

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Phonemic Awareness, Word Recognition and Fluency			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify rhyming words with the same or different spelling patterns.	<p>1. Teacher will demonstrate identifying rhyming words with same or different spelling patterns using manipulatives:</p> <ul style="list-style-type: none"> • Pocket - charts • Big post-it paper • Magnetic letters • Letter stamps • Plastic letter chunks <p>2. Students will modify words to create rhyming words by adding the initial sound to the ending chunk. (-ite <u>Kite</u>)</p> <p>3. Copy poems from Shel Silverstein.</p> <ul style="list-style-type: none"> • Use a highlighter with words that have same spelling patterns. • Use a different colored highlighter to identify the different spelling patterns. <p>4. Students will keep a “Word Study Notebook” to document word study. Any Language Arts activities may be kept in “Word Study Notebook.”</p>	<p>1. <u>Month by Month Phonics</u></p> <p>2. <u>Month by Month Phonics</u> Pg. 50-51</p> <p>3. Shel Silverstein books. Ex: <u>Where the Sidewalk Ends</u> <u>Light in the Attic</u></p> <p>4. <u>Words their Way</u>, Word Study Notebooks, pg. 200</p>	<p>Give students a paper with end chunks –ate (gate) –ame Students will create rhyming words under column eight w(eight) - ait (wait)</p> <p>Modifications: Use smaller word chunks, ex. –at (cat) –an (pan)</p> <p>Assessment The students will create at least 4 words for each chunk.</p>

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2. Use letter-sound knowledge and structural analysis to decode words.	<p>1. While listening to students during guided reading the teacher will observe and record decoding errors, ie., running records, miscue analysis.</p> <p>2. Students will use strategies for solving words to help decode unknown words.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 370-383</p> <p>2. <u>Guiding Readers/Writers</u>, Pg. 370-383</p>	<ul style="list-style-type: none"> • Running Record (Analyzing periodically) • Modifications: (Same)

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3. Use knowledge of common word families (e.g., ite or –ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.	<p>1. Teacher will demonstrate common and complex word families through:</p> <ul style="list-style-type: none"> • Pocket Charts • Have students complete word sorts. • Use the big post-it. Put words in columns. Students will write an onset for each rime. Ex: –ould could would should <p>2. Using familiar words in shared and guided reading, students will decode and recognize unfamiliar words through a word sort created by the teacher.</p>	1. & 2. <u>Word Matters, Making More Words, Guiding Readers/Writers,</u> pg. 378	<ul style="list-style-type: none"> • Teacher observation

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4. Demonstrate a growing stock of sight words.	<p>1. Teacher will use the Month by Month Phonics instructional activities to help strengthen students sight word recognition.</p> <p>2. Give the students a list of high-frequency words to practice reading.</p> <p>3. As new words are acquired through a variety of reading/writing activities, they should be added to a word wall, classroom wall, Word Study Notebook, etc.</p>	<p>1. <u>Month by Month Phonics</u>, Pg. 152</p> <p>2. <u>Guiding Readers/Writers</u>, Appendix 4</p> <p>3. <u>Word Matters</u>, Ch. 5, Pg. 42-52</p>	<ul style="list-style-type: none"> • Teacher observation of student compiled world list.

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5. Read text using fluid and automatic decoding skills.	1. Teacher will demonstrate effective strategies for increasing fluency skills. <ul style="list-style-type: none"> • Paired Reading • Choral Reading • Shared Reading • Tape record students reading 2. Post reading prompts in room. <ul style="list-style-type: none"> • Does it sound right? • Does it look right? • Does it make sense? 	1. <u>Guiding Readers/Writers</u> , Pg. 387. 2. <u>Guiding Readers/Writers</u> , Pg. 352	<ul style="list-style-type: none"> • Teacher Observation • Note-taking

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6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.	<p>1. Teacher models or demonstrates <u>fluent</u> reading through</p> <ul style="list-style-type: none"> • Read alouds • Shared Reading • Guided Reading • Independent Reading <p>2. Reproduce a portion of a text for each student on child's level. Students could work in pairs marking in red natural phase breaks. Allow students to read their section to the group. Students will discuss and compare suggested phrases.</p>	<p>1. <u>Extending Our Reach</u>, Chapter 8, pg. 87-101. <u>Guiding Readers/Writers</u>, Pg. 355, 491.</p> <p>1 & 2. <u>Snapshots</u>, pg. 73</p>	<ul style="list-style-type: none"> • Teacher observation through oral reading with a fluency rubric. • Guiding Readers/Writers, Pg. 491 • Fluency and Expression Rubric

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Contextual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.	<p>1. Teacher will model a cloze activity to help students determine the meaning of unknown words. Teacher may reproduce a section of a text and white-out words to be replaced by students.</p> <ul style="list-style-type: none"> • Morning message-students would analyze and predict the missing word based on the context clues. • See snapshot book for more activities. • Use sections of social studies and science. • Use sticky arrows for students to point at interesting words during independent and guided reading. * • Keep a Word Study Notebook for new words learned. • Allow ample time for students to read a wide variety of texts on their level. • Teach the strategy of re-reading and reading on. 	<p>1. <u>Guiding Readers/Writers</u>, pg. 375, 376, 383, & 458 and prompts for teachers, pg. 352. <u>Snapshots</u>, Pg. 24-30</p> <p>*Wal-Mart has sticky arrows.</p>	<ul style="list-style-type: none"> • Teacher created assessment • Teacher Observation

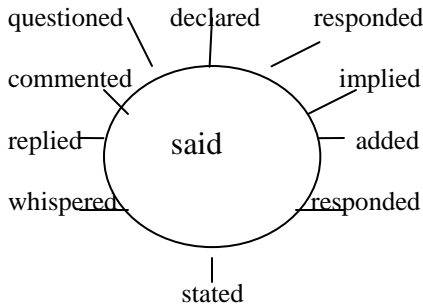
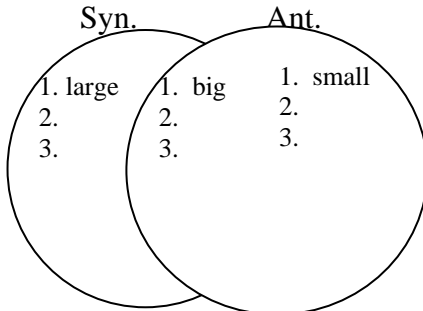
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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Contextual Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use context clues to determine the meaning of homophones, homonyms and homographs.	<p>1. Teacher will demonstrate the correct use of a dictionary and thesaurus. Students will use dictionary/thesaurus to determine the correct meaning of the homonym. Students will use the reading strategy. Does it sound right?</p> <p>2. <u>Homograph</u></p> <ul style="list-style-type: none"> • Does it make sense to determine the correct meaning of the word? wind/wind read/read • Please _____ the clock. • He has _____ the book. <p>Students will add homonyms to Word Study Notebook. Keep chart of homonyms in room. As students learn new ones, add to chart.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 374</p> <p>2. <u>Word Matters</u>, Pg. 61</p> <p>2.2 <u>The King Who Reigned</u></p>	<ul style="list-style-type: none"> • Teacher observation through guided and shared reading

