

# RIO VALLEY CHARTER SCHOOL

A PACIFIC CHARTER INSTITUTE SCHOOL

## ***English Language Arts State Standards Grade 3***

Third grade students read, comprehend, and interact with a range of literature and informational text. They produce more developed, focused, organized, and edited written work. Students plan and deliver informative and narrative presentations that follow a logical sequence and provide descriptive details.

### ***Reading - Literature / Fiction***

#### ***The student can ...***

- ask and answer questions, referring back to specific parts of the text, to show understanding.
- retell stories, including fables, folktales and myths.
- identify the central message in stories & explain how that message is conveyed through the details.
- describe characters (e.g., traits, feelings) and explain how their actions affect the sequence of events.
- distinguish literal from figurative language in stories and poems.  use specific terms (e.g., chapter, scene, stanza) to explain how parts of text are connected.
- distinguish his/her own point of view from the point of view of the narrator or the characters.
- explain how the illustrations contribute to the mood, plot or setting conveyed by the words.
- compare and contrast the themes, settings, and plots of stories written by the same author.
- read and understand stories, drama and poetry of appropriate complexity for grade 3.

### ***Reading - Informational Text / Nonfiction***

#### ***The student can ...***

- ask and answer questions, referring back to specific parts of the text, to show understanding.
- determine the main idea, recount key details, and explain how the details support the main idea.
- explain the relationship between historical events, scientific ideas, or steps in a process, using words that pertain to time, sequence and cause/effect.
- determine the meaning of academic verbs (e.g., apply, identify, compare) and

- subject- specific words (e.g., fossil, seedling, equator).
- use text features and search tools (e.g., key words, sidebars) to locate information efficiently.
- tell the difference between his/her own point of view and the author's point of view.
- use information from charts, maps, photographs and illustrations to deepen understanding of a text.
- describe the logical connection between sentences and paragraphs (e.g., comparison, cause/effect).
- compare/contrast important points and key details in two different texts on the same topic.
- independently and proficiently read and comprehend informational text (history/social studies, science, technical subjects) of appropriate complexity for grade 3.

### ***Reading - Foundational Skills***

#### ***The student can ...***

- apply grade-level phonics and word analysis skills to decode words.
- identify and apply the meaning of common prefixes and suffixes.
- decode words with common Latin suffixes (e.g., -gram, -graph, -ize).
- decode words with multiple syllables (e.g., conference, strawberry, squinted).
- recognize and read words with irregular spelling patterns.
- read grade level text with purpose and understanding.
- read grade level stories, drama and poetry aloud with accuracy, appropriate rate, and expression.
  - use context to confirm or self-correct word recognition and understanding.

### ***Writing***

#### ***The student can ...***

- write opinion pieces which (a) introduce the topic or text, state an opinion, and create an organizational structure that lists reasons, (b) provide reasons that support the opinion, (c) use linking words (e.g., because, therefore, since), & (d) provide a concluding statement or section.
- write clear informative/explanatory texts which (a) introduce a topic and group related information together, (b) develop the topic with facts, definitions, and details, including illustrations when useful, (c) use linking words (e.g., another, more, but), and (d) provide a concluding section or statement.
- write real or imagined narratives which (a) establish a situation, introduce a narrator and characters, and create an organized, natural event sequence, (b) use dialogue and descriptions to develop events and characters, (c) use time words to show sequence, and (d) provide a sense of closure.
- conduct short research projects that build knowledge about a topic.
- recall experiences or gather information from print & digital sources; sort

evidence into categories.

- write routinely for a range of specific tasks, purposes, and audiences. With guidance and support from adults, the student can:
- develop and strengthen writing by planning, revising and editing. □ use technology and keyboarding skills to produce and publish writing.

### ***Speaking and Listening***

#### ***The student can ...***

- prepare for discussions with peers and adults by reading or studying material in advance.
- express his/her ideas clearly and build on the ideas of others during discussions.
- ask questions to clarify understanding, stay on topic, and link comments to the remarks of others.
- determine the main ideas and supporting details from an oral or media presentation or a read aloud.
- tell a story or recount an experience with clear, audible speech and relevant, descriptive details.
- plan and deliver informative presentations that (a) organize ideas, (b) follow a logical sequence, (c) include supportive details, (d) use specific vocabulary, and (e) provide a strong conclusion.
- create engaging audio recordings of stories or poems with fluid reading at an understandable pace.

### ***Language***

#### ***The student can:***

- write legibly in cursive or joined italics, with margins and correct spacing. □ explain the function of nouns, pronouns, verbs, adjectives and adverbs. □ use regular and irregular plural nouns and abstract nouns (e.g., childhood). □ form and use regular and irregular verbs.
- ensure subject-verb agreement and pronoun-antecedent agreement. □ form and use comparative and superlative adjectives and adverbs. □ produce simple, compound, and complex sentences; use coordinating & subordinating conjunctions.
  - use correct capitalization, punctuation, and spelling, including (a) capital letters in titles, (b) commas in addresses, (c) commas & quotation marks in dialogue, (d) possessive forms, and (d) spelling patterns.
- consult dictionaries or glossaries, both print & digital, to check spellings and meanings of words.
- choose words and phrases for effect when writing and speaking. □ use context clues, affixes and root words to figure out the meaning of an unknown word or phrase.
- identify real-life connections between words and their use (e.g., describe people who are friendly).

- distinguish meaning among related words that describe degrees of certainty(e.g., knew, believed, heard).
- acquire and accurately use conversational, academic, and subject specific words and phrases.