

Third Grade Language Arts Standards and Benchmarks

Standard #1: Reading and Listening for Comprehension

Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

Benchmark #1-A: Listen to, read, react to, and retell information.	Performance Objective 1	<input type="checkbox"/> Interact with text before, during, and after reading, listening, or viewing by: <input type="checkbox"/> Setting a purpose <input type="checkbox"/> Previewing the text <input type="checkbox"/> Making predictions <input type="checkbox"/> Asking questions <input type="checkbox"/> Locating information for a specific purpose <input type="checkbox"/> Making connections <input type="checkbox"/> Using story structure and text organization to comprehend
	Performance Objective 2	<input type="checkbox"/> Summarize main idea(s) from written or spoken text succinctly.
	Performance Objective 3	<input type="checkbox"/> Employ active listening skills
	Performance Objective 4	<input type="checkbox"/> Increase vocabulary through reading, listening, and interacting.
Benchmark #1-B: Locate and use a variety of resources to acquire information across the curriculum	Performance Objective 1	<input type="checkbox"/> Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words.
	Performance Objective 2	<input type="checkbox"/> Use encyclopedias, dictionaries, and electronic resources to gather information.
Benchmark #1-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information	Performance Objective 1	<input type="checkbox"/> Draw conclusions, make generalizations, gather support by referencing the text.
	Performance Objective 2	<input type="checkbox"/> Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).
Benchmark #1-D: Acquire reading strategies	Performance Objective 1	<input type="checkbox"/> Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).
	Performance Objective 2	<input type="checkbox"/> Apply context clues to decode unknown words.
	Performance Objective 3	<input type="checkbox"/> Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skill, verify spelling, and discover and extend meaning of words.
	Performance Objective 4	<input type="checkbox"/> Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).
	Performance Objective 5	<input type="checkbox"/> Read aloud with fluency and comprehension grade-level text.
	Performance Objective 6	<input type="checkbox"/> Increase vocabulary through reading, listening, and interacting.

Standard #2: Writing and Speaking for Expression

Definition: Students will communicate effectively through speaking and writing.

<u>Benchmark #2-A:</u> Demonstrate competence in speaking to convey information	Performance Objective 1	<input type="checkbox"/> Present information in a logical manner with a clear main point.
	Performance Objective 2	<input type="checkbox"/> Sustain conversation on a topic.
	Performance Objective 3	<input type="checkbox"/> Answer open-ended questions.
	Performance Objective 4	<input type="checkbox"/> Explain own learning.
	Performance Objective 5	<input type="checkbox"/> Read aloud with fluency and comprehension grade-level text.
<u>Benchmark #2-B:</u> Apply grammatical and language conventions to communicate	Performance Objective 1	<input type="checkbox"/> Use correct subject/verb agreement.
	Performance Objective 2	<input type="checkbox"/> Use correct capitalization and punctuation.
	Performance Objective 3	<input type="checkbox"/> Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.
	Performance Objective 4	<input type="checkbox"/> Compose two or more paragraphs with: <ul style="list-style-type: none"> <input type="checkbox"/> Topic sentences <input type="checkbox"/> supporting details <input type="checkbox"/> appropriate, logical sequence <input type="checkbox"/> sufficient elaboration
	Performance Objective 5	<input type="checkbox"/> Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters).
	Performance Objective 6	<input type="checkbox"/> Proofread own writing for spelling and edit (with assistance) for language conventions and format.
	Performance Objective 7	<input type="checkbox"/> Create readable documents with legible handwriting.
	Performance Objective 8	<input type="checkbox"/> Write compositions that have few significant errors in: <ul style="list-style-type: none"> <input type="checkbox"/> use of pronouns <input type="checkbox"/> adjectives <input type="checkbox"/> adverbial forms <input type="checkbox"/> coordinating conjunctions
	Performance Objective 9	<input type="checkbox"/> Create and deliver recitations and presentations about familiar experiences or interest that are organized around a coherent statement.
	Performance Objective 10	<input type="checkbox"/> Demonstrate a command of standard English when speaking.
<u>Benchmark #2-C:</u> Demonstrate competence in the skills and strategies of	Performance Objective 1	<input type="checkbox"/> Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.
	Performance Objective 2	<input type="checkbox"/> Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short report, learning logs, letters, notes, directions, instructions).

the writing process	Performance Objective 3	<input type="checkbox"/> Suggest and implement reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> <input type="checkbox"/> clarifying ideas <input type="checkbox"/> adding descriptive words and phrases <input type="checkbox"/> sequencing events and ideas <input type="checkbox"/> combining short, related sentences <input type="checkbox"/> strengthening word choice
	Performance Objective 4	<input type="checkbox"/> Begin to incorporate literary words and language patterns in writing (e.g., elaborate descriptions, use figurative wording).
	Performance Objective 5	<input type="checkbox"/> Combine information from multiple sources, using technology as a tool, in writing reports and stories.
	Performance Objective 6	<input type="checkbox"/> Write stories an essay that shows an awareness of an intended audience and purpose.

Standard #3: Literature and Media

Definition: Students will use literature and media to develop an understanding of people, societies, and the self.

<u>Benchmark #3-A:</u> Use language, literature, and media to gain and demonstrate awareness of cultures around the world	Performance Objective 1	<input type="checkbox"/> Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history).
	Performance Objective 2	<input type="checkbox"/> Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentation, fantasy plays).
	Performance Objective 3	<input type="checkbox"/> Identify and discuss similarities and differences in events and characters across examples of literature and media.
	Performance Objective 4	<input type="checkbox"/> Make informed judgments about the purpose of media productions.
<u>Benchmark #3-B:</u> Identify the types of literature and the purpose and function of each type	Performance Objective 1	<input type="checkbox"/> Read and create a variety of text, including: <input type="checkbox"/> fiction (short stories, novels, fantasies, fairy tales, and fables) <input type="checkbox"/> non-fiction (biographies, letters, articles, essays) <input type="checkbox"/> Poetry <input type="checkbox"/> drama (skits and plays)
	Performance Objective 2	<input type="checkbox"/> Respond to fiction, non fiction, poetry, and drama using interpretive, critical and evaluative processes by: <input type="checkbox"/> considering the differences among genres <input type="checkbox"/> relating plots, settings, and characters to own experiences and ideas <input type="checkbox"/> considering main character's point of view <input type="checkbox"/> participating in creative interpretations <input type="checkbox"/> making inferences and drawing conclusions about characters and events