Snapshot – Grade 3 English Language Arts and Reading

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THE ARCHDIOCESE OF GALVESTON-HOUSTON

Catholic Identity: Integration of Our Faith

3.1A	share how literature contributes to strengthening moral character *
3.1B	interpret and evaluate literature in a Christian spirit *
3.1C	share how literature ignites the creative imagination *
3.1D	recognize and model the virtues possessed by literary characters*

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking
3.2   Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
3.2 communicate ideas effectively through speaking and discussion	3.2A listen actively, ask relevant questions to clarify information, and make pertinent comments 3.2B follow, restate, and give oral instructions that involve a series of related sequences of action 3.2C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively 3.2D work collaboratively with others by following agreed-upon rules, norms, and protocols 3.2E develop social communication such as conversing politely in all situations

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
3.3A/B   Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
3.3C   Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus		
	Decoding (Reading)	↔	Encoding (Writing)
3.3A/B demonstrate and apply phonetic knowledge while reading and spelling	3.3A demonstrate and apply phonetic knowledge by: .1 decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	↔	3.3B demonstrate and apply spelling knowledge by: .1 spelling multisyllabic words with multiple sound-spelling patterns
	.2 decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	↔	.2 spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
	.2 decoding compound words, contractions, and abbreviations	↔	.3 spelling decoding compound words, contractions, and abbreviations
	.4 decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts	↔	.4 spelling words with knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts
	.5 decoding words with prefixes and suffixes on base words including those that change due to the dropping, changing, and doubling rules	↔	.5 spelling words with prefixes and suffixes including how they can change base words as with the dropping, changing, and doubling rules
	.6 identifying and reading high-frequency words		
	.7 alphabetizing a series of words to the third letter		
			.6 spelling homophones
3.3C use skills to support strategies for determining the meaning of unknown words while reading	3.3C.1 use print or digital resources to determine meaning, syllabication, and pronunciation 3.3C.2 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and –ful 3.3C.3 identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text		

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Shared Reading

Tools to Know

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
3.3C   Vocabulary. The student uses newly acquired vocabulary expressively.
3.4   Fluency. The student reads grade-level text with fluency and comprehension.
Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts
3.5   Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts

Reading Process: Thinking Within the Text							Comprehension: Thinking with the Text			
3.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	3.5A establish purpose for reading assigned and self-selected texts	3.3C.4 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	3.5B generate questions about text before, during, and after reading	3.5C make and correct or confirm predictions using text features, characteristics of genre, and structures	3.5D create mental images to deepen understanding	3.5E monitor comprehension and make adjustment when understanding such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down	3.5F make connections to personal experiences, ideas in other texts, and society	3.5G make inferences and use evidence to support understanding	3.5H evaluate details read to determine key ideas	3.5I synthesize information to create new understanding

Ways to Show: Thinking About the Meaning

3.6   Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across texts.
3.7   Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts
3.8   Author's Purpose.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
3.6/3.7 **comprehend** the author's purpose and meaning in increasingly complex texts and in multiple genres; **explain** the relationships among literary elements and structures	Genre Characteristics	3.6A demonstrate knowledge of the characteristics of folktales, fables, fairy tales, legends, and myths	3.6B explain rhyme scheme, sound devices, structural elements such as stanzas in a variety of poems	3.6C discuss elements of drama such as characters, dialogue, setting, and acts	3.6D recognize features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized fonts	3.6E recognize characteristics and structures of argumentative text	3.6F recognize characteristics of multimodal and digital texts
	Overall Meaning	3.8A explain the author's purpose and message within a text	3.8A explain the author's purpose and message within a text	3.8A explain the author's purpose and message within a text	3.8A explain the author's purpose and message within a text	3.8A explain the author's purpose and message within a text	3.8A explain the author's purpose and message within a text
		3.7A infer the theme of a work, distinguishing theme from topic	3.7A infer the theme of a work, distinguishing theme from topic	3.7A infer the theme of a work, distinguishing theme from topic	3.6D.1 recognize the central idea with supporting evidence	3.E.1 identify the claim	
						3.E.2 identify the intended audience or reader	
	Analysis for Deeper Meaning	3.7B analyze plot elements, including the sequence of events, the conflict, and the resolution	3.7B analyze plot elements, including the sequence of events, the conflict, and the resolution	3.7B analyze plot elements, including the sequence of events, the conflict, and the resolution	3.6D.2 recognize organizational patterns such as cause and effect and problem and solution	3.E.3 distinguish facts from opinion	(refer to the genre)
		3.7C explain the relationships among the major and minor characters	3.7C explain the relationships among the major and minor characters	3.7C explain the relationships among the major and minor characters			
		3.7D explain the influence of the setting on the plot	3.7D explain the influence of the setting on the plot	3.7D explain the influence of the setting on the plot			
		3.7E identify the causes underlying why people do the things they do*	3.7E share how the beauty and cadence of poetry impacts human sensibilities and forms the soul*	3.7E use imagination to create dialogue between the readers and the characters in a story*			
		3.7F share how literature can contribute to strengthening one's moral character*					

