Grade Three
Reading
Literacy/Integrated Language Arts

National Standard for English/Language Arts: (attached)
- Standard # 1 • Standard # 2 • Standard # 3 • Standard # 7 • Standard # 12

New Jersey Core Curriculum Content Standard (NJCCCS):

(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.

Diocesan Standard (Expectation):

All students will demonstrate proficiency in decoding sounds, letters and words in written English in order to become independent and fluent readers in a variety of literary sources.

Receptive Process:

Includes decoding, comprehension, vocabulary, study skills, predicting outcomes, formulating questions, responding creatively and accomplishing goals based on rubrics.

Content Outcome: *Develop and apply decoding strategies consistently.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
- Follow a rubric while reading a selection - Identify the strategies used to increase understanding - Create a jump rope rhyme	- List unfamiliar words - Model the use of a dictionary, glossary or thesaurus - Investigate vowel sounds and spelling patterns orally - Use various contextual clues to decode unknown words

Content Outcome: *Develop and apply vocabulary strategies consistently.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Act out definitions while peers try to determine word • Create sentences stressing opposite relationships • Make story maps	• Form vocabulary committees • Draw pictures in a reading notebook showing relationships • Identify synonyms, antonyms and homophones • Use context clues to identify unknown words • Discuss the effect of affixes

Content Outcome: *Develop comprehension strategies.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Compose questions about the story • Identify and draw main events sequentially • Seek specific information from literature or dramatization • Answer inferential questions	• Model development of a semantic web • Self-question to predict and evaluate • Encourage book talks and literature circles • Identify main events in a story

Content Outcome: *Identify literary elements.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Work independently at *idiom center* • Apply a specific literary device in own writing • Find examples of plot in literature • Make story maps • Design a diorama that reveals understanding of plot	• Practice drawing literal pictures for an idiom (*idiom center)* • Compose sentences describing actual meaning • Choose a picture book read-aloud that uses an element • Identify plot, setting, mood and characters

Content Outcome: *Extend understanding and appreciate author's purpose and style.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Identify author's purpose in a given piece of writing • Make a chart presenting details and explaining the author's message • Create dioramas • Present independent oral book reports	• Read several books by an author and discuss similarities and differences • Model identification of author's viewpoint revealing what the author thinks or feels • Create discussion groups • Identify author's purpose

OVERALL OUTCOMES: Process *Follow the reading process based on models.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Construct own Venn diagram for a story • Participate in buddy reading with a partner • Follow a rubric to use a center independently	• Compare similarities and differences by creating a Venn diagram in a group • Explain the use of independent activities or centers • Model fluency and expression in oral reading

OVERALL OUTCOMES: Assessment *Develop and extend use of self-monitoring strategies for self-assessment.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Write reflections in a journal • Predict endings to a story • Add to a K-W-L chart	• Make predictions, evaluate text and revise predictions • Model the value of K-W-L charts and graphic organizers to improve understanding

OVERALL OUTCOMES: **Affective Development** *Identify and understand student self-awareness strategies within the reading process.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Use journal entries to expand knowledge • Identify unanswered questions • Suggest a possible way to find an answer to a question	• Write group questions to enhance reading comprehension • Investigate ways to seek answers to questions • Discuss information to be included in a reading journal

OVERALL OUTCOMES: **Technology Literacy** *Develop and identify the varied purposes of technology in reading.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Compare the same story using two different media • Present results of Internet research	• Examine the same story through various media (book, cassette, video, CD-ROM) • Research stories, authors and settings on the Internet

OVERALL OUTCOMES: **Ethnic Diversity** *Identify and understand why there are diverse cultures in the community.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Compare similar stories from different cultures • Tell the cultural background of a story • Relate an ethnic fable or myth	• Compare and contrast cultures using Venn diagram • Discuss books by authors from various cultural backgrounds • Read myths and fables from other countries

Grade Three
Writing
Literacy/Integrated Language Arts

National Standard for English/Language Arts: (attached)
- Standard # 5
- Standard # 6
- Standard # 12

New Jersey Core Curriculum Content Standard (NJCCCS):

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

Diocesan Standard (Expectation):

All students will demonstrate proficiency in writing across the curriculum in all disciplines, with clarity, organization and structure including the ability to address a wide variety of publics.