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Proficiency Test Alignment: <i>Conceptual Understanding</i>											
Indicator	Instructional Activities/Strategies	Resources	Assessment								
<p>3. Apply the meaning of the terms synonyms and antonyms.</p>  	<p>1. Teacher will model word sorts. Students will work on their own to sort synonyms/antonyms.</p> <p>2. Make a list of words, antonyms, synonyms. Students will give similar/opposite.</p> <p>Synonyms Antonyms</p> <table border="1" data-bbox="632 792 1052 873"> <tr> <td>big</td> <td>large</td> <td>big</td> <td>small</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <ul style="list-style-type: none"> • Use Venn Diagram • Word Web 	big	large	big	small					<p>1. <u>Guiding Readers/Writers</u>, Pg. 380. <u>Month by Month Phonics</u>, Pg. 75.</p> <p>2. <u>Word Matters</u>, Appendix 23 & 24.</p>	<ul style="list-style-type: none"> • Teacher made charts, etc. • Teacher assessments of Word Study Notebook.
big	large	big	small								


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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Read accurately high-frequency sight words.	1. Students write words in Word Study Notebook and/or on flashcards for word study.	1. <u>Word Matters</u> , Appendix 5	<ul style="list-style-type: none"> • Using 15 sight words in random order, students will read, underline the words or check the words that they get correct. • Re-assess to determine student progress.

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Structural Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Apply knowledge of individual words in unknown compound words to determine their meanings.	<p>1. As a review of compound words, the teachers will model how to use color-coded construction paper to identify the two separate words. (could be done on school colors) First word would be on blue, second word would be on gold. Students will write down all the words that they make.</p> <p>2. Draw pictures of each word. Pair students. Let others guess their compound word.</p>  <p>3. As a group in a circle, students build a new compound word using the second word of the previous compound word to make a new word.</p> <p>Ex: <u>Friendship</u> <u>Shipyard</u> <u>Yardstick</u> <u>Stickball</u> <u>Ballgame</u> <u>Gameboy</u>, etc.</p>	1. <u>Word Matters</u> , Appendix 19	<ul style="list-style-type: none"> Teacher observation of activity.

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Proficiency Test Alignment: <i>Structural Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use knowledge of contractions and common abbreviations to identify whole words.	<p>1. Teacher will demonstrate the correct usage of contractions and abbreviations throughout the school year.</p> <p>2. Students will match or list contractions and abbreviations to the whole word.</p> <p>3. Students will write contractions and common abbreviations on post-it strips during independent and guided reading.</p> <p>4. Students will write words in Word Study Notebook using the whole word and contraction.</p> <p>5. Students will construct classroom contraction and abbreviation chart periodically.</p>	<p>1. <u>Daily Oral Language</u></p> <p>2. <u>Word Matters</u>, Appendix 18</p> <p>3. Post-it strips. Contraction informational poster in room.</p>	<ul style="list-style-type: none"> • Students will match contraction/abbreviate, whole word. • Teacher observation when student is reading/writing. Do they use it correctly? • Teacher will write contractions for given whole word.

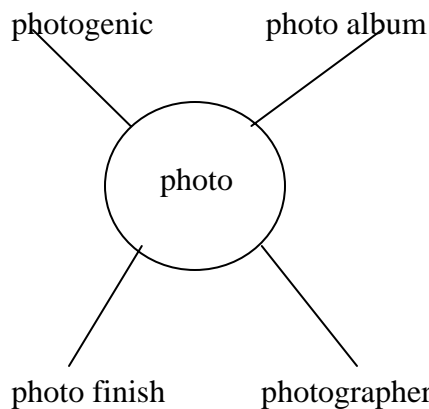
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Proficiency Test Alignment: <i>Structural Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Apply knowledge of prefixes, including un-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.	<p>1. Teacher will demonstrate and/or model how the process of prefixes, suffixes and assimilation work.</p> <p>2. Students will be able to add prefixes and suffixes to a root word using color coded cards.</p> <ul style="list-style-type: none"> • Red – prefix • White – root • Blue – suffix re-turn-ing 	<p>1. <u>Words Their Way</u>, Pg. 378-380.</p> <p><u>Word Matters</u>, Appendix 20-21.</p> <p><u>Guiding Readers/Writers</u>, Appendix 3</p>	<ul style="list-style-type: none"> • Teacher observation throughout the year. • Teacher created assessment.

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Proficiency Test Alignment: <i>Structural Understanding</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.	<p>1. Teacher will demonstrate through shared reading and read alouds how the knowledge of root words will help them understand their text.</p> <p>2. Root webbing Root – <u>Photo</u> <u>Photogenic-photographer</u> <u>Photofinish</u></p> <p>3. Each student will create their own word web in their Word Study Notebook.</p> 	<p>1. <u>Guiding Readers/Writers</u>, Pg. 377</p> <p>2. <u>Words Their Way</u>, Pg. 269</p> <p>3. <u>Word Matters</u>, Appendix 31</p> <p>3.1 <u>Guiding Readers/Writers</u> Appendix 36 Information Web</p>	<ul style="list-style-type: none"> • Teacher Observation of student writing and Word Study Notebook. • Teacher would give 5 sentences with (bland words). Students will choose a better descriptive word in place of, ie., The boy took a <u>picture</u> with his camera: <u>photograph</u>.

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Content Standard: Acquisition of Vocabulary			
Proficiency Test Alignment: <i>Tools and Resources</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	<p>1. Teacher will demonstrate and model how to use reference materials and discuss textual features throughout the school year.</p> <p>2. Teacher will give a sample dictionary section with questions geared toward that section. Example: What are the guide words? Which of the three words would fall on this page? What is the best definition of this sentence?</p>	<p>1. Teacher/Student text. Guided Reading books.</p> <p>1. & 2. Dictionary</p>	<ul style="list-style-type: none"> • Teacher created questions on reference materials.

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	1. Teacher models the purpose for reading before reading aloud. 2. Teacher will give the reading interview form. 3. Class will discuss findings and students will graph results.	1. <u>Guiding Readers/Writers</u> , Pg. 9 2. <u>Guiding Readers/Writers</u> , Appendix 46	<ul style="list-style-type: none"> Teacher observation of student's ability to state their purpose for reading.

