

**Enfield Public Schools**  
**Language Arts– Grade 3**

**REVIEW PREVIOUS GRADE LEVEL LEARNER OUTCOMES AND SAMPLE INDICATORS/ASSESSMENTS**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS</b>
<p><b>The student will know how to:</b></p>	<p><b>The student will be able to:</b></p>
<p><b><u>Reading</u></b></p> <p><b>Phonics/Word Study</b></p> <p>1. Use phonetic, structural, syntactical and contextual clues to read and understand words.</p> <p>2. Students select and apply strategies to facilitate word recognition.</p>	<ul style="list-style-type: none"> <li>• Apply and use previous phonetic skills.</li> <li>• Knows sounds for a wide range of suffixes and prefixes,( e.g., <i>-able, -tion, -ment, ex-, re-</i>).</li> <li>• Use letter-sound correspondence, structural analysis and syllable patterns to decode multi-syllable words.</li>   <li>• Infer word meanings from roots, prefixes, and suffixes.</li> <li>• Recognize automatically common regular and irregular words.</li> <li>• Analyze the meaning of words and phrases in context.</li> <li>• Use context to accurately read words with more than one pronunciation, (e.g., <i>an object vs. to object</i>).</li> <li>• Explain common homophones, e.g., fair/fare, or made/maid, and homographs, (e.g., <i>a lead weight vs. lead the way</i>).</li> <li>• Identify and use compound words, contractions, possessives, synonyms, and antonyms.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify pronoun referents in text.</li> <li>• Read words containing complex letter patterns and/or word families, (e.g., <i>-ieve, -eive, -ield, in isolation and in context</i>).</li> </ul>
<p><b>Reading Strategies</b></p> <p>3. Use all cueing systems with a wide variety of reading and writing materials. Cueing systems: Visual, Meaning, Syntactic</p> <p>4. Use metacognitive strategies before, during and after reading in order to construct meaning and enhance responses.</p> <p>5. Use appropriate strategies before, during, and after reading in order to construct meaning.</p>	<ul style="list-style-type: none"> <li>• Use picture clues to construct meaning.</li> <li>• Cross check letter/sound relationships.</li> <li>• Self-correct.</li> <li>• Recognize that the text does not make sense.</li> <li>• Reread to clarify meaning.</li> <li>• Recognize that the text does or does not sound like spoken English.</li> </ul> <ul style="list-style-type: none"> <li>• Use pre-reading activities to activate prior knowledge and establish purpose.</li> <li>• Monitor comprehension and use fix-up strategies.</li> </ul> <p><b><u>Before</u></b></p> <ul style="list-style-type: none"> <li>• Choose the appropriate text for a specific purpose.</li> <li>• Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.</li> <li>• Make relevant predictions about what will probably happen in a story (<i>fiction</i>) or what will be learned (<i>nonfiction</i>) based on title, cover, chapter headings, illustrations, etc.</li> </ul>

	<p><b><u>During</u></b></p> <ul style="list-style-type: none"> <li>• Make predictions and connections and identify the main idea.</li> <li>• Ask and answer questions.</li> <li>• Describe the mental imagery that occurs while reading.</li> <li>• Identify specific words or phrases that cause comprehension difficulties and self-monitor.</li> <li>• Explain first-, second-, and third-person point of view.</li> <li>• Interpret graphical information, (e.g., <i>charts, tables, diagrams</i>).</li> <li>• Make inferences based on explicit information in the text; provide justification for those inferences.</li> </ul> <p><b><u>After</u></b></p> <ul style="list-style-type: none"> <li>• Describe characters' physical and personality traits.</li> <li>• Develop a new title that best fits a text.</li> <li>• Describe the conflict faced by a character in a story.</li> <li>• State the main idea with supporting details in informational text.</li> <li>• State the theme in literary text.</li> <li>• Summarize events and/or ideas in the text.</li> </ul>
<p><b>Comprehension</b></p> <p>6. Construct meaning from text using comprehension strands.</p> <p><b>Forming a General Understanding (CMT Strand A)</b> The reader will demonstrate understanding of the text's general content.</p>	<ul style="list-style-type: none"> <li>• Determine the main idea or theme (<i>non-fiction/fiction</i>) using evidence from the text.</li> <li>• Explain why the author, illustrator, film maker chose this title and determine additional titles.</li> <li>• Retell the main events and identify characters, settings, problems, solutions, and details.</li> <li>• Identify details from text that</li> </ul>

