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Office of School Improvement

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Office of School Improvement

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v.7.05

A Parent's Guide to ENGLISH LANGUAGE ARTS GRADE LEVEL CONTENT EXPECTATIONS

WHAT YOUR CHILD NEEDS
TO KNOW BY THE END OF

THIRD GRADE



Office of School Improvement

www.michigan.gov/mde

Welcome to Our School!

This school year promises to be an exciting time for your child, filled with learning, discovery, and growth. It is also a time to share a new guide the Michigan Department of Education has developed for you. *A Parent's Guide to Grade Level Content Expectations* outlines the types of literacy and mathematics skills students should know and be able to do at the end of each grade.

Please feel free to share this guide with your family and friends. Use it when you talk with your child's teacher. Ask what *you* can do to support learning in the classroom and reinforce learning at home. You can find more ideas and tools to help you stay involved in your child's education at www.michigan.gov/mde.

We value and share your commitment to your child's education. We look forward to working together to help your child achieve and succeed.

Your School Principal (customize)

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A Parent's Guide to Grade Level Content Expectations

Michigan Sets High Academic Standards—for ALL

This booklet is a part of Michigan's Mathematics and English Language Arts Grade Level Content Expectations (GLCE). It is just one in a series of tools available for schools and families. The Michigan Department of Education (MDE) will provide similar booklets for families of children in kindergarten through eighth grade by June, 2005.

Teacher versions of the Grade Level Content Expectations are finished for grades Kindergarten through eight. They state in clear and measurable terms what students in each grade are expected to know and be able to do. They also guide the design of the state's grade level MEAP tests required in the No Child Left Behind Act (NCLB) legislation.

Educators and classroom teachers from Michigan school districts have been involved in the development and/or review of Michigan's GLCE. The expectations were designed to ensure that students receive seamless instruction, from one grade to the next, leaving no gaps in any child's education. More importantly, they set high expectations in literacy and mathematics so we can better prepare all K-12 students for the challenges they will face in a global 21st century.

To learn more about the Michigan Curriculum Framework, visit www.michigan.gov/mde and click on **"K-12 Curriculum."**

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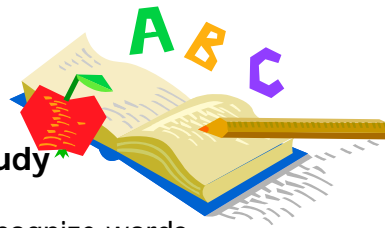
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Third Grade English Language Arts (ELA) is more than just reading and writing. It includes skills like speaking, listening, and viewing as well. ELA offers us a way to communicate. Through ELA, your child can apply what s/he learns to solve real problems at home, at school and in the community.

Glossary Terms

Words that have asterisks (*) are defined in the Glossary located in the back of this booklet.

By the end of Third Grade, your child should know and be able to do the following:



READING

Word Recognition & Word Study

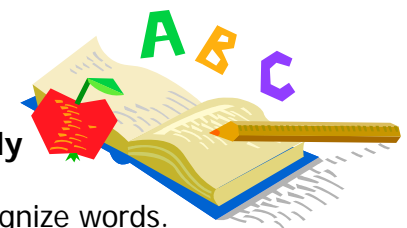
- Use letter and word clues to recognize words.
- Easily recognize frequently encountered words.
- Use the sentences and words surrounding an unknown word to understand its meaning.
- Know the meaning of words third graders often see.
- Use strategies to construct meaning.
- Self correct and use fix-up strategies if a word doesn't sound right or make sense while reading.
- Automatically read words third graders often see.
- Read aloud using expression, punctuation cues and tone of voice.

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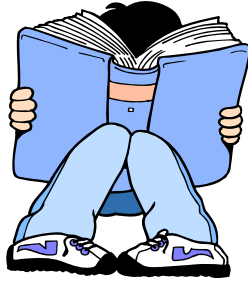
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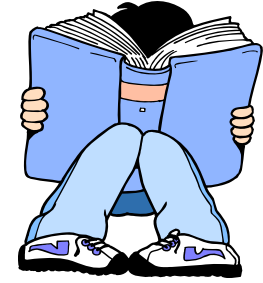
Narrative Text (Fiction)

- ❑ Describe how characters in literature express feelings about one another.
- ❑ Identify and describe a variety of narrative genre, like folktales, fables, and realistic fiction.
- ❑ Identify and describe:
 - characters' thoughts
 - story theme*
 - main idea
 - lesson/moral
- ❑ Explain how authors use literary devices to:
 - develop a story theme
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Informational Text (Non-fiction)

- ❑ Identify and describe a variety of informational genre, such as textbooks, encyclopedias, and magazines.
- ❑ Discuss informational text patterns:
 - problem/solution
 - sequence
 - compare/contrast
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- ❑ Explain how authors and illustrators use text features to help readers understand ideas:
 - title
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Comprehension

- Connect personal knowledge and experience to themes* and ideas in texts.
- Retell story elements* with details.
- Compare and contrast relationships among characters, events, and key ideas.
- Use and apply what has been read in Science and Social Studies texts when reading.

