

Communication Arts
Third Grade
Major Instructional Goals
Updated May 2009

Highlighted areas reflect information literacy skills. These process skills provide an opportunity for collaboration between classroom teacher and librarian

Reading

Goal 1: Develop and apply skills and strategies to the reading process.

Objectives:

Phonics

- Apply decoding strategies independently to “problem-solve” unknown words when reading (R1C3) **DOK 4**

Fluency

- Read grade-level instructional text (R1D3) **DOK 1**
 - With fluency, accuracy, and expression
 - Adjust reading rate to difficulty and type of text

Vocabulary

- Develop vocabulary through text, using (R1E3) **DOK 3**
 - Base words
 - Synonyms and antonyms
 - Context clues
 - Glossary (*IL Goal 1, Acquire--#2 Information Seeking Strategies and #3 Location & Access*)
 - Dictionary, with assistance (*IL Goal 1, Acquire--#2 Information Seeking Strategies and #3 Location & Access*)
 - Multiple meaning words
 - Homophones

Pre-Reading

- Apply pre-reading strategies to aid comprehension (R1F3) **DOK 4**
 - Access prior knowledge (*IL Goal 1, Acquire--#2 Information Seeking Strategies and #3 Location & Access*)
 - Preview
 - Predict
 - Set a purpose for reading
 - Identify genre (*Also a library goal*)
 - Questioning

During Reading

- During reading, utilize strategies to (R1G3) **DOK 2**
 - Self question and correct
 - Infer
 - Visualize
 - Monitor comprehension
 - Identify author's use of 6 + 1 Traits of Writing
 - Predict and check using cueing system
 - Meaning
 - Structure
 - Visual

Post Reading

- Apply post-reading skills to identify and explain the relationship between the main idea and supporting details (R1H3) **DOK 4**
 - Question to clarify (*IL Goal 1--#1 Task Definition and #6 Evaluation*)
 - Reflect
 - Analyze
 - Draw conclusions
 - Summarize
 - Paraphrase
 - Evaluate predictions
 - Discuss author's use of 6 + 1 Writing

Making Connections

- Identify and explain connections between (R1I3) **DOK 1**
 - Text-to-text (Information and relationships in various fiction and non-fiction works) (*IL Goal 1, Acquire--#4 Use of Information*)
 - Text-to-self (Text ideas and own experiences)
 - Text-to-world (Text ideas and the world by responding to literature that reflects a culture and historic time frame)

Purpose for Reading

- Develop habits of reading (Also library goal)
 - By selecting appropriate level materials for independent reading
 - Through sustained independent reading

Goal 2: Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times

Objectives:

Text Features (IL Goal, Acquire--#3 Location & Access and #4 Use of Information)

- Locate and (R2A3) **DOK 2**
 - Interpret and apply information in title, table of contents and glossary
 - Recognize the text features of fiction, poetry and drama in grade-level text

Literary Devices

- Explain examples of sensory details and figurative language within the context of poetry and prose (R2B3) **DOK 2**

Text Elements

- Use details from text to (R2C3) **DOK 2**
 - Make inferences about setting, character traits, problem and solution and story events
 - Make predictions
 - Draw conclusions
 - Identify cause and effect
 - Compare and contrast characters and changes in problems and setting
 - Identify author's purpose
 - Identify the narrator
 - Identify events from the beginning, middle, and end

Goal 3: Develop and apply skills and strategies to comprehend, analyze and evaluate *nonfiction* (such as biographies, newspapers, technical manuals) from a variety of cultures and times) (IL Goal 1, Acquire—Goal #2 Information Seeking Strategies, #3 Location and Access, #4 Use of Information, and #6 Evaluation)

Objectives:

Text Features (IL Goals 1, Acquire--#3 Location & Access and #4 Use of Information)

- To answer questions, locate and interpret key information in (R3A3) **DOK 2**
 - Illustrations
 - Title
 - Chapter
 - Headings
 - Table of contents
 - Charts
 - Diagrams
 - Graphs
 - Glossary
 - Captions
 - Maps to answer questions

Literary Devices

- Explain examples of sensory details and figurative language within the context of nonfiction text (R3B3) **DOK 2**

Text Elements

- Use details from text to (R3C3) **DOK 2**
 - Answer questions
 - Retell main idea and supporting details
 - Organize a sequence of events
 - Identify simple cause and effect
 - Draw conclusions
 - Compare and contrast texts
 - Identify author's purpose for writing text
 - Make inferences about problems and solutions
 - Determine what was important

Understanding Directions

- Read and follow two-and three-step directions to complete a simple task (R3D3)
DOK 2

Writing

Goal 1: Apply a writing process in composing text

Objectives:

Writing Process

- **Follow a writing process to (W1A3) DOK 3**
 - Independently use a pre-writing strategy
 - Generate a draft
 - read and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice
 - edit conventions
 - share writing

Goal 2: Compose well-developed text

Objectives:

Audience & Purpose

Compose text (W2A3) **DOK 3**

- showing awareness of audience
- in a format appropriate to audience and purpose

Ideas & Context

Compose text (W2B3) **DOK 3**

- a clear and controlling idea
- relevant details/examples

Organization & Sentence Structure

Compose text (W2C3) **DOK 3**

- a beginning, middle and end
- sentence variety (including imperative and exclamatory)

Word Choice

Compose text (W2D3) **DOK 3**

- a beginning, middle and end
- sentence variety (including imperative and exclamatory)

Conventions

In written text (W2E3) DOK 1

- space correctly between words in a sentence and in margins
- capitalize months of year, titles of individuals, greeting and closing of a letter
- use correct ending punctuation in imperative and exclamatory sentences
- correctly use verbs that agree with the subject, and comparative and superlative forms of adverbs and adjectives
- correctly spell simple compounds, homophones, contractions and words with affixes
- use standard spelling and classroom resources, including dictionary, to edit for correct spelling
- write legibly

Goal 3: Write effectively in various forms and types of writing

Objective:

Compose (W3A3) DOK 3

- narrative, descriptive, expository, and/or persuasive texts, using appropriate text features
- text emphasizing the format of diary/journal entries and friendly letters

Note-taking (IL Goal 1, Record--#4 Use of Information)

- Identify information in written text to complete an organizer (W3B3)DOK 1

Listening and Speaking

Goal 1: Develop and apply effective listening skills and strategies

Objectives:

Purpose for Listening

- Listen (LS1A3)
 - For enjoyment
 - For information
 - To distinguish fact from opinion
 - For directions to complete a two- or three-step task

Listening Behavior

- Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact) (LS1B3)

Goal 2: Develop and apply effective speaking skills and strategies for various audiences and purposes

Objectives:

Discussion and Presentation

- Speak clearly, stay on topic, and use appropriate volume and pace when sharing ideas (LS2A3)

Giving Directions

- Give clear two- and three-step oral directions to complete a simple task (LS2B3)

Information Literacy/Problem Solving

Goal 1: Develop and apply effective research process skills to gather, analyze, and evaluate information (*Big6, steps 1 – 6*)

Objectives:

Research Plan (#1 Task Definition)

- Formulate keywords and questions to investigate topics (ILA3)

Acquire Information (#2 Information Seeking Strategies, #3 Location & Access, and #4 Use of Information)

- Locate information on keywords in provided resources (ILB3)

Sources Consulted (#4 Use of information)

- Informally give credit for others' ideas, images, and information found in various resources (ILD3)

Goal 2: Develop and apply effective skills and strategies to analyze and evaluate oral and visual media (#4 Use of Information and #6 Evaluation)

Objective:

Media Messages

- Identify intended messages conveyed through oral and visual media (IL2A3)