

Third Grade Literacy Information

<p>Fluency</p>	<p>In third grade students focus on both the rate at which they read as well as their intonation, phrasing and expression. Does their reading flow like natural conversation? Do they pay attention to and use punctuation? Are they reading accurately in a way that doesn't change meaning?</p>
<p>Writing</p>	<p>In writing, third graders write in four genres (types). These are personal narrative, informational, opinion, and fairy tales. Our writing is focused around content. In the personal narrative unit students are encouraged to be storytellers, not news reporters by using dialogue, details, and feelings when writing their personal narratives. The informational unit requires students to write about something that they consider themselves an expert in, teaching others about their topic. In the opinion unit, students must have an opinion and provide evidence to support that opinion. The fairy tale unit is a fun unit to end our year. Students use strategies that they learned from the personal narrative unit to either modify a fairy tale that they know, or to create a new fairytale from their imagination.</p>
<p>Comprehension (understanding)</p>	<p>Comprehension in third grade involves both understanding fiction and informational (nonfiction) text. Third grade builds upon the learning that has taken place in previous years. While students can identify the setting and characters in a story, as well as summarize a story, students are now expected to determine the theme for a story-- (What does the author want me to learn from this story?) Students are encouraged to question their text, make predictions citing evidence as to why they predicted what they did, make connections with their text, and identify characters traits that are internal to a character along with supporting evidence. Students need to infer as well as to synthesize information (put it all together) with longer and more difficult texts. In informational text, students need to be able to identify the main idea of the text as well as the key details that support the main idea. In addition, they need to recognize and use various nonfiction text features to help them comprehend the text (graphs, index, captions, etc.) Determining the author's point of view when reading an informational text is also important as well as comparing/contrasting texts on a same topic.</p>
<p>Phonics/Spelling/ Word Study</p>	<p>Third grade phonics and spelling focuses on reviewing all sounds and the seven syllable types that students have learned to date as well as introducing prefixes, suffixes, and root (base) words. Using prefixes and suffixes aids students in determining the meaning of unknown words that contain prefixes and suffixes that we have covered. Students should be able to read and spell multi-syllable words that contain these phonics concepts as well as non-phonetic "red words" that are taught as sight words because they don't follow typical phonetic patterns. The focus is more on vocabulary expansion and studying word meanings. For example, Misbehaved (mis + behave + ed) mis/prefix meaning not, behave is the base word made up of an open syllable (be) and a magic e syllable (have), and ed/suffix meaning past tense</p>