

LANGUAGE ARTS CONTENT STANDARDS GRADE 3

READING

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal. Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).

WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: The standards for word analysis, fluency, and systematic vocabulary development are a key part of development in kindergarten through grade three. Although readers access words in many ways (whole words, decoding, word parts, and context) research has found that decoding, or the ability to apply knowledge of letter-sound correspondences to identify words, is fundamental to independent word recognition. The speed and ease with which good readers recognize words differentiate them from less successful readers.

Automaticity is the ability to recognize a word (or series of words in text) effortlessly and rapidly. The foundations of automatic word recognition begin in kindergarten through developing awareness of individual sounds and how sounds are associated with letters. Concepts about print, such as knowledge that readers and writers move from left to right, top to bottom, spacing of separate words, the connection between spoken and written language are also crucial to automatic recognition of words and words.

Proficient readers, writers, and speakers develop fluency with the fundamental skills and strategies. *Fluency* is defined as the accuracy and rate with which students perform reading tasks. In oral reading it includes additional dimensions that involve the quality of such reading (e.g., expression and intonation). To be considered fluent readers, students must perform a task or demonstrate a skill or strategy accurately, quickly, and effortlessly.

An important feature of language arts instruction in kindergarten through grade three is vocabulary development. Wide reading is essential to learning vocabulary and must be an integral component of instruction. At first teachers and parents should read to students, exposing them to vocabulary they are not yet able to read. As students develop proficiency in word recognition, they are taught independent word-learning strategies, such as learning meanings from context and using dictionaries and glossaries as instructional resources.

The primary means by which students learn new words is through independent reading. The volume of that reading is crucial. There is a strong relationship between decoding and vocabulary; decoding ability determines *how much* students read and, therefore, the size of vocabulary to which they are exposed. One of the most effective things that parents and teachers can do to help students develop vocabulary growth is to teach them to become fluent readers and encourage them to read extensively. The process and benefits of independent reading must begin in the early grades if students are to meet the demands made in the upper elementary grades.

Decoding and Word Recognition

- Know and use complex word families when reading (e.g., *-ight*) to decode unfamiliar words.
- **Decode regular multisyllabic words.**
- **Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.**

Vocabulary and Concept Development

- Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words.
- Demonstrate knowledge of levels of specificity among grade- appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).
- **Use sentence and word context to find meaning of unknown words.**
- **Use a dictionary to learn the meaning and other features of unknown words.**
- **Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.**

READING COMPREHENSION: An important building block in kindergarten through grade three is instruction in strategies related to reading comprehension, the ability to gain meaning from print and understand what is read. These strategies include predicting what will happen in a text, comparing information between sources, and answering essential questions. In kindergarten students learn to answer simple questions about *who* and *what*. More abstract *why* and *what if* questions are mastered in the first and second grades. These skills are taught directly in classrooms, just as decoding and vocabulary skills are taught. Parents can help children develop reading comprehension skills by reading aloud and talking about questions that come up. Helping a child recognize what he or she already knows about the subject and explaining unfamiliar vocabulary also help children understand what is read.

Structural Features of Informational Materials

- **Use titles, table of contents, chapter headings, glossaries, and indexes to locate information in text.**

Comprehension and Analysis of Grade-Level-Appropriate Text

- **Ask questions and support answers by connecting prior knowledge with literal and inferential information found in text.**
- **Demonstrate comprehension by identifying answers in text.**
- Recall major points in text, and make and modify predictions about forthcoming information.
- **Distinguish main idea and supporting details in expository text.**

- Extract appropriate and significant information from text, including problems and solutions.
- Follow simple multiple-step written instructions (e.g., how to assemble a product or use a game board).

LITERARY RESPONSE AND ANALYSIS:

In kindergarten through grade three, students develop their ability to analyze literature and distinguish between the structural features of narrative text (such as plot, characters, setting) and the various forms of narrative (e.g., myths, legends, fables). They learn the commonalities in narrative text and begin to understand how stories work.

Structural Features of Literature

- Distinguish among common forms of literature (e.g., poetry, drama, fiction, non-fiction).

Narrative Analysis of Grade-Level-Appropriate Text

- Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- **Determine what characters are like by what they say or do and by how the author or illustrator portrays them.**
- **Determine the underlying theme or author's message in fiction and non-fiction text.**
- Recognize the similarities of sounds in words and rhythmical patterns in a selection (e.g., onomatopoeia, alliteration).
- **Identify the speaker or narrator in a selection.**

WRITING

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing considers audience and purpose. They successfully use the stages of the writing process (i.e., pre-writing, drafting, revising, and editing successive versions). Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

WRITING STRATEGIES AND APPLICATIONS: Students in kindergarten through grade three develop foundational writing strategies, applications, and conventions. They begin by forming letters and using their knowledge of letters and sounds to write words. In first grade they write sentences; by second and third grades they write progressively more sophisticated paragraphs. Penmanship progresses from legible printing in the first grade to cursive writing in the third grade.

