

*Alaska State Standards/KGBSD Student Performance Objectives*

**Third Grade**

<i>State Standards Content/Performance</i>	<i>Student Performance Objectives</i>	<i>Extended Learning Options</i>	<i>Assessment</i>
<i>A. A student should be able to speak and write well for a variety of purposes and audiences.</i>	<i>Listening/Reading and Viewing</i>	<i>Options for students who have acquired basic language arts skills at grade level.</i>	<i>The Gates MacGinitie Reading Assessment is used as a post test measure for each student in the spring. Alaska State Benchmarks is administered.</i>

R1.2b Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension.	<b>I. Listening/Viewing</b> 1. Make and verify predictions as they continue to listen 2. Respond after listening and viewing by: retelling, restating, questioning, interpreting, discussing, comparing, summarizing  3. Listen to and follow up to three directions given orally in small and large groups	Accelerated Reader  Writing expansions  Plays  Battle of the Books  Reading buddy	Teacher observation  Basal Skills Assessment  Daily work products  Running record
R1.4b Restate information after reading a text.	4. Respond as they listen to stories and informational text 4.1 Attend to what is being read 4.2 Reflect on what is read and relate to personal experiences 4.3 Anticipate the flow of events 4.4 Ask and answer questions 4.5 Listen and respond to peers and adults 4.6 Restate information to confirm meaning 5. Respond to environmental sounds to maintain health, safety and order (e.g. teacher directions, bells, whistles, sirens) 6. Clarify meaning through interaction (e.g. reflecting, questioning, restating)	Trade Books at accelerated levels  Book reports with accelerated requirements and preparation for publication  Writing Communities  On-line resources such as Breadloaf contacts  Great Brain Projects  Readers Theatre	STAR  Accelerated Reader  Reading logs  Oral reading  San Diego Quick Assessment

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<p>R1.1a Distinguish, reproduce, and manipulate the sounds in words. R1.9 Express own opinions about texts.</p> <p>R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print.</p> <p>R1.4b Restate information after reading a text.</p>	<p>7. Recognize and respond to oral language used for different purposes (e.g. to inform, persuade, and entertain) 8. Listen without interrupting</p> <p><b>II. Speaking</b></p> <p>1. Use oral language to present information</p> <p>    1.1 Use oral language for different purposes and audiences(e.g. to inform, persuade, and entertain)     1.2 Use effective volume, eye contact, body language, pacing phrasing, pitch, and enunciation     1.3 Use examples and vocabulary appropriate to the topic and audience     1.4 Organize ideas sequentially or around major points of information</p> <p>2. Clarify ideas, express opinions, and ask relevant questions 3. Follow implicit rules for conversation (i.e. taking turns, staying on topic) 4. Tell and retell stories and events in sequential order 5. Paraphrase information from oral and written communication</p>		



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<p>W1.1c Write short stories or compositions with a beginning, middle, and end.</p> <p>W1.1b Write a paragraph with a topic sentence and supporting details.</p>	<p>4. Use a variety of sentence patterns to improve writing</p> <p>5. Write friendly letters, thank-you notes and envelopes</p> <p>6. Identify and write declarative, interrogative, imperative, and exclamatory sentences</p> <p>7. Write different paragraph (e.g. narrative, descriptive, persuasive, how-to article)</p> <p>8. Know and use paragraph conventions correctly (e.g. topic sentence, supporting details, one main idea, clincher sentence)</p> <p>9. Use transitional words for sequencing in a paragraph</p> <p>10. Write paragraphs with a beginning, middle and end</p> <p>11. Write short stories or composition w/beginning middle and end</p> <p><b>IV. Writing Process</b></p> <p><b>1. Pre-Write</b></p> <p>1.1 Select a topic</p> <p>1.2 Brainstorm ideas alone, with peers, and/or with adults</p> <p>1.3 Create drawings, story maps, or other graphic organizers</p> <p>1.4 Free write to generate ideas</p>	<p>Use a thesaurus to improve word choice</p> <p>Expanded Library Skills</p> <p>Posters</p>	<p>Alaska State Writing Rubric from Consortium</p>

