

Diocese of Bridgeport – ELA Standards – Grade 3



LITERATURE

<u>STANDARD</u>	<u>SKILLS</u>
<p>L 3.1</p> <p>Read and comprehend literary and informational texts independently and proficiently.</p>	<ul style="list-style-type: none"> • Apply decoding skills • Evaluate and interpret visual images • Follow written directions • Use punctuation correctly to make sense of what is read • Self-correct when reading • Demonstrate fluency during oral reading by showing expression, intonation, and acknowledging punctuation and proper phrasing • Read independently (silently) with sufficient accuracy and fluency to support comprehension
<p>L 3.2</p> <p>Use a variety of strategies to comprehend, interpret and evaluate text.</p>	<ul style="list-style-type: none"> • Apply appropriate strategies before, during, and after reading to construct meaning • Make and confirm/revise predictions • Create mental pictures • Activate prior knowledge • Examine pictures and other cues to assist in comprehension • Read ahead or reread texts • Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for answers • Summarize in own words what was read, paraphrase • Monitor own comprehension • Demonstrate understanding of word relationships and nuances in word meanings
<p>L 3.3</p> <p>Analyze the structure of texts; determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs with the text • Understand inferred themes in literary works • Use narrative elements to retell stories, sequence events, compare/contrast and draw conclusions • Identify the main plot – beginning, middle, and end • Begin to identify the plot structure - rising and falling action • Understand characterization - character traits, motivations, feelings • Understand setting - place, time • Identify the conflict and resolution • Attribute a character's actions to a sequence of events • Identify cause and effect • Distinguish between fact and opinion • Distinguish between personal point of view and that of the narrator or characters • Recognize the difference among the different genres - poetry, prose • Identify repetition, rhythm, rhyme

L 3.4	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience.	<ul style="list-style-type: none"> • Read and respond to texts about different cultures and times • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect • Make connections between the text and personal experience and the world at large • Collect data and facts from a variety of sources • Locate information to assist in solving problems
L 3.5	Read a wide range of genres including fiction and nonfiction, classical and contemporary works spanning periods in time to build an understanding of texts, of themselves, and of the cultures of the United States and the world; read closely to determine what the text says explicitly and to make logical inferences from it.	<ul style="list-style-type: none"> • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral and explain how it is conveyed through key details in the text • Connect the texts with real life situations, other texts, the world, or personal experience to ensure deep understanding • Read nonfiction text to gain new information • Choose books and reading material to read for pleasure • Read silently
L 3.6	Define and appropriately apply content-related vocabulary words, high frequency and sight words.	<ul style="list-style-type: none"> • Recognize basic vocabulary words from text by sight and meaning • Relate new vocabulary words to familiar words to continually extend scope of reading • Recognize high frequency words automatically • Use context clues to determine the meaning of words or phrases (definitions, examples, restatements) • Determine the meaning of words and phrases as they are used in a text • Begin to distinguish between literal and non-literal language • Use word reference materials (dictionary, thesaurus, glossary) to determine the meaning, pronunciation and derivations of unknown words
L 3.7	Assess how author's point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> • Identify and support author's purpose • Interact with other readers in understanding text • Identify point of view - 1st and 3rd person, limited and omniscient
L 3.8	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.	<ul style="list-style-type: none"> • Compare/contrast the most important points presented by two texts on the same theme • Compare/contrast two or more versions of the same story by different authors or from different cultures
L 3.9	Use a variety of technological and informational resources to gather information.	<ul style="list-style-type: none"> • Access websites with teacher or parent guidance • Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to the topic efficiently • Find and evaluate information found using digital sources
L 3.10	Read a variety of materials to learn about God's world and their faith.	<ul style="list-style-type: none"> • Students will read prayers aloud and silently • Students will read stories that model Gospel values • Students will read Gospel stories and restate the message of Jesus

