



Standards By Design:

Third Grade for English Language Arts



Acknowledgment

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English Language Arts

Third Grade

Third grade students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, and theme. They read a variety of grade-level-appropriate classic and contemporary literature and add biographies, historical fiction, science fiction, and mythology to what they have read in earlier grades. Third grade students get to know the kind of writing and organization used in textbooks. They read fluently, with expression and without stopping to figure out what each word means, at the target rate of 110-120 words correct per minute (wcpm). They not only write clear sentences but also clear paragraphs that demonstrate an awareness of audience and purpose. They also deliver brief oral presentations, tell stories, and perform plays.

Reading

Decoding and Word Recognition: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

EL.03.RE.01 Read regular words with several syllables.

EL.03.RE.02 Use letter-sound correspondence knowledge and structural analysis to decode words.

EL.03.RE.03 Know and use more complex word patterns when reading (e.g., -ight) to decode unfamiliar words.

EL.03.RE.04 Read aloud grade-level narrative (story) text and expository (information) text fluently and accurately with appropriate pacing, change in voice, and expression.

EL.03.RE.05 Read aloud unpracticed grade-level text at a target rate of 110-120 wcpm (words correct per minute).

EL.03.RE.06 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Listen to and Read Informational and Narrative Text: Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

EL.03.RE.07 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.

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EL.03.RE.08 Demonstrate listening comprehension of more complex text through discussions.

EL.03.RE.09 Draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.03.RE.10 Point to or clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

EL.03.RE.11 Read longer selections and books independently.

Vocabulary: Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

EL.03.RE.12 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.

EL.03.RE.13 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.

EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.

EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.

EL.03.RE.16 Categorize words by their relationships (e.g., dog/mammal, animal/living things).

EL.03.RE.17 Infer word meanings from taught roots, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-), and suffixes (e.g., -er, -est, -ful).

EL.03.RE.18 Use a dictionary or glossary to learn the meaning and other features of unknown words.

Read to Perform a Task: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

EL.03.RE.19 Read written directions, signs, captions, warning labels, and informational books.

EL.03.RE.20 Use titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.

EL.03.RE.21 Interpret information from diagrams, charts, and graphs.

EL.03.RE.22 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

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EL.03.RE.23 Alphabetize a list of words to the third letter.

EL.03.RE.24 Use dictionaries, encyclopedias, CD ROMs, and Internet to locate information.

Informational Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level informational text across the subject areas.

EL.03.RE.25 Demonstrate comprehension by identifying answers to questions about the text.

EL.03.RE.26 Distinguish the main idea and supporting details in informational text.

EL.03.RE.27 Determine significant information from the text, including problems and solutions.

EL.03.RE.28 Summarize major points from informational text.

Informational Text: Develop an Interpretation: Develop an interpretation of grade-level informational text across the subject areas.

EL.03.RE.29 Recall major points in the text and make predictions about forthcoming information.

EL.03.RE.30 Distinguish cause-and-effect and fact and opinion.

EL.03.RE.31 Ask how, why, and what-if questions in interpreting informational texts.

EL.03.RE.32 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Informational Text: Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.

EL.03.RE.33 Use knowledge of the author's purpose to comprehend informational text.

EL.03.RE.34 Take part in creative response to text, such as dramatizations and oral presentations.

Literature

Listen to and Read Literary Text: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

EL.03.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature--including poetry, fiction, non-fiction, and drama--from a variety of cultures and time periods.

EL.03.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.

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Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.

EL.03.LI.03 Identify the speaker or narrator in a selection.

EL.03.LI.04 Distinguish the order of events or a specific event from a sequence of events.

EL.03.LI.05 Determine significant events from the story.

EL.03.LI.06 Summarize major points from literary text.

Literary Text: Develop an Interpretation: Develop an interpretation of grade-level literary text.

EL.03.LI.07 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

EL.03.LI.08 Predict probable future outcomes or actions.

