

Introduction

Curriculum Overview

Congratulations on choosing an outstanding third-grade curriculum! This curriculum allows you and your student the opportunity to read and respond to texts from a wide variety of genres and learn all about the correct uses of the English language. The student will be using the skills learned to create wonderful writings that are sure to delight anyone who reads them. He or she will be able to edit and revise his or her writings, as well as those written by other individuals. One of the true advantages in selecting Texas Tech University K-12 is that you will have an all-encompassing curriculum similar to what you would find in some of the most outstanding teachers' classrooms in our nation.

This course is completed entirely online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents, along with the textbooks.

For each Unit assessment, the student will download and complete PDF **Unit Test** pages, then scan or take a digital photograph of the completed pages showing his or her work. Combine the images into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

English Language Arts and Reading, Grade 3

Reading

The Reading curriculum presented in this course will support concepts and skills which your student has already learned and introduce important new ones. It is the goal of this curriculum to foster a love of reading as well as reinforce the importance of reading in daily life.

The textbook your student will use for this course is *Macmillan/McGraw-Hill Texas Treasures 3.2*. The textbook contains wonderful stories that touch upon many genres. For example, both fiction and nonfiction are brimming with meaningful life lessons expressed through rich vocabulary and interesting characters. The book also contains stories across genres of self-discovery, self-expression, poetry, and information about the authors and illustrators who wrote and created these wonderful works.

By reading through these stories with your student, you will be encouraging him or her to develop successful reading skills and interpretations as well as exposing him or her to a wide range of genres. Equally important will be your encouragement of your student to spend time reading other books that he or she finds interesting. This will help foster your student's appreciation for literature and desire to read for many purposes. Remember, one can never read too much!

Grammar and Composition

Similar to the Reading curriculum, the Grammar and Composition curriculum is often instructor-facilitated. As the instructor, you will model new skills for the student, and then the student will apply those skills to various content areas. This instructor-student interaction will be key in the development of the student's written and oral communication skills. Throughout this curriculum, fostering your student's love of writing and ability to write is key. Just as it is important for children to read every day, it is also important for them to spend time writing every day.

The student book you will be using for this curriculum is *Macmillan/McGraw-Hill Treasures Grammar Practice Book, Grade 3*. At the beginning of each week, you will introduce a new skill or concept. Throughout the remaining four lessons, your student will practice those skills with less and less guidance from you each day. The student will implement those same skills throughout his or her composition assignments. Encouraging your student to always use correct grammar, spelling, punctuation, and capitalization, as well as complete sentences in his or her composition assignments, is essential to the instruction.

Phonics/Spelling

The path to becoming a proficient reader is paved with sound spelling skills. To develop these skills, your student will use *Macmillan/McGraw-Hill Treasures Phonics/Spelling Practice Book, Grade 3*. Weekly spelling lists and daily practice will reinforce the phonics patterns introduced, as well as giving the student the opportunity to practice his or her best handwriting. This curriculum will aid in helping your student apply the learned phonics and spelling patterns to his or her existing vocabulary and assist with spelling and pronouncing words that are new to his or her vocabulary. Daily activities will focus on developing skills and concepts such as rhyming words, plural and singular spellings, homophones, synonyms and antonyms, and context clues to find the meaning of new words. Words from across the educational disciplines are included in the weekly activities.

Handwriting

Students transitioned from manuscript to cursive handwriting in the first semester of third grade. Handwriting is a requirement of the TEKS; therefore, the student will have a daily handwriting assignment. As students proceed through the curriculum, they will have many opportunities to practice their handwriting. Students in ELAR 3B are expected to write in cursive.