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Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.	<p>1. Teacher will demonstrate and model how to make predictions based on titles, section headers, illustrations, and story topics through a variety of materials.</p> <p>2. Cloze procedure.</p> <p>3. Introduce students to <u>series</u> books.</p> <ul style="list-style-type: none"> • C.S. Lewis (<u>Lion Witch & Wardrobe</u>) • Debbie Dadey, Marcia Jones (<u>Bailey School Kids</u>) • Beverly Cleary, <u>Henry Huggins</u>, <u>Ramona Forever</u>. • Boxcar Children books. • Nate the Great books. 	<p>1. <u>Guiding Readers/Writers</u>, Pg. 315. <u>Strategies That Work</u>, Pg. 280.</p> <p>2. <u>Guiding Readers/Writers</u>, Pg. 386, 387, 454</p> <p>3. <u>Guiding Readers/Writers</u>, Booklist, Appendix 61, Pg. 591.</p>	<ul style="list-style-type: none"> • Observe through discussion.

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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Compare and contrast information between texts and across subject areas.	<p>1. Teacher will demonstrate comparing and contrasting through a variety of content.</p> <p>2. Students will compare and contrast using text-text chart with guided reading books and content area books.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 402 – 450 Chart Appendix, Pg. 39, 40</p> <p>2. <u>Guiding Readers/Writers</u>, Venn Diagram, Appendix 18.</p>	<ul style="list-style-type: none"> • Teacher observation of charts.

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Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.	<p>1. Teacher will demonstrate summarizing, sequencing, main idea, and details through reading familiar book, ie., <u>Red Riding Hood</u>, <u>Cinderella</u>, etc.</p> <p>2. Teacher will read a small chapter book, summarizing after every two chapters.</p> <p>3. Teacher and students will write a class summary of the book.</p> <p>4. Students will use graphic organizers to summarize, sequence, list main idea, and details.</p> <p>5. Students will sequence a set of directions.</p>	<p>1. <u>Guiding Readers/Writers</u>, Appendix 24, 25, 26, 37 Pg. 361, 362, 450 & 453.</p> <p>4. Hamburger Helper Graphic Organizer (attached at end of C.O.S.)</p>	<ul style="list-style-type: none"> • Teacher observation of graphic organizers

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Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Make inferences regarding events and possible outcomes from information in text.	<p>1. Teacher will demonstrate by reading a portion of a book with inferences.</p> <p>2. Teacher and students will create a chart using questions on pg. 361.</p> <p>Facts Questions Inference</p>	<p>1. <u>Guiding Readers/Writers</u> Inferring – Pg. 360 & 361. Read Aloud Books <u>Amber on the Mountain</u> <u>Memory String</u></p> <p>2. <u>Strategies That Work</u>, Pg. 23, 24, 278, 279, 280, & 281.</p>	<ul style="list-style-type: none"> • Teacher observation of class created chart.

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Proficiency Test Alignment: <i>Comprehension Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension..	1. Teacher will demonstrate to students how to use graphic organizers to reinforce comprehension in guided reading in content areas.	1. <u>Guiding Readers/Writers</u> , Appendix 17 – 42 Graphic Organizers	<ul style="list-style-type: none"> • Students will complete a graphic organizer.

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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	1. Teacher will demonstrate how to write short and extended response answers through mini-lessons and guided reading and content area text. (see pg. 468 for different ideas)	1. <u>Guiding Readers/Writers</u> , Pg. 468, 469, 470.	Teacher created test with short answer and extended response questions.

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Proficiency Test Alignment: <i>Self-Monitoring Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	<p>1. Teacher will model for teach students how to monitor and improve comprehension through demonstrations.</p> <p>2. Students will complete a skim/scan-it checklist.</p> <p>3. Students will complete a reading strategies bookmark.</p>	<p>1. <u>Strategies That Work</u>, Pg. 18-20 <u>Guiding Readers/Writers</u>. Pg. 309-310</p> <p>2. <u>Snapshots</u>, Pg. 215 <u>Extending Our Reach</u>, Pg. 5-6</p> <p>3. <u>Snapshots</u>, Pg. 204-205</p>	<ul style="list-style-type: none"> • Teacher Observation • Teacher observation of check sheet • Teacher observation of student using strategies

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Content Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies			
Proficiency Test Alignment: <i>Independent Reading</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	1. Teacher will give the reading inventory form to access their personal interests. <ul style="list-style-type: none"> • Discuss why children chose different books and make a chart to show what they chose. • Make a chart to tell why children chose certain books. • Allow students to recommend books to others. 	1. <u>Guiding Readers/Writers</u> , Appendix 14 Reading Interest Inventory	<ul style="list-style-type: none"> • Teacher would check reading inventory form. • Checklist to see if student has recommended any books.

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<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	1. Teacher will model reading interview forms on overhead. 2. Students will complete a reading interview form. 3. After reading independently, students will complete a reading list.	1. <u>Guiding Readers/Writers</u> , Appendix 46 a. & b. 2. Reading Interview 3. <u>Guiding Readers/Writers</u> , Appendix 13a, 13b.	<ul style="list-style-type: none"> Teacher will assess through reading list and reading.

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.	<p>1. Teachers will demonstrate the use of listed indicators to help students locate information and comprehend text.</p> <p>2. Students will work with a partner to practice the listed indicators.</p> <p>3. After practice with a partner, student will conference with teacher to check understanding of indicators.</p>	<p>1. Reference materials & student text.</p> <p>3. <u>Revisit, Reflect, Retell</u>, pg. 160</p>	<ul style="list-style-type: none"> • Teacher observation. • <u>Revisit, Reflect, Retell</u>, pg. 160

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Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.	<p>1. Teacher will demonstrate how to use the essential elements to gather information in a text.</p> <p>2. Divide students into 5 groups. Have each group answer one of the essential elements with a given passage. Newspaper, magazine, text, etc.</p> <p>3. Students will construct a question guide using the essential elements with paper folded in half, write questions on left side and correct answers on the right side.</p>	<p>1. Information Text</p> <p>2. Newspapers, Magazines, Text</p> <p>3. <u>Reading Strategies That Work</u>, Laura Robb, Pg. 45, 46</p>	<ul style="list-style-type: none"> • Teacher will give an article for students to answer the essential elements. • Teacher observation of student worksheet.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify and list the important central ideas and supporting details of informational text.	<p>1. Teacher will demonstrate how to identify and list central ideas and supporting details of information text.</p> <p>2. Students will use appendix 35 (graphic organizer) to list the central ideas, supporting details of information text.</p>	2. <u>Guiding Readers/Writers</u> , Appendix 35, Ideas/Details	<ul style="list-style-type: none"> After completing several graphic organizers, students will be accountable for an individually completed Ideas/Details page.

