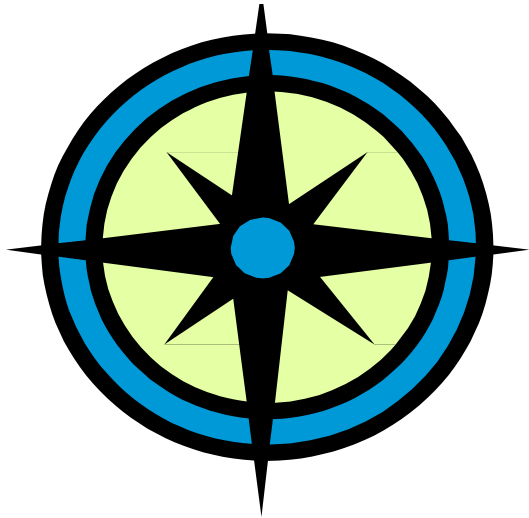


TEACHER GUIDANCE

*For teaching the Georgia Standards
of Excellence (GSE)*



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Grade Three

Introduction

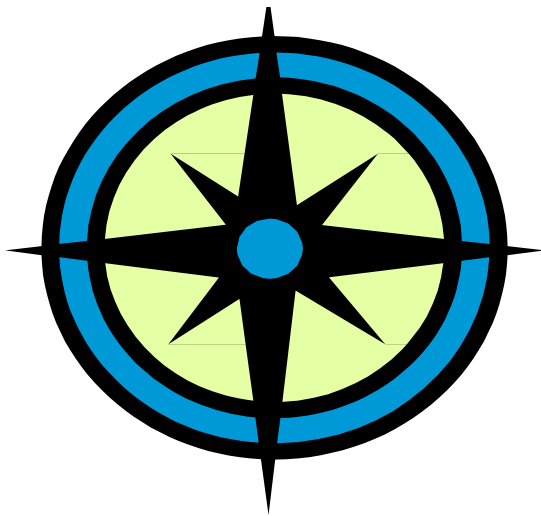
About Grade 3

Students in third grade read a variety of topics with a focus on increasing their ability to gain understanding from text. Third graders read thoughtfully, discover details, extract meaning from what they read, and read more complex texts. The focus of Foundational Reading skills are evolving students' support of comprehension of texts. Students enjoy a variety of genres from a balance of literary and informational texts. Third graders are beginning to work independently on research projects and make all of their writing more sophisticated and meaningful. With some guidance and support, they use all aspects of the writing process for producing compositions and reports while also using technology to create and publish their writings. They are becoming adept at summarizing main points from literary and informational texts and using more abstract skills of synthesizing and evaluation in writing. By the end of the third grade, students are more aware of the conventions of language, such as spelling and correct language usage. Third-grade responses to questions are more logically developed as students show evidence of expanding language with increased vocabulary and a wider range of language structures. Third graders are aware of the many registers of language, and they become flexible in their ability to vary language patterns in both speaking and writing. These students are ready to engage in abstract discussions as they respond to text and to life experiences. Students also write in a variety of genres. While the Third Grade English Language Arts and Literacy Georgia Standards for Excellence (ELAGSE) make clear specific expectations for reading, writing, speaking & listening, and language, these standards must not necessarily be distinct/separate focuses of instruction; several standards can be addressed by a single, rich task.

The Grade 3 ELA Teacher Guidance Document offers suggested student learning targets, suggested teaching strategies, sample tasks for integration, and suggested concepts for providing instruction around each standard. Learning targets may easily be converted into the "I Can" format in order to make them more student-friendly. Please keep in mind that the Teacher Guidance Document is not intended to address every possible means for students to gain independent proficiency with the standard. It should be used to guide teachers as they develop instruction appropriate for the students in their classrooms. It is imperative that teachers view the Grade 3 ELAGSE as the end-of-grade-three expectations. Throughout the school year, teachers will employ differentiation strategies to take students from where they enter grade 3 and utilize the gradual release of responsibility to move students to independent proficiency with the Grade 3 ELAGSE. Effective instructional strategies include:


- Providing explicit instruction and scaffolding for the skills and concepts should acquire
- Providing differentiated instruction as needed
- Providing additional opportunities for students to master these skills and concepts through the use of literacy centers
- Providing all students with opportunities to read grade-level text
- Providing criteria for success through feedback to students as they progress towards mastery of the standards.

For a clear understanding of end-of-grade ELAGSE expectations, it is strongly suggested that teachers conduct their own close reading of the Georgia Milestones Assessment Guide available on the Georgia Department of Education website (gadoe.org). Although the ELAGSEW9 (students' demonstration of proficiency with reading standards through writing) does not begin until grade 4, it is important to note that third grade teachers must model and teach students how to compare two passages and refer to each passage as they present evidence of support in their answers as required by **ELAGSE3RL1 and ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers**. Oral or written citation at third grade might be as simple as "In the first passage____," or "The author says____."



GSE TEACHER GUIDANCE:

Skills, concepts, strategies, tasks, and suggested key terms

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

Skills/Concepts for Students:

- Generate questions before, during, and after reading
- Refer explicitly to the text being read to answer questions
- Include evidence from reading within writing and speaking

Instructional Strategies for Teachers:

- Prepare questions at DOK levels 2 and 3 to utilize before, during, and after reading
- Model through think-alouds how to generate questions and wonderings before, during, and after reading
- Engage students in extensive questioning strategies before and during the reading of a text
- Model the use of a graphic organizer to determine the answer to questions about a text
- Model the inclusion of explicit evidence from reading within speaking and writing
- Create an anchor chart of sentence starters such as, “The author says _____” and “In the first passage _____.” Model for students how to use these when answering text-based questions using evidence from the text for both oral and written response.

Sample Performance-based/Standards-based Task(s):

Directions to Students:

We are going to look at some pictures and text and discuss what things we notice (or see) and what things we wonder (have questions about). We will also answer questions about a text using evidence to support our answer.

Instructional Sequence:

1. Show the students several pictures, and discuss what they notice about each picture and what they wonder about each picture. You may want to model this first, or provide stems such as “I notice _____” and “I wonder _____.” Be sure the students understand that notice is something they see in the picture and wonder is a question they have about the picture.

2. After the students are comfortable with “notice” and “wonder,” move to a short excerpt of text and follow the same procedure. Again, you model first what you notice about the excerpt and what you wonder about the excerpt. Allow the students time to practice this concept with several excerpts.
3. Now, model answering questions whose answers can only be found inside the text. Be sure to model by restating the question and to support the answer with evidence from the text.
4. Assign small groups a portion of text on which to practice steps 2-3, above.
5. Assign students independent practice with a different text on which to practice steps 2-3, above.
6. Lead students in a discussion that includes students discussing what they notice and wonder about the text, as well as reviewing the text-based questions.

Evidence of Proficiency:

Monitor small group and independent work for evidence of students’ ability to apply ELAGSE3.RL.1 to literary text within the Grade 3 Text Complexity Band. In monitoring, use discussion stems, such as:

“I notice _____.”


“I wonder _____.”

Also, have the students ask and answer text-dependent questions, making sure they use evidence from the text to support their answers. (Be mindful of students’ independent reading levels, with grade level goal attainment by year’s end.)

