

## English Language Arts Standards and Elements

Date Taught				Standards/Elements –Third Grade
				<i>Fluency</i>
				<b>ELA3R1 The student demonstrates the ability to read orally with speed, accuracy, and expression.</b>
				a. Applies letter-sound knowledge to decode unknown words quickly and accurately.
				b. Reads familiar text with expression.
				c. Reads third-grade text at a target rate of 120 words correct per minute.
				d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level texts.
				<i>Vocabulary</i>
				<b>ELA3R2 The student acquires and uses grade-level words to communicate effectively.</b>
				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.
				<i>Comprehension</i>
				<b>ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text.</b>
				a. Reads a variety of texts for information and pleasure.
				b. Makes predictions from text content.
				c. Generates questions to improve comprehension.
				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.
			<b><i>Writing</i></b>
			<b>ELA3W1 The student demonstrates competency in the writing process.</b>
			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. Prewrites 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.
				<i>Conventions</i>
				<b>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.</b>
				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.

				<b><i>Listening/Speaking/Viewing</i></b>
				<b>ELA3LSV1 The student uses oral and visual strategies to communicate.</b>
				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.

