

Jemez Valley Public Schools
THIRD GRADE LANGUAGE ARTS • CONTENT MAP

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand I: Reading and Listening for Comprehension Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
<p>Interact with text before, during and after reading by previewing text and setting a purpose for reading.</p> <p>Interact with text by making connections between text and self.</p> <p>Interact with text by making predictions based on pre-reading strategies.</p> <p>Employ active listening skills.</p> <p>Increase vocabulary through reading, listening, and interacting.</p> <p>Apply phonics and structural analysis to decode words (less common vowel patterns, syllable breaks).</p> <p>Interact with text by asking questions.</p> <p>Interact with text by making connections between text and world.</p> <p>Apply context clues to decode unknown words.</p> <p>Use a variety of strategies to comprehend text (re-read, read ahead, ask for help, adjust reading speed, question).</p> <p>Identify examples of fiction and non-fiction</p>	<p>Locate information for a specific purpose.</p> <p>Interact with text by making connections text to text.</p> <p>Use reference materials (glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words.</p> <p>Summarize main ideas, paraphrase and retell from written or spoken text succinctly.</p> <p>Interact with text by using story structure and text organization to comprehend.</p> <p>Use encyclopedias, dictionaries, and electronic resources to gather information.</p>	<p>Gather support for an idea by referencing the text.</p> <p>Make predictions based on generalizations drawing conclusions and referencing the text.</p> <p>Explain choice of reading materials congruent with a purpose (solving problems, making decisions).</p> <p>Draw conclusions and make generalizations by referencing the text.</p> <p>Use word identification strategies appropriately and automatically when encountering words (graphophonic, syntactic, semantic).</p>	<p>Participate in creative interpretations.</p> <p>Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (fix-up strategies).</p>

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Strand II: Writing and Speaking for Expression Standard: Students will communicate effectively through speaking and writing.			

<p>Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (learning logs, simple narratives) (year long).</p> <p>Use strategies for spelling (sound patterns, visual patterns, silent letters).</p> <p>Use correct capitalization and punctuation.</p> <p>Read text aloud with fluency and comprehension. □□Use correct subject/verb agreement. □□Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. □□Create readable documents with legible handwriting. □□Write stories and essay that show an awareness of an intended audience and purpose. □□Use underlining, quotation marks, or italics to identify titles of documents.</p>	<p>Sustain conversation on a topic.</p> <p>Answer open-ended questions.</p> <p>Compose two or more paragraphs with topic sentences, supporting details, logical sequence.</p> <p>Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p> <p>Compose letters.</p> <p>Suggest and implement reflection and revision on target elements by combining short, related sentences.</p> <p>Present information in a logical manner with a clear main point.</p> <p>Write compositions that have few significant errors in coordinating conjunctions.</p> <p>Proofread own writing for spelling and edit (with assistance) for language conventions and format.</p> <p>Create and deliver recitations and presentations about familiar experiences or interest that are organized around a coherent statement.</p> <p>Write compositions that have few significant errors in use of pronouns, adjectives, adverbial forms.</p> <p>Suggest and implement reflection and revision by adding descriptive words and phrases.</p>	<p>Demonstrate a command of standard English when speaking.</p> <p>Write compositions that have few significant grammatical errors.</p> <p>Compose short reports.</p> <p>Explain own learning.</p> <p>Suggest and implement reflection and revision by sequencing events and ideas.</p> <p>Suggest and implement reflection and revision by strengthening word choice and clarifying ideas.</p> <p>Begin to incorporate literary words and language patterns in writing (elaborate descriptions, use figurative wording).</p>	<p>Combine information from multiple sources, using technology as a tool, in writing reports and stories.</p> <p>Produce a variety of written compositions using descriptive and expository writing.</p>
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Strand III: Literature and Media			
Standard: Students will use literature and media to develop an understanding of people, societies, and the self.			
<p>Use language and media to make connections between own experiences and the experiences of others (local stories, stories about local culture and history).</p> <p>Read and create a variety of written responses to fictional text (short stories, novels, fantasies, fairy tales, and fables) (all year).</p> <p>Relate plots, settings and characters to own experiences and ideas. <input type="checkbox"/> <input type="checkbox"/> Identify different genres.</p>	<p>Participate in dramatizations in response to a variety of literature and media.</p> <p>Consider characters' points of view.</p> <p>Consider the differences among genres.</p> <p>Read and create a variety of non-fictional text (biographies, letters, articles, essays).</p>	<p>Participate in individual presentations in response to a variety of literature and media.</p> <p>Identify and discuss similarities and differences in events and characters across examples of literature and media.</p> <p>Make inferences and draw conclusions about characters and events.</p> <p>Create poetry passages.</p>	<p>Create and participate in individual presentations in response to a variety of literature and media.</p> <p>Create drama (skits and plays).</p> <p>Make informed judgments about the purpose of media productions.</p>