ul style="list-style-type: none"> <li>Create a travel brochure.</li> </ul>	
3. Introduce the use of literal and figurative language in a variety of ways (i.e. rhyming).	<ul style="list-style-type: none"> <li>In a small group, create a skit that will use rhyming words.</li> </ul>	
<b>K. Student uses sentences to address rhythm and flow of language (sentence fluency).</b>		

1. Writes sentences that flow together and sound natural when read aloud.	<ul style="list-style-type: none"> <li>List the transition that an author has used in a specified text.</li> </ul>	
2. Writes simple and compound sentences.	<ul style="list-style-type: none"> <li>Given sentence strips that have fragments and complete sentences preprinted on them, have students combine and edit them to make compound sentences.</li> </ul>	
3. Varies sentence beginnings, lengths, and patterns to enhance the flow of writing.	<ul style="list-style-type: none"> <li>Write and diagram two simple and two compound sentences.</li> </ul>	
4. Continues to put sentences together in paragraph form.	<ul style="list-style-type: none"> <li>Using a starter sentence, students will complete the remaining parts of the paragraph (i.e., details and conclusion).</li> </ul>	
5. Identifies and uses a variety of sentence types (interrogative, declarative, imperative, and exclamatory).	<ul style="list-style-type: none"> <li>Use spelling words to create a variety of sentence types.</li> </ul>	
6. Uses subject/verb agreement in simple sentences.	<ul style="list-style-type: none"> <li>Use writing samples to assess noun/verb agreement.</li> </ul>	
<b>L. Student understands and uses conventions to address the mechanics of writing.</b>		
1. Uses capital letters for: <ul style="list-style-type: none"> <li>proper nouns (i.e., names, days, months)</li> <li>titles</li> <li>names of places</li> <li>abbreviations</li> <li>literary titles (i.e., book, story, poem)</li> </ul>	<ul style="list-style-type: none"> <li>Fold a sheet of paper into thirds. Choose six proper nouns to illustrate with a picture, properly labeling and capitalizing all proper nouns.</li> </ul>	
2. Punctuates endings of sentences using: <ul style="list-style-type: none"> <li>periods</li> <li>question marks</li> <li>exclamation points</li> </ul>	<ul style="list-style-type: none"> <li>Apply the end punctuation marks to given sentences.</li> </ul>	
3. Uses commas to punctuate: <ul style="list-style-type: none"> <li>items in series</li> <li>greetings and closings of letters</li> <li>dates</li> </ul>	<ul style="list-style-type: none"> <li>Apply commas to given sentences.</li> </ul>	
4. Uses quotation marks to punctuate dialogue, although may be inconsistent or experimental.	<ul style="list-style-type: none"> <li>Apply quotation marks to dialogue within a given text.</li> </ul>	
5. Uses a colon to punctuate time.	<ul style="list-style-type: none"> <li>Place a colon within digits to punctuate time.</li> </ul>	

6. Uses apostrophes to punctuate: <ul style="list-style-type: none"> <li>• contractions</li> <li>• singular possessive</li> </ul>	<ul style="list-style-type: none"> <li>• Use apostrophes to correctly write contractions.</li> </ul>	
7. Spells high-frequency words, homophones, and abbreviations correctly.	<ul style="list-style-type: none"> <li>• Create a word bank with high-frequency words.</li> </ul>	
8. Uses common spelling patterns/ generalizations to spell words correctly, including: <ul style="list-style-type: none"> <li>• word families</li> <li>• regular plurals</li> <li>• diphthongs</li> <li>• consonant digraphs</li> <li>• CVC words</li> <li>• CCVC words</li> <li>• CVCC words</li> <li>• affixes</li> </ul>	<ul style="list-style-type: none"> <li>• Using given sentences, students will correct the spelling of words.</li> </ul>	
9. Uses resources (e.g., dictionaries, word walls) to spell correctly.	<ul style="list-style-type: none"> <li>• Students will use the dictionary to find the correct spelling of a given set of words.</li> </ul>	
10. Uses the following parts of speech correctly in simple sentences: <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• pronouns</li> <li>• adjectives</li> <li>• adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the correct nouns to complete a set of sentences.</li> </ul>	
<b>M. Student composes writing applications.</b>		
1. Writes a narrative based on imagined or real events, observations, or memories that includes: <ul style="list-style-type: none"> <li>• characters</li> <li>• setting</li> <li>• plot</li> <li>• sensory details</li> <li>• clear language</li> <li>• logical sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• Using a rubric to check and revise, create a tall tale.</li> </ul>	
2. Writes in a variety of expressive forms (e.g.,	<ul style="list-style-type: none"> <li>• Working with a partner, create a poem on a</li> </ul>	