Metacognition*

- Know when they do or do not understand what they are reading.
- Know when to use strategies to increase their understanding of texts:
 - predicting
 - making mental pictures
 - questioning
 - rereading
 - inferring*
 - summarizing*
 - graphic organizers*



Ways to praise your child...

You are quick learner!
You have a great imagination!
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Critical Standards*

- Decide and discuss what qualities make a good story.
- With help from the teacher, begin to know how to measure the quality of their own work and the work of others.
- Use student and class created rubrics*.



Reading Attitude

- Be enthusiastic about reading and learning how to read.
- Choose to read and write on his/her own.

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WRITING

Writing Genre



- Write a narrative piece that includes personification*, setting, and develops the character.
- Write poetry based on reading a variety of grade-level poetry.
- Write a report with a title, heading, subheading, and a table of contents.
- Use the steps in the writing process to produce and present a research project.

Writing Process

- Think about the purpose, audience, and author's styles when writing narrative and informational text.
- Before writing, use strategies such as story maps*, webs*, and Venn Diagrams* to plan the piece.
- Write sentences of varying lengths and patterns.
- Create a mood when drafting a story.
- Use organizational patterns in informational writing.
- Revise, edit, and proofread their writing using resources such as dictionary, spell check, and writing reference books.

Personal Style

- Express own personal style or individuality when writing.

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Grammar and Usage

- Write with complete sentences using:
 - subject and verb agreement
 - past tense
 - nouns as possessive nouns*
 - commas in a series
 - quotation marks and capitalization in dialogue

Spelling

- Spell frequently used words correctly.
- Use the following word cues and resources found in the classroom to spell words:
 - letter/sound
 - word families
 - word walls
 - word lists
 - dictionaries
 - spell checkers

Handwriting

- Write the cursive* alphabet.



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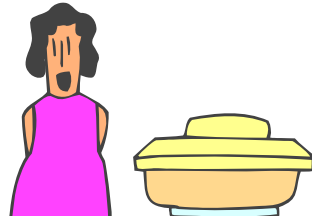
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SPEAKING

Conventions *

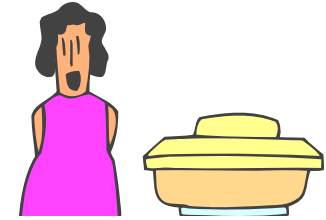
- Use correct verb tenses to express the past, present and future.
- Change language to fit the audience and purpose.
- Emphasize key words.
- Vary the speed of speaking and tone of voice for effect.
- Make presentations using Standard English*.
- Provide examples of language differences from neighborhood to neighborhood and among different cultures.



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Spoken Discourse*

Speaking loudly and clearly in complete sentences, your child will...



- Participate in meaningful conversations with their peers such as book clubs or literature circles.
- Be able to discuss books and articles to explain why they are worthwhile and relevant.
- Be able to respond to multiple texts by reflecting, making connections, taking a position, and sharing understandings.
- Plan and deliver presentations that are organized and include facts, details, and a change in the pace for effect.

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LISTENING AND VIEWING

Conventions*

- Listen carefully and answer questions with appropriate detail.
- Tell the difference between verbal and non-verbal strategies and how they improve understanding of the spoken message.
- Be aware of the role the media plays in focusing our attention on events and opinions.

Response

- Listen to, or view and discuss a variety of genre and compare their responses.
- Select, listen to, view and discuss classic and contemporary texts.
- Make connections, take a position, and share understandings between multiple texts.
- Retell, explain, and relate a speaker's message to personal experience.

Study Tip...

Find a quiet place, away from distractions, with ample room to work. Once you've found it, study at the same place every time. It could be a desk in your bedroom or the kitchen table.

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Glossary Terms



context clues - hints from the surrounding words, phrases or sentences about the unknown word

conventions - the rules about how words and language work when speaking or writing

critical standard - the high level of quality students must be able to recognize, to determine if their work will meet expectations

cursive - a style of handwriting in which the letters in a word are connected

genre - a category used to describe different kinds of texts, such as folktales, fables, and realistic fiction

graphic organizer - a form or pattern that is used to organize information

inference - a logical guess based on clues in the text and on the reader's own knowledge and common sense

metacognition - the process of thinking about one's own thinking. Example: Being able to know when they do or do not understand what they are reading.

metaphor/simile - figures of speech in which two things or ideas are compared. Metaphors compare two things in such a way as to imply that one is another. *The fog **is** a wet blanket.* Similes use words such as "like" or "as" to compare. *The fog **is like** a blanket.*

personification - a type of figurative language in which human qualities are given to animals, nonliving things, or ideas. Example: The toys in the baby's room begged us to play with them.

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Glossary, continued

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The dog's collar is too tight. Dog's is the possessive noun. It tells you the collar belongs to the dog.

rubric - a scoring guide to assess student performance

Standard English - the form of English widely accepted as being clear and understood

story elements - include main characters, setting, problem, major events, resolution, and theme

story map - chart used to outline details describing story elements

summarize - to tell the important information in a selection and include the important details that support the main idea

theme - the central idea or message in a piece of writing

Venn Diagram - a chart with overlapping circles, used to compare and contrast

web - a form or pattern resembling a web that is used to organize information

writing genre - a category used to describe different kinds of writing, such as poetry, fiction, magazine article, etc.

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