



**Writing** is a means of communication. Students write for a variety of purposes in all content areas.

- using the correct spelling of known words
- applying word strategies
- forming letters properly in cursive
- using writing as a means of communication
- demonstrating risk taking behaviors
- using correct punctuation and capitalization, noun-verb agreement, plurals, proper nouns, commas, quotation marks
- editing for complete sentences
- writing supports a complete idea
- using a variety of forms of writing, writing for a specific audience
- writing will include 4 basic sentence types
- incorporating details if appropriate
- writing a story with a clear beginning, middle and end
- writing in a paragraph format
- writing for enjoyment
- writing with a strong sense of voice

**English Language use** is the ability to communicate effectively to a variety of audiences.

- listening and responding to directions
- asking questions
- respecting a speaker through listening appropriately
- expressing needs appropriately

- listening to messages delivered through different media
- using available technology

**Literature** may be used for enjoyment, information or appreciating the world around us.



- enjoying a variety of literature
- respecting all materials
- responding to literature through art, drama, discussion, music or a project
- demonstrating an understanding of genre characteristics
- participating in book talks
- including information about authors in their writing
- making connections relating texts to self, other texts and the world

**English Language use** in research and study skills aids in gathering and using information

- using encyclopedias, dictionaries, maps
- completing a research project
- identifying title, author, title page, copyright
- recognizing time limitations
- understanding a table of contents
- using italics, captions, charts
- demonstrating test taking strategies

*Ask your child's teacher if you have questions or concerns. We appreciate your willingness to be involved and are happy to provide needed information.*



## A Parent's Guide to the...

# Third Grade Elementary Language Arts Curriculum



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*Learning to read and write is critical to student success. We welcome you as a partner in your child's learning.*

*This guide will identify the major skills your child will be learning this year. Other skills/strategies will be taught but are not assessed.*



## **Reading:**

**Phonics** is the understanding of the relationship between sounds and letters.

- understanding and independently using phonic principles

**Word recognition and vocabulary** skills help the reader to work with words.

- identifying words in context
- reading basic vocabulary by sight
- sorting words according to category
- looking at word structure/meaning to expand their knowledge of words
- identifying concept similarities (analogies, multiple meanings)
- taking risks with unknown words
- identifying homophones – to, too, two

**Word strategies** are the tools the student uses to identify words and make meaning from their reading.

- using the meaning or structure of a sentence to identify unknown words
- using letters and sounds independently
- identifying similar / opposite meanings
- identifying base words - careless
- identifying prefixes – un, re, dis, etc.
- identifying suffixes – ful, ly, er, etc.

- identifying contractions – can't, etc.
- recognizing compound words – watermelon
- recognizing variant spellings –ou, ew
- using more than one approach to unknown words
- describing words in terms of category, features, functions
- using rereading as a way to figure out an unknown word
- using syllable types to identify words



**Comprehension** is the goal of all reading. Students need to understand what they have read and be able to recall information.

- participating in read aloud activities
- creating mental images of what is read
- identifying characters with personality traits, major events, setting, main idea, problem and solution
- retelling a story including not directly stated information
- noticing when their reading doesn't make sense, look right or sound right
- responding orally to questions where the answer may be right in the text or implied in the text
- making connections between what students know and what they are learning
- predicting what will happen in a story
- drawing conclusions from text read
- sequencing story events

- identifying story elements as fiction/nonfiction
- gathering information from nonfiction text
- demonstrating understanding through charts, webs etc.
- asking questions before, during and after reading
- recognizing similarities and differences in information within and among text
- using time words orally and in writing – first, next, last etc.
- identifying the author's purpose and message
- making basic inferences
- reading at grade level with 90-94% accuracy
- discriminating between fact/opinion
- understanding figurative language
- paraphrasing/summarizing text



**Fluency** is important because it helps to provide a bridge between word recognition and comprehension. It includes rate, expression and voice.

- practicing with audio tapes, choral reading, partner reading, drama
- reading known books fluently

**Enjoyment** of reading is the key to becoming a reader.

- self-selects reading materials for independent reading
- participates in shared reading
- reading independently for 20 minutes daily
- reading 15 minutes at home daily