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Draw conclusions from information in maps, charts, graphs and diagrams.	<p>1. Teacher will demonstrate how to draw conclusions from information in maps, charts, graphs, & diagrams.</p> <p>2. Students will complete the skills practice pages within the Social Studies text.</p>	2. Social Studies text, <u>We The People</u>	<ul style="list-style-type: none"> • Teacher observation of skills practice page.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Informational, Technical and Persuasive Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Analyze a set of directions for proper sequencing, clarity and completeness.	<p>1. Teacher will do a mini-lesson on how to analyze a set of directions for proper sequencing clarity, and completeness by making a peanut butter sandwich using directions written by students.</p> <p>2. After the demonstration is completed, teacher and students will write the directions on chart paper.</p> <p>3. Students will complete individual set of directions.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 401</p> <p>2. Literacy Room, <u>Snapshots</u>, 217-218. Example without enough details. 2.1 Chart paper.</p> <p>3. <u>Guiding Readers/Writers</u>, Appendix 37</p>	<ul style="list-style-type: none"> • Student writing samples

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Recognize and describe similarities and differences of plot across literary works.	1. Teacher will give instruction on what the plot of a story is. 2. Students will read a variety of literary works and then complete a comparison grid.	1. <u>Guiding Readers/Writers</u> , Pg. 396-397 2. <u>Guiding Readers/Writers</u> . Pg 447-449, appendix 30, 31	<ul style="list-style-type: none"> • Teacher observation of comparison grid.

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use concrete details from the text to describe characters and setting.	<p>1. Teacher will model, discuss, and review the meaning of character and setting and how to use concrete details to describe them.</p> <p>2. Students will complete an important elements chart.</p>	2. <u>Guiding Readers/Writers</u> , Appendix 17-23	<ul style="list-style-type: none"> • Teacher observation of the important elements chart.

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Retell the plot sequence.	<p>1. After the teacher reviews what the plot of a story is, students will complete problem, events and solutions chart.</p> <p>2. After guided reading of a text in groups of 3, students will decide who will retell the beginning, middle, and end.</p> <p>3. Students will share with the class the retell of the plot sequence.</p>	<p>1. <u>Guiding Readers/Writers</u>, Appendix 25 (story map)</p> <p>2. <u>Revisit, Reflect, Retell</u>, Pg. 63-70</p>	<ul style="list-style-type: none"> • Teacher observation of student retell. • Optional Assessment, Pg. 67, 70

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.	<p>1. Teacher will discuss the characteristics of all the literacy forms listed through read alouds.</p> <p>2. Students will identify genre when they list books read on reading log.</p> <p>3. Students could respond in their reading response journals similarities and differences.</p>	<p>1. A list of read alouds for third grade. (Attached at end of C.O.S.)</p> <p>1.1 <u>Guiding Readers/Writers</u>, Appendix 61 Pg. 591-610 Pg. 392-393</p> <p>2. <u>Guiding Readers/Writers</u>, Appendix 13 2.2 <u>Snapshots</u>, Pg. 177</p>	<ul style="list-style-type: none"> • Reading log, Appendix 13

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Explain how an author’s choice of words appeals to the senses.	<p>1. Teacher will demonstrate how the author’s choice of words appeals to the senses through think alouds.</p> <p>2. Teacher could read a wide variety of genres to the class with words that appeal to the senses with mini-lessons on writers craft.</p>	<p>1. <u>Guiding Readers/Writers</u>, Appendix 61, Pg. 591-610.</p> <p>2. <u>Guiding Readers/Writers</u>, Pg. 72, 73.</p>	<ul style="list-style-type: none"> • Teacher led discussion • Students list in their Word Study Notebooks words which appeal to the senses from their independent reading

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Identify stated and implied themes.	<p>1. Teacher will explain stated and implied themes.</p> <p>2. Teacher will create a connection chart with the following information:</p> <ul style="list-style-type: none"> • Text to text • Text to self • Text to world <p>Students will write the title of the book and their name beside the connections they make.</p> <p>3. Create a “Hey! What’s the Big Idea” chart to record themes that have been discussed during read alouds throughout the year.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 397</p> <p>1.1 <u>Strategies that Work</u>, Pg. 109-111</p> <p>2. <u>Strategies That Work</u>, Pg. 266-269</p> <p>3. <u>Guiding Readers/Writers</u>, Pg. 397</p>	<ul style="list-style-type: none"> • Teacher observation through student-teacher conferences

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Reading Applications: Literary Text			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).	<p>1. Teacher will demonstrate methods authors use to influence readers' feelings and attitudes.</p> <p>2. Teacher will read a variety of genres and poetry to students and discuss how the authors' writing influenced their feelings and attitudes. Students can practice visualizing part of a story from the author's description.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 69, 72 & 73</p> <p>2. <u>Snapshots, Visualizing</u>, Pg. 43-46</p>	<ul style="list-style-type: none"> • Teacher led discussion

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Generate writing ideas through discussions with others and from printed material.	1. Teacher will encourage students to create a class and personal list of writing ideas. Students can brainstorm “What can I write about?” Do a class list first, then have students keep a personal list in their Writer’s Notebook.	1. <u>Guiding Readers/Writers</u> , pg. 424-428 Student Writers Notebook Chart paper	<ul style="list-style-type: none"> • Teacher observation. Check writing folder.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Develop a clear main idea for writing.	<p>1. Teacher will demonstrate through mini-lessons how to develop a clear main idea for writing.</p> <p>2. Have students write at least 3 details that support the main idea for their topic.</p>	<p>1. Classroom and student list of topics.</p> <p>2. Student ideas kept in Writer's Notebook.</p>	<ul style="list-style-type: none"> • Teacher – student writing conferences

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Develop a purpose and audience for writing.	1. Teacher will help students develop a purpose and audience for writing. 2. Students will complete a writing interview.	1. <u>Guiding Readers/Writers</u> , Pg. 72 2. <u>Guiding Readers/Writers</u> , Appendix 47 (writing interview)	<ul style="list-style-type: none"> Teacher observation during writing conference.

