

Grade 3 - Language Arts Standards

Standards I and II: Reads a wide range of print and non-print texts for a variety of purposes. Reads a wide range of literature from many periods, in many genres and many cultures.

- A. **Establishes a purpose for reading.** (information) *I-C
- B. Selects appropriate material to read. *I-C
- C. Begins to identify and explain the defining characteristics of literary forms and genres including fairy tales, folk tales, poetry, fiction and non-fiction. II-B-1,2
- D. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres or recommendations). I-C

Standard III: Demonstrates competence in skills and strategies of the reading process.

- A. *Develops phonological awareness.*
 - 1. *Establishes phonemic awareness (blends, digraphs).* *PPO-A-2
 - 2. Uses knowledge of common word families and complex word families to sound out unfamiliar words. A-3
- B. *Develops word recognition and word analysis skills.*
 - 1. **Uses structural analysis to decode words.** B-3
 - 2. Applies knowledge of individual words in unknown compound words to determine their meanings. B-3
 - 3. Identifies and uses antonyms, homophones, synonyms, contractions and common abbreviations. *B-3, C-4
 - 4. Applies knowledge of prefixes including un-, re-, pre- and suffixes including -er, -est, -ful and -less to make connections between roots and affixes. *B-3
 - 5. *Decodes using syllabication.* B-4
 - 6. *Alphabetizes words.* *B-5
 - 7. **Uses dictionary to verify spelling and extend the meaning of words.** * B-6
- C. *Expands vocabulary by using a variety of clues.*
 - 1. Begins to expand vocabulary beyond basic word list. *C-2

2. **Reads high frequency sight words accurately.** C-2

3. *Classifies words into categories.* C-3

4. *Identifies and uses vocabulary when responding to readings.* *C

5. *Masters grade-appropriate vocabulary.* PPO-*C-2

D. *Reads phrases, sentences, passages etc.*

1. **Demonstrates fluent oral reading, using sight words and decoding skills, with appropriate expressions.** *D-5

2. *Integrates a cueing system.* *D-4

3. **Applies & adjusts self-monitoring strategies to assess understanding of text** (scanning reading on or looking back). D-6,9,10

4. **Explains how an author's choice of words and methods influence the reader.** D-7

5. *Makes connections between prior knowledge and new information.* D-8

6. *Engages in SSR.* D-11

E. *Demonstrates literal comprehension skills.*

1. **Determines the meaning of unknown words using a variety of context clues,** including word, sentence and paragraph clues. E-7

2. Uses context clues to determine the meaning of homophones, homonyms, and homographs. E-7, C-4

3. **Answers literal, inferential and evaluative questions to demonstrate comprehension** of grade-appropriate texts, electronic and visual media. E-2, F-2

4. Identifies the main character(s), setting and plot. *PPO-E-6

5. Creates and uses graphic organizers such as Venn diagrams or webs to show comprehension. E-1

6. **Retells a story** (*E-2) in correct sequence. *E-5

7. Identifies the beginning, middle and end of a story. *E-4

8. Summarizes texts, sequencing information accurately and includes main ideas and details as appropriate. E-3,5, F-6

9. Uses the table of contents, chapter headings, glossary, index and illustrations to locate information and comprehend text. E-8

10. **Draws conclusions from information** in maps, charts, graphs and diagrams. E-1

11. Analyzes a set of directions for proper sequencing. E-5

12. **Uses concrete details from the text to describe main ideas, characters and setting.** E-6

13. *Begins to understand the difference between stated and implied meanings.* *E-7

F. *Demonstrates interpretive comprehension skills.*

1. Draws conclusions from what has been read. * F-2

2. **Compares and contrasts information between texts and across subject areas.** *PPO-F-4

3. Identifies and lists important central ideas and supporting details of informational texts. F-6

4. Provides own interpretation of a story using information from a text. F-2

5. Compares and contrasts different versions of the same story. F-4

6. *Distinguishes between fact and opinion.* F-3

7. *Distinguishes between cause and effect.* F.5

8. Recognizes and describes similarities and differences of plots across literary works. F-4

G. *Demonstrate critical thinking skills.*

1. *Responses to literature begin to show evidence of high level thinking skills.* *III-G

a. **Predicts content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and supports those predictions with examples from the text.** G-7, E-8

b. Lists questions about essential elements from informational text and identifies answers. G-3

c. *Analyzes and makes judgments based on information.* G-2

d. *Identifies a problem and suggests a solution.* G-4

Standard IV: Demonstrates competence in the skills and strategies of the writing process.