Expressive Language:

Includes pre-writing, drafting, revising, editing (grammar and spelling/vocabulary) publishing (handwriting), defining purpose, organizing ideas, applying skills, oral communication, reflecting and accomplishing goals based on rubrics.

Content Outcome: *Prewriting strategies*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
- Create a web - Explain why a writing topic was selected - Present a topic sentence	- Make a list of writing topics - Organize questions into story webs - Reflect on how to choose a writing topic - Use journals to extend ideas

Content Outcome: *Drafting strategies*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Interview someone using the five W's (who, what, where, when, why, how) • Identify the five W's in a newspaper paragraph • Write a paragraph based on the five W's	• Determine key words to extend a story starter • Model writing a paragraph with a strong topic sentence, several details, and a conclusion • Use the five W's to gather story basics

Content Outcome: *Revision strategies*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Present a revised story or poem • Follow a rubric for revision	• Discuss steps for revising a rough draft • Collaborate with peers • Practice using the dictionary, thesaurus and word wall • Explain how to ask questions about content and language to revise

Content Outcome: *Editing strategies*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Show use of proofreading marks in a rough draft • Edit a piece of writing	• Practice using proofreading marks • Play *Be the Editor* with a peer

Content Outcome: *Publishing strategies*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Use story rubric to assess writing • Publish a class news report based on the five W's • Explain the format of a published piece	• Exchange ideas in preparation for publication including the five W's • Teach correct format for a written or typed publication

OVERALL OUTCOME: Process *Follow the writing process based on models.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Identify a genre and present a piece of writing • Choose examples of the steps in the writing process for a portfolio • Submit published work with proof of all of the steps	• Practice the format for news writing, poetry and story writing • Read a variety of genre • Play a game to identify the steps in the writing process

OVERALL OUTCOME: Assessment *Apply self-assessment through the writing process.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Use a self-checklist for content and grammar • Demonstrate facility in following a rubric	• Extend writing in a journal • Model use of a checklist for content and grammar • Teach simple steps for designing rubrics

OVERALL OUTCOME: **Affective Development** *Develop and maintain a positive environment which inspires students to express individuality through writing.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Choose a specific genre for a written presentation • Include a variety of forms of writing in a portfolio	• Encourage independent thoughts • Choose a point of view or opinion in own work • Allow flexibility in topic choices • Present a variety of writing genre such as narrative, descriptive, poetic and persuasive

OVERALL OUTCOME: **Technology Literacy** *Begin to research topics to include in the writing process.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Use a creative format to present a piece of research (wax museum, puppets, skit) • Present a memoir • Create a family tree	• Share personal experiences • Describe the use of a computer or other resources to research people, places and events • Discuss the qualities of a published copy

OVERALL OUTCOME: **Ethnic Diversity** *Incorporate in the writing process the concepts about culturally diverse groups.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Create paragraphs about ethnic topics • Write a letter to a pen pal based on a particular culture • Compose a letter to a government official about a culturally diverse situation	• Encourage students to research own cultures and others around the world • Develop paragraphs about ethnic topics • Write a group letter to a pretend or authentic pen pal asking questions and showing information about that culture

Grade Three
Listening
Literacy/Integrated Language Arts

National Standard for English/Language Arts: (attached)
- Standard # 8 • Standard # 10 • Standard # 11

New Jersey Core Curriculum Content Standard (NJCCCS):
(3.4 Listening) All students will listen actively to information from a variety of sources in a variety of situations.

Diocesan Standard (Expectation):
All students will demonstrate appropriate listening skills to enhance learning through the receptive process.