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WRITING

	<u>STANDARD</u>	<u>SKILLS</u>
<p>W 3.1</p>	<p>Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.</p>	<ul style="list-style-type: none"> • Identify multiple reasons for writing • Write at various times every day • Write notes in various content areas • Write stories from prompts, picture, or oral instructions • Write appropriate titles for stories • Create a description of an event or a place • Use temporal words and phrases to signal event order • Record reactions to material read • Use dialogue in writing to develop experiences or show the response of characters • Write paragraphs that compare and contrast ideas or opinions • Use supporting details
<p>W 3.2</p>	<p>Understand and use proper grammar and usage conventions in all written expression.</p>	<ul style="list-style-type: none"> • Write complete sentences using nouns, verbs, pronouns and adjectives • Write complete sentences using correct punctuation and capitalization independently • Use effective adjectives and adverbs to enhance meaning and details • Choose strong verbs to enhance meaning and details • Use appropriate linking words and phrases to connect ideas (also, another, and, more, but) • Use appropriate linking words and phrases to connect opinions and reasons (therefore, since, for example, because)
<p>W 3.3</p>	<p>Develop and strengthen writing by prewriting, drafting, revising, editing, rewriting, publishing and presenting.</p>	<ul style="list-style-type: none"> • Utilize pre-writing skills - choosing a topic, brainstorming, making lists, using graphic organizers • Create a first draft in writing longer pieces/projects/reports • Utilize revising skills to improve work - teacher editing, peer to peer editing, self-editing, adding details, finding better words, reordering sentences, clarifying ideas • Utilize editing skills - make corrections, spelling check, cut and paste • Publish the final draft
<p>W 3.4</p>	<p>Use technology, including the internet, to produce and publish writing and to interact and collaborate with others; become responsible global citizens.</p>	<ul style="list-style-type: none"> • Use technology to produce and publish forms of writing (increasing keyboarding skills) as well as to interact and collaborate with others • Save written work electronically; create electronic portfolios • Enter and edit text in electronic documents • Work cooperatively in written work using technology • Use graphic drawing tools • Practice responsible use of technology when writing

W 3.5	Draw evidence from literary or informational texts to support analysis, reflection and research.	<ul style="list-style-type: none"> • Conduct and write about a short research project that builds knowledge about a topic • Write an interpretation of what was read and explain it with evidence from the text • Introduce a topic and group related information together - create a writing piece with facts, definitions and details • Write a response to literature that makes a connection between stories and/or personal life experiences • Create an original two-paragraph story or essay that includes a topic sentence, main idea, supporting details, and concluding sentence • Write expressing a personal point of view on familiar topics or text and support that point of view with reasons
W 3.6	Produce clear and coherent writing whereby development, organization, and style are appropriate to task, purpose and audience.	<ul style="list-style-type: none"> • Write a story in sequential order - beginning, middle, end • Write a narrative that includes character development, setting and sequential events • Write and illustrate a narrative with one or two characters in chronological order • Write a summary of a story or book read or create a book report • Write a friendly letter • Create original poems • Write petitions for use in the classroom or school services - Prayer of the Faithful • Create original prayers

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SPEAKING AND LISTENING

<u>STANDARD</u>	<u>SKILLS</u>
SL 3.1	Communicate orally using Standard English.
SL 3.2	Understand the importance of clear enunciation and volume.
SL 3.3	Develop active critical listening skills.
SL 3.4	Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL 3.5	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
SL 3.6	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL 3.7	Listen with courtesy and reverence and participate actively during liturgy and prayer time.