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<p>W1.3a Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.</p> <p>W1.4a Revise writing for detail and clarity.</p>	<p>1.5 Use background knowledge and/or information books</p> <p><b>V. Drafting</b></p> <p>1. Create a working draft</p> <p>    1.1 Organize ideas on paper</p> <p>    1.2 Follow patterns from literature and apply techniques demonstrated by authors</p> <p><b>VI. Revise and Edit</b></p> <p>    6.1 Read draft to check for meaning</p> <p>    6.2 Add, delete, and rearrange words, sentences, and details to clarify meaning</p> <p>    6.3 Use paragraphs to develop separate ideas</p> <p>    6.4 Recognize clarity in paragraphs</p> <p>    6.5 Use a variety of rating guides including rubrics and scoring guides</p> <p>    6.6 Revise text with assistance</p> <p>    6.7 Use technology when available and appropriate</p> <p>    6.8 Begin self-edits for spelling, punctuation, capitalization, grammar, handwriting and complete sentences</p> <p>    6.9 Demonstrate competence with peer editing techniques</p>		



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W1.3a Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work.	<p><b>IX. Language Conventions</b>  <b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Identify subjects and predicates in sentences</li> <li>2. Identify nouns and noun uses               <ol style="list-style-type: none"> <li>2.1 Common and proper</li> <li>2.2 Definition</li> <li>2.3 Singular, plural</li> </ol> </li> <li>3. Identify and use pronouns Correctly               <ol style="list-style-type: none"> <li>3.1 Singular and plural</li> <li>3.2 As simple subjects</li> <li>3.3 Definition</li> <li>3.4 Possessive pronouns</li> </ol> </li> <li>4. Identify and use verbs correctly               <ol style="list-style-type: none"> <li>4.1 Action verbs</li> <li>4.2 Linking verbs</li> <li>4.3 Be verbs</li> <li>4.4 Definition</li> <li>4.5 Helping and main verbs</li> <li>4.6 Tenses</li> <li>4.7 Irregular verbs</li> <li>4.8 Simple predicates</li> </ol> </li> <li>5. Identify and use adjectives in writing               <ol style="list-style-type: none"> <li>5.1 Definition</li> <li>5.2 Articles</li> <li>5.3 Comparative and superlative</li> </ol> </li> </ol>		

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W1.1a Write complete sentences with a subject and a predicate.	5.4 Answers questions which, what kind of, how many  6. Identify and use adverbs (introductory) 6.1 Definition 6.2 Answers questions how, when and where 6.3 End in "ly"  7. Apply grammar skills to writing  <b>X. Usage</b> 1. Demonstrate correct usage of subject/verb agreement and verb tense 2. Recognize proper/improper use of double negatives 3. Identify correct use of subject and object pronoun (introductory) 4. Identify and use "a" and "an" articles 5. Know degrees of comparison (positive, comparative and superlative) 6. Use the correct form of irregular Verbs  <b>XI. Mechanics</b> 1. Use quotation marks to indicate speech	Independent projects  Use of technology to enrich academic learning  Expanding reading groups and discussions moving further on Bloom's Taxonomy  Research access on internet	

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<p>* Reference to spelling from emergent handout.</p>	<p>2. Use apostrophes to indicate possession and contraction            3. Use common abbreviations (e.g. Mr. And Mrs., months and dates)            4. Choose end punctuation to fit the sentence purpose            5. Apply the conventions of capitalization                5.1 Sentence beginnings                5.2 Proper nouns                5.3 Titles            6. Identify and form plural forms correctly</p> <p><b>XII. Spelling</b>            1. Build a spelling vocabulary for writing                1.1 Spell an increasing number of high frequency words correctly                1.2 Use spelling patterns to spell new words (e.g. word families, syllabication, letter combinations)                1.3 Approximate and confirm the spelling of unknown words                1.4 Use spelling resources (e.g. word lists, dictionaries, charts, peers, technological resources, adults)                1.5 Identify and correct misspelled words using available resources which include frequently misspelled word lists and personal</p>		<p>* Weekly Spelling Assessment</p>

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	spelling lists 1.6 Spell content words correctly  2. Use spelling strategies which Include resources such as: 2.1 Dictionary 2.2 Word lists 2.3 Charts 2.4 Peers 2.5 Adults 2.6 Best guess 2.7 Mnemonic devices 2.8 Word shapes 2.9 Letter patterns  3. Use suffixes, prefixes, roots to develop meaning and spelling 4. Use contraction rules recognize and form simple abbreviations 5. Recognize misspelled words from a group of correctly spelled words 6. Recognize a correctly spelled word from a group of misspelled words 7. Apply basic spelling rules  <b>XIII. Handwriting</b> 1. From letters correctly in cursive 2. Write legibly in cursive		