

Jackson Area Catholic Schools

Language Arts Academic Standards for Third Grade

Reading

Word Recognition and Word Study

Word Recognition

- R.WS.06.01** The student will explain and use word structure, sentence structure and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.SW.06.02** The student will use structural, syntactic and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes and syllabication.
- R.WS.06.03** The student will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing in grade-level reading and oral language contexts.
- R.SW.06.04** The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.SW.06.05** The student will acquire and apply strategies to identify unknown words and construct meaning.

Fluency

- R.WS.03.07** The student will apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.

Reading (Fluency) Cont.

R.WS.03.07a

The student will review consonant blends and digraphs, vowel combinations, consonant endings, and r-controlled letter combinations.

<i>R.WS.03.07b</i>	The student will use appropriate pauses when reading punctuation signals.
<i>R.WS.03.07c</i>	The student will choral read passages to practice fluency, using meaningful phrases and expressions.
<i>R.WS.03.07d</i>	The student will identify and state meanings of words with prefixes and suffixes in a selection.
<i>R.WS.03.07e</i>	The student will apply syllabication strategies to pronounce unknown words in a selection.
<i>R.WS.03.07f</i>	The student will identify the parts and meaningful phrases and use expression after listening to teacher modeling.
<i>R.WS.03.07g</i>	The student will group words into meaningful phrases and use expression after listening to teacher modeling.
<i>R.WS.03.07h</i>	The student will determine the meaning of words and phrases in context.

Vocabulary

R.WS.03.08 The student will in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary

Narrative Text

R.NT.03.01 The student will explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.

R.NT.03.02 The student will identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.

R.NT.03.03 The student will identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

R.NT.03.04 The student will explain how authors use literary devices including prediction, personification, and point of view to develop a story level

theme, depict the setting, and reveal how thoughts and actions convey important character traits

Reading (Narrative Text) Cont.

- R.NT.03.05** The student will brainstorm and review story elements, listening to selections from modern and classical literature.
- R.NT.03.06** The student will analyze the theme using shorter selections and chapter books.
- R.NT.03.07** The student will compare and contrast characteristics of realistic fiction and fantasy literature.
- R.NT.03.08** The student will take realistic fiction and fantasy selections and complete graphic comparisons of all story elements.
- R.NT.03.09** The student will use realistic fiction and fantasy selections to identify predictions, drawing conclusions, using sequences, comparing and contrasting, memorizing, cause and effect, fact and opinion, and main idea and details.

Informal Text

- R.IT.03.01** The student will identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
- R.IT.03.02** The student will identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.
- R.IT.03.03** The student will explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.
- R.IT.03.04** The student will investigate text features while surveying informational text, independently and in small groups.
- R.IT.03.05** The student will use the SQ3R strategy with informational text.
- R.IT.03.06** The student will demonstrate semantic maps, graphic organizers, story webs, with oral and written responses, using informational text.
- R.IT.03.07** The student will identify informational text patterns.

Comprehension

- R.CM.03.01** The student will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
- R.CM.03.02** The student will retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
- R.CM.03.03** The student will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.
- R.CM.03.04** The student will apply significant knowledge from grade-level science, social studies, and mathematics texts.

Metacognition

- R.MT.03.01** The student will self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.
- R.MT.03.02** The student will plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.

Critical Standards

- R.CS.03.01** The student will develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.

Reading Attitude

- R.AT.03.01** The student will be enthusiastic about reading and do substantial reading and writing on their own.
- R.AT.03.02** The student will develop and demonstrate a Catholic/Christian philosophy through summary and discussion of literature.

Writing

Writing Genre

- W.GN.03.01** The student will write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.
- W.GN.03.02** The student will write poetry based on reading a wide variety of grade-appropriate poetry.
- W.GN.03.03** The student will write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.
- W.GN.03.04** The student will use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.
- W.GN.03.05** The student will write a letter to express appreciation, explain, ask a question, or extend an invitation.
- W.GN.03.06** The student will write a personal narrative.
- W.GN.03.07** The student will write a summary, including main idea and supporting details, based on informational text.
- W.GN.03.08** The student will produce an additional variety of texts, including journals, learning logs, directions, and reports.

