

Reading, Language, Writing, Speaking and Listening Expectations for 3rd Grade

Third grade is a pivotal year for your child. Learning to read with fluency and confidence will serve as a foundation for the reading demands in later grades. By practicing with learning – to – read strategies, your child will reliably be able to make sense of multi-syllable words in books. He or she will come to appreciate that words have meanings that are not literal (e.g., a piece of cake) and have relationships to other words (e.g., company and companion). Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around him or her. By the end of the year, your child also will be writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.

Reading Expectations

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

By the end of third grade your student should be able to:

- ✓ Use phonics to decode words
- ✓ Identify prefixes and suffixes and tell how they change the meaning of the base word
- ✓ Decode words with common suffixes
- ✓ Decode multi-syllable words
- ✓ Read third grade words with irregular spellings

Fluency

By the end of third grade your student should be able to:

- ✓ Read fluently to support comprehension
- ✓ Read 3rd grade level text with understanding
- ✓ Read 3rd grade level text and poetry with fluency and expression
- ✓ Use context clues to understand text

READING STANDARDS FOR LITERATURE

Key Ideas and Details

By the end of third grade your student should be able to:

- ✓ Ask and answer questions to show that he/she understands what they have read using examples from the text
- ✓ Retell stories, find the author's message, lesson, or moral, and then justify it with details
- ✓ Describe how the character's actions in a story determine the sequence of events

Craft and Structure

By the end of the third grade your student should be able to:

- ✓ Use context clues to determine the meanings of words and phrases
- ✓ Tell about the parts of stories, plays, and poems
- ✓ Retell a story using a different point of view

Integration of Knowledge and Ideas

By the end of the third grade your student should be able to:

- ✓ Explain how illustrations help them understand what is happening in a story
- ✓ Compare and contrast themes, settings, and plots of stories written by the same author using the same or similar characters

Range of Reading and Level of Text Complexity

By the end of the third grade your student should be able to:

- ✓ Read and comprehend literature at a third grade level

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

By the end of the third grade your student should be able to:

- ✓ Ask and answer questions about details in a text by locating details within the text
- ✓ Identify the main ideas and supporting details of informational text
- ✓ Understand the sequence of events in informational text
- ✓ Describe cause and effect in informational text

Craft and Structure

By the end of the third grade your student should be able to:

- ✓ Tell the meaning of words and phrases in text
- ✓ Use text features and search tools to locate information
- ✓ Identify the author's point of view and tell my point of view

Integration of Knowledge and Ideas

By the end of the third grade your student should be able to:

- ✓ Use pictures, charts, diagrams, maps, and words to help me understand a text
- ✓ Understand the sequence of events in paragraphs
- ✓ Describe cause and effect in paragraphs
- ✓ Compare and contrast important details in two texts on the same topic

Range of Reading and Level of Text Complexity

By the end of the third grade your student should be able to:

- ✓ Read and comprehend informational text at a third grade level

Language Expectations

Conventions of Standard English

By the end of the third grade your student should be able to:

- ✓ Form regular plural nouns (s, es, ies)
- ✓ Form irregular plural nouns (nouns that do not change spelling, (end in "f" or "fe," change spelling)
- ✓ Form regular verbs
- ✓ Form irregular verbs
- ✓ Form simple verb tenses
- ✓ Form adjectives that compare two things using the ending -er or the word more (comparative adjectives)
- ✓ Form adjectives that compare more than two things with the ending -est or the word most (superlative adjectives)
- ✓ Form comparative adverbs
- ✓ Use superlative adverbs
- ✓ Use the conjunctions – and, but, or, yet, so (subordinating conjunctions)
- ✓ Make sure subject and verbs agree
- ✓ Make sure pronoun-antecedents agree
- ✓ Produce simple sentences (subject, verb, and expresses complete thought)
- ✓ Produce compound sentences (joining two independent clauses with a coordinating conjunctions)
- ✓ Produce complex sentences (an independent clause joined by one or more dependent clause(s) with a subordinating conjunction)

- ✓ Form possessives
- ✓ Correctly spell (high-frequency words)
- ✓ Correctly spell previously tested words
- ✓ Capitalize appropriate words in titles
- ✓ Use commas in addresses
- ✓ Use possessives
- ✓ Correctly spell base words when adding suffixes
- ✓ Use spelling patterns and spelling rules when writing words
- ✓ Use commas and quotations marks in dialogue
- ✓ Form superlative adverbs
- ✓ Explain the function of a noun as a word and in sentences
- ✓ Explain the function of a pronoun as a word and in sentences
- ✓ Explain the function of a verb as a word and in sentences
- ✓ Explain the function of an adjective as a word and in sentences
- ✓ Explain the function of an adverb as a word and in sentences
- ✓ Use regular plural nouns (s, es, ies)
- ✓ Use irregular plural nouns (nouns that do not change spelling, end in "f" or "fe," change spelling)
- ✓ Use nouns that deal with emotions or ideas – such as joy, love, law, justice
- ✓ Use regular verbs
- ✓ Use irregular verbs
- ✓ Use simple verb tenses
- ✓ Use adjectives that compare two things using the ending –er or the word more (comparative adjectives)
- ✓ Use adjectives that compare more than two things with the ending –est or the word most (superlative adjectives)
- ✓ Use comparative adverbs
- ✓ Use a dictionary, computer or other resources to check for correct spelling

