

**Grade Three**  
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**Instructional Reading Goals and Objectives**

The third grade students will learn, practice, and apply strategies associated with a total English Language Arts program focused on preparing literate, independent, self-motivated, critical thinkers who take responsibility for their own learning. Students will be engaged in reading and responding to a variety of literature using both literal and critical comprehension skills. Students will communicate orally in large and small group settings. The students will interact with and respond to text and technology in purposeful situations across the curriculum. Proficiency in reading, writing, listening, speaking, and research skills will foster an appreciation for literature and will allow students to make connections between their experience and the academic disciplines.

**Reading Comprehension**

**3.11, 2, 4, 5, 6, 7, 8** given descriptive words and other specific vocabulary, identify synonyms, antonyms, homonyms, and word meaning **Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts**

**3.21, 2, 4** listen to a story, draw conclusions regarding the source of information, characters, events, setting, and purpose **Appetizers 2 D; 5 A; 6 B; Main Dish Objective 2 D (Setting of a Story); Objective 5 A (Feelings/Emotions); Objective 6 B (Author's Point of View); Desserts**

**3.31, 2** use story content and prior knowledge to make predictions **Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts**

**3.44** determine titles for narratives, paragraphs, stories, and student writing **Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea); Desserts**

**3.51, 2, 4** given a dictated paragraph or set of directions, identify stated details **Appetizers 2 C; Main Dish Objective 2 C (Written Directions); Desserts**

**3.61, 2, 4** given a dictated paragraph, determine the main idea **Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea); Desserts**

**3.7** given a dictated story, paraphrase, summarize, ask questions, make inferences, and identify author's opinion **Appetizers 3 B; 6 B; Main Dish Objective 3 B (Summarization); Objective 6 B (Author's Point of View); Desserts**

**3.8<sup>1, 2, 4</sup>** recognize the sequence of events in a story or a set of directions **Appetizers 2 B and C; Main Dish Objective 2 B (Sequential Order); Objective 2 C (Written Directions); Desserts**

**3.9** use graphic organizers and visualization techniques to determine meaning **Appetizers 3 C; Main Dish Objective 3 A (Stated Main Idea); Desserts**

**3.10** listen to a variety of literary forms

**3.11** after differentiating between active listening and hearing, demonstrate appropriate listening and speaking behaviors (e.g., utilizing communication technologies) **Selected activities throughout Objectives 1-6**

**3.12** given a speaking assignment, determine audience and purpose of presentation (e.g., persuade, entertain, inform) **Appetizers 6 B; Main Dish Objective 6 B (Author's Point of View); Desserts**

**3.13** given a topic, present information orally using specific vocabulary **Selected activities throughout Objectives 1-6**

**3.14** make an oral presentation using appropriate volume, pitch, and rate of speech

### **Reading Comprehension**

**3.15<sup>1, 2, 4, 5, 6, 7, 8, 9, 10, 11</sup>** read literary works by national and international authors to include, but not limited to: legend, folk tales, and non-fiction **Novel Dish Series**

**3.16<sup>K, 1, 2, 4, 5, 6, 7, 8, 9, 10, 11</sup>** identify explicitly stated information including, but not limited to: story elements (e.g., setting, characters, plot), a set of directions, and functional reading (e.g., invitations, bulletins) **Appetizers 2 C and D; 5 A; Main Dish Objective 2 C (Written Directions); Objective 2 D (Setting of a Story); Objective 5 A (Feelings/Emotions); Desserts**

**3.17<sup>K, 1, 2, 4, 9, 10, 11</sup>** determine sequence (e.g., events in a story, set of directions, and/or a missing item) **Appetizers 2 B and C; Main Dish Objective 2 B (Sequential Order); Objective 2 C (Written Directions); Novel Dish Series; Desserts**

**3.18<sup>2, 4, 5, 7, 8, 9, 10, 11</sup>** use context clues to determine word meaning **Appetizers 1 A, B, and C; Main Dish Objective 1 A (Prefixes/Suffixes); Objective 1 B (Context Clues); Objective 1 C (Specialized/Technical Terms); Desserts**

