

**Language Arts and Literacy
Third Grade
2008**

COURSE DESCRIPTION

Reading continues to be a priority in third grade. Students will read a variety of literature, with an emphasis on classical as well as contemporary works. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, such as reading and solving word problems in math, investigating a broad array of scientific concepts, and comparing important people and events from the time of earliest civilizations to settlement of the New World. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and non-print sources. The student also will write legibly in cursive.

CORE CURRICULUM CONTENT STANDARDS

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

CUMULATIVE PROGRESS INDICATORS

Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:

STANDARD 3.1 (Reading)

A. Concepts About Print/Text

1. Recognize that printed materials provide specific information.
2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.
3. Use a glossary or index to locate information in a text.

B. Phonological Awareness (includes phonemic awareness)

1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).

C. Decoding and Word Recognition

2. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion).
3. Use letter-sound knowledge and structural analysis to decode words.
4. Use context to accurately read words with more than one pronunciation.

D. Fluency

1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.
2. Read longer text and chapter books independently and silently.
3. Read aloud with proper phrasing, inflection, and intonation.

E. Reading Strategies (before, during, after reading)

1. Set purpose for reading and check to verify or change predictions during/after reading.
2. Monitor comprehension and accuracy while reading in context and self-correct errors.
3. Use pictures and context clues to assist with decoding of new words.
4. Develop and use graphic organizers to build on experiences and extend learning.

F. Vocabulary and Concept Development

1. Spell previously studied words and spelling patterns accurately.
2. Point to or clearly identify specific words or wording that cause comprehension difficulties.
3. Infer word meanings from taught roots, prefixes, and suffixes.
4. Use a grade-appropriate dictionary with assistance from teacher.
5. Use pictures and context clues to assist with meaning of new words.

G. Comprehension Skills and Response to Text

1. Recognize purpose of the text.
2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting text.
3. Interpret information in graphs, charts, and diagrams.
4. Ask how, why, and what-if questions in interpreting nonfiction texts.
5. Recognize how authors use humor, sarcasm, and imagery to extend meaning.

6. Discuss underlying theme or message in interpreting fiction.
7. Summarize major points from fiction and nonfiction texts.
8. Draw conclusions and inferences from texts.
9. Recognize first-person "I" point of view.
10. Compare and contrast story plots, characters, settings, and themes.
11. Participate in creative responses to texts (e.g., dramatizations, oral presentations).
12. Read regularly in materials appropriate for their independent reading level.
13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level.
14. Use information and reasoning to examine bases of hypotheses and opinions.

H. Inquiry and Research

1. Use library classification systems, print or electronic, to locate information.
2. Draw conclusions from information and data gathered.
3. Read a variety of nonfiction and fiction books and produce evidence of understanding.

STANDARD 3.2 (Writing)

A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.
2. Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.
3. Use graphic organizers to assist with planning writing.
4. Compose first drafts from prewriting work.
5. Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.
6. Participate with peers to comment on and react to each other's writing.
7. Build awareness of ways authors use paragraphs to support meaning.
8. Begin to develop author's voice in own writing.
9. Use reference materials to revise work, such as a dictionary or internet/software resource.
10. Edit work for basic spelling and mechanics.
11. Use computer word-processing applications during parts of the writing process.
12. Understand and use a checklist and/or rubric to improve writing.
13. Reflect on own writing, noting strengths and areas needing improvement.

B. Writing as a Product (resulting in a formal product or publication)

1. Write a descriptive piece, such as a description of a person, place, or object.
2. Write a narrative piece based on personal experiences.
3. Write a nonfiction piece and/or simple informational report across the curriculum.
4. Present and discuss writing with other students.
5. Apply elements of grade-appropriate rubrics to improve writing.

6. Develop a collection of writings (e.g., a literacy folder or portfolio).

C. Mechanics, Spelling, Handwriting

1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling.
2. Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech.
3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation.
4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.
5. Write legibly in manuscript or cursive to meet district standards.

D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).
2. Develop fluency by writing daily and for sustained amounts of time.
3. Generate ideas for writing in a variety of situations and across the curriculum.
4. Write to express thoughts and ideas, to share experiences, and to communicate socially.
5. Write the events of a story sequentially.
6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.
7. Respond to literature through writing to demonstrate an understanding of a text.
8. Write narrative text (e.g., realistic or humorous story).
9. Write non-fiction text (e.g., reports, procedures, letters).