In first grade students begin to learn that writing is a process. The act of writing is made up of a set of thinking and composing processes used selectively by a writer. Students learn that writing consists of several phases (i.e., prewriting, drafting, revising, editing, and postwriting) that vary depending on the purpose and audience for writing. These phases are not always all used and need not occur in any fixed order. The dimensions of organization, grammar, sentence

structure, spelling, punctuation and capitalization, and handwriting are introduced and extended progressively.

With its emphasis on planning and revising for clarity, the writing process helps students understand that writing is not the same as speech written down. They learn the traits of writing: ideas, organization, voice, word choice, sentence fluency, and conventions. The first five of these traits involve content (rather than spelling, punctuation, etc.) and directly address aspects of written communication that many students find challenging.

WRITING STRATEGIES:

Organization and Focus

- **Create a single paragraph:**
 - a. Develop a topic sentence.
 - b. Include simple supporting facts and details.

Penmanship

- **Write legibly in cursive or joined italic, adhering to margins and correct spacing between letters in a word and words in a sentence.**

Research and Technology

- **Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).**

Revising and Evaluating Strategies

- **Revise drafts to improve the coherence and the logical progression of ideas, using an established rubric.**

WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Using the Grade 3 writing strategies outlined in Writing Standard 1.0, students:

- **Write narratives:**
 - a. Provide a context within which an action takes place.
 - b. Include well-chosen details to develop the plot.
 - c. Provide insight into why the selected incident is memorable.
- **Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.**
- **Write personal and formal letters, thank-you notes, and invitations:**
 - a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
 - b. Include the date, proper salutation, body, closing, and signature.

WRITTEN AND ORAL ENGLISH-LANGUAGE CONVENTIONS

Students write and speak with a command of standard English conventions that are appropriate to each grade level.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: In kindergarten through grade three, written and oral English-language conventions are integrated within the areas (writing and speaking) where they are most directly applied. During this time, students learn to write and punctuate declarative, interrogative, imperative, and exclamatory sentences.

Spelling progresses from phonetic stages, during which children learn to represent sounds in simple words, to more advanced phonetic, rule-governed, and predictable patterns of spelling. Research shows that “temporary” spellings, specifically those used in the earliest stages of spelling development, can be helpful for developing understanding of the identity and segmentation of speech sounds and sound-spelling relationships. Conventionally correct spelling is developed through focused instruction and practice. Primary children should be expected to spell previously studied words and spelling patterns correctly in their final writing products. Fundamental skills in sentence structure, grammar, punctuation, capitalization, and spelling become building blocks for more advanced applications later.

Students are expected to have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling appropriate to their grade level.

Sentence Structure

- Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

Grammar

- Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- Identify and use past, present, and future verb tenses properly in writing and speaking.
- Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuation

- Punctuate dates, city and state, and titles of books correctly.
- Use commas in dates, locations, and addresses and for items in a series.

Capitalization

- Capitalize geographical names, holidays, historical periods, and special events correctly.

Spelling

- Spell correctly one-syllable words that have blends, contractions, compounds and orthographic patterns (e.g., qu, consonant doubling, change y to i) and common homophones (e.g., hair-hare).
- Arrange words in alphabetical order.

LISTENING AND SPEAKING

Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

LISTENING AND SPEAKING STRATEGIES: In kindergarten through grade three, students develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in the other language arts. For example, as students learn to identify the major elements in stories, they practice retelling stories and include characters, settings, and major events. When speaking, they need systematic opportunities to use the vocabulary introduced in reading and writing. Students learn to listen and follow instructions that begin as one-step directions in kindergarten and progress to three and four steps in the second and third grades. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.

Comprehension

- **Retell, paraphrase, and explain what has been said by a speaker.**
- Connect and relate prior experiences, insights, and ideas to those of a speaker.
- **Respond to questions with appropriate elaboration.**
- Identify the musical elements of literary language (e.g., rhymes, repeated sounds, or instances of onomatopoeia).

Organization and Delivery of Oral Communication

- Organize ideas chronologically or around major points of information.
- **Provide a beginning, middle, and end, including concrete details that develop a central idea.**
- **Use clear and specific vocabulary to communicate ideas and establish tone.**
- Clarify and enhance oral presentations through use of appropriate props (e.g., objects, pictures, charts).
- Read prose and poetry aloud with fluency, rhythm, and pace; and use appropriate intonation and vocal patterns to emphasize important passages of the text being read.

Analysis and Evaluation of Oral and Media Communications

- Compare ideas and points of view in broadcast and print media.
- **Distinguish between the speaker's opinions and verifiable facts.**

SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

- **Make brief narrative presentations:**
 - a. Provide a context for an incident that is the subject of the presentation.
 - b. Provide insight into why the selected incident is memorable.
 - c. Include well-chosen details to develop character, setting, and plot.
- **Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.**
- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.