Course Objectives

The English Language Arts curriculum covers all of the [Texas Essential Knowledge and Skills](#) (TEKS) for third grade. At the end of this unit, the student should be able to master the following:

- **Reading/Beginning Reading Skills/Phonics.** Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
 - ◇ decode multisyllabic words in context and independent of context by applying common spelling patterns including:
 - ◆ dropping the final “e” and adding endings such as *-ing*, *-ed*, or *-able* (e.g., *use*, *using*, *used*, *usable*);
 - ◆ doubling final consonants when adding an ending (e.g., *hop* to *hopping*);
 - ◆ changing the final “y” to “i” (e.g., *baby* to *babies*);
 - ◆ using knowledge of common prefixes and suffixes (e.g., *dis-*, *-ly*); and
 - ◆ using knowledge of derivational affixes (e.g., *-de*, *-ful*, *-able*);
 - ◇ use common syllabication patterns to decode words including:
 - ◆ closed syllable (CVC) (e.g., *mag-net*, *splen-did*);
 - ◆ open syllable (CV) (e.g., *ve-to*);
 - ◆ final stable syllable (e.g., *puz-zle*, *con-trac-tion*);
 - ◆ *r*-controlled vowels (e.g., *fer-ment*, *car-pool*); and
 - ◆ vowel digraphs and diphthongs (e.g., *ei-ther*);
 - ◇ decode words applying knowledge of common spelling patterns (e.g., *-eigh*, *-ought*);
 - ◇ identify and read contractions (e.g., *I’d*, *won’t*); and
 - ◇ monitor accuracy in decoding.

- **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
 - ◇ use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;
 - ◇ ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
 - ◇ establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

- **Reading/Fluency.** Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

- **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:

- ◇ identify the meaning of common prefixes (e.g., *in-*, *dis-*) and suffixes (e.g., *-full*, *-less*), and know how they change the meaning of roots;
 - ◇ use context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words and homographs;
 - ◇ identify and use antonyms, synonyms, homographs, and homophones;
 - ◇ identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and
 - ◇ alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.
- **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
 - ◇ paraphrase the themes and supporting details of fables, legends, myths, or stories; and
 - ◇ compare and contrast the settings in myths and traditional folktales.
 - **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
 - **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
 - **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
 - ◇ sequence and summarize the plot's main events and explain their influence on future events;
 - ◇ describe the interaction of characters including their relationships and the changes they undergo; and
 - ◇ identify whether the narrator or speaker of a story is first- or third-person.
 - **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their

understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

- **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.
- **Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences, and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author’s stated purposes in writing the text.
- **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
 - ◇ identify the details or facts that support the main idea;
 - ◇ draw conclusions from the facts presented in text and support those assertions with textual evidence;
 - ◇ identify explicit cause-and-effect relationships among ideas in texts; and
 - ◇ use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
- **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.
- **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to:
 - ◇ follow and explain a set of written multi-step directions; and
 - ◇ locate and use specific information in graphic features of text.
- **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students

will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

- ◇ understand how communication changes when moving from one genre of media to another;
 - ◇ explain how various design techniques used in media influence the message (e.g., shape, color, sound); and
 - ◇ compare various written conventions used for digital media (e.g., language in an informal email vs. language in a web-based news article).
- **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
 - ◇ plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
 - ◇ develop drafts by categorizing ideas and organizing them into paragraphs;
 - ◇ revise drafts for coherence, organization, use of simple and compound sentences, and audience;
 - ◇ edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
 - ◇ publish written work for a specific audience.
 - **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
 - ◇ write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
 - ◇ write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
 - **Writing.** Students write about their own experiences. Students are expected to write about important personal experiences.
 - **Writing/Expository and Procedural Texts.** Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
 - ◇ create brief compositions that:
 - ◆ establish a central idea in a topic sentence;
 - ◆ include supporting sentences with simple facts, details, and explanations; and
 - ◆ contain a concluding statement;

- ◇ write letters whose language is tailored to the audience and purpose (e.g., a thank-you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
 - ◇ write responses to literary or expository texts that demonstrate an understanding of the text.
- **Writing/Persuasive Texts.** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.
 - **Oral and Written Conventions/Conventions.** Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
 - ◇ use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - ◆ verbs (past, present, and future);
 - ◆ nouns (singular/plural, common/proper);
 - ◆ adjectives (e.g., descriptive: *wooden, rectangular*; limiting: *this, that*; articles: *a, an, the*);
 - ◆ adverbs (e.g., time: *before, next*; manner: *carefully, beautifully*);
 - ◆ prepositions and prepositional phrases;
 - ◆ possessive pronouns (e.g., *his, hers, theirs*);
 - ◆ coordinating conjunctions (e.g., *and, or, but*); and
 - ◆ time-order transition words and transitions that indicate a conclusion;
 - ◇ use the complete subject and the complete predicate in a sentence; and
 - ◇ use complete simple and compound sentences with correct subject-verb agreement.
 - **Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.** Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
 - ◇ write legibly in cursive script with spacing between words in a sentence;
 - ◇ use capitalization for:
 - ◆ geographical names and places;
 - ◆ historical periods; and
 - ◆ official titles of people;
 - ◇ recognize and use punctuation marks including:
 - ◆ apostrophes in contractions and possessives; and
 - ◆ commas in series and dates; and