STANDARD 3.3 (Speaking)

A. Discussion (small group and whole class)

1. Listen and follow a discussion in order to contribute appropriately.
2. Stay focused on topic.
3. Take turns.
4. Support an opinion with details.

B. Questioning (Inquiry) and Contributing

1. Develop appropriate questions to explore a topic.
2. Contribute information, ideas, and experiences to classroom inquiry.

C. Word Choice

1. Use vocabulary related to a particular topic.
2. Adapt language to persuade, explain, or seek information.
3. Use new vocabulary and figurative language learned from literature and classroom experiences.

D. Oral Presentation

1. Use pictures to support an oral presentation.
2. Attempt to revise future presentations based on feedback from peers and teacher.
3. Use appropriate strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume.

STANDARD 3.4 (Listening)

A. Active Listening

1. Connect messages heard to prior knowledge and experiences.
2. Exchange information through verbal and nonverbal messages.

B. Listening Comprehension

1. Follow two- and three-step directions.
2. Listen to a story read aloud and/or information from television or film, and summarize main ideas.
3. Paraphrase information shared by others.

STANDARD 3.5 (Viewing and media literacy)

A. Constructing Meaning

1. Begin to demonstrate an awareness of different media forms and how they contribute to communication.
2. Identify the central theme and main ideas in different media.

B. Visual and Verbal Messages

1. Recognize the effects of visual arts on one's mood and emotions.
2. Begin to explore and interpret messages found in advertisements and other texts.

STANDARD 8.1 (Computer and information literacy)

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access
3. Copyrighted materials
4. On-line library resources
5. Personal security and safety issues
6. Practice appropriate Internet etiquette.
7. Recognize the ethical and legal implications of plagiarism of copyrighted materials.
8. Information Access and Research
9. Recognize the need for accessing and using information.
10. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
11. Locate specific information by searching a database.
12. Recognize accuracy and/or bias of information.
13. Problem Solving and Decision Making
14. Solve problems individually and/or collaboratively using computer applications.
15. Identify basic hardware problems and solve simple problems.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

STANDARD 3.1 (Reading)

1. Identify known words and figure out unknown words through knowledge of letter combinations and word families.
2. Read high frequency words fluently.
3. Decode words using word parts (e.g., root words, prefixes, suffixes).
4. Students use semantic cues (word meaning in context) to comprehend text.
5. Use word parts to determine meaning (e.g., root words, prefixes, suffixes compound words, contractions).
6. Assimilate new ideas introduced through pictures and print.
7. Relate new ideas to existing knowledge.
8. Create mental images from pictures and print.

9. Use illustrations and graphic organizer to access prior knowledge.
10. Generate questions from the reading.
11. Discuss ideas related to the text, before, during and after reading.
12. Synthesize thoughts through discussions, writings, drawings, and projects.
13. Anticipate the flow of events or information.
14. Adult or student volunteers are invited to class to share books that they find interesting and that they believe children will enjoy. Guests are encouraged to show children the books and tell why they have selected them for the children. While previewing the books with students, the guests ask the children for predictions about the story, its setting, its main character(s), or other elements that will help children engage with the story. After listening to the story, the children are asked to tell a partner about a favorite part of the book, about whether or not predictions were met, and other responses to the story.
15. Students use removable notes to flag pages on which they find words they cannot pronounce or do not understand. They write one word and its line number on each note for reference in a vocabulary lesson that follows.
16. The teacher guides students in developing their vocabulary by selecting words of interest or importance from a read-aloud. Teacher and students discuss together the etymology, or origin, of the words found in a dictionary. This information may be recorded in students' notebooks or on charts displayed in the classroom.
17. After reading Ezra Jack Keats' Peter's Chair, students identify Peter's situation (a new baby in the family). The teacher writes the situation in the middle of chart paper and puts herringbone organization around it. The class dictates the causes and effects that occur throughout the story.
18. Students read Hansel and Gretel and chart the plot as a sequence of problems and solutions.
19. Predict events in a reasonable sequence.
20. Use formats, ideas, plots, and elements from previous reading to make predictions.
21. Verify predictions as the reading continues.
22. Determine the accuracy of predictions.