Suggested Key Terms:

Explicit

Implicit

	Third Grade GSE
	Reading Literacy (RL)
	ELAGSE3RL2: Recount stories, including fables, folktales, and myths, from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Skills/Concepts for Students:

- Retell stories, like fables, folktales, and myths, from different cultures
- Identify the moral and the ways in which the author conveyed the message through key details

Instructional Strategies for Teachers:

- Guide students in identifying the central message or moral of fables, folktales, and myths from diverse cultures
- Model retelling or recounting of a story, identifying the central message, lesson, or moral of the story using details from the text
- Differentiate between the recounting of a story (retelling giving back important facts and details in sequential order) and summarizing (only the big ideas)

Sample Performance-based/Standards-based Task(s):

Part 1 (Recounting Fables, Folktales, and Myths)


Introduce the words “retelling” and “recounting.” Retelling and recounting is giving back the important facts and details in sequential order. Model retelling a story. Model recounting a story by recounting the gist or big ideas in your own words. Provide the students with an opportunity to read a fable, folktale, or myth. Have the students practice recounting the story with a partner and then independently, through writing.

Part 2 (Central Message)

Introduce the words “central message,” “lesson,” and “moral.” The central message is often a lesson about life that the story teaches through the characters and the things that happened to them. Model figuring out the central message by looking at key details in the story, then determining what lesson the author wants us to learn from the text. Assign partners different fables, folktales, and myths to read. Have students practice recounting the story and determining the central message with their partner and then sharing their central message and key details with the class.

Suggested Key Terms

central message/lesson/moral fable folktale myth key details retell/recount (important facts)
summarize (the big ideas)

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Skills/Concepts for Students:

- Identify character traits, motivations, and feelings
- Make judgments and inferences about characters in a story
- Explain how the characters' actions contribute to the sequence of events in a story
- Use graphic organizers to record textual evidence of a character's traits, motivations, or feelings

Instructional Strategies for Teachers:

- As a text is shared, chart a character's actions and lead students in a discussion about the character's actions. Talk about the motivations behind the actions and how these actions contribute to the sequence of events in the story. It is important to make the connection from the character's actions to HOW the character's actions contributed to the story or sequence of events
- Model the use of graphic organizers to record textual evidence of a character's traits, motivations, or feelings


Sample Performance-based/Standards-based Task(s):

Have students read a text with a partner. The students need to focus on a character in the story. Students should be able to answer the following questions about the text.

- What is a character trait that best describe this character? What evidence from the text supports your thinking?
- What motivates this character so far in the story? What evidence from the text supports your thinking?
- What is an important action that this character has taken so far in the story? How did the action move the story forward in some way?
- Now that you have looked closely at the traits, motivations, and actions of this character, how do you think this character is important to the story? Use evidence to support your thinking.

Suggested Key Concepts:

trait motivation feeling contribute sequence

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL4: Determine the meaning of words and phrases in both literal and non-literal language as they are used in the text.

Skills/Concepts for Students:

- Determine the meaning of unknown words on the basis of context
- Identify the meaning of nonliteral words and phrases commonly found in grade level texts, and incorporate them into oral and written language
- Distinguish the literal and nonliteral meaning of words in a text

Instructional Strategies for Teachers:

- Post a chart to remind students of comprehension strategies for determining the meaning of unknown words and phrases as they are used in text (e.g., context clues)
- Provide easy-to-understand examples of literal and nonliteral language; introduce the word “figurative”
- Keep charts in the classroom of interesting uses of non-literal language encountered in texts


Sample Performance-based/Standards-based Task(s):

Have students read independently and list unknown words and how they used context clues to determine the meaning. (Be mindful of students’ independent reading levels, with grade level goal attainment by year’s end.)

Have students read independently and choose one example of nonliteral language in the story. Draw a picture of the literal and nonliteral meaning of the phrase. Write a paragraph to explain to the character who uses the non-literal language why it is important to know what the phrase means.

Suggested Key Concepts:

context clues figurative literal nonliteral phrase

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Skills/Concepts for Students:

- Refer to the organizational structures of stories as chapters, dramas as scenes, and poems as stanzas when writing or speaking about a text
- Understand how sequence functions within the organizational structure of stories, dramas, and poems
- Use the terms chapter, scene, and stanza when describing how each builds on earlier sections of the story

Instructional Strategies for Teachers:


- Provide students with definitions of the terms chapter, scene, and stanza
- Model for students how to refer to parts of a text when writing or speaking about a text
- Provide opportunities for students to use the language of the standard when describing how each additional section builds on earlier sections

Sample Performance-based/Standards-based Task(s):

Have students jigsaw stories, dramas, and poems and present their successive parts to the class using appropriate terms, such as chapter, scene, or stanza. Once each group has presented, the class will complete a written assignment to describe how each successive part builds on earlier sections.

Suggested Key Concepts:

chapter dramas poems scene sequence stories successive stanza

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.

Skills/Concepts for Students:

- Identify who is telling the story
- Understand they may have a different point of view from the one telling the story

Instructional Strategies for Teachers:

- Explain to students that point of view refers to how the one telling the story views a situation or what beliefs they hold about something (perspective)
- Guide students in discussing the point of view of the narrator, those of the characters, and the students' own points of view in a story
- Model how to examine the text and illustrations, thinking about what the characters might be thinking


Sample Performance-based/Standards-based Task(s):

Read aloud a text or allow students to read in partners and answer the following discussion stems:

- How do you know that _____'s point of view is _____?
- I see that you listed _____ clues of _____'s (character or narrator) point of view. Why did you select that evidence?
- How is your point of view similar and/or different from the narrator or character's point of view? Why is that your point of view?

Suggested Key Concepts:

point of view narrator

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Skills/Concepts for Students:

- Infer information from text illustrations
- Explain how illustrations in a text help a reader to understand the words in a story

Instructional Strategies for Teachers:


- Discuss with students how text illustrations help readers to understand the words
- Model application of the standard through a read-aloud by having students listen to a paragraph describing a character in a literary text without showing them the illustration of the character; then, show the illustration to the students, and lead a discussion about how the illustration contributes to the text


Sample Performance-based/Standards-based Task(s):

Choose a picture book and show the illustrations only to the students. The students will then write a story to accompany the illustrations. After students have completed their story, read the book. This time, read the pages as you show the illustrations. Then, have students compare how their stories were similar to or different from the author’s. How did the illustrations help to emphasize the aspects of character, mood, and setting of the story?

Suggested Key Concepts:

emphasize mood contribute

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL8: Not applicable to literature.

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Skills/Concepts for Students:

- Compare and contrast themes, settings, and plots between texts written by the same author about the same or similar characters
- Use graphic organizers to compare and contrast stories

Instructional Strategies for Teachers:


- Lead students in a discussion to help them understand the concept of comparing and contrasting
- Guide students in asking and answering questions in order to complete graphic organizers to help them compare and contrast themes, settings, and plots of stories by the same author (i.e., guide them to conduct author studies)

Sample Performance-based/Standards-based Task(s):

Select books in a series written by the same author to facilitate addressing the component of the standard calling for the same or similar characters based on third grade literary text. Read the introductory book of the series as a class with teacher read-aloud/think-aloud. Students will select other books in the series to read and compare and contrast themes, settings, and plots using graphic organizers.

Suggested Key Concepts:

compare contrast plot series themes setting

	Third Grade GSE
	Reading Literary (RL)
	ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2 – 3 text complexity band independently and proficiently.

