

3rd Grade - Objectives & Skills

READING	WRITING	SPEAKING	LISTENING
<p>Students demonstrate slowly increasing independence in a variety of reading tasks, grade appropriate, with ongoing support. They:</p> <ul style="list-style-type: none"> - read and understand grade-appropriate text, with minimal assistance. - use reading strategies to understand familiar text (predicting, sequencing, inference, drawing conclusions, comparison and contrast, main idea and supporting details) - use grade-appropriate resources that provide some visual or contextual support (graphic organizers, class word lists, picture dictionary) - respond independently to written instructions. - recall and retell a written story. - figure out meaning in text that may be unfamiliar, unsupported by visual context, and contain challenging vocabulary and sentence structures. - read a variety of print material. - choose and enjoy material for personal reading similar in scope and difficulty to that being read by peers. 	<p>Students write in familiar contexts with slowly increasing independence and accuracy. They:</p> <ul style="list-style-type: none"> - use appropriate formats to write for a variety of purposes (short poems, descriptive paragraphs, letters, postcards) - write short compositions making some use of appropriate verb tenses, prepositions, simple and compound sentences, descriptions, and beginning to use new vocabulary and idioms. - write to record personal experiences and thoughts, to narrate a story, and to convey information. - begin to write independently in all subject areas. - use the stages of the writing process, with support (prewriting, producing drafts, publishing) - write collaboratively with peers. - begin to write competently in all subject areas - contribute to cooperative class writing. 	<p>Students take part in conversations and participate in discussions and presentations using a limited range of strategies. They:</p> <ul style="list-style-type: none"> - express meaning with growing competence, using present and past verb tenses when explaining causes and results, direction, and time. - initiate and maintain conversations. - participate in short discussions based on classroom themes. - make short, effective oral presentations in an academic context. - speak with clear pronunciation. - begin to self-correct common grammatical errors. - use voice to indicate emphasis through pacing, volume, intonation, and stress. - use most language structures appropriate to the grade level. - use idiomatic and colloquial language appropriately. 	<p>Students understand spoken English in familiar contexts. They:</p> <ul style="list-style-type: none"> - participate in most social and academic discussions. - respond to complex sentences. - understand age-appropriate expressions and idioms. - respond to different speakers and different accents. - mostly respond to unseen speakers (listening activities, assemblies, computer listening activities)