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Prewriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	1. Teacher will give instruction on making lists, webs, and Venn diagrams. 2. Use Appendix 36 or student generated organizers to record ideas for writing.	2. <u>Guiding Readers/Writers</u> , Appendix 36	<ul style="list-style-type: none"> • Teacher observations during writing conferences.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Organize writing by providing a simple introduction, body and a clear sense of closure.	<p>1. Teacher will demonstrate through a mini lesson, how to organize writing by providing a simple introduction, body and a clear sense of closure. (Teach how to write beginning, middle and end.)</p> <p>2. Teacher will reinforce the above during guided writing.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 54-56.</p> <p>2. Story Map (attached at end of C.O.S.)</p>	<ul style="list-style-type: none"> Teacher will assess the students' understanding through writing conferences.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use a wide range of simple, compound and complex sentences.	<p>1. Teacher will first demonstrate what simple, compound and complex sentences are.</p> <p>2. During Guided Reading, students will identify, and discuss simple, compound and complex sentences.</p> <p>3. Students will use a picture prompt from their book to create an example of each type of sentence.</p>	<p>1. <u>Daily Oral Language</u>, Grade 3</p> <p>2. & 3. Student text (Guided, Independent, Shared Reading)</p>	<ul style="list-style-type: none"> • <u>Daily Oral Language</u> quiz • Student samples.

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentations and are linked by transitional words and phrases.	<p>1. Teacher will demonstrate through a mini lesson how to create paragraphs using beginning, middle and end with supporting sentences. Teacher will also discuss indenting and transitional words.</p> <p>2. Through many interactive writings, students will practice using transitional words and phrases.</p>	1. & 2. <u>Guiding Readers/Writers</u> , Pg 70	<ul style="list-style-type: none"> • Teacher observation of writing samples and Writer’s Notebook

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.	<p>1. Teacher will model how to change writing style, to mimick a specific book, through mini lessons and inter-active writing.</p> <p>2. Teacher will read several versions of familiar folktales. (<u>Cinderella, Little Red Riding Hood</u>, etc.) Teacher and students will then do an interactive writing using the authors language and style.</p> <p>Examples: Writing the next chapter; rewrite the endings; write the story from another characters point of view.</p>	<p>2. <u>Little Red Riding Hood</u> <u>Lon Po Po</u> by Ed Young</p>	<ul style="list-style-type: none"> • Student participation.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Use available technology to compose text.	1. Teacher will do a mini lesson demonstrating how to use available technology to compose text. 2. Teacher will demonstrate how to use the internet as a research tool. 3. Students will use technology to compose text.	1, 2, & 3. Computer Programs: <ul style="list-style-type: none"> • Student writing center • Microsoft word • Power point • Internet 	<ul style="list-style-type: none"> • Teacher observation of student work and finished product.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).	<p>1. Teacher will model clarity through a group writing.</p> <p>2. Students will take turns reading their works in the authors/writers chair. The students in the audience will then give feedback by giving 3 stars and a wish. (three things the author did well and one wish for improvement on the next piece of writing.)</p> <p>Example: I really like 1.... 2..... 3....., but next time.....</p>	1. <u>Guiding Readers/Writers</u> , Pg. 58-59 & 181	<ul style="list-style-type: none"> • Teacher observation through listening.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
11. Add descriptive words and details and delete extraneous information.	<p>1. Teacher will do several read alouds to introduce descriptive words.</p> <p>2. Teacher and students will create descriptive word chart.</p> <p>3. Teacher will write five bland sentences, and students will add descriptive words to make them more interesting.</p> <p align="center">Example: The dog ran. The enormous Saint Bernard barreled across the yard.</p> <p>4. Using a teacher created paragraph, containing extraneous information, students will learn how to delete the unneeded information.</p>	<p><u>Stella’s Dancing Days</u> by Sandy Asher (Literacy Center)</p> <p><u>The Alphabet Quilt</u> by Lesa Cline-Ransome.</p>	<ul style="list-style-type: none"> • Teacher will check sentences to assess students understanding of descriptive words and details • Teacher will use finished paragraph to assess

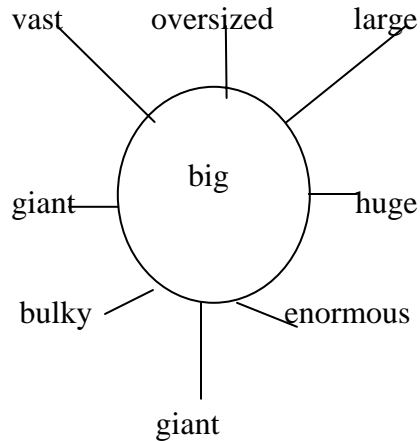
Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
12. Rearrange words, sentences, and paragraphs to clarify meaning.	<p>1. Teacher will facilitate an interactive writing with students working together to revise and rearrange words, sentences and paragraphs.</p> <p>2. Students will practice this revision process throughout the year.</p>	<p>1. & 2. <u>Snapshots</u>, Pg. 239</p> <p>1. & 2. <u>Conversations</u> 175b Revision Conference form. (Literacy Center)</p>	<ul style="list-style-type: none"> Teacher will observe student understanding through group activity and student individual work

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	<p>1. Teacher will create five bland sentences. Students will change the bland words to more effective words using resource and reference materials.</p> <p>2. Students will complete a Word Web to select more effective vocabulary to use in their writing. These Webs can be created in Writer's Notebook. Ex:</p> 	<p>1. Dictionary Thesarus Computer – Thesarus.com</p> <p>2. Word Matters, Pg. 162</p>	<ul style="list-style-type: none"> Assess student sentences

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	<p>1. Teacher will work with students to edit (correct) two <u>Daily Oral Language</u> sentences.</p> <p>2. Teacher will proofread with a student, during writing conferences, to improve student understanding.</p>	<p>1. <u>Daily Oral Language</u> 1.1 Student Response 1.2 <u>Guiding Readers/Writers</u>, Appendix 10 (Editing Marks) Tools for Revising & Editing</p>	<ul style="list-style-type: none"> • Check and assess through Daily Oral Language and journal entries

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Drafting, Revising, and Editing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	<p>1. Teacher will demonstrate how to apply tools to judge writing.</p> <p>2. Following a writing assignment, the students will complete a writing self-evaluation chart.</p> <p>3. Students will trade papers with a partner and critique each others papers, using a peer editing checklist.</p>	<p>2. <u>Snapshot</u>s, Pg. 228-229 Writing Self-Evaluation</p> <p>3. <u>Snapshot</u>s, Pg. 242 Peer Editing</p>	<ul style="list-style-type: none"> Teacher will assess the students understanding of the different tools through observation of finished checklist and charts

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Processes			
Proficiency Test Alignment: <i>Publishing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
16. Rewrite and illustrate writing samples for display and for sharing with others.	<p>1. Teacher will demonstrate how to rewrite and illustrate writing samples for display.</p> <p>2. After a guided reading story, students will rewrite and illustrate the story. (Could be done in the form of a postcard, movie strip, poster retell, brochure, etc.)</p>	1. & 2. Guided Reading books and Textbooks	<ul style="list-style-type: none"> • Teacher checklist and rubrics.