Skills/Concepts for Students:


- Practice careful and attentive reading of both assigned texts and independent text choices
- Demonstrate independent reading within or beyond the grade 2-3 text complexity band
- Use self-correction when subsequent reading indicates and earlier miscue (self-monitoring and self-correcting)
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)

Instructional Strategies for Teachers:

- Utilize read-aloud/think-aloud strategies to model reading and comprehending literary texts within and above the 2-3 grade band
- Provide students opportunities to engage in reading complex text
- Encourage reading through multiple modes: groups, pairs, individual, in class, out of class, via digital media
- Provide scaffolding on difficult texts

Sample Performance-based/Standards-based Task(s):

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list. (This may include poems, stories, and dramas). Encourage students to keep a notebook that includes notes and personal commentary on each text read over the course of the year. Students will visit the media center and select appropriate books for independent reading. After the reading has taken place, students will write about what they have read. An extension of this could include students using technology to produce reviews of the books they have read and present the reviews to the class.

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Skills/Concepts for Students:

- Read informational texts attentively for understanding
- Use textual evidence to support what the informational text says explicitly
- Generate questions to improve comprehension

Instructional Strategies for Teachers:


- Model using an informational text to ask and answer questions
- Model and guide students to describe what is explicitly stated in the text using text dependent questions
- Guide students to respond orally and in written form when answering questions
- Provide tools for students to answer questions such as: Close Reading Strategies: RACE strategy (R-restate the question, A-answer the question, C-cite textual evidence, E-explain how the evidence supports your answer); Annotations

Sample Performance-based/Standards-based Task(s):

Students can work with a partner to read an informational text. They will independently create explicit questions to ask their partner about the text and be able to answer their partner’s questions.

Suggested Key Concepts:

explicit

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Skills/Concepts for Students:

- Read informational text attentively for understanding
- Determine main ideas and recount supporting key details
- Explain how key details support the main idea

Instructional Strategies for Teachers:


- Lead students in understanding how details support the main idea
- Engage students in using various informational texts to identify the main idea and recount the supporting key details
- Lead students in discussions about how key details support the main idea

Sample Performance-based/Standards-based Task(s):

Students will read an informational text and use a graphic organizer to identify the main idea and key details in the text.

Suggested Key Concepts:

key details main ideas recount

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Skills/Concepts for Students:

- Notice words that indicate sequence or time, words like “next,” “then,” “after,” and use them effectively in writing and speaking
- Be able to describe how time, sequence, and cause/effect relate to past events, scientific concepts, or technical procedures from informational text

Instructional Strategies for Teachers:


- Model cause and effect relationships using historical events, scientific ideas or concepts, or steps in technical procedures in a text
- Model the steps for using language that pertains to time, sequence, and cause/effect
- Identify relationships of cause/effect in historical events, scientific ideas or concepts, or technical procedures in historical events, scientific ideas or concepts, or steps in technical procedures.

Sample Performance-based/Standards-based Task(s):

Students will choose and read an informational text. They will identify and describe a historical event, scientific idea, or technical procedure in their writing. Then, students will describe the cause and effect or sequence of steps or events relationship within the historical event, scientific idea, or technical procedure they identified in their text.

Suggested Key Concepts:

historical event scientific idea or concept cause/effect sequence

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Skills/Concepts for Students:

- Read a variety of texts and incorporate new words into oral and written language
- Apply learned strategies to determine the meaning of unknown words (e.g. context clues, reference materials, word families, etc.)
- Know the difference between general academic and domain-specific words and phrases

Instructional Strategies for Teachers:


- Engage students in activities to experiment with words (e.g. word games, word walls, sorting words, etc.)
- Explicitly teach various strategies for determining the meaning of unknown words, especially academic and domain-specific vocabulary (e.g. context, roots, affixes, and reference materials)
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations

Sample Performance-based/Standards-based Task(s):

Choose a topic relevant to grade 3 content (science and social studies) and provide students with several informational documents to study (brochures, short articles, etc.) In small groups, have students locate key domain-specific words to illustrate and define on a vocabulary graphic organizer (e.g. Frayer model). Choose 3-5 academic vocabulary words that are significant in the text that can be included as well. Have students create graphic non-linguistic representations of the terms and use them in discussion prior to writing sentences containing the words. Consider things such as affixes, root words, languages of origin, abbreviations, and context.

Suggested Key Concepts:

academic	domain	relevant	context	reference	affix
suffix	prefix	technical			

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

Skills/Concepts for Students:

- Use text features within a text to locate information quickly and efficiently, such as key words, headings, sidebars, table of contents, and index
- Use search tools and hyperlinks online to locate information quickly and efficiently

Instructional Strategies for Teachers:


- Model how to use text features within a text and search tool online to locate information quickly and efficiently
- Provide students opportunities to use various text features and search tools

Sample Performance-based/Standards-based Task(s):

Give students a topic from the science or social studies standards. Students must use the search tools modeled to locate information online about the topic quickly and efficiently.

Suggested Key Concepts:

efficiently hyperlink key word search tools sidebars text features

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

Skills/Concepts for Students:

- Understand and apply knowledge of point of view
- Recognize the reason for the author’s point of view
- Acknowledge the reason for the student’s own point of view

Instructional Strategies for Teachers:


- Provide students opportunities to read informational text from various authors for exposure to different points of view
- Encourage students to develop a point of view separate from the author’s point of view

Sample Performance-based/Standards-based Task(s):

Students should be able to analyze the strong words in a piece of text to determine the author’s point of toward a topic and then decide if the author’s point of view is the same as the student’s point of view. The student then should explain why their point of view is the same or how and why it differs from the authors.

Suggested Key Concepts:

point of view distinguish fact opinion

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Skills/Concepts for Students:

- Interpret information from illustrations, diagrams, charts, graphs, graphic organizers, maps and photographs
- Explain how illustrations and the words in a text work together in helping to understand a text

Instructional Strategies for Teachers:


- Guide students to understand how to use illustrations, maps, and photographs to gain understanding about a topic.
- Model how to use text features to gain understanding of informational text

Sample Performance-based/Standards-based Task(s):

Students will read an informational text and refer to illustrations to demonstrate understanding of the text.

Suggested Key Concepts:

charts diagrams graphic organizers illustrations maps photographs

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Skills/Concepts for Students:

- Use organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers)
- Understand an author’s reason for using a particular method of connection

Instructional Strategies for Teachers:


- Conduct teacher read-aloud/think-aloud to notice signal words and phrases that would identify logical connections between sentences and paragraphs
- Provide graphic organizers to identify logical connections between sentences and paragraphs
- Create anchor charts and provide multiple examples of each type of logical connection between sentences and paragraphs

Sample Performance-based/Standards-based Task(s):

Provide students with a variety of articles and/or texts. They can work in partners and identify the type of connection between the sentences and paragraphs in their text. They will complete the appropriate graphic organizer and present it to the class.