poetry, skit) that may employ: <ul style="list-style-type: none"> <li>• figurative language</li> <li>• rhythm</li> <li>• dialogue</li> <li>• characterization</li> <li>• plot</li> <li>• appropriate format</li> </ul>	given topic.	
3. Writes in a variety of expository forms including, a summary, newspaper article, reflective paper, log, journal, and/or paragraph(s) that may contain: <ul style="list-style-type: none"> <li>• a topic sentence</li> <li>• supporting details</li> <li>• relevant information</li> </ul>	<ul style="list-style-type: none"> <li>• Create a class newspaper.</li> <li>• Use R.A.F.T.S. (Role, Audience, Format, Topic, Strong Verb) for an expository text.</li> </ul>	
4. Records information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	<ul style="list-style-type: none"> <li>• Use a graphic organizer to record information.</li> </ul>	
5. Writes communications, including: <ul style="list-style-type: none"> <li>• thank-you notes</li> <li>• friendly letters</li> <li>• formal letters</li> <li>• messages</li> <li>• invitations</li> </ul>	<ul style="list-style-type: none"> <li>• Write an invitation inviting parents to Open House Night at the school.</li> </ul>	
6. Addresses an envelope for correspondence that includes: <ul style="list-style-type: none"> <li>• an appropriate return address</li> <li>• an appropriate recipient address</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly address an envelope to mail a letter to a friend or family member.</li> </ul>	
7. Writes persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	<ul style="list-style-type: none"> <li>• Write a persuasive essay on the importance of obeying the Ten Commandments.</li> </ul>	
8. Writes a book report that may identify the: <ul style="list-style-type: none"> <li>• main idea</li> <li>• character(s)</li> <li>• setting</li> <li>• sequence of events</li> <li>• problem/solution</li> </ul>	<ul style="list-style-type: none"> <li>• Write a book report on a teacher assigned book.</li> </ul>	

9. Writes a reflection to a literature selection (e.g., journal entry, book review).	<ul style="list-style-type: none"> <li>Write a book review to try to persuade a classmate to read a certain book.</li> </ul>	
10. Writes a variety of functional text (e.g., directions, recipes, procedures, labels, graphs/tables).	<ul style="list-style-type: none"> <li>Create a recipe for a peanut butter and jelly sandwich.</li> </ul>	

**Archdiocese of Santa Fe Standard 4:**      **Students use a variety of informational and technological resources to acquire, assess and communicate information.**

**NCTE Standard 7.**

**Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.**

**NCTE Standard 8.**

**Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.**

**Critical for Mastery in Grade 3**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Student demonstrates research techniques.</b>		
1. Generates questions for research.	<ul style="list-style-type: none"> <li>Create a K-W-L (Know/Want to Know/Learned) Chart.</li> </ul>	
2. Gathers information from a variety of places and sources (classroom, media center, library, Internet).	<ul style="list-style-type: none"> <li>Students will illustrate the ways they discovered their research information.</li> </ul>	
<b>B. Student demonstrates the use of informational resources.</b>		
1. Gathers relevant information from books,	<ul style="list-style-type: none"> <li>Students will submit a graphic organizer that</li> </ul>	

magazines, interviews, or surveys and summarize findings.	illustrates their collection of information.	
2. Sorts relevant information into categories.	<ul style="list-style-type: none"> <li>• Use a graphic organizer to sort information into categories.</li> </ul>	
<b>C. Student demonstrates the use of technological resources.</b>		
1. Acquires information from the Internet, videos, and/or CD-ROMs.	<ul style="list-style-type: none"> <li>• Students will choose their favorite research system and then illustrate how the system was used.</li> </ul>	
<b>D. Student communicates his/her discoveries.</b>		
1. Uses a variety of communication techniques, including oral, visual, written, or multimedia reports to present information.	<ul style="list-style-type: none"> <li>• Students will create a graphic organizer for the books of the New Testament.</li> </ul>	