Receptive Process:
Includes decoding, comprehension, vocabulary, study skills, predicting outcomes, formulating questions, responding creatively and accomplishing goals based on rubrics.

Content Outcome: *Set a purpose for listening.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Repeat directions back to teacher or to another child • Follow specific directions • Share information heard in a story or discussion • Draw a scene or character from a story	• Give oral directions • Identify author's purpose • Define purpose for listening • Motivate children by relating to experiences • Tell a story that relates to a discussion • Use a K-W-L chart

Content Outcome: *Activate prior knowledge.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Share information gathered on a picture walk • Draw what was heard on a tape or gathered from the Internet	• Ask for personal experiences • Provide questions for group to answer together • Take a picture walk • Preview, predict or use K-W-L • Use the Internet to gather information about a topic • Remind students about listening attentively

Content Outcome: *Display readiness for listening.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Role play a good speaker and good listener • Share ideas from notes that were recorded • Draw a picture about a poem that was heard • Retell a poem or story	• Review ideas for listening • Teach note-taking to remember information • Explain *Give Me Five* (hands, feet, mouth still, eyes and ears open) • Share poetry

Content Outcome: *Receive and attend to the message.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Design a rubric for following directions • Use body language as a multiple intelligence choice for communicating positive information • Present a word in pantomime	• Focus on speaker, tape, film or story • Do activities that show noting details

Content Outcome: *Assign meaning to the message.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Self-question about a character or story • Form meaningful sentences with new words • Listen to an explanation and share an opinion	• Think of questions related to the topic • Ask comprehension questions in a literature circle discussion • Use a Venn diagram to compare and contrast

Content Outcome: *Respond to the message.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Use a rubric for discussion groups • Create a poster or song to show understanding • Draw a picture in sequence of what is heard	• Engage in small group discussions • Play a game that stresses following directions in sequence • Verbalize directions for an assignment

Content Outcome: *Develop comprehension-monitoring strategies.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Switch places with other views and write that argument or debate • Ask specific questions pertaining to activities • Express opinion about something that was read	• Identify main idea, topic sentence • Determine author's purpose • Summarize, sequence and use time order words • Allow all viewpoints to be expressed • Encourage acceptance and understanding of views • Read aloud for enjoyment • Listen to cassette or video for information

Content Outcome: *Extend the message.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Listen to ideas of others and observe for a rubric • Change a story ending • Present a *what if* about a story or character	• Identify emotions • Share personal feelings and experiences • Encourage questions and answers in a group discussion

OVERALL OUTCOME: Process *Follow the listening process based on models.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Plan a rubric for a checklist and self-assessment • Create an out-of-sequence story on puzzle pieces • Put a puzzle together in the right sequence	• Model the listening process • Participate in a story sequencing • Listen to gather information while interviewing another person.

OVERALL OUTCOME: Assessment *Distinguish and apply self-monitoring strategies for listening.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Design a rubric to check own work • Role play various styles of listening	• Brainstorm ways to be a listener • List positive aspects of listening • Compare negative aspects of listening

OVERALL OUTCOME: Affective Development *Create an environment that encourages, respects and enables the individual to learn and to grow in the listening process appropriate to the needs of the student.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Plan ways to work together and to help each other with problems • Demonstrate original creative responses rather than copying a model • Role play	• Work on activities in groups • Use listening centers with listening theme • Encourage choices for assignments, seating and materials

OVERALL OUTCOME: Technology Literacy *Develop and identify the varied purposes of technology in listening.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Complete a task as directions state • Present a PowerPoint project about listening • Create report covers based on what was heard	• Follow oral directions on a computer • Listen to a selection without video • Use headphones to listen to author sites

OVERALL OUTCOME: Ethnic Diversity *Understand and respect diversity in any community through the listening process.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Listen to others' ideas and plan a critique • Design a chart or diagram to explain diversity in the community	• Encourage all viewpoints • Show ways of respecting all opinions • Compare and contrast different communities • Explain and maintain buddy grouping • Discuss dialects, cultures, ethnic groups, geographic regions, social roles and historical times

Grade Three
Speaking
Literacy/Integrated Language Arts

National Standard for English/Language Arts: (attached)
- Standard # 4 • Standard # 11 • Standard # 12

New Jersey Core Curriculum Content Standard (NJCCCS):
   (3.3 Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Diocesan Standard (Expectation):
   All students will demonstrate effective speaking processes at the appropriate level of development including the ability to address a wide variety of publics.