Suggested Key Concepts:

compare connection logical sequence cause effect

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Skills/Concepts for Students:

- Identify the important points and key details in two texts on the same topic
- Compare and contrast the important parts and key points in two texts on the same topic

Instructional Strategies for Teachers:


- Engage students in discussing a variety of texts about the same topic to understand that authors may view the same topic in different ways
- Engage students in using graphic organizers to compare and contrast the most important points and key details presented in two texts on the same topic
- Model determining how two texts on a topic agree and disagree concerning important points and details
- Model and provide opportunities for students to use appropriate compare and contrast organizational structures in their writing utilizing appropriate transitional words and phrases

Sample Performance-based/Standards-based Task(s):

Select two pieces of text appropriate for contrasting that are of high interest to students (e.g., topics from grade 3 social studies or science). Model for students the use of a graphic organizer. Students are to select important points and key details found in the two pieces of text. While reading, students will record information gained from both texts on the graphic organizer. After reading two informational texts, students will effectively compare and contrast the texts using most important points and key details from the texts and the ideas found only in one text but not the other using an appropriate organizational structure.

Suggested Key Concepts:

compare contrast important points key details topic

	Third Grade GSE
	Reading Informational (RI)
	ELAGSE3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2 – 3 text complexity band independently and proficiently.

Skills/Concepts for Students:


- Read a wide variety of informational texts
- Use close reading strategies and note-taking to support comprehension of complex texts

Instructional Strategies for Teachers:


- Utilize read-aloud/think-aloud strategies to model reading and comprehending informational texts within and above the 2-3 grade band
- Provide students with opportunities to engage in reading complex texts
- Encourage reading through multiple modes: groups, pairs, individual, in class, out of class, via digital media
- Provide opportunities for students to show they are comprehending text by writing, responding orally, and using technology to convey what they have read
- Provide scaffolding on difficult texts

Sample Performance-based/Standards-based Task(s):

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this may include history, social studies, and technical text) Encourage students to keep a notebook that includes notes and personal commentary on each text read over the course of the year. Students will visit the media center and select appropriate books for reading. After the reading has taken place, students will write about what they have read and share with the class. The students' writings must include direct quotes from the text to support an opinion they have about the text. An extension of this could include students using technology to produce reviews of the books they have read and present the reviews to the class.

	Third Grade GSE
	Reading Foundational (RF)
	Print Concepts Kindergarten and 1 st grade only.

	Third Grade GSE
	Reading Foundational (RF)
	Phonological Awareness Kindergarten and 1 st grade only.

	Third Grade GSE
	Reading Foundational (RF)
	ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words.

**The decision of which suffixes and prefixes to be taught at which grade-level may be determined by the district and/or school.*

Skills/Concepts for Students:

- Know and apply meaning of common root words, prefixes and suffixes
- Determine the meaning of unfamiliar words using knowledge of common Latin suffixes
- Determine word meaning from taught roots, prefixes, and suffixes
- Apply knowledge of letter-sound correspondence and spelling patterns to decode and read multisyllabic words

Instructional Strategies for Teachers:


- Model chunking words to look for word parts' meanings within the word
- Provide students practice with words and sentences containing prefixes or suffixes for them to identify and define
- Have students keep a journal of prefixes, suffixes and suffixes to refer to when reading and writing
- Teach and review strategies for and engage students in identifying and reading multi-syllable words in text
- Utilize word sorts to teach student to make and read words by adding prefixes and suffixes to known base words

Sample Performance-based/Standards-based Task(s):

In partners or small groups, students need a set of word part cards and paper/pencil per group. Students take turns making and reading words created by joining word parts. As a word is formed, partners write the word and a student-generated definition on their paper. Allow students 10 - 15 minutes. When time is up, combine groups to create larger groups to compare lists. Students should add words they do not have and remove any words the group determines is not a word (use a dictionary to verify).

Suggested Key Concepts:

multi-syllable words phonics prefixes suffixes word analysis decoding

	Third Grade GSE
	Reading Foundational (RF)
	ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.

Skills/Concepts for Students:

- Read on-level text (including prose and poetry) accurately and frequently using appropriate expression and rate
- Use self-correction and rereading to improve fluency
- Self-monitor and use context clues when reading to aid with self-correcting, word recognition, and understanding the meaning of the text.
- Read third grade irregularly spelled words

Instructional Strategies for Teachers:


- Model fluent reading for students
- Provide opportunities for student to read independently, and monitor their fluency rates
- Provide opportunities for students to read aloud on-level text with purpose and understanding (choral, echo, and partner reading)
- Provide opportunities for repeated reading practice
- Engage students in various fluency building activities (repeated reading, paired reading, plays, reader’s theatre, and choral reading)
- Keep reading fluency logs to graph rate and errors
- Keep running records of student reading fluency

Sample Performance-based/Standards-based Task(s):

The students will select a short text that is grade- and text-level appropriate. The student will read the text independently and then read the text to a partner. After the reading, the students will rewrite the text in the form of a puppet show and perform it for others.

Suggested Key Concepts:

fluency	appropriate rate	expression	repeated read	accuracy	context clue
self-correct	self-monitor	choral read	purpose		

	Third Grade GSE
	Writing (W)
	ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Skills/Concepts for Students:

- Write an opinion piece that states an opinion on a topic or book
- Produce a text that introduces the topic or book, states your opinion, and has an organizational structure that lists reasons
- Support your opinion with reasons that may include relevant evidence, examples, and facts appropriate for the intended audience
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect your opinion with your reasons
- End your writing with a statement or section

Instructional Strategies for Teachers:


- Model each section of this piece with your students (introducing a topic, stating an opinion, listing reasons to support your claim, connecting reasons and opinions with linking words and phrases, conclusion)
- Create an anchor chart of linking words and phrases for students to use as a resource
- Share great student examples of opinion writing

Sample Performance-based/Standards-based Task(s):

The students will choose a book they have read or one that the teacher has read aloud to them previously this year. Students will work independently to state their opinion of the text. They will introduce the book, state their opinion, create an organizational structure that lists reasons which support their opinion and are connected to their opinion with linking words and phrases, and has a concluding statement or section. They will share their opinion with the class and possibly the librarian to post as advertisements to encourage others to read (or not read) those same books.

Suggested Key Concepts:

opinion fact phrase reasons closure concluding statement introduce linking words

	Third Grade GSE
	Writing (W)
	ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

Skills/Concepts for Students:

- Examine a topic and write an informative/explanatory piece that conveys ideas and information clearly
- Produce a text that introduces a topic, develop the topic with facts, definitions, and details, groups related information together, and include illustrations if they would help readers understand
- Connect ideas in categories with linking words and phrases (e.g., also, another, and, more, but)
- End your writing with a concluding statement or section

Instructional Strategies for Teachers:


- Model each section of this piece with your students (introducing a topic; developing the topic with facts, definitions, and details; grouping related information together; including illustrations; connecting ideas in categories with linking words and phrases, conclusion)
- Create an anchor chart of linking words and phrases for students to use as a resource
- Share great student examples of informative/explanatory writing

Sample Performance-based/Standards-based Task(s):

The students will examine a topic. Students will work independently to write an informative text. They will introduce their chosen topic; group related information together; include illustrations; develop their topic with facts, definitions, and details; use linking words and phrases to connect ideas within categories; and provide a conclusion. They will share their informative text with the class and publish for the classroom library.

Suggested Key Concepts:

informative/explanatory topic convey aiding categories concluding statement phrases

	Third Grade GSE
	Writing (W)
	ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the reasons of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.

