



Diocese of Joliet
Catholic Schools

Third Grade Curriculum Guide for Parents

Language Arts and Reading

For additional information, please contact:

Diocese of Joliet Catholic Schools Office

16555 Weber Rd, Crest Hill, IL 60403

Phone: (815) 221-6100

Web Site: <https://www.diojoliet.org/>



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

INTRODUCTION

Academic excellence is a pillar of Catholic schools in the Diocese of Joliet. To assist schools in maintaining academic excellence, the Catholic Schools Office has developed curriculum guides for grades preschool through eight. The purpose of the curriculum guide is to identify what we want our students to know and be able to do at the end of each grade based on Catholic faith standards and content standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

CARDINAL NEWMAN STANDARDS

The United States Conference of Catholic Bishops (USCCB) Committee on Catholic Education released a [document](#) in 2014 to guide Catholic schools in their approach to educational standards. The Cardinal Newman Society responded to this call by creating the Cardinal Newman Catholic Curriculum Standards with support from more than eight Catholic universities and colleges.

This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

Reading

- Analyze literature that reflects the transmission of a Catholic culture.
- Analyze works of fiction and non-fiction to uncover authentic Truth.
- Share how literature can contribute to strengthening one's moral character.
- Demonstrate how text is used to develop a religious, moral, and social sense.
- Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.
- Recognize Christian and Western symbols and symbolism.
- Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
- Identify the causes underlying why people do the things they do.
- Identify how text develops the capacity for personal judgment.
- Summarize how the text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures, and times.
- Determine how literature cultivates the ability for contemplation, intuition, and creativity.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

CARDINAL NEWMAN STANDARDS (CONTINUED)

The United States Conference of Catholic Bishops (USCCB) Committee on Catholic Education released a [document](#) in 2014 to guide Catholic schools in their approach to educational standards. The Cardinal Newman Society responded to this call by creating the Cardinal Newman Catholic Curriculum Standards with support from more than eight Catholic universities and colleges.

This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

Language Arts

- Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
- Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
- Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
- Analyze the author's reasoning and discover the author's intent.
- Use language as a bridge for communication with one's fellow man for the betterment of all involved.
- Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
- Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
- Share how beauty and cadence of poetry impacts human sensibilities and forms the soul.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

READING FOUNDATIONAL SKILLS

The following standards outline what foundational skills of reading the Diocese of Joliet expects students to know and do by the end of Third Grade:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllabic words.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

READING LITERATURE

The following standards outline what the Diocese of Joliet expects students to know and do in reading literature by the end of Third Grade:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, Bible stories, poems, and myths from diverse cultures. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (may include religious texts).
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language relevant to a Third Grade topic or subject area.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (May include religious illustrations.)
- Compare and contrast the themes, settings, and plots of stories (may include religious texts).
- By the end of the year, read and comprehend on-grade-level literature representing a variety of genres that is reflective of diverse cultures.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

READING INFORMATIONAL TEXT

The following standards outline what the Diocese of Joliet expects students to know and do in reading informational text by the end of Third Grade:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text. Recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect (may include the life of Christ and the lives of the saints).
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Third Grade topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text, e.g., moral values.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence); describe logical connections between sentences and paragraphs in a text (may include religious texts).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts on grade level.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

WRITING

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Third Grade:

- Write **opinion pieces** on topics or texts, supporting a point of view with reasons (may include Catholic/religious topics).
 - Introduce the topic or text they are writing about and state an opinion.
 - Create an organizational structure (paragraph) in which opinion is supported by reasons, facts, and details.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.
- Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly (may include Catholic/religious topics).
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details that are organized in paragraphs or sections.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

WRITING (CONTINUED)

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Third Grade:

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use traditional tools as well as technology to produce and publish writing as well as to interact and collaborate with others (may include Catholic/religious topics).
- Conduct short research projects that build knowledge about a topic. Reference sources.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Reference sources.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, an audiences.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

LANGUAGE

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Third Grade:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Form subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

LANGUAGE (CONTINUED)

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Third Grade:

- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on third grade reading and content, choosing flexibly from range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).



DIOCESE OF JOLIET CATHOLIC SCHOOLS

Third Grade Curriculum Guide for Parents

SPEAKING & LISTENING

The following standards outline what the Diocese of Joliet expects students to know and do in speaking and listening by the end of Third Grade:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly.
- Prepare for discussions (having read or studied required material); explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others in a respectful manner.
- Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (may include Catholic/religious texts).
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.