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Author's Craft: Thinking About the Writing

3.8 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
3.8 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	**Point of View**	3.8B identify the use of literary devices, including first- or third-person point of view	3.8B identify the use of literary devices, including first- or third-person point of view	3.8B identify the use of literary devices, including first- or third-person point of view	3.8B identify the use of literary devices, including first- or third-person point of view	3.8B identify the use of literary devices, including first- or third-person point of view	3.8B identify the use of literary devices, including first- or third-person point of view
	Structure	3.8C explain how the use of text structure contributes to the author's purpose	3.8C explain how the use of text structure contributes to the author's purpose	3.8C explain how the use of text structure contributes to the author's purpose	3.8C explain how the use of text structure contributes to the author's purpose	3.8C explain how the use of text structure contributes to the author's purpose	3.8C explain how the use of text structure contributes to the author's purpose
		3.8D analyze the author's use of print and graphic features to achieve specific purposes	3.8D analyze the author's use of print and graphic features to achieve specific purposes	3.8D analyze the author's use of print and graphic features to achieve specific purposes	3.8D analyze the author's use of print and graphic features to achieve specific purposes	3.8D analyze the author's use of print and graphic features to achieve specific purposes	3.8D analyze the author's use of print and graphic features to achieve specific purposes
	Language	3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8E describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes
		3.8F discuss how the author's use of language contributes to voice	3.8F discuss how the author's use of language contributes to voice	3.8F discuss how the author's use of language contributes to voice	3.8F discuss how the author's use of language contributes to voice	3.8F discuss how the author's use of language contributes to voice	3.8F discuss how the author's use of language contributes to voice
		3.8G identify and explain the use of hyperbole	3.8G identify and explain the use of hyperbole	3.8G identify and explain the use of hyperbole	3.8G identify and explain the use of hyperbole	3.8G identify and explain the use of hyperbole	3.8G identify and explain the use of hyperbole
		3.8H recognize Christian and Western symbols and symbolism*					

Independent Reading

3.9 **Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

3.9A self-select text and read independently for a sustained period of time

Responding to Text (applied to both Shared Reading and Independent Reading)

3.10 **Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

3.10A describe personal connections to a variety of sources, including self-selected texts	3.10B write a response to a literary or informational text that demonstrates an understanding of a text	3.10C use text evidence to support an appropriate response	3.10D retell and paraphrase texts in ways that maintain meaning and logical order	3.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	3.10F respond using newly acquired vocabulary as appropriate	3.10G discuss specific ideas in the text that are important to the meaning

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Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
3.11 **Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
3.12 **Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process)	
	3.11A	**plan a first draft** by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
3.12A compose **literary texts**, including personal narratives and poetry, using genre characteristics and craft	3.11B	**develop drafts** into a focused, structured, and coherent piece of writing by:
	.1	organizing with purposeful structure, including an introduction and a conclusion
	.2	developing an engaging idea with relevant details
	3.11C revise **drafts** to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	
3.12B compose **informational texts**, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	3.11D edit **drafts** using standard English conventions, including:	
	.1	complete simple and compound sentences with subject-verb agreement
	.2	past, present, and future verb tense
	.3	singular, plural, common, and proper nouns
	.4	adjectives, including their comparative and superlative forms
	.5	adverbs that convey time and adverbs that convey manner
	.6	prepositions and prepositional phrases
3.12C compose **argumentative texts**, including opinion essays, using genre characteristics and craft	.7	pronouns, including subjective, objective, and possessive cases
	.8	coordinating conjunctions to form compound subjects, predicates, and sentences
	.9	capitalization of official titles of people, holidays, and geographical names and places
3.12D compose **correspondence** such as thank you notes or letters	.10	punctuation marks, including apostrophes in contractions and possessives, commas in compound sentences, and items in a series
	.11	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	3.11E	**publish written work** for appropriate audiences
	3.11F	write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words

Research (embedded skills throughout Reading and Writing)

3.13 **Inquiry and research**: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus	
3.13 use research skills to plan and present in written, oral, or multimodal formats	3.13A	generate questions on a topic for formal and informal inquiry
	3.13B	develop and follow a research plan with adult assistance
	3.13C	identify and gather relevant information from a variety of sources
	3.13D	identify primary and secondary sources
	3.13E	demonstrate understanding of information gathered
	3.13F	recognize the difference between paraphrasing and plagiarism when using source materials
	3.13G	create a works cited page
	3.13H	use an appropriate mode of delivery, whether written, oral, or multimodal