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.	1. Integrate reading/writing by referring to: <ul style="list-style-type: none"> • Writing process 2 • Reading Applications, Literary, text 2 & 3 2. Students will work through the writing process by keeping each stage of writing examples in the Writer’s Notebook.	1. Integrate the Reading and Writing Standards listed under instructional activities/strategies. 2. Graphic Organizer (attached at end of C.O.S.)	Teacher assessment of finished student product. <ul style="list-style-type: none"> • Checklist • Rubric

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Write responses to novels stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.	<p>1. Teacher will model by reading aloud a novel, story, or poem that demonstrates an understanding of the text and support judgments with specific references to the text. Teacher will facilitate an interactive writing that includes specific references to the text.</p> <p>2. Students will read a poem and write a response, demonstrating their understanding and feelings of text.</p> <p>3. Student will complete a character bio-poem.</p>	<p>3. <u>Revisit, Reflect, Retell</u>, Pg. 108</p>	<ul style="list-style-type: none"> Assess student bio-poems by using a checklist.

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.	1. Teacher will model the writing of formal and informal letters, including relevant information. 2. Students will write formal and informal letters throughout the year. Letters can be written to: <ul style="list-style-type: none"> • Book authors • Book characters • Classroom speakers • Request information on a specific topic • Thank someone. 	1. Chart paper.	<ul style="list-style-type: none"> • Assess student writing using rubrics

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Write informational reports that include the main ideas and significant details from the text.	<p>1. Teacher will demonstrate how to write an informational report including the main ideas and significant details from the text.</p> <p>2. Each student will be assigned a topic, ie., a state or animal. Using a teacher created form, students will research using books, cd's, computers, internet, etc. to learn about their topic. Students will compile this information into a written report.</p>	<p>2. Encyclopedias, Encyclopedias on CD, Internet, Resource books</p>	<ul style="list-style-type: none"> • Rubric to score student report.

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Applications			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Produce informal writings (e.g., messages, journals, note and poems) for various purposes.	<p>1. Teacher will demonstrate how to produce informal writings for various purposes.</p> <p>2. Students will write throughout the year creating various informal writing. They will also write in response journal. (Ex.- bio-poem, character bio-poem, haiku, couplets, concrete poems, etc.)</p>	<p>2. Poetry books by Shel Silverstein, Ex., <u>Where the Sidewalk Ends</u> <u>Light in the Attic</u></p>	<ul style="list-style-type: none"> • Checklist

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Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Handwriting</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Write legibly in cursive, spacing letters, words and sentences appropriately.	<p>1. Teacher will continuously model legible cursive writing emphasizing spacing of letters, words and sentences appropriately.</p> <p>2. Students will practice cursive writing on a daily basis beginning with letters, words, then sentences.</p> <p>Fun activities for cursive:</p> <ul style="list-style-type: none"> • Write in sand • Write in shaving cream • Use toothpick in clay or play dough • fingerpaints 	1. & 2. Cursive writing handbook – Zoner Blosser or other writing guides.	<ul style="list-style-type: none"> • Teacher will compare student product to guides.

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Adams County/Ohio Valley
Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Spell multi-syllabic words correctly.	<p>1. Teacher will demonstrate how to break multi-syllable words into individual syllables and emphasize spelling each syllable correctly.</p> <p>2. Students will break multi-syllable words into syllables using the “clap at the natural break” method and then spell the clapped syllable.</p> <p>3. Word sort into one, two, three syllables.</p>	3. <u>Making More Big Words</u>	<ul style="list-style-type: none"> • Spelling test • Teacher checklist • Word Matters, Appendix 52

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.	1. Teacher will present familiar word wall words through a mini lesson. 2. Student participates in the Buddy Study Cycle Activity. 3. Students play the Hopping Frog Game. 4. New words should be written in Word Study Notebook. 5. Additional activities for learning common words. 6. Student will use optional study of high-frequency words.	1. <u>Month by Month Phonics</u> 2. <u>Guiding Readers/Writers</u> , Pg. 33 & 34 3. <u>Words Their Way</u> (2 nd Edition), Pg. 178 5. <u>Snapshots</u> , Pg. 124 6. <u>Words Their Way</u> , Pgs. 196-197	<ul style="list-style-type: none"> • Teacher Observation • Observation of Word Study Notebook • Spelling Test

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Adams County/Ohio Valley
Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Spell contradictions, compounds and homonyms (e.g., hair and hare) correctly.	1. Teacher will review compounds words and homonyms. Activities: <ul style="list-style-type: none"> • Word Hunt • Word Games • Homograph Concentration 	1. <u>Words Their Way</u> (list of homophones), Pg. 375 1.1 <u>Words Their Way</u> (2 nd Edition), Pg. 201 1.2 <u>Words Their Way</u> , Pg. 216-217 1.3 <u>Words Their Way</u> , Pg. 239-241	<ul style="list-style-type: none"> • Teacher observations of activities • Spelling Test

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Use correct spelling of words with common suffixes such as –ion, -ment and –ly.	<p>1. Teacher will present a mini lesson demonstrating the use of common suffixes such as ion, -ment, and –ly. Activities:</p> <ul style="list-style-type: none"> • Affix partner sort • Look, say, cover, write, check • Buddy check 	<p>1. <u>Month by Month Phonics</u> 1.1 <u>Words Their Way</u> (2nd Edition), Pg. 248, 380 1.2 <u>Word Matters</u>, Appendix 20 & 21 1.4 <u>Word Matters</u>, Appendix 42 & 43</p>	<ul style="list-style-type: none"> • Teacher will assess student writing • Observe buddy checks

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Adams County/Ohio Valley
Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to I).	<p>1. Teacher will present mini lesson demonstrating the proper use of common spelling generalizations.</p> <p>2. Activities for students in the syllables and affixes stage.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 374 & 375</p> <p>2. <u>Word Matters</u>, Appendix 27 2.1 <u>Words Their Way</u> (2nd Edition), Pg. 229-236</p>	<p>Teacher made assessment:</p> <ul style="list-style-type: none"> Write the root word on the left and students will write the correct inflectional endings on the right. Example: come coming

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Spelling</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Use resources to check spelling (e.g., dictionary, spell check).	1. Teacher will review how to use a dictionary. 2. Introduce how to use computer spell check. 3. Teacher made activity. Write a word three different ways. 4. Student will have to look up the word to find the correct spelling. Circle the correct spelling. Example: laft laughed laffted 5. Students will use Microsoft Word spell check to check spelling during writing.	1, 2, 3, & 4. Dictionary 1, 2, 3, & 4. <u>Word Matters</u> , Word Solving Strategies, Appendix 34 5. Computer	<ul style="list-style-type: none"> • Assess student writing • Check student writing