<p><b>Developing an Interpretation</b> <b>(CMT Strand B)</b></p> <p>The reader will interpret and/or explain the text.</p>	<p>support main idea or topic.</p> <ul style="list-style-type: none"> <li>• Select and use relevant information from the text in order to summarize events and/or ideas in the text (<i>fiction/nonfiction and poetry</i>).</li> <li>• Identify an appropriate summary of a fiction or nonfiction text.</li> <li>• Identify or infer important characters, settings, problems, events, relationships, and details.</li> <li>• Predict and confirm outcomes prior to reading and throughout the text.</li> <li>• Generate and respond to questions before, during and after reading (<i>QAR-Question Answer Relationships</i>).</li> <li>• Label questions</li> <li>• “right there” (<i>literal</i>)</li> <li>• “think and search” (<i>inferential</i>)</li> <li>• “author and you” (<i>critical/interpretive</i>)</li> <li>• “on my own” (<i>critical/interpretive</i>)</li> <li>• Apply context clues in completing cloze or DRP activities.</li> <li>• Use context clues to determine meanings of unknown or multiple meaning words.</li> </ul> <ul style="list-style-type: none"> <li>• Use graphic organizers with emphasis on Venn Diagram to compare and contrast and on Herringbone (<i>who, what, where, when, and why</i>) to identify the author’s use of structure and organization of text (<i>including sequence, main idea/details, and cause and effect</i>).</li> <li>• Draw conclusions about author’s purpose for including or omitting details in text.</li> <li>• Use evidence from the text to draw and/or support a conclusion.</li> <li>• Explain similarities and differences in a story.</li> </ul>
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### **Making Reader/Text Connections**

#### **(CMT Strand C)**

The reader will connect or associate the text with one's own life.

### **Examining Content and Structure** **(CMT Strand D)**

The reader will elaborate on the text and make judgments about the text's quality and themes.

- Recognize the differences between a variety of genre (*fiction, nonfiction, realistic fiction, fantasy, poetry, informational selections, fables and folk tales*).
- Determine the difference between fact and opinion.
- Recognize and show the relationship between cause and effect.
- Interpret meaning based on charts, graphs, maps, illustrations, and photos in text.
  
- Connect through discussion the text and outside experiences and/or prior knowledge.
- Make text to self connections.
- Make text to text connections.
- Identify most surprising/interesting/important part of a text and explain why.
- Connect to the text by writing a personal response.
  
- Identify, analyze, and evaluate the author's craft with focus on literary devices: humor, imagery, and use of interesting words (*word choice*), personification, simile and onomatopoeia.
- Select and/or use relevant information within a text to extend or evaluate the work(s) in a variety of responses (*e.g., journal responses, questions to ask the author, points to include in a speech*).
- Recognize and identify an author's or character's customs and beliefs included in the text.

	<ul style="list-style-type: none"> <li>• Draw conclusions about the author's purpose.</li> <li>• Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.</li> </ul>
<p><b>Fluency</b></p> <p>7. Develop reading fluency (ability to read a text accurately, quickly and with expression).</p> <p>8. Recognize and use high frequency words.</p>	<ul style="list-style-type: none"> <li>• Read aloud, while comprehending unpracticed text with fluency at 110-120+ words correct per minute.</li> <li>• Read a list of at least 600 high frequency words (DOLCH).</li> <li>• Recognize and use in context high frequency (DOLCH) words in reading and writing.</li> <li>• Reread independent level text orally (<i>choral reading, Reader's Theater, plays</i>).</li> <li>• Read aloud informational /expository text and literary/narrative text accurately, using appropriate pacing, phrasing, and expression.</li> <li>• Silently read longer, more complex texts.</li> </ul>
<p><b>Vocabulary</b></p> <p>9. Recognize and use grade appropriate vocabulary.</p>	<ul style="list-style-type: none"> <li>• Build sight word vocabulary.</li> <li>• Use a glossary, dictionary and/or thesaurus to find and confirm word</li> </ul>

	<p>meanings.</p> <ul style="list-style-type: none"> <li>• Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.</li> <li>• Develop vocabulary through listening, speaking, reading, writing and viewing.</li> <li>• Use content vocabulary (<i>math, music, art, science, social studies, etc.</i>) appropriately and accurately.</li> <li>• Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communications.</li> </ul>
<p><b>Reading/Reflection/Behaviors</b></p> <p>10. Demonstrate appropriate reflections and behaviors.</p>	<ul style="list-style-type: none"> <li>• Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition.</li> <li>• Identify reading strengths and weaknesses with teacher assistance and select targets on which to work.</li> <li>• Cite favorite authors and books and support with reasons.</li> <li>• Choose to read for enjoyment and informational purposes.</li> </ul>

**Writing****Writing Process**

11. Generate a written piece of work.

Show increasing use of formal language patterns with a focus on voice, fluency, word choice and organization.

