**B. **

**WRITING**

By the end of Grade 3, students will:

B.3.1. Create or produce writing to communicate with different audiences for a variety of purposes.

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<tr>
<td><strong>Drafting, SB:</strong> 18, 19, 272–274, 301–302, 337–338, 369–370, 403–404, 437–438; <strong>TE:</strong> 18, 19, 272, 273, 274, 301, 302, 337, 338, 369, 370, 403, 404, 437, 438; <strong>WP:</strong> 119, 120, 121, 126, 131, 132, 136, 142, 147, 148; <strong>RW:</strong> 74, 75, 76, 81, 86, 87, 91, 97, 102, 103</td>
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<tr>
<td><strong>Proofreading, SB:</strong> 24, 25, 278, 306, 342, 374, 408, 442; <strong>TE:</strong> 24, 25, 278, 306, 342, 374, 408, 442</td>
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<td><strong>Publishing, SB:</strong> 26, 27, 279, 307, 343, 375, 409, 443</td>
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<td><strong>• Use declarative, imperative, interrogative, and exclamatory sentence types effectively.</strong></td>
<td><strong>Commands, SB:</strong> 38–39, 49, 55, 178–179, 180–181, 204, 239; <strong>WP:</strong> 7–8, 80–81, 82–83; <strong>RW:</strong> 5, 49, 50–51</td>
</tr>
<tr>
<td><strong>Exclamations, SB:</strong> 38–39, 49, 55, 178–179, 180–181, 204, 239; <strong>WP:</strong> 7–8, 80–81, 82–83; <strong>RW:</strong> 5, 49, 50–51</td>
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<td><strong>Questions, SB:</strong> 36–37, 49, 54, 178–179, 180–181, 204, 239; <strong>WP:</strong> 5–6, 80–81, 82–83; <strong>RW:</strong> 4, 49, 50–51</td>
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<tr>
<td><strong>Statements, SB:</strong> 36–37, 49, 54, 178–179, 180–181, 204, 239; <strong>WP:</strong> 5–6, 80–81, 82–83; <strong>RW:</strong> 4, 49, 50–51</td>
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<td><strong>• Use sentence variety in constructing writing.</strong></td>
<td><strong>Combining Sentences, SB:</strong> 47, 67, 110–111, 147, 157, 181, 192, 193, 221; <strong>WP:</strong> 16, 24, 48–49, 66, 76, 83, 95, 107; <strong>RW:</strong> 10, 15, 40, 46, 51, 59, 66</td>
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<tr>
<td><strong>• Develop paragraphs from unified topic sentences</strong></td>
<td><strong>Topic Sentences of a Paragraph, SB:</strong> 18, 321, 383, 384; <strong>Organizing Ideas into a Paragraph, SB:</strong> 253–257, 276, 302, 321–325, 337, 369, 383–387, 403, 436; <strong>TE:</strong> 253, 254, 256, 257, 321, 323, 324, 384, 385, 387; <strong>WP:</strong> 117, 129, 137, 139; <strong>RW:</strong> 72, 84, 86, 94</td>
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<td>• Write unified paragraphs and essays in the four forms of writing.</td>
<td>Writing a Narrative Paragraph, SB: 253–257; WP: 117; RW: 72 Writing an Informational Paragraph, SB: 321–325; TE: 321, 322, 323, 324 Writing an Expressive Paragraph, SB: 115 Writing a Persuasive Paragraph, SB: 63</td>
</tr>
<tr>
<td>• Use common figurative language to enhance writing.</td>
<td>Using Figurative Language in Writing, SB: 277, 414–415, H11; TE: 414, 415, H11</td>
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B.3.2. Plan, revise, edit, and publish clear and effective writing.
### B.3.3. Write critiques of literary and nonliterary texts.

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| **Identify plot, setting and major characters.** | Plot, SB: 300–302, 303, 317; WP: 125, 126, 127; RW: 80, 81, 82  
Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81  
Setting, SB: 299, 300-301, 310, 312; TE: 300, 301; WP: 125; RW: 80 |
| **Discuss and analyze characters’ motives.** | Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81 |
| **Discuss and analyze the actions of minor characters.** | Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81 |
| **Identify major literary elements such as characters, setting, plot.** | Character, SB: 298–299, 300–301, 310–315, 317; WP: 124, 125, 126; RW: 79, 80, 81  
Plot, SB: 300–302, 303, 317; WP: 125, 126, 127; RW: 80, 81, 82  
Setting, SB: 299, 300–301, 310, 312; TE: 300, 301; WP: 125; RW: 80  
Scene, SB: 310–312 |

### C. Oral Language

By the end of Grade 3, students will:

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<tr>
<td><strong>Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</strong></td>
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</table>
- Convey ideas clearly in discussions and conversations.  
  Choose and Adapt Speaking for Purpose, SB: 1–2, 285, 352  
  Having Discussions, SB: 3–5*

- Present a short report orally.  
  *Oral Presentations, SB: 285, 352, 377–378, H41–H43*

- Read aloud effectively from previously read material.  
  *Reading Aloud Tips, SB: 307*

- Recognize the relationship between organized notes or outlines and speaking from notes or outlines.  
  *Speaking from Notes, SB: 378; TE: 378*

- Present autobiographical information.  
  *Speaking about Self, SB: 285; TE: 285*

- Participate in group readings, such as choral, echo, and shadow reading.  
  *Group Readings, TE: 414, 419*

- Distinguish between fact and opinion and provide evidence to support opinions.  
  *Knowing Facts from Opinions, SB: 379; TE: 379*

C.3.2. Listen to and comprehend oral communications.

