

**COMMUNITY UNIT SCHOOL DISTRICT 200  
ESSENTIAL LEARNINGS- READING/GIFTED PROGRAM  
GRADE 3**

**THIRD GRADE**

**1. Subject expectation (State Goal 1)**                      **The student will read with understanding and fluency at the appropriate level of challenge.**

**Essential Learning 1 (Learning Standard A)**                      **Apply word analysis to comprehend selections**

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| Critical Content | 1.A. 2a     | <p><b>a. read and comprehend unfamiliar words using</b></p> <ul style="list-style-type: none"> <li>• root words</li> <li>• word patterns</li> <li>• synonyms</li> <li>• antonyms</li> <li>• homonyms</li> <li>• word origins</li> <li>• derivations</li> <li>• prefixes</li> <li>• suffixes</li> <li>• contractions</li> <li>• compound words</li> </ul> |
|                  | 1.A. 2b     | <p><b>b. clarify word meaning using</b></p> <ul style="list-style-type: none"> <li>• prior knowledge</li> <li>• context clues</li> </ul>   |
|                  | *<br>1.B.2c | <p><b>c. apply skills to decode multi-syllabic words</b></p> <p><b>d. apply fix-up strategies, <i>such as</i></b></p> <ul style="list-style-type: none"> <li>• self-correction</li> <li>• reading ahead</li> <li>• word within a word</li> </ul>   |

**Essential Learning 2**                      **Apply vocabulary skills to comprehend selections**

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| Critical Content | 1.A.2b | <p><b>a. use a variety of strategies to acquire new vocabulary, including</b></p> <ul style="list-style-type: none"> <li>• context clues</li> <li>• pictures clues</li> <li>• phonics skills</li> </ul>                                     |
|                  | 1.A.2b | <p><b>b. clarify word meaning by using</b></p> <ul style="list-style-type: none"> <li>• glossaries</li> <li>• newspapers</li> <li>• interviews</li> <li>• dictionaries</li> <li>• thesauruses</li> <li>• technological resources</li> </ul> |

**Essential Learning 3  
(Learning Standard B)**

**Develop and monitor skills to read fluently, both orally and silently**

- Critical Content**
- 1.B.2c**
- a. **continuously check and clarify for understanding, reading silently and orally**
- **read**
  - **reread**
  - **read aloud**
  - **read ahead**
  - **use visual and context clues**
  - **ask questions**
  - **retell**
  - **clarify terminology**
  - **seek additional information**
- 1.B.2d**
- b. **read with fluency and accuracy**
- **use appropriate pacing**
  - **develop intonation and expression while reading aloud**
  - **read text aloud with accuracy**

**THIRD GRADE**

**2. Subject expectation  
(State Goal 2)**

**The student will read and comprehend literary works to develop an appreciation for and an understanding of diverse human experiences, cultures, eras and ideas.**

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| <b>Essential Learning 1*</b> | <b>Develop critical thinking on given issues in diverse human experiences, cultures, eras, fine arts and ideas</b> |
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| <b>Critical Content</b> | * | <b>a. define a problem, given ill-structured, complex or technical information</b>   |
|                         | * | <b>b. examine multiple perspectives</b>  |
|                         | * | <b>c. explore assumptions behind a line of reasoning in oral or written form</b>   |
|                         | * | <b>d. provide evidence and data to support a claim, issue, or thesis statement</b>   |
|                         | * | <b>e. develop a vocabulary for thinking, including</b>   |
|                         |   | <ul style="list-style-type: none"><li>• <b>knowledge</b></li><li>• <b>comprehension</b></li><li>• <b>application</b></li><li>• <b>analysis</b></li><li>• <b>synthesis</b></li><li>• <b>evaluation</b></li><li>• <b>assumption (logic)</b></li><li>• <b>evidence</b></li><li>• <b>implicit meaning</b></li><li>• <b>explicit meaning</b></li><li>• <b>conclusion</b></li><li>• <b>reasoning</b></li></ul> |