23. Change predictions to fit additional information from the reading.
24. Make new predictions as information is added.
25. Use text and illustrations to adjust and confirm meaning.
26. Ask questions.
27. Retell in own words to make sense.
28. Use resources (e.g., dictionary, glossary, teacher) to verify and confirm meaning.
29. Develop an interpretation of the text.
30. Identify story elements (e.g. character, plot, setting).
31. Recognize the relationship between development of the plot and changes in other story elements.
32. Identify main and supporting ideas in informational text.
33. Make connections between information in text and historical/current events.
34. Make inferences.
35. Draw reasonable conclusions.
36. Identify cause/effect or problem/solution in text.
37. Critically evaluate the text.
38. Discriminate between fact and opinion.
39. Form opinions about the quality of text (e.g., setting, character development, sequence, language use, format).
40. Compare and contrast within and between texts (e.g., facts, characters, time frame, setting).
41. Select and apply relevant information to new experiences.
42. Use organizational features of books and related resources.
43. Use alphabetical and numerical ordering to locate information (e.g., table of contents, index, dictionary, encyclopedia, telephone book).

44. Use dictionary definitions to aid comprehension.
45. Use the table of contents or index to locate specific information.
46. Select the appropriate resource for the task (e.g., dictionary for word meaning, encyclopedia for concept information).
47. Students use syntactic cues (word order/sentence sense) to monitor and guide their comprehension of text. Use punctuation to guide reading with correct phrasing and emphasis.

STANDARD 3.2(Writing)

1. Students review the contents of their writing portfolios to determine what they have learned as writers. Students report these indications of learning to their teacher who records their statements on the inside of the portfolios. The teacher categorizes these statements to reflect revising and editing skill development. Then, during individual conferences, the student and teacher set new goals for future writing.
2. Students are given opportunities to reflect about their writing in their portfolio. As part of that activity, they complete the following statements: What I like about my writing is.... I use my imagination when I am writing by.... I think that other people like my writing because....
3. Write in a variety of formats for different purposes using Writers' Workshop.
4. Recognize varying formats and purposes of print (e.g., stories, correspondence, reports, poems).
5. Write stories with a beginning, middle, and end.
6. Incorporate aspects of characterization, setting, and plot.
7. Sequence information using signal words.
8. Write informational text using main ideas and sequence.
9. Build a spelling vocabulary for writing using the Word Wall.
10. Spell an increasing number of high frequency words correctly using the Word Wall and student dictionaries.
11. Use spelling patterns to spell new words (e.g., word families, syllabication, letter combinations).

12. Approximate and confirm the spelling of unknown words using spelling dictionaries.
13. Write legibly in manuscript and cursive.
14. Use spelling resources (e.g., word lists, dictionaries, charts, peers, adults).
15. Identify and correct misspelled words using editing marks. Practice using Daily Language Review activities.
16. Recognize and construct sentences. Use Grammar workbook to practice skills.
17. Demonstrate correct usage of subject/verb agreement and verb tense.
18. Construct sentences using basic sentence patterns (e.g., noun/verb, noun/verb/object).
19. Combine simple sentences.
20. Recognize incongruities between an incorrectly decoded word and the passage.
21. Reread to check comprehension. Use Practice Book activities and transparencies to retell and organize information.
22. Write collaboratively on a selected topic.
23. Rehearse ideas alone, with peers, and/or with adults.
24. Use webs, story maps, or other graphic organizers. Have students use Inspiration Software to create these types of prewriting formats.
25. Write in a variety of forms (e.g., picture book, correspondence, personal narrative, story, poem, informational piece).
26. Use background knowledge and/or information books.
27. Make new and productive connections between their own ideas and those of others.
28. Organize ideas on paper using graphic organizers.
29. Follow patterns from literature and apply techniques demonstrated by authors.
30. Use technology when available and appropriate. For example, use AlphaSmarts/NeoSmarts to publish final writing pieces.