EL.03.LI.09 Determine and discuss the underlying theme or author's message in literary text.

EL.03.LI.10 Recognize cause-and-effect relationships in literary text.

Literary Text: Examine Content and Structure: Examine content and structure of grade-level literary text.

EL.03.LI.11 Compare and contrast versions of the same stories from different cultures.

EL.03.LI.12 Create different endings to stories and identify the reason and the impact of the endings.

Writing

Planning, Evaluation, and Revision: Pre-write, draft, revise, edit, and publish across the subject areas.

EL.03.WR.01 Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet.

EL.03.WR.02 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

EL.03.WR.03 With some guidance, use all aspects of the writing process (e.g., prewriting, drafting, conferencing, revising, editing) in producing compositions and reports.

EL.03.WR.04 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

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EL.03.WR.05 With assistance, revise writing for others to read improving the focus and progression of ideas.

EL.03.WR.06 With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.

EL.03.WR.07 Present and discuss own writing with other students, and respond helpfully to other students' compositions.

Writing: Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

EL.03.WR.08 Write appropriately for purpose and audience.

EL.03.WR.09 Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.

EL.03.WR.10 Use vivid adjectives and action verbs.

EL.03.WR.11 Begin to elaborate descriptions and incorporate figurative wording in own writing.

EL.03.WR.12 Write correctly complete sentences of statement, command, question or exclamation.

Conventions: Spelling: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.13 Spell correctly:

one syllable words that have blends (play, blend) or a silent letter (walk);

contractions (isn't, aren't, can't);

compounds;

common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural such as berry/berries); and

common homophones (words that sound the same but have different spellings, such as hair/hare).

EL.03.WR.14 Spell correctly previously studied words and spelling patterns in own writing.

EL.03.WR.15 Notice when words are not correct, and use a variety of strategies to correct (e.g., word lists, dictionary).

Conventions: Grammar: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.16 Use subjects and verbs that are in agreement (*we are instead of we is*).

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EL.03.WR.17 Correctly use past (he talked), present (he talks), and future (he will talk) verb tenses.

EL.03.WR.18 Correctly use pronouns (it, him, her), adjectives (yellow flower, three brown dogs), compound nouns (football, snowflakes), and articles (a, an, the).

EL.03.WR.19 Identify and correctly write singular possessive nouns (dog's tail).

Conventions: Punctuation: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.20 Use commas in dates (On June 24, 2003, she'll be nine.), locations (Salem, Oregon) and addresses (421 Coral Way, Miami, FL), and for items in a series (beans, corn, cucumbers, and squash).

EL.03.WR.21 Approximate correct use of quotation marks to show that someone is speaking ("You may go home now," she said).

Conventions: Capitalization: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.22 Capitalize correctly geographical names, holidays, and special events (We always celebrate Memorial Day by gathering at the Rose Garden in Portland, Oregon).

Conventions: Handwriting: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

EL.03.WR.23 Write legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.

Writing Modes: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Personal Narrative

Fictional Narrative

Expository

Writing Applications: Narrative Writing: Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

*Suggested word length: Third Grade, 100 words.

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EL.03.WR.24 Write narratives:

Provide a context within which an action takes place.

Include well-chosen details to develop the plot.

With some guidance, provide insight into why the selected incident is memorable.

Writing Applications: Expository Writing (K-3): Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Third Grade, 100 words.

EL.03.WR.25 Write descriptive pieces about people, places, things, or experiences:

Develop a unified main idea.

Use details to support the main idea.

EL.03.WR.26 Write letters, thank-you notes, and invitations:

With assistance, determine the knowledge and interests of the audience and establish a purpose and context.

Include the date, proper salutation, body, closing, and signature.

EL.03.WR.27 Write brief reports:

Include observations and information from two or more sources.

Use diagrams, charts, or illustrations that are appropriate to the text.

EL.03.WR.28 Write brief responses to literary text:

Include what the text is about.

Include personal response to text supported by reasons.