Skills/Concepts for Students:

- Write about a real or imagined experience or event by establishing a situation and introducing a narrator and/or characters or organizing an event that happens naturally
- Describe the actions, thought, and feelings of your characters (including dialogue) to develop experiences and events or show the reasons of characters to situations
- Use temporal words and phrases to signal event order (e.g., first, next, then, last)
- End your writing with a conclusion

Instructional Strategies for Teachers:


- Model each section of this piece with your students (descriptive details, event sequence, establish a situation, introduce narrator and/or characters, organize event sequence, dialogue, description of actions/thoughts/feelings to develop experiences and events or show the reasons of characters to situations, temporal words and phrases, and sense of closure)
- Create an anchor chart of linking words and phrases for students to use as a resource
- Share great student examples of narrative writing

Sample Performance-based/Standards-based Task(s):

The students will write a narrative about an imagined experience using descriptive details and clear event sequences. They will have an established situation and introduce a narrator and characters. They will use dialogue and describe the actions, thoughts, and feelings of their characters to develop experiences and events. Their writing should include temporal words and a sense of closure. Have students publish their writing and illustrate it to share with another class or in a publishing party.

Suggested Key Concepts:

narrative imagined experience descriptive details temporal words

	Third Grade GSE
	Writing (W)
	ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

Skills/Concepts for Students:

- Understand the reason for writing and decide on task or purpose
- Produce writing that includes clear idea development and organization and that is appropriate to the determined task and purpose

Instructional Strategies for Teachers:


- Have students routinely write in a variety of genres, formats, settings, and time frames
- Provide explicit instruction on effectively reading a prompt to determine purpose
- Ensure that students complete all steps of the writing process, with a special focus on the evolution of a piece between first and second drafts

Sample Performance-based/Standards-based Task(s):

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, Wiki, student newspaper, student review site, journals, etc. Students should be able to complete many steps in planning and executing independently.

Suggested Key Concepts:

purpose structure development task coherent organization

	Third Grade GSE
	Writing (W)
	ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3.)

Skills/Concepts for Students:

With guidance and support from peers and adults:

- Use notes or graphic organizers to plan writing ahead of time
- Revise drafts by adding, deleting, or rearranging text
- Edit writing to correct errors in spelling, grammar, and punctuation

Instructional Strategies for Teachers:


- Demonstrate different ways to plan and draft writing, including the use of graphic organizers and writing planning sheets (e.g., outlines, boxes and bullets)
- Provide students with exemplars to revise and edit
- Use multiple strategies to help students edit and revise their writing, including peer and teacher conferences and technology software
- Model for and support students as they use the writing process

Sample Performance-based/Standards-based Task(s):

Provide students with well-written sentences or paragraphs from familiar texts. Invite them to notice conventions and craft that demonstrate the commands of language. (Jeff Anderson Mentor Sentences)

Suggested Key Concepts:

revise edit consolidate conventions craft mentor sentences

	Third Grade GSE
	Writing (W)
	ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Skills/Concepts for Students:

With guidance and support from peers and adults:

- Use technology to develop, revise, edit, and publish writing
- Use technology to interact with and collaborate with others
- Use keyboarding skills to produce and publish writing

Instructional Strategies for Teachers:


- Provide opportunities for students to work collaboratively and independently using technology
- Explain important elements of digital citizenship (online etiquette) to ensure that students are using the internet appropriately
- Demonstrate how to use technology to produce writing
- Model for students how to correctly acknowledge information obtained from sources

Sample Performance-based/Standards-based Task(s):

Students will choose one of their writing assignments that is ready to be published. With guidance and support from classroom teacher, paraprofessionals, and/or computer/technology teacher, students will use technology to publish their writing.

Suggested Key Concepts:

guidance support technology digital citizenship keyboarding interact collaborate

	Third Grade GSE
	Writing (W)
	ELAGSE3W7: Conduct short research projects that build knowledge about a topic.

Skills/Concepts for Students:

- Read a variety of sources on a topic and take notes to create a research project
- Conduct research on a specific topic

Instructional Strategies for Teachers:


- Provide various resources for students to use to conduct research
- Provide students with graphic organizers or other organizational aids (print or electronic) for organizing their research
- Model for students how to correctly acknowledge information obtained from sources

Sample Performance-based/Standards-based Task(s):

Provide students with a topic that is connected to the theme of your current unit. Topics should be ones on which information is readily available. Give each student a supply of index cards on which to record information about different aspects of his or her topic. Students should use resources that come from at least two different formats to gather information. The goal of this activity, which should be repeated at frequent intervals throughout the year, is to have students gather meaningful and useful information in an efficient manner.

Suggested Key Concepts:

research investigate aspects

	Third Grade GSE
	Writing (W)
	ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Skills/Concepts for Students:

- Use organizational features of printed and electronic text to locate relevant information
- Summarize and paraphrase information gathered
- Take notes on where your information is from
- Sort information into categories

Instructional Strategies for Teachers:


- Demonstrate how to use organizational features of printed and electronic texts to locate relevant information
- Provide explicit instruction on paraphrasing and summarizing
- Model for students how to take brief notes on where your information is from
- Show students ways to sort their information into categories


Sample Performance-based/Standards-based Task(s):

In pairs or groups of three, students will choose (or teacher will assign) a topic. Students will gather information from experience, print, or digital sources on notecards and include on the card where the information is from. Provide each group of students with a piece of chart paper. Students will sort and paste their notecards into groups on their chart paper. Display the charts for the class, and have students explain their charts to their peers.

Suggested Key Concepts:

recall experience print and digital sources evidence categories

	Third Grade GSE
	Writing (W)
	ELAGASE3W9 (Begins in grade 4.)

	Third Grade GSE
	Writing (W)
	ELAGSE3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Skills/Concepts for Students:


- Maintain a portfolio of written work, not only for reflection but also as a resource for ideas, work samples. etc.
- Build stamina for longer writing projects on a variety of topics
- Utilize planning, revising, and editing when appropriate for task, purpose, and audience

Instructional Strategies for Teachers:

- Provide frequent opportunities for writing
- Provide specific feedback on as much writing as possible
- Require students to maintain a record of their writing throughout the year in the form of a portfolio
- Model how to incorporate research, reflections, and revision into the writing process
- Vary the requirements for tasks to include computer generated and hand-written pieces, long and short pieces, and research pieces from various subject areas

Sample Performance-based/Standards-based Task(s):

See sample tasks provided for ELAGSE3W1 through ELAGSE3W9 for suggestions on implementation of routine, research, and the exploration of writing in grade 3.

	Third Grade GSE
	Speaking and Listening (SL)
	<p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

Skills/Concepts for Students:

- Participate in student-to-teacher, student-to-student, and group verbal actions appropriately
- Give reasons in support of opinions expressed
- Clarify, illustrate, and expand on a response when asked to do so; ask classmates for similar expansions
- Read required texts in advance of discussions, and be prepared to use textual evidence during the discussions
- Cooperate with teachers and peers by participating and following rules and procedures for group discussions

Instructional Strategies for Teachers:


- Require preparation for collaborative discussion
- Model and guide students in preparing for and conducting appropriate discussions

Sample Performance-based/Standards-based Task(s):

Allow students to create a list of rules for discussions and write them on an anchor chart (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). You may also want to include how the class plans to keep the students accountable for their behavior during discussions. Discuss roles, list and define them. Have students all sign their name to the charts. Review the chart each time they begin a discussion by having a student read them and model the behavior.

