

# THIRD GRADE: REPORT CARD COMPANION DOCUMENT

## ENGLISH/LANGUAGE ARTS

### Reading

#### *Fluency, and Systematic Vocabulary Development*

- \_\_\_\_\_ Read grade level material fluently, with expression
- \_\_\_\_\_ 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
- \_\_\_\_\_ Use context clues within sentences and texts to figure out new words
- \_\_\_\_\_ Use prefixes and suffixes to find the meaning of new words

#### *Comprehension- Narrative*

- \_\_\_\_\_ Ask and answer questions using things I already know, knowledge I learned or inferred from the story
- \_\_\_\_\_ Identify elements of narrative text
- \_\_\_\_\_ Recount stories, including fables and folktales from diverse cultures and determine the central message, lesson or moral
- \_\_\_\_\_ Describe characters in a story and explain how their actions contribute to the sequence of events
- \_\_\_\_\_ Compare and contrast the themes, settings, and plots of stories written by the same author
- \_\_\_\_\_ Distinguish point of view from that of the narrator or characters

#### *Comprehension - Informational*

- \_\_\_\_\_ Determine the main idea of a text; recount the key details and explain how they support the main idea
- \_\_\_\_\_ Identify and use elements of informational text
- \_\_\_\_\_ Ask and answer questions to demonstrate understanding of the text
- \_\_\_\_\_ Distinguish point of view from that of the author
- \_\_\_\_\_ Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect)
- \_\_\_\_\_ Compare and contrast the most important points and key details presented in two texts on the same topic

### *Comprehension—Literary Response and Analysis*

- \_\_\_\_\_ Know the common forms of literature (realistic fiction, fables, folktales, and nonfiction)
- \_\_\_\_\_ Understand basic story plots from stories
- \_\_\_\_\_ Understand what the characters are like by how the author writes about them
- \_\_\_\_\_ Figure out the theme or author's message in fiction and nonfiction
- \_\_\_\_\_ Recognize rhythm and patterns in stories (alliteration, onomatopoeia)
- \_\_\_\_\_ Name the speaker or narrator in a story

### **Writing**

#### *Writing Strategies—Organization and Focus*

- \_\_\_\_\_ Write a paragraph with a topic sentence and details
- \_\_\_\_\_ Set a purpose, consider audience, and replicate authors' style and patterns when writing as narrative or informational piece
- \_\_\_\_\_ Know how to use reference materials to proofread and edit writing
- \_\_\_\_\_ Revise and improve my writing using a rubric

#### *Writing Applications*

- \_\_\_\_\_ Write an informational piece that demonstrates the understanding of central ideas and relevant details using an effective organizational pattern
- \_\_\_\_\_ Write a cohesive realistic fiction, fable, or folktale using personification, setting, actions, and thoughts that reveal character traits
- \_\_\_\_\_ Exhibit personal style and voice to enhance written message in narrative and informational writing
- \_\_\_\_\_ Use the writing process to produce and present a research project

## Written and Oral Language Structures

### *Sentence Structure and Grammar*

- \_\_\_\_\_ Write and speak using complete declarative, interrogative, imperative, and exclamatory sentences
- \_\_\_\_\_ Identify subjects and verbs, and use pronouns, adjectives, Compound words, and articles in writing and speaking
- \_\_\_\_\_ Use verbs properly in past, present, and future tense
- \_\_\_\_\_ Use and identify subjects and verbs correctly in my speaking and writing
- \_\_\_\_\_ Punctuate dates, words listed in a series, cities and states, and book titles correctly
- \_\_\_\_\_ Use capitals for proper nouns
- \_\_\_\_\_ Spell one-syllable words with blends, contractions, compounds, special endings, and homophones
- \_\_\_\_\_ Put words in alphabetical order

## Listening and Speaking

### *Listening*

- \_\_\_\_\_ Retell and explain what a speaker has said
- \_\_\_\_\_ Share personal experiences and ideas that relate to a speaker

### *Speaking*

- \_\_\_\_\_ Answer questions by telling more information
- \_\_\_\_\_ Organize ideas in order around a main idea
- \_\_\_\_\_ Use details about a main idea, using a beginning, middle, and an end.
- \_\_\_\_\_ Use clear, specific vocabulary when communicating ideas
- \_\_\_\_\_ Use props to enhance oral presentations
- \_\_\_\_\_ Speak clearly to an audience using appropriate fluency, rhythm, and pace
- \_\_\_\_\_ Compare ideas and points of view from the news
- \_\_\_\_\_ Tell the difference between a speaker's opinions and facts
- \_\_\_\_\_ Make a short narrative oral presentation
- \_\_\_\_\_ Plan and present experiences, stories, poems, or plays with appropriate speaking skills
- \_\_\_\_\_ Present an oral description of people, places, things, or experience, using sensory details
- \_\_\_\_\_ Ask relevant questions which will require a speaker to provide additional details