- A. *Develops physical manipulation skills.*
1. *Masters correct pencil grip.* A-1
 2. *Masters printing letters correctly.* A-2
 3. *Produces legible cursive writing.* A-3, D-7
- B. *Understands and develops a writing process.*
1. **Generates writing ideas** through discussions with others and from printed material **to select a topic suitable for writing.** B-7
 2. **Uses organizers** as pre-writing strategies **to clarify ideas for writing** (webbing, listing and clustering). *B-9
 3. Develops a clear main idea for writing. B-10
 4. Organizes writing providing a simple introduction, a clear sense of closure, and a *correct sequence of events.* *PPO-B-4,10
 5. Adds descriptive words and details. B-3
 6. Rereads and assesses writing for clarity, using a variety of methods. B-6,10
 7. *Shows evidence of the writing process.* *PPO-B-7
 8. **Begins to use revising strategies and resources to improve ideas, content, organization, word choice and detail.** *B-7
 9. **Rewrites, refines,** and illustrates writing samples for display and for sharing with others. B-7
 10. **Uses tools, rubrics, checklists, and feedback, to judge the quality of writing.** B-13
 11. **Writes for a limited variety of purposes and audiences** (journals, letters, stories, and responses) **for self-selected and assigned writing tasks.** *PPO-B-1
 12. Produces informal writings *alone or in small or large groups.*B-2
 13. *Contributes to a writing portfolio.* B-5
 14. *Demonstrates the ability to seek information and asks questions.* B-8
 15. *Develops a personal voice.* B-14
 16. Uses language for writing that is different from oral language, mimicking writing style of books when appropriate. B-1
 17. **Publishes writing for display or sharing with others using techniques such as electronic resources and graphics.** *IV-B-7, V-D

- C. *Understands and uses conventions of print, style and organization.*
1. Writes legibly in cursive, spacing letters, words and sentences appropriately. C-7
 2. **Demonstrates the ability to punctuate and capitalize appropriately in a final draft.** *C-13
 3. **Demonstrates the ability to use appropriate nouns, verbs and adjectives.** *C-14
 4. Uses subjects and verbs in agreement. C-13,15
 5. *Writes in complete sentences.* *PPO-C-3
 6. *Combines sentences to create paragraphs.* C-5
 7. *Begins to edit for spelling with teacher support for conventional spelling.* *PPO-C-6
 8. Writes sentence of increased length and slight variation in patterns. * C-12
- D. *Writes various types of composition.*
1. **Develops a purpose and audience for writing.** D-2, *B-1
 2. Writes stories with logical sequence that include descriptive details. D-1.
 3. Writes informational reports that include the main idea and significant details from the text. D-1
- E. *Develops vocabulary and spelling skills:*
1. Identifies rhyming words with the same or different spelling patterns. E-4
 2. Uses resources and reference materials, including dictionaries to select more effective vocabulary and to check spelling. E-6
 3. *Integrates spelling strategies in written context :* *E-5
 - a. spells multi-syllabic words correctly; E-4,5
 - b. spells all high-frequency words, words with short vowels and common endings correctly; E-3
 - c. spells contractions, compounds and homonyms correctly; E-4,5
 - d. uses correct spelling of words with common suffixes; E-4,5
 - e. follows common spelling generalizations (doubling the consonant, dropping e and changing y to i); and E-4,5
 - f. spells irregular plural nouns. E-4
 4. **Incorporates personal, high-interest vocabulary when writing.** E-1

5. *Begins to adapt vocabulary to audience and purpose.* E-7
6. *Responds to readings using vocabulary from the stories.* *E-6

Standard V: Gathers and uses a variety of informational and technological resources to communicate discoveries.

- A. *Demonstrates research techniques.*
1. **Generates questions for investigation.** A-1
 2. **Gathers information from a variety of places,** (classroom, media center, public library). A-4
 3. Acquires information from multiple sources. A-4, B,C
 4. Identifies important information and summarizes findings. A-5
 5. Sorts relevant information into categories. A-5
 6. Uses a variety of communication techniques, oral, visual, written or multimedia to report findings. A-6, D-1,2,3.
- B. *Demonstrates the use of informational resources.*
- C. *Demonstrates the use of technological resources.*
- D. *Communicates discoveries.*

Standard VI: Demonstrates competence in speaking, listening and viewing.

- A. **Listens actively and views different materials from a variety of media.**
- B. Uses language and speaking skills appropriate to the audience, situation and purpose. B
1. **Delivers informational presentations** that:
 - 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;**
 - d. **organize to have an introduction, body and conclusion;**
 - e. use visual materials when appropriate.
 2. Delivers a formal or informal presentation recalling an event or personal experience that conveys relevant information and descriptive details. E
- C. **Speaks clearly and distinctly with clear diction and tone.** E
- D. *Uses a variety of speaking techniques appropriate to purpose and audience* such as adjusting volume and tempo to stress important ideas. G

- E. *Uses listening/viewing skills to recognize appropriate situation and purpose such as asking questions for clarification and explanation, and responding to others' ideas.* H
- F. **Connects prior experiences, insights and ideas to those of a speaker. VI-K.**
1. **Uses active listening strategies to identify the main idea and to gain information from oral presentations. *VI-I**
 2. Identifies the difference between facts and opinions in presentations and visual media.
VI-K

Key to using this document:

- **Bolded items with Roman numerals are COS standards.**

- **Bolded items under Roman numerals are state benchmarks.**

- Items in regular print are state grade level indicators, with the COS letter/number correlation.

- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

- **Items with an asterisk appear on the reading and writing continuum.**