**Archdiocese of Santa Fe Standard 5:**      **Students demonstrate competence in speaking, listening and viewing as tools for learning and effective communication.**

**NCTE Standard 4.**

**Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.**

**NCTE Standard 12.**

**Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information.)**

### Critical for Mastery in Grade 3

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Student listens to and views different materials from a variety of media.</b>		
1. Listens to identify the main idea and to gain information.	<ul style="list-style-type: none"> <li>After listening to a Bible story, students respond with the moral of the story.</li> </ul>	
2. Identifies the difference between fact and opinion in presentations and visual media.	<ul style="list-style-type: none"> <li>Create a class chart to categorize information.</li> </ul>	
3. Restates and carries out a variety of oral instructions.	<ul style="list-style-type: none"> <li>Students will recall and carry out a given set of instructions.</li> </ul>	
<b>B. Student uses language and speaking skills appropriate to the audience, situation and purpose.</b>		
1. Delivers informational presentations that: <ul style="list-style-type: none"> <li>present events or ideas in logical sequence and maintain a clear focus</li> <li>demonstrate an understanding of the topic</li> <li>include relevant facts and details</li> <li>organize with an introduction, body, and conclusion</li> <li>use visual materials media to communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>Students prepare a Multimedia project on the Life of Jesus.</li> </ul>	
2. Orally recites and/or leads prayers.	<ul style="list-style-type: none"> <li>Use a video recorder for practice and critique.</li> </ul>	
<b>C. Student applies speaking skills in a variety of ways.</b>		
1. Demonstrates an understanding of the rules of the English language.	<ul style="list-style-type: none"> <li>Analyze a video segment to identify positive and negative verbal communication skills.</li> </ul>	
2. Uses clear diction and tone, and adjusts volume and tempo to stress important ideas.	<ul style="list-style-type: none"> <li>Have students present into a tape recorder for peer editing.</li> </ul>	

**Archdiocese of Santa Fe Standard 6:**

**Students use language, literature and media to develop an understanding of and respect for diversity of cultures and people.**

**NCTE Standard 9.**

**Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.**

**Critical for Mastery in Grade 3**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Students use language, literature and media to demonstrate awareness of a variety of cultures.</b>		
1. Recognizes different character types and beliefs that are found in multiple cultures and religions.	<ul style="list-style-type: none"><li>• Write a play based on one of the Gospel stories.</li></ul>	

**Archdiocese of Santa Fe Standard 7:**

**Students develop an awareness of their own roles within different literacy communities.**

**NCTE Standard 11.**

**Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.**

<b>LEARNING OUTCOMES</b> (What students will be able to do, know, understand and value)	<b>SAMPLE ASSESSMENTS/ STRATEGIES</b> (What evidence will demonstrate that students have achieved the Learning Outcome)	<b>BEST PRACTICES</b>
<b>A. Participates in various literacy communities and identify their roles within them.</b>		

1. Assumes a variety of roles in group discussions and assigned group work or projects.	<ul style="list-style-type: none"> <li>Literature circles with assigned roles (i.e., question maker, summarizer, illustrator, etc...).</li> </ul>	
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**Archdiocese of Santa Fe Standard 8:** Students read, write, and listen to learn about God’s world and to participate fully in parish and school community life.

**Archdiocese of Santa Fe Standard 9:** Students use a variety of mediums and methods to communicate and celebrate God’s word and pray.

**Archdiocese of Santa Fe Standard 10:** Students demonstrate an understanding of the personal choices and moral consequences in literature and apply these to their own lives.

*Archdiocese of Santa Fe Standards 8, 9, and 10 are to be woven throughout the entire Language Arts Curriculum.*

#### **NCTE Standard 10.**

**Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.**

*Students whose first language is not English should be provided with ample opportunities for developing their English through conversations with others and their knowledge of written language structure in their first language to write competently in English. Students should be engaged in a variety of lessons and activities that develop English Language Arts competency across all curriculum areas. Students should not be separated from the general education classroom. Families of these students may need to seek outside resources to assist these learners.*