Suggested Key Concepts:

engage collaborative diverse partners explicitly prepared discussion remarks

	Third Grade GSE
	Speaking and Listening (SL)
	ELAGSE3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Skills/Concepts for Students:

- Understand the main idea and supporting details
- Practice finding main ideas and supporting details in various types of text/information (e.g. read-alouds, graphs, charts, speeches, audio recordings)
- Present main ideas and supporting details in in writing, speaking, or multimedia formats

Instructional Strategies for Teachers:


- Model, guide, and practice finding main idea and supporting details using a wide range of texts and media
- Provide opportunities for students to listen to text read aloud and find the main idea and supporting details
- Show examples of main ideas and supporting details

Sample Performance-based/Standards-based Task(s):

Use a jigsaw activity in which small groups of students find supporting details of a text or video. Groups can then combine with other groups to combine their supporting details to develop the main ideas of the entire product.

Suggested Key Concepts:

diverse media formats visually quantitatively orally main idea supporting details

	Third Grade GSE
	Speaking and Listening (SL)
	ELAGSE3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Skills/Concepts for Students:

- Ask and answer questions about information from a speaker
- Offer appropriate elaborate and detail information about a speaker

Instructional Strategies for Teachers:

- Create opportunities for students to gain information from speakers (either recordings or live presentations)
- Encourage students to use various strategies for keeping track of information presented orally
- Model how to ask and answer questions for a variety of purposes (seeking and offering appropriate elaboration and detail)


Sample Performance-based/Standards-based Task(s):

Schedule a guest speaker. Examples may include a situation where the school counselor talks to the class about events for Red Ribbon Week or the guest speaker for Fire Prevention Week discusses the safety precautions for fire prevention. Ask the guest speaker to provide an outline of the topics he or she will be discussing. Using the outline, prepare a note-taking guide for students that provides key points and allows space for notes.

Prior to the date of the speaker’s presentation, model for students how to jot down notes and questions for the speaker. Model asking and answering questions about the speaker’s information. Provide time for role-playing among students to ask and answer questions and offer appropriate elaboration and detail. If needed for students who may not be prone to ask questions of the speaker, have the student prepare a question prior to hearing the guest speaker. Remind students of all discussion rules established for the class. On the day of the guest speaker’s presentation, students will ask questions about the information, offering elaboration and detail.

Suggested Key Concepts:

speaker appropriate elaboration

	Third Grade GSE
	Speaking and Listening (SL)
	ELAGSE3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Skills/Concepts for Students:

- Consistently review and maintain the grammatical knowledge that you have been acquiring throughout your time in school
- Shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members
- Work consistently towards becoming comfortable while presenting to your peers and to adults
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Use notes, multimedia, or other memory aids to structure the presentation
- Engage the audience with appropriate verbal cues and eye contact

Instructional Strategies for Teachers:


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting on the school news show, morning announcements, school assembly, PTO meeting, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Model using graphic organizers to organize ideas
- Use recorded readings, speeches, etc. so students can hear appropriate rate of speaking

Sample Performance-based/Standards-based Task(s):

Put students into teams and have them prepare for an informal debate on a topic associated with the theme of your current unit. Rules and format for a simple classroom debate can be found at http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml . Invite another class to be the audience for your debate and provide them with the rubric (on the site above) to judge the performance of each team in defending their position. You may add rubric items for speaking at an understandable pace, making eye contact, etc.

Suggested Key Concepts:

pacing fluency word choice eye contact confidence evidence logic

	Third Grade GSE
	Speaking and Listening (SL)
	ELAGSE3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Skills/Concepts for Students:

- Create engaging audio recordings of stories or poems
- Demonstrate fluid reading at an understandable pace
- Enhance with visual displays that emphasize certain facts or details

Instructional Strategies for Teachers:

- Model for students how to create audio recordings
- Model for students how to add visuals to enhance an audio presentation for facts and details
- Provide students opportunities to listen to various audio recordings of books and poems
- Model appropriate storytelling techniques
- Provide opportunities for students to do oral presentations to tell stories or recount experiences


Sample Performance-based/Standards-based Task(s):

Students will write a story or a poem that can be fiction or nonfiction. Then, create a recording of the story or poem and drawings to help emphasize the important points or details. At the end of the week, present the work to the class.

Select an online tool or use a recording device and allow students to record their story or poem. Students may draw pictures by hand or create pictures to go along with important facts or details.

Suggested Key Concepts:

audio recording active listening fluid reading presentation speaking visual display

	Third Grade GSE
	Speaking and Listening (SL)
	ELAGSE3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:

- Speak in complete sentences when appropriate
- Provide requested detail or clarification
- Use increasingly complex language patterns and sentence structure when communicating

Instructional Strategies for Teachers:

- Include the expectation for speaking in complete sentences in discussion rules for the class
- Ensure that students understand when using complete sentences is appropriate and when complete sentences may not be necessary
- Create anchor charts for students to delineate situations in which complete sentences are expected

Sample Performance-based/Standards-based Task(s):

Engage students in a whole class discussion with the teacher about a grade 3 topic or text. At points in the discussion, respond to students’ questions or present ideas using incomplete sentences.

Then, present students with a previously prepared list of 5 questions around the grade 3 topic. Have student pairs explain to their partner the answers to the discussion topics that were introduced in step 1 (partner A goes first, then partner B; alternating turns so that partner B goes first on the next opportunity for pairing).

Call on pairs to share their answers to the 5 questions. There will likely be many variations on the answers since the discussion was intentionally vague. Guide students to understand that complete sentences in the discussion would eliminate misunderstanding. Model to demonstrate the importance of answering in complete sentences using a scenario of a real-life situation in which the meaning or response is vague because of incomplete sentences.

Suggested Key Concepts:

complete/incomplete sentence clarification



Third Grade GSE

Language (L)

ELAGSE3L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.*
- i. Produce simple, compound, and complex sentences.
- j. Write legibly in cursive.

*See Language Progression Chart.

Skills/Concepts for Students:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Form and use regular and irregular plural nouns and abstract nouns
- Form and use the simple verb tenses
- Ensure correct usage of subject/verb and pronoun-antecedent agreement
- Form and use comparative and superlative forms of adjectives and adverbs, and choose between them depending on what is to be modified
- Recognize the difference between coordinating and subordinating conjunctions
- Correctly use simple, compound, and complex sentences when writing or speaking
- Write legibly in cursive, leaving spaces between words in a sentence

Instructional Strategies for Teachers:

- With the class, create posters to be displayed as a reference with facts about parts of speech and their functions
- Provide students with opportunities to identify and explain the functions of parts of speech in text
- Provide teacher-created samples of writings for students to examine for the correct use of parts of speech, regular and irregular plural nouns, abstract nouns, and verb tense
- Model how to analyze writings for the correct subject-verb and pronoun-antecedent agreement
- Provide students with opportunities to identify subject and verb pairings in authentic text


- Provide opportunities for students to work collaboratively and independently on using subject-verb and pronoun-antecedent agreement, comparative and superlative adjectives and adverbs, and correct use of coordinating and subordinating conjunctions
- Provide samples of writing models for students to examine which correctly use grammatical concepts being studied
- Model how to strengthen writing by revising to use various sentence types
- Model writing legibly in cursive for students and require them to write legibly in cursive, noting that many primary documents would be inaccessible to students unable to read cursive writing

Sample Performance-based/Standards-based Task(s):

Build a Sentence game: Ahead of time, write the phrases “Simple Sentence,” “Compound Sentence,” and “Complex Sentence” on strips of paper. Also, prepare words or phrases on index cards that can be built into a sentence. Start with a word or phrase. Students work in teams to build a sentence according to the type of structure written on the strip. They will create a sentence, write it on a sentence strip, and place it on the board. Go over the sentences and discuss with the class whether they are correct or not. For example, use the phrase “gone fishing” on the board. Students might write, as a simple sentence, “I had gone fishing with my dad.” For a compound sentence, they might write, “Last week, I went to visit my friend, but she had gone fishing.” A complex sentence might read, “After I have been at school all day, I sometimes like to put a ‘gone fishing’ sign on my door.” After playing the game, have students find sentences in their own writing and try to build a different sentence structure to enhance their own writing.