31. Reread draft to check for meaning.
32. Revise text with assistance.
33. Add words, sentences, and details to complete a piece of writing.
34. Determine when a piece is complete.
35. Publish selected pieces.
36. Begin to proofread and correct errors using editing marks. Practice using Daily Language Review transparencies.
37. Select the format for the finished product.
38. Use legible handwriting or technology to produce final copy.
39. Incorporate illustrations, photos, charts, and graphs when appropriate.
40. Share the finished product with the intended audience.
41. Discuss work in progress.
42. Review, revise, and edit together using Writers' Workshop.
43. Reach consensus on a final document.
44. Publish the finished product using Writers' Workshop.
45. Respond to the writing of others.
46. Listen to the writing of others.
47. Make comments and ask questions.
48. Respond to the writer's questions.
49. Respect personal and group comments.
50. Have the students connect to <http://www.texasbeyondhistory.net/kids/houses/pueblos.html>. Then have students: read about the Pueblos' community houses uncovered by archaeologists. Discuss what makes this community unique. Think about the different types of jobs the people in this community may have had in order to survive. Then have them write a paragraph about what they think.

51. Have students connect to http://www.wisdomquotes.com/cat_friendship.html.
Then, have them:
Choose their favorite friendship quote and share it with the class, explaining why they think it is important. Choose five quotes and rewrite them in their own words. Try to write two or three of their own quotes on friendship, and share them with the class.
52. Have students connect to <http://www.nature.ca/notebooks/english/mammpg.htm>.
Ask them to pick a mammal from the list, click on its corresponding link, and: make a list of its size, habitat, and diet and compare it with another mammal from the list.
53. Make a poster presenting information about that mammal.
54. Write a mock encyclopedia entry about that mammal.
55. Record reactions and observations before, during, and after learning activities (e.g., science experiments, field trips, literature study).
56. Write questions in a subject area to guide further inquiry.

STANDARD 3.3 (Speaking)

1. Use graphophonic cues (letter/sound correspondence) to identify and pronounce words.
2. Have students connect to http://www.fcc.gov/cgb/kidszone/history_cellphone.html. Have students read the information presented on the page and discuss the way cell phones have changed communications. Then have students: discuss, in groups, how their lives would be different without cell phone technology.
3. Discuss in groups, how cell phone technology has transformed communication.
4. Discuss in groups, how the evolution of communication technology may have changed the way people relate to one another.
5. Have the students talk about their community.
6. Have the students discuss what makes their community special.
7. Have students design a futuristic communication device. Students should draw their inventions and label them carefully so that their functions are easily apparent. Have students present their inventions to the class.

8. Use self-correction strategies when the meaning of a word or passage is not clear (e.g., read on, reread, try an alternate pronunciation, ask questions, use resources).
9. Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g., first, finally, as a result).
10. Recognize how text structure contributes to meaning (e.g., initial capital, period, question mark, exclamation mark, comma, paragraph indentation).
11. Recognize how word placement within a sentence contributes to overall meaning.
12. Continue to develop a reading vocabulary (i.e., pronounce and understand new words).
13. Determine contextually appropriate meanings of multiple meaning words (e.g., beat, star), homonyms (e.g., rode, road), synonyms (e.g., happy, glad), and antonyms (e.g., happy, sad).
14. Associate new words with new concepts across the curriculum (e.g., habitat, technology, pulley, lever).
15. Determine the literal meaning of figurative expressions (e.g., metaphors, proverbs, idioms, clichés, literary expressions).
16. Read non-phonetic words as sight words in context (e.g., patient, scissors, beauty).
17. Mrs. Marshall has a robot named Quandar. Whenever a student has difficulty with a concept, such as multiplication, Mrs. Marshall directs the students to explain the concept to Quandar, who knows nothing about our planet. Frequently, in the process of explaining it to Quandar, students end up understanding the concept better themselves.
18. For their book reports, students create a collage, travel brochure, or a video of the setting of the book they have read. The product should encourage or discourage others to visit.
19. A class has to decide where to plant a garden. Several students volunteer to present their ideas. One student, for example, focuses his/her presentation on proximity to the classroom, one on access to water, and another on soil conditions. The audience members ask questions of the presenters, and the presenters respond. Based on audience feedback, the presenters adjust their communications in order to make a persuasive argument. The class then votes on the location of the garden.

