



English Department – FBS Lower School
Literacy Map for English Teachers
Grade Three

Literacy Component	Teacher Clarification	Student Expectation	Parent Support
Listening and Speaking	To teach, model, and provide planned opportunities for students to <ul style="list-style-type: none">• Express needs, give information, respond and ask questions;• Listen to English speakers;• Respond in complete sentences in English; and• Use appropriate previously taught vocabulary to participate in classroom discussions.	Students will <ul style="list-style-type: none">• Clearly express needs, give information, respond and ask questions in English;• Appropriately listen and show understanding of English speakers;• Respond to questions in complete sentences in English;• Restate questions asked using appropriate grade level vocabulary; and• Actively participate in classroom discussion with peers in English; and• Present prepared information in a clear and concise way.	Parents can support classroom instruction by <ul style="list-style-type: none">• Encouraging conversation in social English settings (i.e. ordering in restaurants, playing on the neighborhood playground)• Book discussion
Reading			
Phonics/Word Recognition	To teach, model, and provide planned opportunities for	Students will	Parents can support classroom instruction by

	<p>students to learn the relationships between written letters and spoken words using</p> <ul style="list-style-type: none"> • Decode multi-syllable words; • Decode words with common Latin suffixes; • Read grade appropriate irregularly spelled words; and • Use context clues 	<ul style="list-style-type: none"> • Automatically and accurately read the words on the third grade high-frequency list; • Use their knowledge of phonics to decode multi-syllabic words and words with common Latin suffixes; and • Use context clues to read new words when reading text. 	<ul style="list-style-type: none"> • Practicing daily the Awty third grade word list • Additional Reading resources: Crabtree publishing www.crabtreebooks.com Buy books at online store Capitol choices – Noteworthy titles www.capitolchoices.com Titles by age and audio books to purchase American Library Association www.ala.org/alsc/audiencemenu/parents International Children’s Digital Library www.childrenslibrary.org
Vocabulary	<p>To teach, model, and provide planned opportunities for students to increase their knowledge of words and word meaning by</p> <ul style="list-style-type: none"> • Providing rich and varied language experiences through class discussions and read alouds; 	<p>Students will</p> <ul style="list-style-type: none"> • Correctly use directly taught vocabulary words and concepts and those gained through discussions and read alouds in their daily oral language and writing; • Identify and use strategies to comprehend an unfamiliar word; 	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> • Making cognate lists ; • Reading with your child on a daily basis calling attention to interesting words in the text.

	<ul style="list-style-type: none"> • Directly teaching individual words/concepts-enriching and academic content words; • Teaching word strategies- use of cognates, context clues, word parts – identify base words and simple prefixes and suffixes, multiple meanings of words, and using a simple dictionary or glossary, and; • Fostering word consciousness and interest in words and their meaning. 	<ul style="list-style-type: none"> • Question the meanings of and unfamiliar word or concept and use a variety of sources to find there meaning; • Demonstrate a curiosity for new words; and • Read daily material at their independent reading level. 	
<i>Comprehension</i>	<p>To teach, model, and provide planned opportunities for students to read a variety of fictional and informational texts in order to</p> <ul style="list-style-type: none"> • Activate prior knowledge to ask logical questions and/or make predictions regarding 	<p>Students will</p> <ul style="list-style-type: none"> • Ask logical questions regarding the text; • Make logical predictions and provide details from the text to support their predictions; • Make inferences using stated and implied information and facts in the text with background knowledge; 	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> • Visiting the public library to pick books to read together, • Encouraging your child to read at least 25 minutes a day, • Having the child retell favorite parts of the story, • Talking about books they are reading and what they are

	<p>the topic or story;</p> <ul style="list-style-type: none"> • Use information from the text to verify predictions and answer questions; • Use stated and implied information in the text with background knowledge to make inferences regarding the main idea, a character’s traits and motives, cause effect relationships in informational text, and conclusions about the author’s meaning; • Identify the theme; • Identify and describe how the characteristics of the main character change during the story; • Identify and compare attributes across two stories – setting, characters, problem-solution, and theme; • Answer and ask 	<ul style="list-style-type: none"> • Identify the theme; • Identify and describe how the characteristics of the main character change during the story; • Identify the main idea and supporting details in informational text; • Identify and compare attributes across two stories – setting, characters, problem-solution, and theme; • Answer and ask questions using the text as the source; • Identify and use text features to locate information quickly and accurately – bold face print, key words, topic sentences; • Identify the main idea and supporting details in informational text; • Connect important ideas in the text with their own knowledge, and experience to the world around them; and • Read text of personal interest for 20 to 30 minutes daily. 	<p>learning relates to them personally, and</p> <ul style="list-style-type: none"> • Creating story maps • Link to scholastic website <p>www.scholastic.com</p>
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	<p>questions using the text as the source;</p> <ul style="list-style-type: none"> • Identify and use text features to locate information quickly and accurately – bold face print, key words, topic sentences; • Identify the main idea and supporting details in informational text; and • Connect important ideas in the text with their own knowledge and experience to the world around them. 		
Writing	<p>To teach, model and provide planned opportunities for students to</p> <ul style="list-style-type: none"> • Use prewriting strategies to generate and organize ideas before writing such as talking, drawing, brainstorming, or story map, • Write a narrative piece that: describes the setting, characters, and 	<p>Students will</p> <ul style="list-style-type: none"> • Use prewriting strategies to generate and organize ideas before writing such as talking, drawing, brainstorming, or story map; • Write a simple narrative piece that: describes the setting, characters, and events, presents a logical sequence of events—beginning, middle, and end, uses descriptive words, and uses transitions to connect ideas; 	<p>Parents can support classroom instruction by</p> <ul style="list-style-type: none"> • Writing letters, messages, thank you notes, and stories together, • Encouraging your child to keep a diary or journal, and • Correcting only one or two mistakes in your child’s writing at a time.

	<p>events, presents a logical sequence of events—beginning, middle, and end, uses descriptive words, and uses transitions to connect ideas;</p> <ul style="list-style-type: none"> • Write a expository piece that develops a main idea, uses details to support the main idea, and uses transitions to connect ideas; • Edit the writing for third grade mechanics and grammar; • Revise the writing for content; and • Publish their writing. 	<ul style="list-style-type: none"> • Write a simple expository piece that develops a main idea, uses details to support the main idea, and uses transitions to connect ideas; • Write a simple creative piece; • Edit the writing for third grade mechanics, grammar and spelling; • Revise the writing for content; and • Publish their writing. 	
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