12. Write to a specific genre, trait, or craft

- **Plan:** Develop ideas for a particular topic or purpose, (e.g., *questioning, brainstorming, drawing and listing key thoughts*).
  - **Draft:** Complete a draft of a single topic, using simple notes or outlines generated from the planning stage.
  - **Revise:** Revise a completed draft by rearranging words, phrases or sentences, provide supporting details, use correct sequence, fix run-on sentences and fragments
  - **Edit:** Edit drafts for complete sentences, capitalization, punctuation, and usage.
  - **Publish/Present:** Publish and present completed drafts, (e.g., *student authors' celebration, cooperative group science project, peer teaching math word problems*).
  - **Reflect:** Explain strengths and weaknesses of writing, (e.g., *CMT rubric and anchor papers, checklist, scoring guides*).
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- **Descriptive:** Select a topic and use specific words to “paint a picture”  
-use a variety of sentence lengths and sentence types, (e.g., *declarative, imperative, interrogative*)
  - **Narrative:** Write personal narratives, using personal experience, and observations to support ideas, (e.g., *diary entries, autobiography*)  
-write fictional narratives with an evident problem and solution, (e.g. *folktale, fairytale, fable*)  
-use transition words to connect ideas,( e.g., *afterward, later on*).
  - **Expository:** Write a report to



<p>13. Edit written work for capitalization, punctuation, usage, and spelling.</p>	<p>explain a topic citing on source          -write three or more paragraphs, maintaining focus on a specific topic and using a variety of sentence beginnings, (e.g., <i>start with an adverb, quickly, the snake slithered away</i>).</p> <p>-describe procedures sequentially, (e.g., <i>steps in a scientific experiment, mathematical problem, recipe</i>).</p> <p>-summarize through the use of charts and graphs.</p> <ul style="list-style-type: none"> <li>• <b>Persuasive:</b> Write two or more paragraphs, stating an opinion and supporting that opinion with details.</li> <li>• <b>Poetic:</b> Write a quatrain poem              -write a limerick              -write a free verse poem,( e.g., <i>repeated sentence beginnings: If I were to change the world</i>).</li> </ul> <ul style="list-style-type: none"> <li>• Use capitals: <i>first word of dialogue, and proper nouns such as organizations, nationalities, buildings and historical events.</i></li> <li>• Use punctuation: (see grades 1 and 2) use of quotation marks, use of comma within a quote, and apostrophes with possessives.</li> <li>• Use period after an abbreviation or initial, (e.g., <i>Dr. Georgia Scott, M.D</i>).</li> <li>• Use comma in compound sentences.</li> <li>• Use apostrophe in possessive nouns,( e.g., <i>the dog's house, the dogs' houses</i>).</li> <li>• Use verb tense past, present, and future.</li> <li>• Recognize subject/verb agreement with singular and plural subject.</li> </ul>
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14. Demonstrate skill in cursive handwriting.

- Use comparative and superlative forms.
  - Recognize pronoun reference.
  - Recognize special problems in usage: *a, an, its, it's, then, than, were, we're, your, you're, their, there, they're, to, too, two*.
  - Do not use double negatives or make common errors such as *would of* rather than *would have*; does not run sentences together or write accidental fragments.
  - Use paragraph conventions, ( e.g., *designated by indentation or skipping lines between paragraphs*).
  - Use resources to find correct spelling for words identified as misspelled, (e.g., *word walls, student dictionaries*).
  - Spell words involving previously studied generalizations and word patterns, and words taught as part of the third-grade spelling curriculum.
  - Use phonetic spelling for challenging words.
  - Recognize words that may be misspelled and make corrections.
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- Print and use cursive legibly, ( e.g., *size, spacing, formation, uppercase and lowercase*).

**Listening/Speaking/Viewing**

15. Listen to, read and follow directions.

16. Listen to the opinions of others about written, oral, and visual texts.

17. Use oral language with clarity, voice and fluency to communicate a message.

18. Use audio/video and mass media to increase subject knowledge and influence speaking and writing.

- Recognize the difference between standard and nonstandard English.
- Retell directions and complete task.

- Acknowledge and respect the opinions of other.
- Paraphrase information that has been shared by others.

- Speak in complete sentences using standard English.
- Present ideas with clarity, voice and fluency to communicate a message.
- Express clearly the main idea and elaborate with supporting details.
- Sequence ideas logically with effective transition words to connect ideas.
- Express and support an opinion on a topic.
- Use graphic organizers to prepare oral presentations.
- Use effective communication skills: eye contact, turn taking, topic maintenance, tone, intonation, focus.
- Read aloud with clarity, voice, expression, and fluency.

- Use technological resources to enhance reading and writing.

**Study Skills/Test Taking Strategies**

19. Use study and reference skills.

- Identify and use: glossary, table of contents, index, headings, bold face, chapter titles, graphics, and dictionary skills.
- Use media center resources.

20. Use test taking strategies.

**Multiple Choice Items:**

- Read stems before reading the passage (pre-organizer for ideas).
- Use “Look-Back” or “Reread” Strategy to confirm information.
- Watch for negative words (e.g., *not*, *none*, *no*).
- Watch for “signal words” (e.g., *first*, *next*, *then*, *last*).
- Read through all answer options before choosing.
- Try to eliminate two answer options.

**Open-ended Items:**

- Identify each component of the task (*parts: 1,2,3*).
- Address each component of the task.
- Reword the question to begin a response (*TTQA, Echo the question, RAESM*).
- Organize/jot down immediate ideas, make a graphic organizer.
- Use details from the passage (supporting evidence).
- Reread answer for clarity and completeness.