Research Report Writing: Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

EL.03.WR.29 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, CD-ROM, and online sources).

Speaking and Listening

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Speaking: Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. * Suggested speech length: Third Grade, 1 minute.

EL.03.SL.01 With guidance, organize ideas sequentially or around major points of information.

EL.03.SL.02 Provide a beginning, middle, and end, including concrete details that develop a central idea.

EL.03.SL.03 With assistance, clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

EL.03.SL.04 Use clear and specific vocabulary to communicate and, with assistance, establish the tone.

EL.03.SL.05 Use appropriate intonation and vocal patterns to emphasize important points.

EL.03.SL.06 Maintain good eye contact while speaking.

Listening: Listen critically and respond appropriately across the subject areas.

EL.03.SL.07 Retell in own words and explain what has been said by a speaker.

EL.03.SL.08 Connect and relate prior experiences, insights, and ideas to those of a speaker (e.g., through mapping, graphic organization).

EL.03.SL.09 Answer questions completely and with appropriate elaboration.

EL.03.SL.10 Identify the sound elements of literary language, including rhymes, repeated sounds, and instances of naming something by using a sound associated with it (such as hiss or buzz).

Analysis: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

EL.03.SL.11 Distinguish between the speaker's opinions and verifiable facts.

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English Language Proficiency

Language Functions and Forms

English language functions and forms acquired by native English speakers before entering school or naturally at home need to be explicitly taught to students learning English as an additional language. These functions and forms may be taught at any grade level as the need and appropriate context arise.

A language **function** refers to the purpose for which speech or writing is being used. In speech, these functions include giving instructions, introducing ourselves, and making requests. In academic writing, these functions might include describing processes, comparing or contrasting things or ideas, and classifying objects or ideas.

Forms of a language deal with the internal grammatical structure of words. Forms would include, for example, the relationship between the words boy and boys, or the relationship (irregular) between the words man and men.

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D.C. (2004). *Forms and functions in language: Morphology, syntax*. Retrieved March 10, 2005, from University of Houston, College of Education Web site: <http://www.viking.coe.uh.edu/grn11.intr/intr.0.1.2.htm>

Example Function: Expressing Needs and Likes

Target Form - Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

Beginning - One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., *two, apples, or tree*)

Early Intermediate - Simple sentences with subject/verb/object . "*I like/don't like-(object)-.*" "*I need a /some - (object)-.*"

Intermediate - Elaborated sentences with subject/verb/object

Early Advanced - Sentences with subject/verb/object and dependent clause

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Advanced - Complex sentences, perhaps with tags or embedded questions

Language Function

Examples of Language Forms

1. Expressing needs and likes	Sentence structure
2. Describing people, places, and things	Nouns, pronouns, and adjectives
3. Describing location	Prepositional phrases
4. Describing action	Present progressive tense, adverbs
5. Retelling/relating past events	Past tense verbs
6. Making predictions	Verbs: future tense, conditional mood
7. Asking informational questions	Verbs and verb phrases in questions
8. Asking clarifying questions	Questions with increasing specificity
9. Expressing and supporting opinions	Sentence structure
10. Comparing	Adjectives and conjunctions
11. Contrasting	Comparative adjectives
12. Summarizing	Increasingly complex sentences with increasingly specific vocabulary
13. Persuading	Verb forms
14. Literary analysis	Sentence structure and specific vocabulary
15. Cause and effect	Verb forms
16. Drawing conclusions	Comparative adjectives
17. Defining	Nouns, pronouns, and adjectives
18. Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner

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19. Generalizing	Abstract nouns, verb forms
20. Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
21. Interpreting	Language of propaganda, complex sentences
22. Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
23. Hypothesizing and speculating compound	Modals (would, could, might), tenses (would have been)
24. Summarizing compound	Modals (would, could, might), tenses (would have been)

To view the ELP functions & forms in their entirety visit <http://www.ode.state.or.us/teachlearn/standards/elp/files/langfunc.pdf>.

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