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Punctuation and Capitalization</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
8. Use end punctuation marks correctly.	<p>1. Teacher will demonstrate end punctuation marks correctly. Teacher will type a paragraph from a familiar text, omitting punctuation. (On overhead) Students will tell the teacher where the punctuation belongs, and teacher will fill in missing marks.</p> <p>2. Students will be able to complete a paragraph on their own.</p> <p>3. Student checklist</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 70 & 71</p> <p>1.1 <u>Daily Oral Language</u>, Third Grade</p> <p>1.2 <u>Snapshots</u>, Pg. 235</p> <p>1.3 <u>Conversations</u>, 179b & 180b</p> <p>Editing Expectations, Appendix F</p> <p>3. <u>Snapshots</u>, Pg. 228-229</p>	<ul style="list-style-type: none"> • Teacher and Student Conferencing (Refer to Pg. 81 in <u>Guiding Readers/Writers</u>)

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Punctuation and Capitalization</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.	<p>1. Teacher will demonstrate end punctuation marks correctly. Teacher will type a paragraph from a familiar text, omitting punctuation. (On overhead) Students will tell the teacher where the punctuation belongs, and teacher will fill in missing marks.</p> <p>2. Students will be able to complete a paragraph on their own.</p> <p>3. Student checklist</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 70 & 71</p> <p>1.1 <u>Daily Oral Language</u>, Third Grade</p> <p>1.2 <u>Snapshots</u>, Pg. 235</p> <p>1.3 <u>Conversations</u>, 179b, 180b Editing Expectations</p> <p>3. <u>Snapshots</u>, Pg. 228-229</p>	<ul style="list-style-type: none"> • Teacher and Student Conferencing (Refer to Pg. 81 in Guiding Readers/Writers)

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Punctuation and Capitalization</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
10. Use correct capitalization.	<p>1. Teacher will demonstrate end punctuation marks correctly. Teacher will type a paragraph from a familiar text, omitting punctuation. (On overhead) Students will tell the teacher where the punctuation belongs, and teacher will fill in missing marks.</p> <p>2. Students will be able to complete a paragraph on their own.</p> <p>3. Student checklist</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 70 & 71</p> <p>1.1 <u>Daily Oral Language</u>, Third Grade</p> <p>1.2 <u>Snapshots</u>, Pg. 235</p> <p>1.3 <u>Conversations</u>, 179b, 180b Editing Expectations</p> <p>3. <u>Snapshots</u>, Pg. 228-229</p>	<ul style="list-style-type: none"> • Teacher and Student Conferencing (Refer to Pg. 81 in <u>Guiding Readers/Writers</u>)

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
12. Use subjects and verbs that are in agreement.	1. Teacher will demonstrate on overhead or chalkboard a paragraph with subjects and verbs in agreement. 2. Given sentences students will list the subjects and verbs in separate list.	1. <u>Daily Oral Language</u> 2. Computer-Funbrain.com	<ul style="list-style-type: none"> Assess student work from D.O.L.

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Course of Study**

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
13. Use irregular plural nouns.	<p>1. Teacher will demonstrate on board or overhead a list of irregular plural nouns.</p> <p>2. Student would place irregular plural nouns in their Word Study Notebook.</p>	<p>1. <u>Word Matters</u>, Appendix 27, Pg. 97</p> <p>1.1 <u>Words Their Way</u>, Pg. 72, Oddball category</p>	<ul style="list-style-type: none"> • Students will fill in irregular plural nouns in a test

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Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
14. Use nouns and pronouns that are in agreement.	1. Teacher will demonstrate through <u>Daily Oral Language</u> . 2. Teacher will have a cloze activity where the student will choose the correct pronoun.	1. <u>Daily Oral Language</u> 2. <u>Snapshots</u> , Pg. 24-25, 208	<ul style="list-style-type: none"> • Assess <u>D.O.L.</u> sentences on Friday • Check writing samples

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
15. Use past, present and future verb tenses.	1. Teacher will model past, present, and future verb tenses on overhead or board. 2. Students will add past, present, and future verb tenses on a room chart.	1. <u>Daily Oral Language</u>	<ul style="list-style-type: none"> • Have students choose correct verb tenses from given sentences.

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Adams County/Ohio Valley
Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
16. Use possessive nouns and pronouns.	<p>1. Teacher will model possessive nouns and pronouns on overhead or board.</p> <p>2. Give the students sentences without the apostrophe in the noun. Students will place the apostrophe to show ownership.</p>	<p>1. <u>Word Matters</u>, Pg. 97</p> <p>2. <u>Daily Oral Language</u></p>	<ul style="list-style-type: none"> • Teacher will assess by checking sentences from <u>D.O.L.</u> • <u>D.O.L.</u> Quiz • Student writing samples

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Writing Conventions			
Proficiency Test Alignment: <i>Grammar and Usage</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
17. Use conjunctions.	1. Teacher will model conjunctions on board. 2. Teacher made cloze activity	1. <u>Guiding Readers/Writers</u> , Pg. 458 2. <u>Snapshots</u> , Pg. 208	<ul style="list-style-type: none"> • Teacher will create a second cloze activity for an assessment

Language Arts: Grade Three

Adams County/Ohio Valley
Course of Study

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.	<p>1. Teacher will lead a brainstorming lesson on topics of interest to students.</p> <p>2. Do a class investigation of selected topics modeling the process each step of the way. Ohio, Native Americans, etc.</p>	<p>1. <u>Guiding Readers/Writers</u>, Pg. 429-435 Investigations</p> <p>1.1 <u>Word Matters</u> Appendix 46</p> <p>2. <u>Is That a Fact?</u> (Literacy Room), Pg. 102, 155-156 185-186</p>	<ul style="list-style-type: none"> • Student chooses topic

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).	<p>1. Teacher will take the students to public library, school library, and classroom to examine places to find information.</p> <p>2. Teacher will create questions and students will choose the correct place and reference to find the answer.</p>	<p>1. <u>Is That a Fact?</u> (Literacy Room), Chapter 3</p> <p>2. Classroom list of reference materials.</p>	<ul style="list-style-type: none"> • Teacher observation of students utilizing reference materials

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.</p>	<p>1. Teacher will lead a discussion to create a list of many reference materials that can be utilized.</p> <p>2. Students will complete a fact-finding sheet for each resource.</p> <p>3. As a class, make an alphabet book. (See example below) Letter A – Important person, country, historical event, current event, CGI Math, etc. (Example of CGI problem) Matt had 10 apples. He gave away 7. How many apples does he have left?</p>	<p>1. <u>Conversations</u>, Pg. 192b & Pg. 482-483</p> <p>2. <u>Conversations</u>, Pg. 192b</p> <p>3. <u>Guiding Readers/Writers</u>, Pg. 434-435</p>	<ul style="list-style-type: none"> • Students will write different resources along with researched material, on note cards.

