

**DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS**

**READING – LITERATURE
GRADE – THIRD GRADE**

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A third grade student will:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

A third grade student will:

1. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
2. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3. Distinguish their own point of view from that of the narrator or those of the characters.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

A third grade student will:

1. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
2. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

A third grade student will:

1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.*

*Highlighted standard – Reportable/Power GLE

DIOCESE OF DES MOINES
ENGLISH LANGUAGE ARTS STANDARDS

READING – INFORMATIONAL TEXT
GRADE – THIRD GRADE

KEY IDEAS AND DETAILS: Students will be able to:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A third grade student will:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

CRAFT AND STRUCTURE: Students will be able to:

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

A third grade student will:

1. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
2. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3. Distinguish their own point of view from that of the author of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches authors take.

A third grade student will:

1. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3. Compare and contrast the most important points and key details presented in two texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY: Students will be able to:

1. Read and comprehend complex literary and informational texts independently and proficiently.

A third grade student will:

1. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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**READING – FOUNDATIONAL SKILLS
GRADE – THIRD GRADE**

PHONICS AND WORD RECOGNITION

A third grade student will:

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

FLUENCY

A third grade student will:

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

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**ENGLISH - WRITING
GRADE – THIRD GRADE**

TEXT TYPES AND PURPOSES: Students will be able to:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A third grade student will:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons by introducing a topic, stating an opinion, providing reasons that support the opinion, and concluding with a statement of closure.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly by introducing a topic, developing the topic with facts or details, connecting ideas, and providing a closing statement.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences by establishing a situation or characters, organizing actions in a sequenced manner, and providing a sense of closure.

PRODUCTION AND DISTRIBUTION OF WRITING: Students will be able to:

1. Produce clear and coherent writing in which the development, organization, and style in which the development, organization, and style are appropriate to task, purpose, and audience.
2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

A third grade student will:

1. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
2. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
3. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE: Students will be able to:

1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literacy or informational texts to support analysis, reflection, and research.

A third grade student will:

1. Conduct short research projects that build knowledge about a topic.
2. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RANGE OF WRITING: Students will be able to:

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

A third grade student will:

1. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DIOCESE OF DES MOINES
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**ENGLISH – SPEAKING AND LISTENING
GRADE – THIRD GRADE**

COMPREHENSION AND COLLABORATION: Students will be able to:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

A third grade student will:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions, (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of the information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

PRESENTATION OF KNOWLEDGE AND IDEAS: Students will be able to:

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

A third grade student will:

1. Perform dramatic readings and presentations.
2. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
3. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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**ENGLISH - LANGUAGE
GRADE – THIRD GRADE**

CONVENTIONS OF STANDARD ENGLISH: Students will be able to:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

A third grade student will:

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs.
 - e. Form and use simple verb tenses (e.g., *I walk; I walked; I will walk.*).
 - f. Ensure subject-verb and pronoun-antecedent agreement.
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is being modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
 - f. Use spelling patterns and generalizations in writing words.
 - g. Consult reference materials, as needed to check and correct spelling.

KNOWLEDGE OF LANGUAGE: Students will be able to:

1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A third grade student will:

1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written Standard English.

VOCABULARY ACQUISITION AND USE: Students will be able to:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

A third grade student will:

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of a new word formed when a known affix is added (e.g., *agreeable – disagreeable*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root.
 - d. Use glossaries or dictionaries, both print and digital, to determine or clarify the precise meaning of words or phrases.

2. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *He has "taken steps."*).
 - b. Identify real-life connections between words and their use.
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, wondered, suspected, believed*).
3. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *after dinner that night, we went to look for the missing boots.*).