- ◇ use correct mechanics including paragraph indentations.
- **Oral and Written Conventions/Spelling.** Students spell correctly. Students are expected to:
 - ◇ use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
 - ◇ spell words with more advanced orthographic patterns and rules:
 - ◆ consonant doubling when adding an ending;
 - ◆ dropping final “e” when endings are added (e.g., *-ing*, *-ed*);
 - ◆ changing “y” to “i” before adding an ending;
 - ◆ double consonants in the middle of words;
 - ◆ complex consonants (e.g., *scr-*, *-dge*, *-tch*); and
 - ◆ abstract vowels (e.g., *ou* as in *could*, *touch*, *through*, *bought*);
 - ◇ spell high-frequency and compound words from a commonly used list;
 - ◇ spell words with common syllable constructions (e.g., closed, open, final stable syllable);
 - ◇ spell single syllable homophones (e.g., *bear/bare*; *week/weak*; *road/rode*);
 - ◇ spell complex contractions (e.g., *should’ve*, *won’t*); and
 - ◇ use print and electronic resources to find and check correct spellings.
- **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
 - ◇ generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and
 - ◇ generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.
- **Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
 - ◇ follow the research plan to collect information from multiple sources of information, both oral and written, including:
 - ◆ student-initiated surveys, on-site inspections, and interviews;
 - ◆ data from experts, reference texts, and online searches; and
 - ◆ visual sources of information (e.g., maps, timelines, graphs) where appropriate;
 - ◇ use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);

- ◇ take simple notes and sort evidence into provided categories or an organizer;
 - ◇ identify the author, title, publisher, and publication year of sources; and
 - ◇ differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).
 - **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.
 - **Listening and Speaking/Listening.** Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
 - ◇ listen attentively to speakers, ask relevant questions, and make pertinent comments; and
 - ◇ follow, restate, and give oral instructions that involve a series of related sequences of action.
 - **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.
 - **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Source: The provisions of this §110.14 adopted to be effective September 4, 2008, 33 TexReg 7162.

Teaching Handwriting

Students at Texas Tech University K-12 begin cursive writing at the beginning of third grade and continue throughout their educational careers. Because the cursive style of handwriting connects letters, rather than forming letters individually as in manuscript, cursive handwriting increases the speed at which students can write. This skill promotes accuracy and time efficiency when taking notes in high school or college courses.

Teaching handwriting requires patience on the part of the teacher and the student. Fine motor skills do not develop at a uniform rate in all children. The teacher should choose reasonable expectations and provide daily practice. Your child may not be able to form the letters perfectly in the beginning lessons, but will show progress with continued practice and encouragement. Keep handwriting sessions short to prevent fatigue and frustration. Feel free to tailor the worksheets to your student. If the student shows signs of fatigue, you may reduce the number of times the student is required to write each letter. Always supervise writing sessions to make sure your student is establishing proper writing habits and letter formations. Give frequent praise for letters that are well written and have your student erase and rewrite letters that are not formed correctly. It is very difficult to undo bad writing habits; therefore, it is well worth the effort to make sure the student learns the proper writing habits in the beginning.

The first step in teaching writing is to make sure the student is sitting in the proper position. Provide a flat surface on which the student's arms can rest comfortably. The student should sit up straight with the paper placed on the table parallel to the right forearm for the right-handed student and parallel to the left forearm for the left-handed student. The hand opposite to the writing hand should hold the paper in place. The pencil should be held with the thumb and first two fingers about $\frac{1}{2}$ to 1 inch from the pencil lead with the hand slightly arched over the paper. Check to make sure your student does not grip the pencil too tightly because too much tension will be tiresome and painful.