**3.19<sup>K, 1, 2, 4, 5, 6, 7, 8, 9, 10, 11</sup>** recognize characteristics of a fictional and non-fictional story **Library Skills**

**3.20K, 2, 4, 5, 6, 7, 8, 9, 11** draw conclusions regarding character (e.g., feelings, moods, traits, motives, point of view) **Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Desserts**

**3.21K, 1, 2, 4, 5, 6, 7, 8, 9, 10, 11** draw conclusions about a sequence of activities in an announcement or advertisement **Appetizers 2 B; Main Dish Objective 2 B (Sequential Order); Desserts**

**3.22, 11** draw conclusions regarding the identity of certain objectives when specific details are given **Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts**

**3.23, 6, 7, 8, 9, 10, 11** compare and contrast in order to draw conclusions regarding a story **Appetizers 6 C; Main Dish Objective 6 C (Compare/Contrast); Desserts**

**3.24K, 2, 4, 9** make predictions based on prior knowledge and story information **Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts**

**3.25, 2, 4** determine an appropriate title for a reading selection or a story

**3.26, 2, 4, 5, 8, 9, 10** identify theme, main idea, and author's purpose in a selection when it is not explicitly stated **Appetizers 3 A; 6 B; Main Dish Objective 3 A (Stated Main Idea); Objective 6 B (Author's Point of View); Desserts**

**3.27** paraphrase, summarize, compose questions, and make inferences about material read **Appetizers 3 B; Main Dish Objective 3 B (Summarization); Desserts**

**3.28, 2, 5, 6, 9** recognize other resources where additional information on a specific topic can be located (e.g., dictionary, encyclopedia) **Library Skills**

**3.29, 2, 5, 6, 9** identify possible sources of functional information (e.g., where would such information probably appear) **Library Skills**

**3.30** identify cause and effect related to a given event (e.g., what happened and why) **Appetizers 4 A; Main Dish Objective 4 A (Cause/Effect); Desserts**

**3.31** make generalizations regarding story elements **Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Desserts**

**3.32** recognize figurative language (e.g., similes, metaphors, and idioms)

**3.33** choose and respond to a variety of reading material for pleasure and information

**3.34** experience content through imagery (visualizing)

## Reading Vocabulary

3.352, 4, 5, 6, 7, 8, 9, 10, 11 recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words presented in isolation or within a group of words **Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts**

3.362, 5, 6, 7, 8, 9, 10, 11 recognize the correct meaning of a word with multiple meanings when presented in text **Appetizers 1 C; Main Dish Objective 1 C (Specialized/Technical Terms); Desserts**

3.37K, 2, 4, 5, 6, 7, 8, 9, 10, 11 apply structural analysis and context clues to decode and encode words **Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts**

3.38 identify and use content area vocabulary **Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts**

3.39 given a variety of reading material, increase the number of recognized words presented in text

## Study Skills

3.744, 5, 6, 7 identify and use sources for different types of information (e.g., dictionary, encyclopedia, newspapers, card catalog) **Library Skills**

3.754, 5, 6, 7, 8, 9, 10, 11 recognize and use dictionary skills (e.g., word meaning, guide words, the pronunciation guide, syllabication, alphabetical order) **Library Skills**

3.768 organize and classify information (e.g., headings, categories, sorting) **Library Skills**

3.77 use graphic sources to interpret and organize information (e.g., tables, graphs, diagrams, maps, time lines)

3.78 acquire organizational skills to manage school materials, time on task, and information to be studied

3.79 follow written directions with multiple steps **Appetizers 2 C; Main Dish Objective 2 C (Written Directions); Desserts**

3.80 practice and use test-taking strategies (e.g., read directions carefully, read for key words, budget your time, read all choices) **Appetizers in all objectives, Testing Passages in all objectives**

**3.81** identify and use parts of a book (e.g., glossary, index, title page, table of contents)  
**Library Skills**

**3.82** use a library and its reference sources (e.g., card catalog, computer listing, electronic retrieval systems) **Library Skills**