

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

---

**Phonemic Awareness, Word Recognition and Fluency Standard**

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of the third grade, they demonstrate fluent oral reading, varying the intonation and timing as appropriate for the text.

By the end of the K-3 program, students will...

- A. Use letter-sound correspondence knowledge and structural analysis to decode words.
- B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

1. Identify rhyming words with the same or different spelling patterns.
2. Use letter-sound knowledge and structural analysis to decode words.
3. Use knowledge of common word families (e.g., -ite, or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.
4. Demonstrate a growing stock of sight words.
5. Read text using fluid and automatic decoding skills.
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

By the end of the K-3 program,  
students will...

**Acquisition of Vocabulary Standard**

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adult and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

- A. Use context clues to determine the meaning of new vocabulary.
- B. Read accurately high-frequency sight words.
- C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
- D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
- E. Use resources to determine the meanings and pronunciations of unknown words.

- 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.
- 2. Use context clues to determine the meaning of homophones, homonyms, and homographs.
- 3. Apply the meaning of the terms synonyms and antonyms.
- 4. Read accurately high-frequency sight words.
- 5. Apply knowledge of individual words in unknown compound words to determine their meanings.
- 6. Use knowledge of contractions and common abbreviations to identify whole words.
- 7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful, and -less to determine meaning of words.
- 8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.
- 9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as footnotes or sidebars.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

**Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard**

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

By the end of the K-3 program, students will...

- A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.
- B. Make predictions from text clues and cite specific examples to support predictions.
- C. Draw conclusions from information in text.
- D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
- E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
- F. Apply and adjust self-monitoring strategies to assess understanding of text.

- 1. Establish a purpose for reading (e.g. to be informed, to follow directions or to be entertained).
- 2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.
- 3. Compare and contrast information between texts and across subject areas.
- 4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.
- 5. Make inferences regarding events and possible outcomes from information in text.
- 6. Create and use graphic organizes, such as Venn diagrams and webs, to demonstrate comprehension.
- 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade- appropriate print texts and electronic and visual media.
- 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

---

By the end of the K-3 program,  
students will...

9. Use criteria to choose independent reading material (e.g. personal interest, knowledge of authors and genres or recommendations from others).

10. Independently read books for various purposes (e.g. for enjoyment, for literary experience, to gain information or to perform a task).

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

By the end of the K-3 program,  
students will...

**Reading Applications:  
Informational, Technical and  
Persuasive Text Standard**

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

- A. Use text features and structures to organize content draw conclusions and build text knowledge.
- B. Ask clarifying questions concerning essential elements of informational text.
- C. Identify the central ideas and supporting details of informational text.
- D. Use visual aids as sources to gain additional information from text.
- E. Evaluate two- and three- step directions for proper sequencing and completeness.

- 1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.
- 2. List questions about essential elements (e.g. why, who, where, what, when and how) from informational text and identify answers.
- 3. Identify and list the important central ideas and supporting details of informational text.
- 4. Draw conclusions from information in maps, charts, graphs and diagrams.
- 5. Analyze a set of directions for proper sequencing, clarity and completeness.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

By the end of the K-3 program,  
students will...

**Reading Applications: Literary Text Standard**

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

- A. Compare and contrast plot across literary works.
- B. Use supporting details to identify and describe main ideas, characters and setting.
- C. Recognize the defining characteristics and features of different types of literary forms and genres.
- D. Explain how an author’s words choice and use of methods influences the reader.
- E. Identify the theme of a literary text.

- 1. Recognize and describe similarities and differences of plot across literary works.
- 2. Use concrete details from the text to describe characters and setting.
- 3. Retell the plot sequence.
- 4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.
- 5. Explain how an author’s choice of words appeals to the senses.
- 6. Identify stated and implied themes.
- 7. Describe methods authors use to influence readers’ feelings and attitudes (e.g. appeal of characters in a picture book; use of figurative language).

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

By the end of the 3 – 4 program, students will . . .

**Writing Process Standard**

Students’ writing develops when they regularly engage in the major phases of writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

- A. Generate ideas and determine a topic suitable for writing.
- B. Determine audience and purpose for self-selected and assigned writing tasks.
- C. Apply knowledge of graphics or other organizers to clarify ideas of writing assessments.
- D. Spend the necessary amount of time to revisit, rework and refine pieces of writing.
- E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.
- F. Use a variety of resources and reference materials to select more effective vocabulary when editing.
- G. Edit to improve sentence fluency, grammar and usage.
- H. Apply tools to judge the quality of writing.
- I. Prepare writing for publication that is legible follows an appropriate format and uses techniques such as electronic resources and graphics.