Suggested Key Concepts:

adverbs	adjectives	agreement(subject/verb)	conventions	conjunctions
(coordinating, subordinating)	cursive writing	function	grammar	legibly
modified	nouns (abstract, irregular)		parts of speech	
pronoun-antecedent	simple, compound, complex		usage	verb tense

	Third Grade GSE
	Language (L)
	<p>ELAGSE3L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Skills/Concepts for Students:

- Use capitalization appropriately for words in titles, commas correctly in addresses, and commas and quotation marks accurately in dialogue
- Form and use possessive nouns correctly
- Use conventional spelling for grade-level high-frequency words, for other studied words, and for adding suffixes to base words
- Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words
- Consult reference materials, including beginning dictionaries, as needed to check and correct spelling

Instructional Strategies for Teachers:

- Model, provide opportunities to practice, and create anchor charts for students regarding how to properly capitalize appropriate words in titles, use commas in addresses, and use commas and quotation marks in dialogue
- Create an anchor chart with students to be displayed in the classroom that provides correct examples of capitalization, punctuation, and spelling rules. Establish the classroom routine that students are accountable for editing their writing for all previously-taught rules


- Model, provide opportunities to practice, and create anchor charts for students about how to form and use possessives, how to use conventional spelling for high-frequency and other studied words and to add suffixes to base words, how to use spelling patterns and generalizations, and how to consult reference materials, as needed, to check and correct spelling
- Engage students in collaborative and independent activities that require them to form and use possessives, to use conventional spelling for high-frequency and other studied words and add suffixes to base words, to use spelling patterns and generalizations, and to consult reference materials, as needed, to check and correct spelling
- Have students keep a high-frequency word journal and refer to it for spelling needs

Sample Performance-based/Standards-based Task(s):

Bring in examples of comic strips using speech bubbles. Model how to read the comic and how to think about what is being said, how to tell who is talking, and how the conversation is being delivered. Have students work collaboratively to read the comic strip and discuss the possible reactions and tone of voice that the characters are using. Also, have them talk about the conversations that the characters are having with each other. Make a comparison to how this comic might be turned into a short story. Model for the students how to develop a story from the comic strip, being sure to write a title, include a brief introduction, and have the characters interact with each other with dialogue. Focus on correctly punctuating the dialogue. Have the students rewrite their comic strip, using dialogue to show who is talking as well as how the characters are speaking. Finally, have students work together to check for correct capitalization, punctuation, and spelling in the writing.

Suggested Key Concepts:

Conventions	quotation marks	dialogue	possessives	conventional spelling	high-frequency
Base words	generalizations	reference materials			

	Third Grade GSE
	Language (L)
	ELAGSE3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written Standard English. *See Language Progression Chart.

Skills/Concepts for Students:

- Use words and phrases for effect (create the mood or set the tone)
- Recognize and observe differences between the conventions of spoken (often informal) English and standard written English

Instructional Strategies for Teachers:


- Model the importance of effective word choice in writing and speaking
- Model for students, using a Teacher Think-Aloud, how to revise a boring sentence or paragraph by adding words and phrases that create the mood or set the tone
- Model for students how to distinguish between the conventions of spoken English and standard written English

Sample Performance-based/Standards-based Task(s):

Model and provide students with selections of passages to read, and select key words and phrases from the poems with which to discuss the effects of words and phrases on feeling and mood. Provide students with a list of questions to answer in reference to the effect of the writer’s choice of word or phrases in the passages (for example, students will answer such questions as: “How does this (passage, poem, story, etc.) make me feel?” and “What words or phrases cause me to feel that way?”). Model and provide opportunities for students to practice creating a mood and setting the tone in their own writing working collaboratively and independently.

Suggested Key Concepts:

conventions effects English language mood phrases

	Third Grade GSE
	Language (L)
	ELAGSE3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Skills/Concepts for Students:

- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new word formed when a known affix is added to a known word
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

Instructional Strategies for Teachers:


- Model and provide opportunities for students using sentence-level context as a clue to the meaning of words and phrases
- Model and provide opportunities determining the meaning of a new word formed when a known affix is added to a known word
- Model and provide opportunities for students regarding how to use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- Create anchor charts of strategies and techniques as they are taught throughout the year

Sample Performance-based/Standards-based Task(s):

Select texts with the purpose of demonstrating how to determine the meaning of unknown and multiple-meaning words and phrases using various strategies. Read a passage from a common text that features the strategy to be taught. For example, if you are demonstrating how to use sentence-level context as a clue to the meaning of a word or phrase, then read and think-aloud as you annotate and talk about clues that help you to figure out the meaning of the word or phrase. Record the strategy on the anchor chart for students’ reference as they read throughout the year. Repeat steps 2-3 for different strategies. Add each strategy to the anchor chart as it is taught. Have students practice with a partner (as you monitor), reading sections and discussing how to figure out the meaning of unknowns or phrases. Provide opportunities for students to practice using a variety of texts.

Suggested Key Concepts:

affixes context dictionaries glossaries meaning multiple meaning phrases/sentences

	Third Grade GSE
	Language (L)
	ELAGSE3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Skills/Concepts for Students:

With guidance and support:

- Distinguish the literal and non-literal meanings of words and phrases in context
- Identify real-life connections between words and their use
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty

Instructional Strategies for Teachers:


- Model how and provide opportunities for students to distinguish the literal and non-literal meanings of words and phrases in context
- Model how and provide opportunities for students to identify, collaboratively and independently, real-life connections between words and their use
- Model how to distinguish shades of meaning among related words that describe states of mind or degrees of certainty
- Provide opportunities for students to work collaboratively and independently on distinguishing shades of meaning among related words that describe states of mind or degrees of certainty

Sample Performance-based/Standards-based Task(s):

Brainstorm with students a list of adjectives (friendly, mean, large, lonely). Select one of the adjectives, and use a grade 3-appropriate thesaurus to locate synonyms for the adjective. Model demonstrating understanding of word relationships and nuances in word meanings by arranging the synonyms in order of degree of certainty or intensity (e.g., mean: unpleasant, unkind, nasty, cruel, and despicable). Demonstrate writing the words on a paint color-shade chart based on the shades of intensity. The stronger meaning will be written on the darkest shade of the color chart, with less intense nuances of the word on the lighter shades of the same color. Have student groups select (or assign) other words from the brainstormed list to find in the thesaurus, and have students make a graduated color chart for each selected word. Use a hole-punch and ring to bind the class's word charts to create a class resource for the writing center.

