



Writing About Our Reading

Teachers model and teach narrative, informational, and opinion writing to students and confer with them to improve on their pieces as they progress through the writing process.

Writing Process Stages

Prewriting: Time to think

Drafting : Time to write it down

Revising: Time to improve my writing

Editing: Time to make things correct

Publishing: Time to share my writing



Speaking and Listening

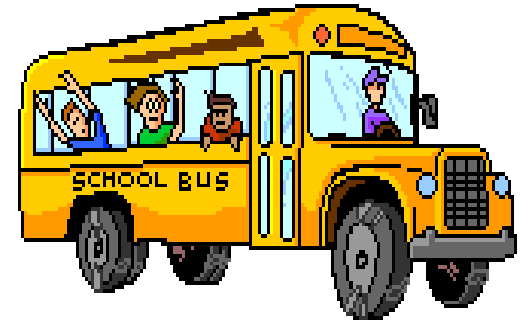
Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in listening closely and group discussion. They share the roles of participant, leader, and observer.



Discussion Guide:

- Look at the speaker.
- Take turns.
- Link ideas to the speaker's idea.
- Share the floor.

Cobb County School District



Parent Roadmap To Literacy Grade 3



Strategies for Reading, Writing, Speaking and Listening

Reading in Grade 3

Close Reading

Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers.

The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.



Use questions/prompts such as:

What are the most important events that happened in the story? How do you know?

What lesson is this story teaching you?

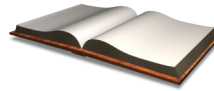
Where did the story take place? How do you know?

Can you tell me how the character is feeling in this part of the story?

Can you find the reasons why the character acted this way?

How does this character affect what happens in the beginning or at the end of the story?

Text Complexity



Students read and comprehend complex literary and informational texts independently and proficiently.



Then

Teachers read books to students or tell them what the books say when the books are challenging.

Now

Teachers support students' own attempts to read challenging texts, and without telling them what the books say.

Reading, Writing, and Speaking are grounded in evidence from the text.



Reading Foundational

Students in grade 3 identify and know the meaning of the most common prefixes and derivational suffixes. They read multi-syllable words with common Latin suffixes, and irregularly spelled words.



Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.

Use prompts such as:

Make your reading sound like the characters are talking. Go back and reread when it doesn't sound or look like you think it should.