

FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

THIRD GRADE

FLUENCY

The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Reads familiar text with expression.
- c. Reads third-grade texts at a target rate of 120 words correct per minute.
- d. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

VOCABULARY

The student acquires and uses grade-level words to communicate effectively. The student

- 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.

COMPREHENSION

The student uses a variety of strategies to gain meaning from grade-level text. The student

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- 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.

WRITING

The student demonstrates competency in the writing process. The student

- 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.

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- 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. Pre-writes 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.

The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

The student produces a narrative that:

- a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for the audience and genre.
- d. Uses sensory details and other literary language to communicate setting, characters, and plot.
- e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events).
- f. Develops characters through action and dialogue.
- g. Provides a sense of closure.
- h. May include pre-writing.
- i. May include a revised and edited draft.
- j. May be published.

The student produces informational writing (e.g., procedures, report, correspondence) that:

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Sustains a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and the genre.
- d. Includes relevant examples, facts, anecdotes, and details.
- e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).
- f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- g. Provides a sense of closure.
- h. May include prewriting.
- i. May include a draft that is revised and edited.
- j. May be published.

The student produces a persuasive piece of writing that:

- a. Captures a reader's interest by stating a clear position/opinion and developing a point of view.
- b. Sustains a focus.

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- c. Includes the appropriate purpose, expectations, and length for audience and the genre.
- d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.
- e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews).
- f. Provides a sense of closure.
- g. May include pre-writing.
- h. May include a revised and edited draft.
- i. May be published.

The student produces a response to literature that:

- a. Captures a reader's interest by developing a point of view.
- b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.
- c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.
- d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).
- e. Provides a sense of closure.
- f. May include pre-writing.
- g. May include a draft that is revised and edited.
- h. May be published.

CONVENTIONS

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. The student

- 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.

LISTENING/SPEAKING/VIEWING

The student uses oral and visual strategies to communicate. The student

- 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.

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d. Listens to and views a variety of media to acquire information.

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Third Grade Language Arts Curriculum Map

Concepts listed below reflect the time of year when they are first introduced.

Instruction of concepts is on-going all year

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p style="text-align: center;"><u>Fluency</u></p> <ul style="list-style-type: none"> • Applies letter sound knowledge to decodes quickly and accurately • Reads with expression • Self corrects when subsequent reading indicates an earlier misread 	<p style="text-align: center;"><u>Fluency</u></p> <ul style="list-style-type: none"> • Applies letter sound knowledge to decodes quickly and accurately • Reads with expression • Self corrects when subsequent reading indicates an earlier misread 	<p style="text-align: center;"><u>Fluency</u></p> <ul style="list-style-type: none"> • Applies letter sound knowledge to decodes quickly and accurately • Reads with expression • Self corrects when subsequent reading indicates an earlier misread 	<p style="text-align: center;"><u>Fluency</u></p> <ul style="list-style-type: none"> • Applies letter sound knowledge to decodes quickly and accurately • Reads with expression • Self corrects when subsequent reading indicates an earlier misread
<p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reads literary and informational text and incorporates new words into writing and speaking • Uses multiple meaning words • Uses homophones, homographs, antonyms and synonyms • Determines meaning of unknown words based on context 	<p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reads literary and informational text and incorporates new words into writing and speaking • Uses multiple meaning words • Uses homophones, homographs, antonyms and synonyms • Determines meaning of unknown words based on context • Infers meaning of common root words, common prefixes and common suffixes 	<p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reads literary and informational text and incorporates new words into writing and speaking • Uses multiple meaning words • Uses homophones, homographs, antonyms and synonyms • Determines meaning of unknown words based on context • Infers meaning of common root words, common prefixes and common suffixes 	<p style="text-align: center;"><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Reads literary and informational text and incorporates new words into writing and speaking • Uses multiple meaning words • Uses homophones, homographs, antonyms and synonyms • Determines meaning of unknown words based on context • Infers meaning of root words, prefixes and suffixes • Identifies the meanings of common idioms, figurative phrases and uses them in speaking and writing
<p style="text-align: center;"><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • Reads a variety of texts • Makes prediction • Generates questions before, during and after reading • Connects personal experiences 	<p style="text-align: center;"><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • Reads a variety of texts • Makes prediction • Generates questions before, during and after reading • Connects personal experiences 	<p style="text-align: center;"><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • Reads a variety of texts • Makes prediction • Generates questions before, during and after reading 	<p style="text-align: center;"><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • Reads a variety of texts • Makes prediction • Generates questions before, during and after reading