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify important information found in the sources and summarize the important findings.	<p>1. Teacher will have a copied piece of information. (Transparency) Teacher will highlight the important information and model how to summarize the findings.</p> <p>2. Students will have a second copy of different information (paper). They will highlight important findings and summarize their findings.</p> <p>3. Key words to summarize activity.</p>	<p>1. <u>Guiding Readers/Writers</u>, Appendix 32 & 35, Pg. 435</p> <p>2. <u>Revisit, Reflect, Retell</u>, Pg. 145</p> <p>3. <u>Snapshots</u>, Pg. 181-183</p>	<ul style="list-style-type: none"> • Student will highlight and summarize important findings on a copied piece of information • Reflecting on Main Ideas Chart could also be used with the above assessment

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Sort relevant information into categories about the topic.	1. Teacher will model how to categorize information found on a topic. 2. Students put relevant information on note cards. Ohio – symbol -surrounding states -people	2. Student created note cards 2.1 <u>Revisit, Reflect, Retell</u> , Pg. 146	<ul style="list-style-type: none"> • Check note cards

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Understand the importance of citing sources.	1. Teacher will explain why you don't copy. (Plagiarism) 2. Teacher will explain and model how to cite sources and write a bibliography page. 3. Have students write on note cards the work cited (bibliography) pages.	1. Examples of students sources	<ul style="list-style-type: none"> • Assess note cards

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Research			
Proficiency Test Alignment:			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	1. Teacher will demonstrate different communication techniques.	<p>1. <u>Is That A Fact?</u>, Pg. 64 Ways to Publish Resource R/R/R Revisit, Reflect, Retell Pg. 151</p> <p>1.1 <u>Conversations</u> Pg. 194b Curriculum Inquiring</p> <p>1.2 <u>R/R/R</u> Pg. 157 Oral Presentation of Research.</p> <p>1.3 Computer Power Point G/R/W Pg. 436 Guidelines for visual display</p>	<p>Literacy Room <u>Is That A Fact</u> Appendix A Self-Assessment Questionnaire</p> <p>Assessment of presentation through a rubric, checklist, etc;</p>

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Ask questions for clarification and explanation, and respond to others' ideas.	<p>1. Following student presentations, the teacher will lead a question/answer discussion.</p> <p>2. After listening to a thought provoking selection, students will complete a stem to start discussion chart.</p> <p>3. Three (3) stars and a wish activity.</p>	<p>1. <u>Strategies That Work</u>, pg. 86-92. Gaining information through questioning.</p> <p>2. <u>Snapshots</u>, Pg. 138-139 Discussion starters and stoppers.</p> <p>3. See ELA Content Standard: Writing Process # 10 for example of activity.</p>	<ul style="list-style-type: none"> • Teacher observation of student questions and answers during class time.

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Identify the main idea, supporting details and purpose of oral presentations and visual media.	<p>1. After watching a content related video, teacher will lead a discussion of main idea, supporting details, and purpose.</p> <p>2. Following each student presentation the class would discuss the main idea, supporting details, and purpose.</p>	<p>1. <u>Snapshots</u>, Pg. 216 1.1 <u>Revisit, Reflect, Retell</u>, Reflecting on Main Ideas, Pg. 145 1.2 <u>Guiding Readers/Writers</u>, Appendix 32 & 35</p> <p>2. <u>Strategies That Work</u>, Determining What’s Important, Pg. 121</p>	<ul style="list-style-type: none"> • Student graphic organizers

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Listening and Viewing</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify the difference between facts and opinions in presentations and visual media.	<p>1. Teacher will model the difference between fact/opinion. Example: Peanut butter is a food, Jiff is the best.</p> <p>2. Give students a list of ten things. They will write fact or opinion. Students will orally state one fact and one opinion. The other students will guess which one is the fact.</p>	<p>1. <u>Is That A Fact?</u>, (Literacy Room), Fact v/s Opinion, Appendix H</p> <p>2. <u>Is That A Fact?</u>, (Literacy Room), Interpreting Information, Fact v/s Opinion, Pg. 50-52</p>	<ul style="list-style-type: none"> • <u>Revisit, Reflect Retell</u>, Pg. 144 • After a presentation, students will make a list of facts they remember • Write an opinion after the fact

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Demonstrate an understanding of the rules of the English language.	1. Teacher will discuss with students the English language rules used in <u>Daily Oral Language</u> lesson.	1. <u>Daily Oral Language</u>	<ul style="list-style-type: none"> • <u>Daily Oral Language</u> quiz

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Select language appropriate to purpose and audience.	1. Teacher will discuss why a specific language was used.	1. <u>Guiding Readers/Writers</u> , Developing a Sense of Audience, Pg. 72	<ul style="list-style-type: none"> • Observation through discussion of book

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**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.	1. Teacher will demonstrate how to read with expression and fluency. 2. Student discussion of text, teacher language, and tempo.	1. <u>Guiding Readers/Writers</u> , Presentation Standards, Pg. 38, Figures 3-12 2. Read Alouds	<ul style="list-style-type: none"> • Observation

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Adams County/Ohio Valley
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Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Skills and Strategies</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
7. Adjust speaking content according to the needs of the audience.	1. Teacher will discuss with the class how to adjust speaking content to the needs of the audience. 2. Students will modify text to meet the needs of the audience.	1. Social Studies and Science Text	<ul style="list-style-type: none"> • Teacher observation

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Applications</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
<p>8. Deliver informational presentations that:</p> <ul style="list-style-type: none"> a. present events or ideas in logical sequence and maintain a clear focus. b. demonstrate an understanding of the topic; c. include relevant facts and details from multiple sources to develop topic; d. organize information, including a clear introduction, body and conclusion; e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and f. identify sources. 	<p>1. The teacher will review A-F before student’s presentation.</p> <p>2. Students will complete a “Your Project Checklist”.</p> <p>* This indicator should be integrated with the Writing Application Standard.</p>	<p>1. <u>Revisit, Reflect, Retell</u>, Self-Assessment, Pg. 157</p>	<ul style="list-style-type: none"> • Teacher observation through presentations with rubric, checklist, graphic organizer

Language Arts: Grade Three

**Adams County/Ohio Valley
Course of Study**

Content Standard: Communication: Oral and Visual			
Proficiency Test Alignment: <i>Speaking Applications</i>			
<i>Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	<p>1. Teacher will model their own personal experience that conveys relevant information and descriptive details.</p> <p>2. Students will write about a personal experience, and share it with the class.</p>	<p>1. Personal Experiences</p> <p>2. Students personal experiences.</p>	<ul style="list-style-type: none"> • Observation of student presentation, using a teacher made rubric or checklist