- 1. Generate writing ideas through discussions with others and form printed material.
- 2. Develop a clear main idea for writing.
- 3. Develop a purpose and audience for writing.
- 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
- 5. Organize writing by providing a simple introduction, body and a clear sense of closure.
- 6. Use a wide range of simple, compound and complex sentences.
- 7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.
- 8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
- 9. Use available technology to compose text.
- 10. Reread and assess writing for clarity using a variety of methods (e.g., writer’s circle or author’s chair).
- 11. Add descriptive words and details and delete extraneous information.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

---

By the end of the 3 – 4 program,  
students will . . .

12. Rearrange words, sentences and paragraphs to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
16. Rewrite and illustrate writing samples for display and for sharing with others.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

By the end of the 3 – 4 program, students will . . .

**Writing Applications Standard**

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

- A. Write narrative accounts that develop character, setting and plot.
- B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.
- C. Write formal and informal letters that include important details and follow correct letter format.
- D. Write informational reports that include facts, details and examples that illustrate an important idea.

- 1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.
- 2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific reference to the text.
- 3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.
- 4. Write informational reports that include the main ideas and significant details from the text.
- 5. Produce informal writings (e.g., messages, journals, note and poems) for various purposes.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

By the end of the 3 – 4 program, students will . . .

**Writing Conventions Standard**

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

- A. Write legibly in finished drafts.
- B. Spell grade-appropriate words correctly.
- C. Use conventions of punctuation and capitalization in written work.
- D. Use grammatical structures to effectively communicate ideas in writing.

1. Write legibly in cursive, spacing letters, words and sentences appropriately.
2. Spell multi-syllabic words correctly.
3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.
4. Spell contradictions, compounds and homonyms (e.g., hair and hare) correctly.
5. Use correct spelling of words with common suffixes such as –ion, -ment and -ly.
6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).
7. Use resources to check spelling (e.g., a dictionary, spell check).
8. Use end punctuation marks correctly.
9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.
10. Use correct capitalization
11. Use nouns, verbs and adjectives correctly.
12. Use subjects and verbs that are in agreement.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

---

By the end of the 3 – 4 program,  
students will . . .

- 13. Use irregular plural nouns.
- 14. Use nouns and pronouns that are in agreement.
- 15. Use past, present and future verb tenses.
- 16. Use possessive nouns and pronouns.
- 17. Use conjunctions.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

---

By the end of the 3 – 4 program, students will . . .

**Research Standard**

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

- A. Identify a topic of study, construct questions and determine appropriate sources for gathering information.
- B. Select and summarize important information and sort key findings into categories about a topic.
- C. Create a list of sources used for oral, visual, written or multimedia reports.
- D. Communicate findings orally, visually and in writing or through multimedia.

- 1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.
- 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, and public library or community resources).
- 3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
- 4. Identify important information found in the sources and summarize the important findings.
- 5. Sort relevant information into categories about the topic.
- 6. Understand the importance of citing sources.
- 7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

By the end of the 3 – 4 program, students will . . .

**Communications: Oral and Visual Standard**

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

- A. Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.
- B. Respond to presentations and media messages by stating the purpose and summarizing main ideas.
- C. Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.
- D. Identify examples of facts and opinions and explain their differences.
- E. Organize presentations to provide a beginning, middle and ending and include concrete details.
- F. Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.
- G. Deliver a variety of presentations, using visual materials as appropriate.

- 1. Ask questions for clarification and explanation, and respond to others' ideas.
- 2. Identify the main idea, supporting details and purpose of oral presentations and visual media.
- 3. Identify the difference between facts and opinions in presentations and visual media.
- 4. Demonstrate an understanding of the rules of the English language.
- 5. Select language appropriate to purpose and audience.
- 6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
- 7. Adjust speaking content according to the needs of the audience.
- 8. Deliver informational presentations that:
  - a. present events or ideas in logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts and details from multiple sources to develop topic;
  - d. organize information, including a clear introduction, body and conclusion;

ENGLISH LANGUAGE ARTS STANDARD

Grade – Third

Standard

Benchmark

Indicators

---

By the end of the 3 – 4 program,  
students will . . .

e. use appropriate visual materials (e.g.,  
diagrams, charts, illustrations) and  
available technology; and

f. identify sources.

9. Deliver formal and informal  
descriptive presentations recalling an  
event or personal experience that  
convey relevant information and  
descriptive details.