



Office of Curriculum, Instruction & Professional Development

INSTRUCTIONAL MATERIALS WORKSHOP

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Developed by the
K-5 Literacy Office
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English-Language Arts Content Standards Grade Three

- ✓ Reading
- Writing
- Written & Oral English Language Conventions
- Listening and Speaking
 - Speaking Applications
 - Genres & Their Characteristics

READING

1.0

Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

READING

1.1 Decoding and Word Recognition

Know and use complex word families when reading (e.g., *-ight*) to decode unfamiliar words.

READING

1.2

Decoding and Word Recognition

Decode regular multisyllabic words.

READING

1.3

Decoding and Word Recognition

Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

READING

1.4

Vocabulary and Concept Development

Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

READING

1.5

Vocabulary and Concept Development

Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/ mammal/ animal/ living things*).

READING

1.6

Vocabulary and Concept
Development

Use sentence and word
context to find the meaning
of unknown words.

READING

1.7

Vocabulary and Concept Development

Use a dictionary to learn the meaning and other features of unknown words.

READING

1.8

Vocabulary and Concept Development

Use knowledge of prefixes (e.g., *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*) and suffixes (e.g., *-er*, *-est*, *-ful*) to determine the meaning of words.

Grade Three

READING

2.0

Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

READING

2.1

Structural Features of Informational Materials

Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

READING

2.2

Comprehension and Analysis of
Grade-Level-Appropriate Text

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

READING

2.3

Comprehension and Analysis of
Grade-Level-Appropriate Text

Demonstrate comprehension
by identifying answers in
the text.

READING

2.4

Comprehension and Analysis of
Grade-Level-Appropriate Text

Recall major points in the text
and make and modify predictions
about forthcoming information.

READING

2.5

Comprehension and Analysis of
Grade-Level-Appropriate Text

Distinguish the main idea
and supporting details in
expository text.

READING

2.6

Comprehension and Analysis of
Grade-Level-Appropriate Text

Extract appropriate and
significant information from
the text, including problems
and solutions.

READING

2.7

Comprehension and Analysis of
Grade-Level-Appropriate Text

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

READING

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

READING

3.1

Structural Features of Literature

Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

READING

3.2

Narrative Analysis of Grade-Level-Appropriate Text

Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

READING

3.3 Narrative Analysis of Grade-Level-Appropriate Text

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

READING

3.4

Narrative Analysis of Grade-Level-Appropriate Text

Determine the underlying theme or author's message in fiction and nonfiction text.

READING

3.5

Narrative Analysis of Grade-Level-Appropriate Text

Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

READING

3.6

Narrative Analysis of Grade-
Level-Appropriate Text

Identify the speaker or
narrator in a selection.