Writing Process

- W.PR.03.01** The student will set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.
- W.PR.03.02** The student will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).

Writing (Writing Process) Cont.

- W.PR.03.03** The student will draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem/solution).
- W.PR.03.04** The student will revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).
- W.PR.03.05** The student will proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.

Personal Style

- W.PS.03.01** The student will exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).

Grammar and Usage

- W.GR.03.01** The student will in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.
- W.GR.03.02** The student will use proper punctuation: ending punctuation, commas, quotation marks in dialogue, apostrophes, and abbreviations.
- W.GR.03.03** The student will use proper capitalization: names, days of the week, months, holidays, and book titles.
- W.GR.03.04** The student will use correct sentence structure: subject/predicate, complete sentence and compound sentence.
- W.GR.03.05** The student will identify and use sentence types: question/exclamation, and command/statement.
- W.GR.03.06** The student will identify and write a proper paragraph using a topic sentence.

Spelling

- W.SP.03.01** The student will in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).
- W.SP.03.02** The student will use correctly spell selected list of words on spelling tests.
- W.SP.03.03** The student will spell these words correctly in independently written work.
- W.SP.03.04** The student will develop dictionary skills.

Handwriting

- W.HW.03.01** The student will display a mastery of manuscript handwriting and refine skills toward legible cursive handwriting.

Writing Attitude

- W.AT.03.01** The student will be enthusiastic about writing and learning to write.
- W.AT.03.02** The student will demonstrate through writing an understanding of their Catholic/Christian faith in relation to literature read and/or other given topics.

Speaking

Conventions

- S.CN.03.01** The student will use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.
- S.CN.03.02** The student will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
- S.CN.03.03** The student will speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.
- S.CN.03.04** The student will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- S.CN.03.05** The student will understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.
- S.CN.03.06** The student will respond to multiple text types by reflecting, planning, and delivering presentations using an effective informational organizational pattern; supporting facts and details reflecting a variety of resources; and varying the pace for effect.

Discourse

- S.DS.03.01** The student will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
- S.DS.03.02** The student will discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.
- S.DS.03.03** The student will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

Speaking (Discourse) Cont.

- S.DS.03.04** The student will plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.
- S.DS.03.05** The student will present a book talk using verbal and nonverbal communication.
- S.DS.03.05a* The student will read a self-selected book and develop story elements.
- S.DS.03.05b* The student will speak clearly, use an appropriate rate, agreeable tone, audible volume, and proper inflection.
- S.DS.03.05c* The student will use appropriate body language and posture.
- S.DS.03.05d* The student will exhibit proper facial expression and appropriate eye contact.
- S.DS.03.05e* The student will, if appropriate, use a visual aid to enhance oral delivery.
- S.DS.03.06** The student will, singularly or in cooperative groups, develop a topic, and properly organize a speech, with introduction, body, and conclusion.

Listening and Viewing

Conventions

- L.CN.03.01** The student will ask substantive questions of the speaker that will provide additional elaboration and details.
- L.CN.03.02** The student will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
- L.CN.03.03** The student will distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.
- L.CN.03.04** The student will be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.

Response

- L.RP.03.01** The student will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
- L.RP.03.02** The student will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.03.03** The student will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
- L.RP.03.04** The student will combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).
- L.RP.03.05** The student will respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.
- L.RP.03.06** The student will reconstruct what was heard by effective note taking: writing key only words, and using pictures and symbols.
- L.RP.03.07** The student will respond to questions asked of them with answers of appropriate detail.

Research

Strategies

- RS.S.03.01** The student will locate, select, retrieve, and present information on a topic, issue or problem.
- RS.S.03.02** The student will identify and use characteristics of various informational genre: textbooks, encyclopedias, periodicals, atlases, and computer resources.
- RS.S.03.03** The student will listen to or view knowledgeably and discuss a variety of genre and compare their responses of their peers.
- RS.S.03.04** The student will use, select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- RS.S.03.05** The student will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
- RS.S.03.06** The student will combine skills to reveal strengthening literacy.
- RS.S.03.07** The student will respond to and retell what a speaker said, paraphrasing and explain the main idea, and then extend their response by connecting and relating it to personal experiences.