**Essential Learning 2  
(Learning Standard A)**

**Understand how fictional literary elements and techniques  
are used to convey meaning**

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| <b>Critical Content</b> | 1.C.2a  | a. recognize, apply and verbalize reading comprehension strategies |
|                         | 1.C.2b  |  |
|                         | 1.C.2d  |  |
|                         | *   |  |
|                         | *   |  |
|                         | 2.A.3d  |  |
|                         | *   |  |
|                         | 1.C.3e  |  |
|                         | 2.A.2a  |  |
|                         | 2.A.2b  |  |
| 1.C.2b                  |   |  |
| 2.A.2c                  |   |  |
|                         | b. identify author's purpose and viewpoint in writing a given text  |  |
|                         | c. explain how authors and illustrators use text and art to express their ideas                                       |  |
|                         | d. identify elements and techniques in literary works, including  |  |
|                         | • characterization  |  |
|                         | • narration   |  |
|                         | • dialogue  |  |
|                         | • figurative language   |  |
|                         | – metaphor  |  |
|                         | – simile  |  |
|                         | – hyperbole   |  |
|                         | • foreshadowing   |  |
|                         | e. recognize and analyze the basic elements of a fiction story  |  |
|                         | • character   |  |
|                         | • setting   |  |
|                         | • plot  |  |
|                         | • subplot   |  |
|                         | • problem   |  |
|                         | • point of view   |  |
|                         | f. determine the implicit and explicit meaning in a story including   |  |
|                         | • making inferences about character traits  |  |
|                         | • predicting how the story might be different if the author changed the setting, dialect, point of view or vocabulary |  |
|                         | g. identify definitive features of various literary works <i>such as</i>  |  |
|                         | • biographical fiction  |  |
|                         | • drama   |  |
|                         | • fantasy   |  |
|                         | • historical fiction  |  |
|                         | • mystery   |  |
|                         | • realistic fiction (short stories and novels)  |  |

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| <b>Essential Learning 3<br/>(Learning Standard A)</b> | <b>Understand how non-fiction elements and techniques are used to convey meaning</b> |
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| <b>Critical Content</b> | 1.C.2a   | <b>a. develop and use reading comprehension strategies to</b> <ul style="list-style-type: none"> <li>• paraphrase thoughts</li> <li>• summarize ideas</li> <li>• extend ideas beyond the text</li> <li>• think aloud</li> <li>• visualize</li> <li>• question</li> <li>• predict</li> </ul> |
|                         | 1.C.2b   |   |
|                         | 2.A.3d   |   |
|                         | 1.C.3e   |   |
|                         | 2.B.2a   |   |
|                         | 1.B.2b   |   |
|                         | *  |   |
| 1.C.2c                  | <b>b. identify author’s purpose and viewpoint in writing a given text</b><br><b>c. explain how authors and illustrators use text and art to express their ideas</b><br><b>d. recognize the basic elements of a non-fiction work</b> <ul style="list-style-type: none"> <li>• topic</li> <li>• introduction</li> <li>• main idea/multiple main ideas</li> <li>• supporting ideas</li> <li>• elaboration (relevant vs. irrelevant)</li> <li>• transitions</li> <li>• conclusions</li> </ul> <b>e. identify text structures in a non-fiction text to convey meaning, including</b> <ul style="list-style-type: none"> <li>• sequence</li> <li>• problem/solution</li> <li>• cause/effect</li> <li>• compare/contrast</li> <li>• description</li> <li>• example</li> </ul> <b>f. develop skills for technical reading, such as</b> <ul style="list-style-type: none"> <li>• directions on a computer screen</li> <li>• written directions</li> <li>• ‘how to’ manuals</li> <li>• entry forms for contests</li> <li>• order forms</li> <li>• applications</li> </ul> <b>g. identify and compare ways in which fiction and non-fiction works are organized differently</b> |   |

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| <b>Essential Learning 4<br/>(Learning Standard A)</b> | <b>Understand the unique features of other literary works, including poetry, drama, advertising and traditional folk literature</b> |
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| <b>Critical Content</b> | 2.A.2a | <b>a. identify and analyze various techniques:</b> <ul style="list-style-type: none"> <li>• figurative language, such as             <ul style="list-style-type: none"> <li>– personification</li> <li>– metaphor</li> <li>– onomatopoeia</li> <li>– hyperbole</li> </ul> </li> <li>• oral tradition</li> <li>• media techniques and persuasion</li> <li>• use of sound such as rhyme, rhythm, alliteration</li> </ul> |
|                         | 2.A.3a |  |

- 2A.3c \*
- organization of a script
  - b. identify characteristics of a variety of poetic forms

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| <b>Essential Learning 5</b> | <b>Read and interpret a variety of literary works</b> |
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| <b>Critical Content</b> | 2.B.2a  | a. respond to literary material by making text-to-self connections, including <ul style="list-style-type: none"> <li>• making inferences</li> <li>• drawing conclusions</li> <li>• accessing prior knowledge</li> </ul> |
|                         | 2.B.2b  | b. identify and explain themes that have been explored in literature from different societies and eras by making text-to-text connections   |
|                         | 2.B.2c  | c. relate literary works and their characters, settings and plots to current and historical events, people and perspectives by making text-to-world connections   |
|                         | 2.A.4b* | d. identify conflicts in literary works, including <ul style="list-style-type: none"> <li>• man vs. man</li> <li>• man vs. self</li> <li>• man vs. nature</li> <li>• man vs. society</li> </ul>                         |
|                         | 2.B.3c  | e. support plausible interpretations with evidence from the text  |