Expressive Language:
Includes defining purpose, organizing ideas, applying skills, oral communication, reflecting, and accomplishing goals based on rubrics.

Content Outcome: *Observe models of authentic and purposeful oral language.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
- Summarize stories - Present skits - Follow guidelines to *introduce* a character or stuffed animal to the group	- Listen to stories and discuss dialogue - Establish guidelines for public speaking - Role play making introductions

Content Outcome: *Identify audience and purpose.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Present stories using different voices for different characters • State audience and purpose for a presentation	• Model changing voice for different characters • Work in small groups to tell a story using different voices for characters and participate in a discussion with guided questions • Discuss who, what, where, when, why, and to whom you are delivering a message

Content Outcome: *Access and organize information for speaking.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Plan and present a speech • Use an outline	• Listen to famous speeches • Discuss parts of a speech • Use the Internet to gather information • Practice note taking, noting details and developing an outline

Content Outcome: *Develop effective use of visual display.*

ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Create an overhead transparency to accompany a presentation • Teach a lesson to another student using visual aids	• Draw pictures to accompany material presented by the teacher • Present models of effective projects

Content Outcome: *Deliver a message effectively.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Persuade peers about a given topic • Share viewpoints about a specific topic • Present a fable dramatically	• Listen to and discuss stories with a moral • Discuss and practice persuasive writing • Practice presenting information to small groups • Talk about the impact of viewpoint on message delivery

Content Outcome: *Apply self-regulating and self-correcting procedures to speaking.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Participate in student-teacher or peer conferences • Use audio or video to record message and self-correct using a rubric	• Discuss effective speaking strategies • Role play student-teacher or peer conferences

Content Outcome: *Respond creatively and critically.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Give and receive responses to presentations by peers • Use a rubric to assess a presentation • Present effective arguments for and against a topic	• Practice responding to presentations • Model the process to create a rubric • Discuss debate techniques

OVERALL OUTCOME: **Process** *Follow the speaking process based on models.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Give verbal instructions for peers to follow • Use a rubric based on speaking elements	• Design charts • Create webs and discuss formats

OVERALL OUTCOME: **Assessment** *Review the effectiveness of the speaking opportunity through self-assessment strategies.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Use tape recorder and rubric to self-assess • Show qualities of a good speaker through chart, speech or TV ad	• Model various speaking elements • Practice critiquing

OVERALL OUTCOME: **Affective Development** *Develop and maintain a positive environment that inspires students to express individuality through speaking.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Participate in a peer conference • Give positive reinforcement and constructive feedback	• Develop rules or suggestions for peer conferences collectively • Demonstrate creativity in self expression

OVERALL OUTCOME: **Technology Literacy** *Develop and identify the varied purposes of technology in speaking.*	
ASSESSMENT STRATEGIES	**INSTRUCTIONAL STRATEGIES**
• Prepare and give a slide show presentation • Develop a short PowerPoint presentation	• Model a slide show presentation • Demonstrate steps for a PowerPoint presentation

OVERALL OUTCOME: **Ethnic Diversity** *Incorporate concepts about cultural diversity among groups in the speaking process.*	
ASSESSMENT STRATEGIES	INSTRUCTIONAL STRATEGIES
• Celebrate a culture day • Compare a culturally diverse character with self	• Introduce similarities and differences in personal backgrounds • Search for cultural diversity in a piece of literature