

**Bethlehem Lutheran School
Reading/Literature Third Grade**

The philosophy of the reading program is to involve each student in a learning program which blends good reading strategies, phonics skills, and a balanced variety of literacy form that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God-pleasing lifestyle.

State Standard 1

Students read and understand a variety of materials.

Classroom objectives

- 1.1 Adjust reading pace to accommodate purpose, style, and difficulty of material.
- 1.2 Summarize text passages.
- 1.3 Apply information and make connections from reading.
- 1.4 Apply word attack skills to read new and unfamiliar words (graphophonics).
- 1.5 Use sentence structure, paragraph structure, text organization, and word order (syntax).
- 1.6 Use and apply background experience and context to construct a variety of meanings over developmentally appropriate complex texts (semantics).
- 1.7 Use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics).
- 1.8

State Standard 2

Students write and speak for a variety of purposes and audiences.

Classroom objectives

- 2.1 Generate topics through prewriting activities (for example; brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion).
- 2.2 Align purpose (for example; to entertain, to inform, to communicate) with audience.

- 2.3 Write a first draft with the necessary components for a specific genre.
- 2.4 Revise draft content (for example; organization, relevant details, clarity).
- 2.5 Edit revised draft using resources (for example; dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference).
- 2.6 Proofread revised draft.
- 2.7 Present final copy according to purpose (for example; read aloud, display, publish, mail, send, and perform).

State Standard 3

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

Classroom objectives

- 3.1 Know and use standard, age-appropriate spelling, grammar, word usage (for example; basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals).
- 3.2 Write legibly.

State Standard 4

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Classroom objectives

- 4.1 Recognize and author's point of view.
- 4.2 Predict and draw conclusions about stories.

- 4.3 Differentiate between fact and opinion in written and spoken forms.
- 4.4 Use reading, writing, speaking, and listening to define and solve problems.
- 4.5 Respond to written and oral presentations as a reader, listener, and articulate speaker.
- 4.6 Use listening skills to understand directions.
- 4.7 Formulate questions about what they read, write, hear, and view.

State Standard 5

Students read to locate, select and make use of relevant information from a variety of media reference, and technological sources.

Classroom objectives

- 5.1 Gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors.
- 5.2 Record observations (for example; logs, lists, graphs, charts, tables, illustrations).
- 5.3 Report events sequentially.
- 5.4 Write a concluding statement.
- 5.5 Use resources (for example; video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words.
- 5.6 List resources used by title.
- 5.7 Taking notes, outlining, and identifying main ideas in resource materials.
- 5.8 Sorting information a it relates to a specific topic or purpose.

State Standard 6

Students read and recognize literature as a record of human experience.

Classroom objectives

- 6.1 Identify the elements of plot, character, and setting in a favorite story.

- 6.2 Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry.
- 6.3 Identify words appealing to the senses or involving direct or indirect comparisons in literature.
- 6.4 Compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
- 6.5 Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.
- 6.6 Reading, responding to, and discussing literature as a way to explore the similarities and differences among stories and the ways in which those stories reflect the ethnic background of the author and the culture in which they were written.