It is recommended that the teacher adhere closely to the formation of the letters as demonstrated in the Cursive Alphabet Chart provided on page 13 of this Introduction.

The first semester of third grade focused on a transition from manuscript to cursive. By the second semester, the student is expected to use cursive exclusively. On Days 99, 124, and 149, the student will choose his or her best handwriting worksheet to be sent to TTU K-12 for grading.

Even though we live in a world filled with communication technology, legible handwriting is still an important skill. Young students are often eager to learn this new skill, but are sometimes quickly overwhelmed if they do not have the guidance of an understanding teacher. Every effort should be made to make this new experience of learning to write letters and words as enjoyable as possible.

Traditional Cursive

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

Help Your Child Learn to Write Well

This is a resource courtesy of the United States Department of Education Office of Educational Research and Improvement that parents can use to help their children learn how to write. Included are helpful hints and tips, and pointers for parents so their children can look at the world with an eye for expression and thought through writing.

American children must be ready to learn from the first day of school. And of course, preparing children for school is a historic responsibility of parents.

Should you help your child with writing?

Yes, if you want your child to:

- do well in school
- enjoy self-expression
- become more self-reliant

You know how important writing will be to your child's life. It will be important from first-grade through college and throughout adulthood.

Writing is:

Practical.

Most of us make lists, jot down reminders, and write notes and instructions at least occasionally.

Job-Related.

Professional and white-collar workers write frequently — preparing memos, letters, briefing papers, sales reports, articles, research reports, proposals, and the like. Most workers do *some* writing on the job.

Stimulating.

Writing helps to provoke thoughts and to organize them logically and concisely.

Social.

Most of us write thank-you notes and letters to friends at least now and then.

Therapeutic.

It can be helpful to express feelings in writing that cannot be expressed so easily by speaking.

The Office of Educational Research and Improvement (OERI) suggests that you help your child with writing. OERI believes you, a parent, can make a big difference. You can use helping strategies that are simple and fun. You can use them to help your child learn to write well — and to enjoy doing it! This article tells you how.

Things to Know

Writing is more than putting words on paper. It's a final stage in the complex process of communicating that begins with *thinking*. Writing is an especially important stage in communication, the intent being to leave no room for doubt. Has any country ratified a verbal treaty?

One of the first means of communication for your child is through drawing. Do encourage the child to draw and to discuss his/her drawings. Ask questions: What is the boy doing? Does the house look like ours? Can you tell a story about this picture?

Most children's basic speech patterns are formed by the time they enter school. By that time children speak clearly, recognize most letters of the alphabet, and may try to write. Show an interest in, and ask questions about, the things your child says, draws, and may try to write.

Writing well requires:

- **Clear thinking.** Sometimes the child needs to have his/her memory refreshed about a past event in order to write about it.
- **Sufficient time.** Children may have “stories in their heads” but need time to think them through and write them down. School class periods are often not long enough.
- **Reading.** Reading can stimulate a child to write about his/her own family or school life. If your child reads good books, he/she will be a better writer.
- **A Meaningful Task.** A child needs meaningful, not artificial, writing tasks. You'll find suggestions for such tasks in the section “Things To Do.”
- **Interest.** All the time in the world won't help if there is nothing to write, nothing to say. Some of the reasons for writing include sending messages, keeping records, expressing feelings, or relaying information.
- **Practice.** And more practice.
- **Revising.** Students need experience in revising their work—i.e., seeing what they can do to make it clearer, more descriptive, more concise, etc.

Pointers for Parents

In helping your child to learn to write well, remember that your goal is to make writing easier and more enjoyable.

Provide a place. It's important for a child to have a good place to write — a desk or table with a smooth, flat surface and good lighting.

Have the materials. Provide plenty of paper — lined and unlined — and things to write with, including pencils, pens, and crayons.

Allow time. Help your child spend time thinking about a writing project or exercise. Good writers do a great deal of thinking. Your child may dawdle, sharpen a pencil, get papers ready, or look up the spelling of a word. Be patient — your child may be thinking.