- Follow basic directions.  
  *Listening to Follow Directions, SB: 352; TE: 326A, 327, 330, 332, 352*

- Listen for various purposes.  
  *Using Listening Skills in Discussion, SB: 3–5  
  Listening for Information, SB: 320, 352; TE: 320–321A, 327, 355, 360, 362*

- Identify and summarize key points of a story or discussion.  
  *Listening to Summarize, SB: 413*

- Retell stories and reports of events in proper sequence.  
  *Retelling Story in Sequence, TE: 263, 291*

- Follow sequence in plot and character development, predict outcomes, and draw conclusions.  
  Making Predictions, SB: 9, 259, 287, 327, 355, 389, 423*

- Distinguish fact from fantasy and fact from opinion.  
  *Facts or Opinions, SB: 366–367, 371, 379, 434; WP: 135; RW: 90*

- Understand increasingly complex sentence structures.  

- Understand a variety of word structures and forms such as affixes, roots, homonyms, antonyms, synonyms, and word analogies.  
  *Antonyms, SB: H13  
  Prefixes, SB: H14  
  Suffixes, SB: H15*
## C.3.3. Participate effectively in discussion.

- **Volunteer information, ask who, what, when, where, why and how questions.**  
  Asking and Answering Questions, SB: 16

- **Use appropriate eye contact and other nonverbal cues.**  
  Nonverbal Communication, SB: 314–315,  

- **Use appropriate strategies to keep a discussion going.**  
  How to Conduct Discussions, SB: 3–5

- **Reflect on the ideas and opinions of others and respond thoughtfully.**  
  Personal Response to Listening, SB: 263, 291, 328, 358, 392, 426  
  Listening for an Opinion, SB: 382; TE: 382–383A, 389, 394, 396

- **Ask for clarification and explanation of unfamiliar words and ideas.**  

- **Summarize information conveyed through discussion.**  
  Summarizing in a discussion is introduced at level Four.

### D. LANGUAGE

By the end of Grade 3, students will:

#### D.3.1. Develop their vocabulary of words, phrases, and idioms as a means of improving communication.

- **Use appropriate grade level dictionaries, thesauruses and other resources to find and compare definitions, choose among synonyms, and spell words correctly.**  
  Using a Dictionary, SB: H16–H20  
  Thesaurus Plus Entries, SB: H67–H76  
  Thesaurus Plus to Find Synonyms, SB: 122, 160, H23  
  (continued)

- **Use appropriate grade level dictionaries, thesauruses and other resources to find and compare definitions, choose among synonyms, and spell words correctly. (ctd.)**  
  How to Use Thesaurus Plus, SB: H60–H61  
  Thesaurus Plus Index, SB: H62–H66  
  Reference Materials, SB: H21, H23

- **Gain understanding of roots, prefixes, and suffixes to interpret and convey the meaning of words.**  
  Prefixes, SB: H14  
  Suffixes, SB: H15

- **Gain familiarity with common figures of speech and use them appropriately.**  
  Simile, SB: 277, H11; TE: 277, H11
### Milwaukee English Language Arts

- **Begin to apply the rules of written and spoken standard English.**

### Grammar Conventions, SB:

### Mechanics Conventions, SB:

### Expository Composition, SB:

### Classificatory Composition, SB:
- 398–409; WP: 140–144; RW: 95–99

### Narrative Composition, SB:

### Expressive Composition, SB:

### E. RESEARCH

By the end of Grade 3, students will:

#### E.3.1. Identify a researchable topic.

- **Formulate research questions to guide research.**

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### Mechanics Conventions, SB:

### Expository Composition, SB:

### Classificatory Composition, SB:
- 398–409; WP: 140–144; RW: 95–99

### Narrative Composition, SB:

### Expressive Composition, SB:

### Spanish Language, SB:
- 285–291; TE: 287

### Research

- **Formulate a Research Question, SB:** 364; TE: 354, 364
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<td>• State a question or points that require further study on a researchable topic.</td>
<td>Studying a Research Question, SB: 365; TE: 365</td>
</tr>
<tr>
<td>• Distinguish between fact and opinion.</td>
<td>Facts or Opinions, SB: 366–367, 371, 379, 434; WP: 135; RW: 90</td>
</tr>
<tr>
<td>• Recognize propaganda.</td>
<td>Propaganda Techniques, SB: 379, 446–447; TE: 379, 446, 447</td>
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E.3.2. Demonstrate familiarity with library cataloging system(s).

| • Identify and begin to use all reference materials. | Using the Library, SB: H21–H23  
Reference Materials, SB: H21, H23  
Research Skills, SB: H26–H28 |
| • Identify and use guides to reference materials such as the periodical guide, encyclopedia indexes, etc. | Using an Encyclopedia, SB: H23; TE: H23  
Using an Atlas, SB: H23 |