Knowledge of Language

By the end of the third grade your student should be able to:

- ✓ Choose words and phrases for effect
- ✓ Recognize the differences in written and spoken language

Vocabulary Acquisition and Use

By the end of the third grade your student should be able to:

- ✓ Use context clues to determine the meaning of a word or phrase in a sentence
- ✓ Determine the meaning of the words when an affix (prefix/suffix) is added
- ✓ Use a root/base word they know to figure out a word they do not know with the same root/base
- ✓ Use print and digital glossaries and dictionaries to better understand the exact meaning of words or phrases
- ✓ Distinguish the literal and non-literal meaning of words and phrase in context
- ✓ Identify connections between words and their use
- ✓ Distinguish slight differences in meaning between synonyms

- ✓ Find words and phrases that accurately show time and place
- ✓ Use words and phrases accurately to show time and place

Writing Expectations

Text Types and Purposes

By the end of the third grade your student should be able to:

Write an opinion piece on a topic or text supporting a point of view

- ✓ Write about a topic stating an opinion
- ✓ Create a way to organize reasons in a clear way (lists, bullets, sentences)
- ✓ Support an opinion with details
- ✓ Use linking words to connect opinions and reasons
- ✓ Write a concluding statement(s)

Write an informational piece about a topic with related details

- ✓ Stick to the topic they have chosen
- ✓ Use facts about the topic
- ✓ Use definitions
- ✓ Use linking words
- ✓ Use illustrations when needed
- ✓ Write a concluding statement(s)

Write a narrative piece about something real or imagined

- ✓ Create a problem
- ✓ Introduce characters
- ✓ Organize events in sequence
- ✓ Use dialogue and details to show thoughts and feelings of the characters throughout the story
- ✓ Use words to show event order (the next day, before, tomorrow)
- ✓ Write a concluding statement(s)

Production and Distribution of Writing

By the end of the third grade your student should be able to:

- ✓ Write with a purpose (with help from adults)
- ✓ Organize thoughts (with help from adults)
- ✓ Produce a finished piece of writing (with help from adults)
- ✓ Plan a piece of writing (with help from adults and peers)
- ✓ Revise a piece of writing (with help from adults and peers)
- ✓ Edit a piece of writing (with help from adults and peers)
- ✓ Use technology to produce and publish writing using keyboarding skills (with or without help from others)
- ✓ Interact and collaborate with others

Research to Build and Present Knowledge

By the end of the third grade your student should be able to:

- ✓ Conduct short research projects that build knowledge about a topic
- ✓ Use information from experiences or gather information from other sources (print or digital)
- ✓ Take notes on information gathered
- ✓ Sort information gathered into categories provided by the teacher

Range of Writing

By the end of the third grade your student should be able to:

- ✓ Write over extended time frames (time for research, reflection, and revision)
- ✓ Write over shorter time frames (a single sitting or a day or two)
- ✓ Write for a range of discipline-specific tasks, purposes, and audiences

Speaking and Listening Expectations

Comprehension and Collaboration

By the end of the third grade your student should be able to:

- ✓ Read and study about a topic before participating in a group discussion
- ✓ Follow the agreed upon rules determined by the members in a group discussion
- ✓ Ask questions in a group to better understand the topic
- ✓ Stay on topic in a group discussion
- ✓ Connect comments to other comments made in the group
- ✓ At the end of a group discussion, explain ideas and understanding of the topic
- ✓ Determine the main idea of a text read aloud or information heard from a speaker or other sources
- ✓ Determine supporting details of a text read aloud or information heard from a speaker or other sources
- ✓ Ask questions about information from a speaker using appropriate details
- ✓ Answer questions about information from a speaker using appropriate details

Presentation of Knowledge and Ideas

By the end of the third grade your student should be able to:

- ✓ Give an oral report on a topic, text, or experience
 - Speak clearly at an understandable pace
 - Use facts and details related to the topic
- ✓ Create an interesting audio recording
 - Fluently read a story or poem at an understandable pace
 - Use visual displays when appropriate to highlight certain facts or details
- ✓ Speak in complete sentences to provide requested detail or clarification