Respond. Do respond to the ideas your child expresses verbally or in writing. Make it clear that you are interested in the true function of writing, which is to convey ideas. This means focusing on *what* the child has written, not *how* it was written. It's usually wise to ignore minor errors, particularly at the stage when your child is just getting ideas together.

Don't you write it! Don't write a paper for your child that will be turned in as his/her work. Never rewrite a child's work. Meeting a writing deadline, taking responsibility for the finished product, and feeling ownership of it are important parts of writing well.

Praise. Take a positive approach and say something good about your child's writing. Is it accurate? Descriptive? Thoughtful? Interesting? Does it say something?

Things To Do

Make it real. Your child needs to do real writing. It's more important for the child to write a letter to a relative than it is to write a one-line note on a greeting card. Encourage the child to write to relatives and friends. Perhaps your child would enjoy corresponding with a pen pal.

Suggest note-taking. Encourage your child to take notes on trips or outings and to describe what he/she saw. This could include a description of nature walks, a boat ride, a car trip, or other events that lend themselves to note-taking.

Brainstorm. Talk with your child as much as possible about his/her impressions and encourage the child to describe people and events to you. If the child's description is especially accurate and colorful, say so.

Encourage keeping a journal. This is excellent writing practice as well as a good outlet for venting feelings. Encourage your child to write about things that happen at home and school, about people he/she likes or dislikes and why, things to remember or things the child wants to do. Especially encourage your child to write about personal feelings — pleasures as well as

disappointments. If the child wants to share the journal with you, read the entries and discuss them — especially the child’s ideas and perceptions.

Write together. Have your child help you with letters, even such routine ones as ordering items from an advertisement or writing to a business firm. This helps the child to see firsthand that writing is important to adults and truly useful.

Use games. There are numerous games and puzzles that help a child to increase vocabulary and make the child more fluent in speaking and writing. Remember, building a vocabulary builds confidence. Try crossword puzzles, word games, anagrams, and cryptograms designed especially for children. Flash cards are good, too, and they’re easy to make at home.

Suggest making lists. Most children like to make lists just as they like to count. Encourage this. Making lists is good practice and helps a child to become more organized. Boys and girls might make lists of their records, tapes, baseball cards, dolls, furniture in a room, etc. They could include items they want. It’s also good practice to make lists of things to do, schoolwork, dates for tests, social events, and other reminders.

Encourage copying. If a child likes a particular song, suggest learning the words by writing them down — replaying the song on your stereo/tape player or jotting down the words whenever the song is played on a radio program. Also encourage copying favorite poems or quotations from books and plays.

OERI’s strategies for helping children learn to write well are helping youngsters throughout the country. We hope they will help your child.

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Books and Materials for ELAR 3 this Semester

Textbooks:

Texas Treasures: A Reading/Language Arts Program:

- August, Diane, et al., *Texas Treasures, Book 3.2* (2011). Macmillan/McGraw-Hill.
ISBN 978-0-02-200026-4
- *Texas Treasures Practice Book, Grade 3* (2011). Macmillan/McGraw-Hill.
ISBN 978-0-02-206204-0
- *Texas Treasures Grammar Practice Book, Grade 3* (2011). Macmillan/McGraw-Hill.
ISBN 978-0-02-206532-4
- *Texas Treasures Phonics/Spelling Practice Book, Grade 3* (2011). Macmillan/McGraw-Hill.
ISBN 978-0-02-206213-2

Materials:

- audio recorder (optional)
- colored pencils or markers
- craft materials to build a habitat-look-alike
- dictionary
- dry erase board and markers
- Genres Book from ELAR 3A *or* folder with brads or small 3-ring binder
- glue
- hole punch
- ingredients required to prepare student's recipe
- magazines, catalogs, brochures, newspapers, print ads, and other printed materials that can be cut up
- magazines, newspapers, and other "everyday" reading material
- marker, bold
- paper: butcher, 15" x 25" strips (18); construction; lined notebook; plain white
- pencils
- print reading material of the student's choice (7)
- props/costumes for play performance
- scissors