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| <b>Essential Learning 6*</b> | <b>Make connections to the fine arts</b> |
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| <b>Critical Content</b> | * | a. extend interpretation of literary works by connecting to the fine arts |
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**THIRD GRADE**

**3. Subject expectation  
(State Goals 3 & 4)**

**The student will respond to literary experiences by listening writing and speaking to communicate.**

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| <b>Essential Learning 1<br/>(Learning Standard A,<br/>State Goal 4)</b> | <b>Listen effectively in formal and informal situations</b> |
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| <b>Critical Content</b> | <b>4.A.1a</b> | <b>a. listen attentively by facing the speaker</b> <ul style="list-style-type: none"><li>• facing the speaker</li><li>• making eye contact</li><li>• demonstrate self control</li></ul> |
|                         | <b>4.A.2a</b> | <b>b. demonstrate understanding by</b> <ul style="list-style-type: none"><li>• summarizing</li><li>• paraphrasing</li><li>• asking and responding to questions</li></ul>                |
|                         | <b>4.A.2c</b> | <b>c. restate and carry out a variety of oral instructions</b>  |

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| <b>Essential Learning 2<br/>(Learning Standard B<br/>State Goal 3)</b> | <b>Compose well-organized and coherent writing for specific purposes and audiences as related to literary experiences</b> |
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| <b>Critical Content</b> | <b>3.C.2a</b> | <b>a. write for a variety of purposes and for specified audiences in a variety of forms</b>  |
|                         | <b>3.B.3a</b> | <b>b. exhibit careful reading by producing documents that convey a clear understanding and interpretation of ideas by displaying</b> <ul style="list-style-type: none"><li>• focus</li><li>• organization</li><li>• elaboration</li><li>• coherence</li><li>• evidence from the literature</li></ul> |
|                         | *             | <b>c. support judgments through references to the text and to prior knowledge</b>  |
|                         | *             | <b>d. make connections to themselves, other texts and society</b>  |

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| <b>Essential Learning 3<br/>(Learning Standard B,<br/>State Goal 4)</b> | <b>Communicate ideas orally to demonstrate an understanding of a literary work</b> |
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| <b>Critical Content</b> | <b>4.B.2a</b> | <b>a. demonstrate appropriate speaking behaviors</b> <ul style="list-style-type: none"><li>• voice projection</li><li>• ability to stay on topic</li><li>• fluency</li><li>• expression</li><li>• eye contact</li></ul> |
|                         | <b>4.B.2a</b> | <b>b. formulate thoughts and speak in complete sentences</b>  |
|                         | <b>4.B.2b</b> | <b>c. actively participate in whole group and small group discussion</b>  |
|                         | <b>4.B.2c</b> | <b>d. deliver planned oral presentations using organizers</b>   |
|                         | <b>4.B.3c</b> | <b>e. develop strategies to manage or overcome communication anxiety</b>  |

**THIRD GRADE**

**4. Subject expectation (State Goal 5)**                      **The student will use language arts to acquire, assess, analyze and communicate information.**

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| <b>Essential Learning 1 (Learning Standard A)</b> | <b>Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas as related to literary works</b> |
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| <b>Critical Content</b> | <b>5.A.3a</b>  | <b>a. frame a central question about an issue or situation</b>                                  |
|                         | <b>5.A.3a</b>  | <b>b. identify appropriate resources to solve problems or answer questions through research</b> |
|                         | <b>5.A.2b</b>  | <b>c. cite sources used</b>   |
|                         | <b>5.A.3b?</b> | <b>d. quote or paraphrase information sources, citing them separately</b>                       |

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| <b>Essential Learning 2 (Learning Standard B)</b> | <b>Analyze and evaluate information acquired from various sources</b> |
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| <b>Critical Content</b> | <b>5.B.2a</b> | <b>a. determine the accuracy, timeliness and reliability of materials from various sources (SG 5b2a)</b> |
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| <b>Essential Learning 3 (Learning Standard C)</b> | <b>Apply acquired information, concepts and ideas to communicate in a variety of formats</b> |
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| <b>Critical Content</b> | <b>5.C.2a</b>  | <b>a. create a variety of products to communicate acquired information for specific audiences and purposes</b>   |
|                         | <b>5.C.2b</b>  | <b>b. prepare and deliver oral presentations based on inquiry or research</b>  |
|                         | <b>5.C.3a*</b> | <b>c. plan, compose, edit and revise documents that analyze meaning gleaned from multiple sources</b>  |
|                         | <b>5.C.3b</b>  | <b>d. prepare and orally present original work supported by research, <i>such as</i></b> <ul style="list-style-type: none"><li><b>• poems</b></li><li><b>• monologues</b></li><li><b>• reports</b></li><li><b>• plays</b></li><li><b>• stories</b></li></ul> |
|                         | <b>5.C.3c</b>  | <b>e. take notes, conduct interviews, organize and report information in oral, visual and electronic formats</b>   |