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<p>to text</p> <ul style="list-style-type: none"> • Self monitors comprehension to clarify meaning • Applies dictionary, thesaurus and glossary skills • Recognizes author's purpose 	<p>to text</p> <ul style="list-style-type: none"> • Self monitors comprehension to clarify meaning • Applies dictionary, thesaurus and glossary skills • Recognizes author's purpose • Recognizes plot, setting, and character within text and compares and contrast these elements between texts • Makes judgments and inferences about setting, characters and events using evidence from text • Identifies and infers main idea and supporting details 	<ul style="list-style-type: none"> • Connects personal experiences to text • Self monitors comprehension to clarify meaning • Applies dictionary, thesaurus and glossary skills • Recognizes author's purpose • Recognizes plot, setting, and character within text and compares and contrast these elements between texts • Makes judgments and inferences about setting, characters and events using evidence from text • Identifies and infers main idea and supporting details • Distinguished fact from opinion • Summarizes text content • Interprets information from illustrations, diagrams, charts, graphs and graphic organizers • Uses titles, tables of contents, and chapter headings to locate information 	<ul style="list-style-type: none"> • Connects personal experiences to text • Self monitors comprehension to clarify meaning • Applies dictionary, thesaurus and glossary skills • Recognizes author's purpose • Recognizes plot, setting, and character within text and compares and contrast these elements between texts • Makes judgments and inferences about setting, characters and events using evidence from text • Identifies and infers main idea and supporting details • Distinguished fact from opinion • Summarizes text content • Interprets information from illustrations, diagrams, charts, graphs and graphic organizers • Uses titles, tables of contents, and chapter headings to locate information • Identifies basic elements of a variety of genres • Recalls explicit facts and infers implicit facts • Identifies and infers cause and effect relationship and draws conclusions • Formulates and defends an opinion about a text
<p style="text-align: center;"><u>Conventions</u></p> <ul style="list-style-type: none"> • Uses nouns – singular, plural, possessive • Determines use of word based on sentence • Speaks and writes in complete sentences • Distinguished between complete and incomplete sentences • Writes legibly in cursive 	<p style="text-align: center;"><u>Conventions</u></p> <ul style="list-style-type: none"> • Uses nouns – singular, plural, possessive • Determines use of word based on sentence • Speaks and writes in complete sentences • Distinguished between complete and incomplete sentences • Writes legibly in cursive • Uses subject/verb agreement 	<p style="text-align: center;"><u>Conventions</u></p> <ul style="list-style-type: none"> • Uses nouns – singular, plural, possessive • Determines use of word based on sentence • Speaks and writes in complete sentences • Distinguished between complete and incomplete sentences • Writes legibly in cursive • Uses subject/verb agreement • Uses adjectives 	<p style="text-align: center;"><u>Conventions</u></p> <ul style="list-style-type: none"> • Uses nouns – singular, plural, possessive • Determines use of word based on sentence • Speaks and writes in complete sentences • Distinguished between complete and incomplete sentences • Writes legibly in cursive • Uses subject/verb agreement

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<p style="text-align: center;"><u>Writing</u></p> <p>Writing Process</p> <ul style="list-style-type: none"> • Pre-writes to generate ideas, rough draft, rereads to revise and edits to correct • Publishes • Uses an organizational pattern based on purpose, genre, expectations, audience and length • Writes text of appropriate length for topic or story <p>Response to Literature</p> <ul style="list-style-type: none"> • Captures interest by developing a point of view • Demonstrates understanding of text and supports that judgment • Makes connections by using details from reading selection • Uses appropriate organizational structure to ensure coherence • Provides a sense of closure • May include pre-writing • May include draft that is revised and edited 	<p style="text-align: center;"><u>Writing</u></p> <p>Narrative (fantasy/imaginary and personal)</p> <ul style="list-style-type: none"> • Captures interest by setting purpose and developing a point of view • Sustains a focus • Includes appropriate purpose, expectation and length for audience • Uses details to communicate setting, characters and plot • Uses appropriate organizational structure to ensure coherence • Develops characters through action and dialogue • Provides a sense of closure • May include pre-writing • May include draft that is revised and edited • May be published 	<p style="text-align: center;"><u>Writing</u></p> <p>Informational</p> <ul style="list-style-type: none"> • Captures interest by setting purpose and developing a point of view • Sustains a focus • Includes appropriate purpose, expectation and length for audience • Includes relevant examples, facts and details • Uses appropriate organizational structure to ensure coherence • Uses variety of resources to research and share information • Provides a sense of closure • May include pre-writing • May include draft that is revised and edited • May be published 	<p style="text-align: center;"><u>Writing</u></p> <p>Persuasive</p> <ul style="list-style-type: none"> • Captures interest by stating a clear position/opinion and developing a point of view • Sustains a focus • Includes appropriate purpose, expectation and length for audience • Adds supportive details that may include relevant examples, facts and anecdotes • Uses appropriate organizational structure to ensure coherence • Provides a sense of closure • May include pre-writing • May include draft that is revised and edited • May be published
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<ul style="list-style-type: none"> • May be published <p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Adapts language to fit the situation • Recalls, interprets and summarizes information presented orally • Uses language to inform, persuade and entertain • Listens and views media to acquire information 	<p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Adapts language to fit the situation • Recalls, interprets and summarizes information presented orally • Uses language to inform, persuade and entertain • Listens and views media to acquire information 	<p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Adapts language to fit the situation • Recalls, interprets and summarizes information presented orally • Uses language to inform, persuade and entertain • Listens and views media to acquire information 	<p style="text-align: center;"><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Adapts language to fit the situation • Recalls, interprets and summarizes information presented orally • Uses language to inform, persuade and entertain • Listens and views media to acquire information
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