

Grade Three

Third graders are making the transition from learning to read to reading to learn. They read much more widely on a variety of topics. The third-grade students increase their abilities to read aloud with fluency and comprehension. Third graders read more thoughtfully, discover more details, extract deeper meaning in what they read, and read more complex texts. They enjoy a variety of genres, including fiction and non-fiction texts and poetry.

Third graders are more able to work independently on research projects, making their writing more sophisticated and meaningful. With some guidance, they use all aspects of the writing process in producing their own compositions and reports. They are much more adept at summarizing main points from fiction and non-fiction texts, and they use more abstract skills of synthesis and evaluation in writing. By the end of the third grade, students are aware of the importance of the conventions of language. Third graders understand the importance of spelling and the importance of correct language.

Third-grade responses to questions are more logically developed as students show evidence of expanding language with increased vocabulary and a wider range of language structures. Third graders are aware of the many registers of language, and they become flexible in their ability to vary language patterns in both speaking and writing. These students are ready to engage in abstract discussions as they respond to text and to life experiences. Students also write in a variety of genres.

Reading

Reading, writing, speaking, and listening skills are necessary tools for effective communication. The mastery of these skills is essential for enrichment and lifelong learning. Several years of research has yielded much information about how children learn to read. This research tells us that to become more skilled and confident readers over time, students need multiple opportunities to build essential skills. In their formative years of instruction, children must be read to and provided opportunities to practice independent reading. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world.

FLUENCY

ELA3R1 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Reads familiar text with expression.
- c. Reads third-grade texts at a target rate of 120 words correct per minute.
- d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

VOCABULARY

ELA3R2 The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads literary and informational texts and incorporates new words into oral and written language.
- b. Uses grade-appropriate words with multiple meanings.
- c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
- d. Identifies the meaning of common idioms and figurative phrases and incorporates them into oral and written language.
- e. Identifies and infers meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), and common suffixes (e.g., -tion, -ous, -ly).
- f. Determines the meaning of unknown words on the basis of context.

COMPREHENSION

ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text. The student

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.

- c. Generates questions before, during, and after reading.
- d. Distinguishes fact from opinion.
- e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts..
- f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.
- g. Summarizes text content.
- h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- i. Makes connections between texts and/or personal experiences.
- j. Identifies and infers main idea and supporting details.
- k. Self-monitors comprehension to clarify meaning.
- l. Identifies and infers cause-and-effect relationships and draws conclusions.
- m. Recalls explicit facts and infers implicit facts.
- n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).
- o. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.
- p. Recognizes the author's purpose.
- q. Formulates and defends an opinion about a text.
- r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.

Writing

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing).

ELA3W1 The student demonstrates competency in the writing process. The student

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
- c. Writes text of a length appropriate to address the topic or tell the story.
- d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).
- e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).
- f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.
- g. Begins to develop characters through action and dialogue.
- h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.
- i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.

- j. Uses a variety of resources to research and share information on a topic.
- k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.
- l. Writes a persuasive piece that states a clear position.
- m. Pre-writes to generate ideas, develops a rough draft, rereads to revise, and edits to correct.
- n. Publishes by presenting an edited piece of writing to others.

ELA3W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

The student produces a narrative that:

- a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for the audience and genre.
- d. Uses sensory details and other literary language to communicate setting, characters, and plot.
- e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events).
- f. Develops characters through action and dialogue.
- g. Provides a sense of closure.
- h. May include pre-writing.
- i. May include a revised and edited draft.
- j. May be published.

The student produces informational writing (e.g., procedures, report, correspondence) that:

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Sustains a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and the genre.
- d. Includes relevant examples, facts, anecdotes, and details.
- e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).
- f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- g. Provides a sense of closure.
- h. May include prewriting.
- i. May include a draft that is revised and edited.
- j. May be published.

The student produces a persuasive piece of writing that:

- a. Captures a reader's interest by stating a clear position/opinion and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for audience and the genre.
- d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.
- e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews).
- f. Provides a sense of closure.
- g. May include pre-writing.
- h. May include a revised and edited draft.
- i. May be published.

The student produces a response to literature that:

- a. Captures a reader's interest by developing a point of view.
- b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.
- c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.
- d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).
- e. Provides a sense of closure.
- f. May include pre-writing.
- g. May include a draft that is revised and edited.
- h. May be published.

Conventions

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of Standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing.

ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a. Correctly identifies and uses subject/verb agreement and adjectives.
- b. Identifies and uses nouns (singular, plural, possessive) correctly.

- c. Identifies and uses contractions correctly.
- d. Identifies and uses personal and possessive pronouns.
- e. Speaks and writes in complete and coherent sentences.
- f. Identifies and uses increasingly complex sentence structure.
- g. Distinguishes between complete and incomplete sentences.
- h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms).
- i. When appropriate, determines the meaning of a word based on how it is used in an orally presented sentence.
- j. Uses resources (encyclopedias, Internet, books) to research and share information about a topic.
- k. Uses the dictionary and thesaurus to support word choices.
- l. Uses common rules of spelling and corrects words using dictionaries and other resources.
- m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).
- n. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.

Listening/Speaking/Viewing

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA2LSV1 The student uses oral and visual strategies to communicate. The student

- a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.
- b. Recalls, interprets, and summarizes information presented orally.
- c. Uses oral language for different purposes: to inform, persuade, or entertain.
- d. Listens to and views a variety of media to acquire information.