- stapler
- tape (optional)
- wire hangers (16)
- word processing software and access to a printer

Grading Procedures and Unit Assessment Checklists

Grades are calculated for Unit 4, Unit 5, and Unit 6. The semester grade is an average of the three unit grades. Each unit grade will be a combination of the following:

- Reading Comprehension test
- Grammar test
- Spelling test
- Composition
- A handwriting grade assessed from the spelling test and composition

Each of the five required assessments will count 20%. The Unit 4 and Unit 5 assessments are located in their respective Unit folders in this online course; the Unit 6 assessment is in the Final Exam folder. The composition choices are given on the test.

The Unit assessments will be uploaded to Texas Tech University K-12 to be graded. After the student has finished each test, scan or take a digital photograph of the assigned pages showing his or her work. Combine the images into a *single PDF* (see “Requirements for Creating PDFs” on the course home page). When you save the document, use the naming convention given for each Unit Test as the name of your file. Upload the file according to the instructions given in the assignment.

Schedule for tests and compositions

Unit 4, Day 100

The Unit 4 Assessment consists of the following parts:

- Spelling/Phonics Test:
 - ◇ 24 spelling words, regular and irregular spelling
- Reading Test:
 - ◇ 14 multiple-choice questions and 2 short-answer questions
 - ◇ Comprehension
 - ◆ Theme
 - ◆ Summary
 - ◆ Consonance, metaphors, imagery
 - ◆ Problem/solution

- ◆ Sequencing
- ◇ Vocabulary strategies
 - ◆ Context clues: multiple-meaning words
 - ◆ Suffixes/prefixes
 - ◆ Reference materials: thesaurus; synonyms
- ◇ Study skills
 - ◆ Rules
- Grammar Test:
 - ◇ 38 questions
 - ◆ Present and past tense verbs: *be, do, have*
 - ◆ Linking verbs
 - ◆ Contractions with *not*
 - ◆ Main and helping verbs
 - ◆ Irregular verbs
- Composition/Handwriting:
 - ◇ Three topic choices

Unit 5, Day 150

The Unit 5 Assessment consists of the following parts:

- Spelling/Phonics Test:
 - ◇ 24 spelling words
- Reading Test:
 - ◇ 16 multiple-choice questions and 2 short-answer questions
 - ◇ Comprehension
 - ◆ Description
 - ◆ Cause and effect
 - ◆ Main idea and details
 - ◆ Draw conclusions
 - ◆ Personification
 - ◆ Rhythmic patterns and imagery
 - ◇ Vocabulary
 - ◆ Context clues: synonyms, homophones, homographs
 - ◆ Reference materials: unknown words
 - ◆ Prefixes

- ◆ Assonance
- ◇ Study skills
 - ◆ Directions
 - ◆ Bar graphs
- Grammar Test:
 - ◇ 38 questions
 - ◆ Singular/plural nouns
 - ◆ Subject/object pronouns
 - ◆ Pronoun/verb agreement
 - ◆ Possessive pronouns
 - ◆ Pronoun-verb contractions
- Composition/Handwriting:
 - ◇ Three topic choices

Unit 6, Day 175

The Unit 6 Assessment consists of the following parts:

- Spelling/Phonics Test:
 - ◇ 25 spelling words
- Reading Test:
 - ◇ 16 multiple-choice questions and 2 short-answer questions
 - ◇ Comprehension
 - ◆ Make inferences
 - ◆ Character, setting, plot
 - ◆ Compare/contrast
 - ◆ Summarization
 - ◆ Sensory language
 - ◇ Vocabulary
 - ◆ Context clues: synonyms, antonyms
 - ◆ Suffixes
 - ◆ Reference materials: idioms
 - ◆ Reference materials: unknown words
 - ◇ Study skills
 - ◆ Charts
 - ◆ Diagrams

- Grammar Test:
 - ◇ 42 questions
 - ◆ Adjectives and articles
 - ◆ Adjectives that compare
 - ◆ Adverbs
 - ◆ Prepositional phrases
 - ◆ Combining sentences with adjectives and adverbs
- Composition/Handwriting:
 - ◇ Three topic choices