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GRAMMAR AND MECHANICS

	<u>STANDARD</u>	<u>SKILLS</u>
<p>GM 3.1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when speaking or writing.</p>	<ul style="list-style-type: none"> • Recognize and use the four types of sentences - declarative, interrogative, imperative, exclamatory • Recognize and use nouns, verbs, adjectives and adverbs appropriately • Recognize and use possessive nouns and pronouns • Identify and use proper and common nouns, singular and plural nouns, subject and object pronouns • Form regular and irregular plurals of nouns • Use a and an correctly • Name self last • Use abbreviations for days, months, states, titles, streets • Identify the subject and predicate of a sentence • Make subjects and verbs agree in sentences • Identify and use verb tenses correctly (past, present, future) • Form and use irregular verbs correctly • Identify action and helping verbs • Write using extended sentences • ELL - relate their first language to the above listed outcomes to increase competency in English
<p>GM 3.2</p>	<p>Demonstrate command of the conventions of Standard English capitalization and punctuation when writing.</p>	<ul style="list-style-type: none"> • Capitalize properly: first words in sentences, proper nouns, days of the week, months, I/(self), names, titles, initials, holidays, geographical names, product names, books, poems • Use proper punctuation at the end of different types of sentences correctly • Use commas in dates, in a series, and after greetings and closings in letters • Use apostrophes in contractions and to show possession • Use quotations marks in sentences • Indent the first sentence in a paragraph

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SPELLING

	<u>STANDARD</u>	<u>SKILLS</u>
S 3.1	Understand the importance of correct spelling.	<ul style="list-style-type: none">• Memorize and correctly spell core words• Proofread and correct misspelled words within own writing• Use technology to check and correct spelling as appropriate• Use word study strategies in spelling
S 3.2	Understand and apply the sound-symbol relationship.	<ul style="list-style-type: none">• Identify word spelling patterns• Identify spelling patterns for long and short vowel sounds• Correctly form plurals and possessives• Identify and correctly use homophones, synonyms and antonyms• Spell words with double consonants and silent consonants correctly• Spell words with vowel diphthongs correctly
S 3.3	Correctly spell content-related vocabulary and sight words.	<ul style="list-style-type: none">• Memorize and correctly spell 3rd Grade high frequency words• Correctly spell core words in all areas of the curriculum as appropriate• Look up unknown words in the dictionary/glossary• Use a thesaurus or related software to build vocabulary

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HANDWRITING

<u>STANDARD</u>		<u>SKILLS</u>
H 3.1	Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it.	<ul style="list-style-type: none"> • Evaluate handwriting and self-correct written work • Produce neat, legible work across all content areas
H 3.2	Achieve proficiency in manuscript writing to enable written communication.	<ul style="list-style-type: none"> • Review manuscript writing • Know and use correct hand position and posture • Continue to use manuscript where appropriate (creating posters, labeling maps, completing forms, etc.) • Correctly space letters and words in written work • Produce neat, legible work across all content areas
H 3.3	Demonstrate proficiency in writing cursive lettering.	<ul style="list-style-type: none"> • Produce correct formation of all cursive letters with the proper slant • Produce correct formation of all cursive letters without a model • Join letters in cursive correctly • Construct words and sentences using cursive • Complete most written assignments in legible cursive • *Spelling tests may be written in both manuscript and/or cursive*

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PHONICS

STANDARD

SKILLS

<p>P 3.1</p>	<p>Understand and apply phonics and word analysis skills to decode and encode words.</p>	<ul style="list-style-type: none">• Read & write with the sounds of consonant blends and digraphs: sh, ch, th, wh, ck, kn, ph, and wr, tch and gh etc.• Associate and distinguish between vowel digraphs and diphthongs: oo, au, aw, oi, ou, oy, ow, ew• Write with words using y as a vowel & consonant and r-controlled vowels• Distinguish between the hard and soft c and g• Form plural words with –s and –es correctly• Add and correctly use inflected endings with and without spelling changes• Separate and construct contractions• Recognize and use consonants and consonant blends to read and write words• Recognize and use short and long vowel sounds to read and write words• Identify and correctly use contractions• Construct regular and irregular plural words: including –f and –fe• Use prefixes, suffixes, and affixes to form new words• Distinguish amount of syllables in a word• Decode and use multi-syllable words• Identify and accurately use synonyms and antonyms• Identify base words within compound words• Make use of pronunciation key• List words in alphabetical order
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