

AIS Language Curriculum Overview

Grade 3

Oral Language: *Speaking*

- begin to develop effective introductions and conclusions for oral presentations that guide and inform the listener's understanding of key ideas and evidence.
- begin to use conventional structures (e.g., cause and effect, similarity and difference, and posing and answering a question) for conveying information.
- begin to use verbal and non-verbal cues (e.g., volume, enunciation) to clarify meaning and emphasize points.
- begin to use details, examples, anecdotes, or experiences to explain or clarify information.
- make formal and informal presentations that use clear diction, tempo, volume, and phrasing and are appropriate to audience and purpose, e.g.
- make narrative presentations on an incident that relate ideas, observations, or memories;
- make informative presentations that frame a key question; contain facts and details that help listeners focus
- recite brief poems or dramatic dialogues

Oral Language: *Listening*

- begin to ask interpretive and evaluative questions.
- begin to respond to interpretive and evaluative questions

Reading: *Comprehension*

- interact with the words, pictures and concepts in a text to construct meaning
- make predictions using pictures clues, title, text and/or prior knowledge and confirm through reading
- respond to questions by supporting answers with information from the text
- form and represent mental images to aid and demonstrate understanding of text
- make inferences and draw conclusions from the text by using both prior knowledge and information from the text
- generate questions about text (e.g. factual, inferential and evaluative).
- summarize by recognizing main ideas, key concepts, key actions and supporting details in fiction and non-fiction
- relate prior knowledge/schema to make connections to text (text to text/media, text to self, text to world)
- distinguish between fact and opinion in non-fiction text
- retell or act out story elements and sequence of events of a narrative text
- identify the causes, motivations, sequences and results of events from a text
- identify beginning, middle and end, character, setting, problem and solution
- identify genres and purposes: poems, fairy tales, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction and informational texts
- describe characters including traits, relationships, feelings an development
- identify and analyze relevant information from pictures, captions, diagrams,

- charts, graphs, table of contents, indices and glossaries
- locate facts from non-fiction materials (i.e. newspapers, magazines, picture books, grade level informational books, and other media)
- begin to recognize structural patterns in non-fiction
- begin to read and follow two step instructions in a variety of contexts i.e. Math, IT, worksheets
- monitoring and correction strategies: Clarifying meaning by rereading, questioning and modifying predictions
- monitoring and correction strategies: Apply basic use of semantics, and graphophonic cues to gain meaning from text. (Examples semantic – Does it make sense? Example syntactic – Does it sound right? Example graphophonic – Does it look right?)

Reading: *Fluency*

- identify words rapidly so that attention is directed at the meaning of the text
- read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), fluently and accurately, and with appropriate rate, change voice and expression
- read aloud regularly in instructional-level text that are challenging yet manageable (text with no more than 1 in 10 words is difficult for the reader)
- engage in repeated readings of the same text to increase fluency
- increase silent reading speed through daily independent reading
- accurately and fluently read 300-400 high frequency and/or irregularly spelled words in text
- use punctuation cues (eg. periods, commas, question marks) in text to develop fluency

Reading: *Vocabulary*

- develop and expand knowledge of words and word meaning to increase vocabulary
- develop a rich personal vocabulary and the knowledge to use it through reading, listening to a variety of literature, discussion, explanation and practice
- consistently recognize most high-frequency sight words in context
- use multiple resources (glossary, dictionary, children's thesaurus) to determine the meaning and pronunciation of unknown words
- identify the meaning of words using simple prefixes and suffixes – e.g. dis/satisfied
- relate unfamiliar words and concepts to prior knowledge to increase vocabulary
- use knowledge of antonyms, synonyms, homonyms and multiple meaning words to determine the meaning of unknown words
- begin to identify and explain similes in grade appropriate literature

Reading: *Phonics*

- apply sound-symbol relationships to decode words (identify specific sound blends diphthong)
- apply knowledge of phonics to decode unknown words

- support phonic decoding skills by applying knowledge of sentence and word structures (i.e. compound words, prefixes, suffixes, syllabification) and semantics in conjunction with phonics and structural analysis to decode unknown words

Writing: *Writing Process*

- edit and revise to improve coherence and progression of text

Writing: *Content and Organization*

- write clear, fluid sentences
- begin to select a focus, organization, and point of view based upon purpose, audience, length, and format requirements
- begin to create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, explanations, and transitions; concludes with a paragraph that summarizes the points
- begin to use conventional structures (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question) for conveying information
- begin to use a variety of perspectives in writing
- begin to use descriptive language that clarifies and enhances, using words specific and appropriate to the subject
- write in a variety of genres, including:
 - narrative (e.g., literary responses, memories, observations that provide a context for the reader)
 - poetry and verse (e.g., simple rhymes, haiku, acrostic, limerick)
 - persuasive
 - expository
 - short stories

Writing: *Conventions*

- begin to construct complex sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases
- identify and use the basic parts of speech (e.g. nouns, verbs, adverbs and adjectives, prepositions, conjunctions)
- use correct punctuation (e.g. commas in direct quotations, apostrophes in possessives and contractions, parentheses, and properly identified titles)
- use spelling conventions consistent with one internationally recognized system
- begin to use appropriate paragraph form (e.g. indentations, margins, spacing)
- begin to write fluidly and legibly in cursive

Writing: *Spelling*

- accurately spell high frequency and familiar words and apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexity

Writing: *Handwriting*

- use correct pencil grip
- adopt a comfortable sitting position for writing
- form lower case letters correctly
- join letters correctly
- develop a legible, consistent writing style
- form and use upper case letters correctly
- leave the appropriate gap between words (about two letters)
- use correct formation of question marks, exclamation marks, commas, speech marks
- the end of the year consistently write in cursive

Viewing and Presenting

- begin to know the role of the media in focusing attention on events, in forming opinions on issues, and influencing decisions
- begin to use various techniques to create visual images (e.g. Make an advertisement)

Research Skills

- define focus to guide research
- gather and record information (e.g., paraphrasing, summarizing)
- include a simple bibliography for research (e.g.)
- use standard reference tools (e.g., dictionary, thesaurus, library information systems, encyclopedia, on-line information)