20. Students deliver a one-minute radio ad in which they persuade classmates that their brand of toothpaste is best.
21. Mrs. Rivera's class has to choose a location for the class picnic. They must achieve consensus. Students who want different locations must present their reasons for their choices in order to persuade their classmates.
22. Students and the teacher decide to have a year-end party to honor all the parents and others who have helped the class during the year. Before selecting the menu, each student picks a kind of food to nominate for inclusion and argues for it to the class. After the oral presentations, the class votes for five or six items for the menu.
23. Respect cultural and ethnic differences.
24. Share ideas with class members.
25. Ask and answer questions.
26. Listen and respond to peers and adults.
27. Apply knowledge and information to new situations.
28. Participate in groups to generate ideas and solve problems.
29. Participate in a language-rich environment created by parents and teachers.
30. Use oral language to present information.
31. Participate in discussions in a variety of settings (e.g., literature groups, peer conferences, and whole group interactions).
32. Relate new experiences to prior experiences.
33. Ask for clarification and explanation of words and ideas.
34. Clarify ideas, express opinions, and ask relevant questions.
35. Follow implicit rules for conversation (i.e., taking turns and staying on topic).
36. Tell and retell stories and events in logical order.
37. Paraphrase information shared orally by others.
38. Use oral language for different purposes (e.g., to inform, persuade, and entertain).
39. Use effective volume, eye contact, pacing, phrasing, pitch, and enunciation.

40. Use examples and vocabulary appropriate to the topic and audience.
41. Organize ideas sequentially or around major points of information.
42. Use speech for language enrichment.
43. Participate in literature responses, book shares, and story retellings.
44. Create and participate in oral dramatic activities.
45. Recite short poems, rhymes, songs, and stories.
46. Improvise in response to pictures, music, and stories.
47. Share stories or information orally with an audience.
48. Build a speaking vocabulary.
49. Increase oral descriptive vocabulary.
50. Ask about words not understood.
51. Use singular and plural nouns.
52. Use compound words in oral communication.
53. Use words that reflect a growing range of interest and knowledge.
54. Clarify and explain words and ideas.
55. Identify and use synonyms, antonyms, comparatives, and superlatives.
56. Demonstrate an understanding of oral language structure.
57. Create oral stories to share with others.
58. Use correct verb tenses in oral communication.
59. Express ideas orally in complete sentences.

STANDARD 3.4 (Listening)

1. Listen actively to a variety of genres (e.g., fiction, poetry, informational text).
2. Study an author's craft by reading several books by the same author.

3. Build a personal reading vocabulary by encountering words from the environment and in varied contexts.
4. Read materials at an increasingly higher level.
5. Relate what they hear to what they know.
6. Make and verify predictions as they continue to listen.
7. Restate information to confirm meaning.
8. Recognize different perspectives.
9. Clarify meaning through interaction (e.g., reflecting, questioning, restating).
10. Develop independent interpretive skills in non interactive situations (e.g. assemblies, visual media, formal presentations).
11. Recognize and respond to oral language used for different purposes (e.g., to inform, persuade, and entertain).
12. Respond as they listen to stories and informational text.
13. Demonstrate automaticity in decoding.
14. Read primarily in meaningful phrase groups rather than word-by-word.
15. Preserve phrasing and syntax of the author to convey meaning.
16. Read with expression, interjecting a sense of feeling, anticipation, or characterization.
17. Read aloud fluently.
18. Follow multi-step directions.
19. Listen and respond in conversation.
20. Listen to gain information.
21. Recognize and respond to varied uses of language (e.g., humor, parody, and persuasion).
22. Listen for a specific purpose (e.g., retell a story, follow directions, share information).
23. A teacher has a publishing center in her classroom. Each child who successfully writes a story can go into the publishing center to listen to audio taped directions

on how to make a book. After the children publish their books, they read them to each other.

24. Children are visited by a young adult who is fluent in a language the children do not know. The classroom guest tells the children how to say several friendly phrases in this foreign language. Children practice the phrases and then role-play using the foreign language for greetings and expressions of courtesy with each other.

