

## Eads Elementary School Reading/Writing Standards Third Grade

### READING/WRITING STANDARD #1

Students read and understand a variety of materials.

| Ref.  | Expectations   | P | PP | IP | US |
|-------|--|---|----|----|----|
| 3-1a. | Use a full range of strategies to comprehend materials (directions, non-fiction, rhymes and poems, and stories)  |   |    |    |    |
| 3-1b. | Adjust reading pace to accommodate purpose, style and difficulty of material.  |   |    |    |    |
| 3-1c. | Summarize text passages  |   |    |    |    |
| 3-1d. | Identify main idea, and find information to support particular ideas   |   |    |    |    |
| 3-1e. | Draw inferences using contextual clues   |   |    |    |    |
| 3-1f. | Find the sequence of steps   |   |    |    |    |
| 3-1g. | Fit material into an organizational pattern (chronological order)  |   |    |    |    |
| 3-1h. | Use word recognition skills and resources for comprehension  |   |    |    |    |
| 3-1i. | Apply word attack skills to read new and unfamiliar words (graphophonics)  |   |    |    |    |
| 3-1j. | Use sentence structure, paragraph structure, text organization, and word order (syntax)  |   |    |    |    |
| 3-1k. | Use and apply background experience and context to construct a variety of meanings over developmentally appropriate complex texts (semantics)          |   |    |    |    |
| 3-1l. | Use strategies of sampling, predicting, confirming, and self correcting quickly, confidently, and independently (graphophonics, syntax, and semantics) |   |    |    |    |

### READING/WRITING STANDARD #2

Students write and speak for a variety of purposes and audiences.

| Ref.  | Expectations   | P | PP | IP | US |
|-------|--|---|----|----|----|
| 3-2a. | Generate topics through prewriting activities  |   |    |    |    |
| 3-2b. | Align purpose with audience  |   |    |    |    |
| 3-2c. | Write in a variety of modes such as: short personal narratives, friendly letters, and brief expository pieces for the purpose of informing or explaining to a variety of audiences |   |    |    |    |
| 3-2d. | Organize writing with a beginning, middle and end; or with main ideas and supporting details   |   |    |    |    |
| 3-2e. | Use appropriate choice of words to communicate clearly   |   |    |    |    |
| 3-2f. | Revise draft content   |   |    |    |    |
| 3-2g. | Edit revised draft using resources   |   |    |    |    |
| 3-2h. | Proofread revised draft  |   |    |    |    |
| 3-2i. | Present final copy according to purpose  |   |    |    |    |
| 3-2j. | Create a legible document  |   |    |    |    |

### READING/WRITING STANDARD #3

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

| Ref.  | Expectations  | P | PP | IP | US |
|-------|---|---|----|----|----|
| 3-3a. | Use correct grammar (non and simple verb)   |   |    |    |    |
| 3-3b. | Write in complete sentences   |   |    |    |    |
| 3-3c. | Use capitalization at the beginning of sentences, for proper nouns, and for the pronoun "I" |   |    |    |    |
| 3-3d. | Use correct punctuation to end sentences  |   |    |    |    |
| 3-3e. | Use correct spelling of age-appropriate high-frequency words, regular plurals, and phonetic |   |    |    |    |

|                              |  |  |  |  |
|------------------------------|--|--|--|--|
| spelling for difficult words |  |  |  |  |
|------------------------------|--|--|--|--|

**READING/WRITING STANDARD #4**

Students apply thinking skills to their reading, writing, speaking, listening and viewing.

| Ref.  | Expectations   | P | PP | IP | US |
|-------|--|---|----|----|----|
| 3-4a. | Recognize an author's point of view  |   |    |    |    |
| 3-4b. | Predict and drawing conclusions about stories  |   |    |    |    |
| 3-4c. | Differentiate between fact and opinion in written and spoken forms                     |   |    |    |    |
| 3-4d. | Use reading, writing, speaking, and listening to define and solve problems             |   |    |    |    |
| 3-4e. | Respond to written and oral presentations as a reader, listener and articulate speaker |   |    |    |    |
| 3-4f. | Formulate questions about what they read, write, hear, and view                        |   |    |    |    |
| 3-4g. | Use listening skills to understand and follow directions                               |   |    |    |    |

**READING/WRITING STANDARD #5**

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

| Ref.  | Expectations  | P | PP | IP | US |
|-------|---|---|----|----|----|
| 3-5a. | Gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors |   |    |    |    |
| 3-5b. | Record observations   |   |    |    |    |
| 3-5c. | Report events sequentially  |   |    |    |    |
| 3-5d. | Write concluding statements   |   |    |    |    |
| 3-5e. | Use resources and report information in own words   |   |    |    |    |
| 3-5f. | List resources used by title  |   |    |    |    |

**READING/WRITING STANDARD #6**

Students read and recognize literature as a record of human experience.

| Ref.  | Expectations   | P | PP | IP | US |
|-------|--|---|----|----|----|
| 3-6a. | Identify the elements of plot, character, and setting in a favorite story  |   |    |    |    |
| 3-6b. | Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry   |   |    |    |    |
| 3-6c. | Identify words appealing to the senses or involving direct or indirect comparisons in literature   |   |    |    |    |
| 3-6d. | Compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors |   |    |    |    |
| 3-6e. | Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading   |   |    |    |    |

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