

# LANGUAGE ARTS / READING

## Grade 3

**Standard 1:** Phonics/Decoding—The Student will apply sound-symbol relationships to decode words.

1. Phonetic Analysis—Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).
2. Structural Analysis—Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).
3. Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.

**Standard 2:** Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context—Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
2. Affixes—Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less) and roots to determine the meaning of words.
3. Synonyms, Antonyms, and Homonyms—Determine the meanings of words using knowledge of synonyms, antonyms, homonyms, and multiple meaning words.
4. Using Resource Materials—Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words. \*

**Standard 3:** Fluency—The student will identify words rapidly so that attention is directed at the meaning of the text.

1. Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
2. Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader; a “typical” third grader reads approximately 85 words per minute).
3. Engage in repeated readings of the same text to increase fluency.
4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.
5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in texts with appropriate phrasing as a guide to understanding meaning.

**Standard 4:** Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

- a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the second half of third grade.
- b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
- c. Recall major points in a text and revise predictions about what is read.
- d. Show understanding by asking questions and supporting answers with literal information from the text.

2. Inferences and Interpretation

- a. Make inferences by connecting prior knowledge and experience with information from the text.
- b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.
- \*c. Participate in creative response to text (e.g., art, drama, and oral presentations).

3. Summary and Generalization

- a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
- b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
- c. Produce summaries of text selections.

4. Analysis and Evaluation

- a. Analyze characters including their traits, relationships, feelings, and changes in text.
- b. Distinguish between fact and opinion in nonfiction text.
- c. Analyze the causes, motivations, sequences, and results of events from a text.

\*5. Monitoring and Correction Strategies

- a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense)
- b. Predict, monitor, and crosscheck using semantic, syntactic, and graphophonic cues.
- c. Clarify meaning by rereading, questioning, and modifying predictions.

**Standard 5:** Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

\*1. Literary Genres—Demonstrate knowledge of and appreciation for various forms (genres) of literature.

- a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).
- b. Read, understand, and discuss a variety of genres.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

- a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
- b. Recognize themes that occur across literary works. Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of “everyone is unique”

that occurs in both stories.

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, and alliteration).

**Standard 6**—Research and Information: The student will conduct research and organize information.

1. Accessing Information—The student will select the best source for a given purpose.

a. Alphabetize to the third letter.

b. Use guide words to locate words in dictionaries and topics in encyclopedias.

c. Access information from charts, maps, graphs, schedules, directions, and diagrams.

d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.

e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

\*2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.

a. Begin the research process by selecting a topic, formulating questions, and identifying key words.

b. Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).

c. Compile information into summaries of information.

d. Use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple-choice, true/false, and short answer.