

**Kid and Parent Friendly
Content Standards
for
English Language Arts and Mathematics**

Third Grade English Language Arts Standards

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

_____ I know and can use complex word families when sounding out unknown words.
(e.g.- ight, -tion)

_____ I can read words with many syllables.

_____ I can read grade level material fluently, with expression.

_____ I can use antonyms (opposites), synonyms (words that mean the same), homophones (words that sound alike but have different meanings), homographs (words that look alike but are pronounced differently and mean different things) to help find the meaning of words.

_____ I can use specific words and explain how they relate (dog/mammal).

_____ I can use context clues within sentences to figure out new words.

_____ I can use the dictionary to learn about new words.

_____ I use prefixes and suffixes to find the meaning of new words.

2.0 Comprehension—Structural Features of Informational Materials

_____ I can find information using a title, table of contents, chapter headings, glossaries, and indexes.

_____ I can ask and answer questions using things I already know, knowledge I learned or inferred from the story.

_____ I can find answers in the text.

_____ I can make and modify good predictions based on information from the text and recall major parts of the text.

_____ I can tell the main idea and details from nonfiction text.

_____ I can locate information in stories including problems and solutions.

_____ I can follow written directions with several steps.

3.0 Comprehension—Literary Response and Analysis

- _____ I know the common forms of literature (poetry, drama, fiction, nonfiction).
- _____ I understand basic story plots from stories around the world.
- _____ I can understand what the characters are like by how the author writes about them.
- _____ I can figure out the theme or author’s message in fiction and nonfiction.
- _____ I can recognize rhythm and patterns in stories (alliteration, onomatopoeia).
- _____ I can name the speaker or narrator in a story.

4.0 Writing Strategies—Organization and Focus.

- _____ I can write a paragraph with a topic sentence and details.
- _____ I write legibly in cursive with correct margins and spacing.
- _____ I know how to use reference materials (dictionary, thesaurus, atlas, encyclopedia).
- _____ I can revise and improve my writing using a rubric.

5.0 Writing Applications

- _____ I can write a story with action, plot details, and a reason for the importance of the narrative.
- _____ I can write detailed descriptions of people, places, things, or experiences.
- _____ I can use proper form when writing formal and informal letters, thank-you notes, and invitations. These letters will create a clear purpose and understanding of the audience.

6.0 Sentence Structure and Grammar

- _____ I can write and speak using complete declarative, interrogative, imperative, and exclamatory sentences.
- _____ I can identify subjects and verbs, and use pronouns, adjectives, compound words, and articles in writing and speaking.
- _____ I can use verbs properly in past, present, and future tense.
- _____ I can use and identify subjects and verbs correctly in my speaking and writing.

_____ I can punctuate dates, cities and states, and book titles correctly.

_____ I use commas in dates, between cities and states, addresses, and words listed in a series.

_____ I use capitals for places, holidays, historical periods, and special events correctly.

_____ I can spell one-syllable words with blends, contractions, compounds, special endings, and homophones.

_____ I can put words in alphabetical order.

7.0 Listening

_____ I can retell and explain what a speaker has said.

_____ I share personal experiences and ideas that relate to a speaker.

_____ I can answer questions by telling more information.

8.0 Speaking

_____ I can organize ideas in order around a main idea.

_____ I use details about a main idea, using a beginning, middle, and an end.

_____ I use clear, specific vocabulary when communicating ideas.

_____ I can use props to enhance oral presentations.

_____ I can read prose and poetry aloud with appropriate fluency, rhythm, pace.

_____ I can compare ideas and points of view from the news.

_____ I can tell the difference between a speaker's opinions and facts.

_____ I can make a short narrative oral presentation.

_____ I can plan and present experiences, stories, poems, or plays with appropriate speaking skills.

_____ I can present an oral description of people, places, things, or experience, using sensory details.