STANDARD 3.5 (Viewing and media literacy)

1. Students create a classroom gallery of artifacts, photographs, and creative works that best represent the class. For each item displayed, students write a statement explaining why the artifact or creative work was chosen for the gallery and what each item communicates about the group.
2. Have students go to <http://www.poetryteachers.com/schoolpoems/schoolpoems.html>. Students can select a poem to read by clicking on its title. After students have read five poems, have students divide into groups to compile a list of "fun facts" about each of the 23 mystery animals in the games (the fun facts are provided on the site after each mystery animal is guessed correctly). Then, have the class get together to decide an inventive way to display the information such as a class poster or mural.
3. Value reading as an important part of their lives.
4. Share various literary genres (e.g., picture books, poetry, folk and fairy tales, songs, plays, informational text).
5. Use appropriate strategies to refine meaning (e.g., make predictions, ask questions, retell story).
6. Choose to read outside of school.
7. Share ideas from reading.
8. Participate in a print-rich environment.
9. Read together (e.g., student to student, child to parent, parent to child, student to teacher, parent to class, teacher to class).
10. Reread and retell favorite stories with friends and/or family members.
11. Participate in a variety of language activities (e.g., readers' theater, choral reading, dramatization).

12. Create an advertisement for a novel including illustrations and text. Share in an oral presentation.

STANDARD 8.1(Computer Literacy)

A. Basic Computer Skills and Tools

1. In Microsoft Word, have students utilize AlphaSmarts/NeoSmarts to publish a final draft of a writing piece.
2. Using Inspiration software, have students create graphic organizers, expand writing topics, demonstrate knowledge, and complete research projects.
3. Using Microsoft PowerPoint, have students create a research-based presentation with graphics, text, and sound.
4. Using Graph Club Software, have students create several types of graphs, for example pictographs, pie graphs, line graphs and tables. Students can graph: daily weather, lunch count, class favorites, phases of the moon, sports, etc., and present the information orally or in writing.

B. Application of Productivity Tools

1. www.macmillanmh.com- Have students navigate the entirety of the site and complete related activities. For example, have students click on the link titled *What kinds of problems do friends have?* Read about the potential problems and come up with their own solutions before clicking on the Solutions link. Alternatively, have the students take the quiz under *What kind of friend are you?*
2. <http://www.madison.k12.wi.us/tnl/detectives/evaluation.htm> Students visit the following website to discuss how students can determine whether a website is credible or not. Students can also print evaluation forms to further assess website credibility. Complete several activities on the website.
3. <http://www.netsmartzkids.org/activities/index.htm> As a group, have students visit the Netsmartz website. Using the SmartBoard, have the students read about Internet safety and complete activities such as *Who's Your Friend on the Internet?*
4. <http://www.internet4classrooms.com> Teachers can use the following website for direct instruction, small group instruction or individual center work. Included are many Language Arts skills such as phonics, comprehension, sentence structure, grammar, and listening skills. The skills are categorized by standard.

INSTRUCTIONAL STRATEGIES

Direct Instruction

- Teacher presentations

- Mini-lessons
- Cooperative Learning (Interactive Instruction)
- Think-Pair-Share
 - Learning Centers
 - Shared Reading
 - Shared Writing
- Reciprocal Style Learning
- Experiential Learning
- Role-play (dramatization)
 - Games
 - Story telling

EVALUATION/ASSESSMENT OF STUDENTS

Formal Assessment

- Unit Assessments
- Weekly Assessments
- Weekly Quizzes (Quick Checks)
- Writing Prompts
- Writing Workshop
- Performance Checklists
- Running Records
- Rubrics
- Group Projects

Informal Assessment

- Journal Writing
- Graphic Organizers
- Retellings
- Writing Portfolio
- Cross-Curricular Workstation Activities
- Student Response
- Group Discussions
- Fluency Passages
- Teacher Observation
- Daily Student work
- Daily Language Activities

EVALUATION/ASSESSMENT OF CURRICULUM

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

RESOURCES/BIBLIOGRAPHY

Course Series: Treasures Macmillan/McGraw-Hill 2007 New York, NY

Teacher Supplements:

See *Theme Bibliography* in Treasures Teacher's Edition for various additional readings and resources

Technology Resources:

- www.macmillanmh.com – Reading Series website
- www.unitedstreaming.com – Educational Video resource
- Inspiration Software
- Microsoft PowerPoint
- Graph Club Software
- AlphaSmarts/NeoSmarts