Suggested Key Concepts:

connections	context	literal meaning	nonliteral	nuances	phrase
shades of meaning	words	word relationships			

	Third Grade GSE
	Language (L)
	ELAGSE3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., “After dinner that night, we went looking for them”).

Skills/Concepts for Students:

- Consistently continue the acquisition of new vocabulary which includes words and phrases that signal spatial and temporal relationships
- Use accurate grade-level appropriate conversational, general academic, and domain-specific vocabulary

Instructional Strategies for Teachers:

- Provide examples of language that illustrate both conversational academic and domain-specific vocabulary
- Build vocabulary using a variety of strategies (resource materials, context, roots, etc.); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Understand the difference between general academic (Tier 2) and domain-specific (Tier 3) vocabulary.
- Engage students in experiences to be word detectives
- Utilize timelines or flow charts to guide discussions and promote writing that reflects temporal and spatial relationships
- Use the vocabulary graphic organizers to promote understanding acquisition of language such as the Frayer Model

Sample Performance-based/Standards-based Task(s):

Directions to Students:

As a Ticket-Out-the-Door (or at another point in the lesson), rate each word on the list as a 1 - 5.

1 = I have never heard of that word.

2 = I have heard the word but do not know what it means.

3 = I can give a definition or synonym for this word. (Prove it.)

4 = I know this word and can use it correctly in a sentence. (Prove it.)

5 = I know this word and can use it correctly, both written and spoken, in different forms (tense, part of speech, etc.) and give different meanings for the word, if applicable. (Prove it.)

The words selected are both pivotal to the meaning of the text and Tier 2 words that students will encounter often in texts. Write or project on the board the list of words selected from student texts. Read the prompt for the task to the students. Analyze students' responses to determine the level of instruction that will be needed. Those terms that all students know can be acknowledged and removed from the list of study. Small groups for word study should be created based on students' strengths and needs. Adding additional words to the students' personal dictionaries would be beneficial.

Suggested Key Concepts:

academic

conversational

dialect

domain-specific

special

technical

Resource Links for Teaching

<http://writingfix.com/> Quality teaching resources for integrating reading and writing across the curriculum.

<http://www.nwp.org/> The National Writing Project focuses the knowledge, expertise, and leadership of our nation's educators on sustained efforts to improve writing and learning for all learners.

<https://www.thinkinglink.com/> ThingLink interactive images help students develop 21st century skills and enrich their enthusiasm for learning.

<https://newsela.com> An innovative way to build reading comprehension with nonfiction that's always relevant: daily news.

gcflearnfree.org Offers 125 tutorials, including more than 1,100 lessons, videos, and interactives, completely free.

websmarts.thinkport.org Helps you decide when to trust a website and determine whether a web source is trustworthy.

21things4students.net Was created as an educational and online resource to help students improve their technology proficiency as they prepare for success in the 21st century.

www.21things4teachers.net To provide a single site of free resources and tutorials which meets the international educational technology standards, and offer any-time training to be used for professional development, remains the goal.

readwritethink.org Provide educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials.

pbskids.org PBS KIDS leverages the full spectrum of media and technology to build knowledge, critical thinking, imagination, and curiosity.

kyvl.org/kids/homebase.html Helps students with research.

<http://storybird.com/> Storybird lets anyone make visual stories in seconds.

flipsnack.com FlipSnack is everything you need to easily publish captivating online magazines, transforming your pdfs into online flipbooks.

<http://www.blabberize.com/> Blabbers are a highly-tuned, custom-built technology designed to deliver world-class ridiculous talking pictures to your computer screen in the most efficient way possible.

<http://www.makebeliefscomix.com/> By creating comic strips, even with stick figures or with pictures cut out from magazines, students will realize that they can create stories and make art.

<http://www.voki.com/> Lets you create customized speaking characters.

<http://www.nwp.org/cs/public/print/resource/3138> A collection of online publishing opportunities for student writing.

<http://teacher.scholastic.com/activities/writing/minilessons.asp?topic=Research> Helps students write a research paper.

<http://home.cogeco.ca/~rayser3/writing.htm> Look at this one. It has several lesson plans.

<http://teacher.scholastic.com/writewit/> Students work with authors, editors, and illustrators in exclusive workshops designed to guide them in developing their skills.

http://www.fatpaint.com/en/online_photo_editor_desktop_publishing_software/free-paint-dr<http://www.classtools.net/aw-dtp-desktop-publishing-software-online-image-editor> Free online graphic design software and image editor.

<http://anyflip.com/> Convert your PDFs into an interactive, realistic Flash & HTML5 flipbook in minutes.

<https://www.engageny.org/> Has complete lesson plan modules and resources and downloadable files.

<https://www.learningfarm.com> Standards-based practice and instruction.

<http://cooltoolsforschools.wikispaces.com/Home> Has many “cool tools” to use at school.

<http://www.classtools.net/> Create free games, quizzes, activities, and diagrams.

<http://www.online-stopwatch.com/> Use this stopwatch for games, tests, and activities.

<http://www.wordle.net/> Create a word cloud to demonstrate most used or important words in a passage.

<http://www.achieve.org/> Resources for teaching.

<https://popcorn.webmaker.org/> Helps students create digital media projects.



Revisions for GSE:

A comparison of previous standards and revised GSE

Overview

The following pages contain a comparison of items from the previous standards and the Georgia Standards of Excellence (GSE). In this section, you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise altered. This section is not meant to serve as the definitive guide to each of the GSE standards. Refer to the previous section entitled “Guidance” for clarification related the intention of each ELAGSE for grade 3 along with skills, concepts, tasks, and strategies.

Summary of Changes for English Language Arts (ELA) Standards Third Grade

This document identifies **grade level changes for the 2015-2016 school year and beyond.**

Previous Standard 2014 - 15	Revised Standard for 2015 – 16 and beyond
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Reading Literacy (RL)

<p>ELAGSE3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.</p>
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Reading Foundation (RF)

<p>ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words.
<p>ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.

AT-A-GLANCE GUIDE FOR COMPARISON STANDARDS - KINDERGARTEN

These standards are revised for 3^d grade. Several of them are aligned to GSE standards in other grades and are representative of the increased rigor of the GSE. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 3rd grade.

Grade Level	Strand	Standard
Grade 3	Reading Literary Text	GSE3RL4
	Reading Foundation	GSE3RF3
		GSE3RF4.d

LANGUAGE SKILLS PROGRESSION CHART

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELAGSEKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELAGSe5L5c
ELAGSE1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELAGSe5L2a
ELAGSE1L1i. Use frequently occurring prepositions.												Subsumed by ELAGSE4L1e
ELAGSE1L1g. Use frequently occurring conjunctions. ELAGSE3L1h. Use coordinating and subordinating conjunctions. ELAGSE5L1e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).												
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELAGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELAGSE3L3a. Choose words and phrases for effect.												
EKAGSE4L1e. Form and use prepositional phrases.												
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELAGSE4L1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).												
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELAGSE7L3a
ELAGSE4L3b. Choose punctuation for effect.												
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELAGSE6L3b. Maintain consistency in style and tone.												