

Grade 3 Expectations in English Language Arts

Grade 3 Expectations in English/Language Arts

Learning Standards from the Massachusetts Curriculum Framework for the end of Grade 4 are numbered and printed in bold. The Franklin Public School System's grade level expectations for Grade 3 are bulleted below each learning standard. If there are no bulleted items after the Massachusetts Learning Standard, that standard is the grade level expectation. All students are expected to master all grade level expectations.

GENERAL STANDARD 1: Discussion

Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Learning Standards	Resources
1.2 Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions.	

GENERAL STANDARD 2: Questioning, Listening, and Contributing

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

Learning Standards	Resources
2.2 Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.	

GENERAL STANDARD 3: Oral Presentation

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Learning Standards	Resources
3.3 Adapt language to persuade, to explain, or to seek information.	
3.4 Give oral presentations about experiences or interests using eye contact, proper pace, adequate volume, and clear pronunciation.	
3.5 Make informal presentations that have a recognizable organization.	
3.6 Express an opinion of a literary work or film in an organized way, with supporting detail.	
3.7 Use teacher-developed assessment criteria to prepare their presentations.	

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GENERAL STANDARD 4: Vocabulary and Concept Development

Students will understand and acquire new vocabulary and use it correctly in reading and writing.

Learning Standards	Resources
4.9 Identify the meaning of common prefixes (un, re, dis).	
<ul style="list-style-type: none"> Identify the meaning of common prefixes (for example, un, re, dis) 	
4.13 Determine the meaning of unknown words using their context.	
4.14 Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence.	
4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.	
<ul style="list-style-type: none"> Determine meanings of words and alternate word choices using a dictionary. 	
4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone.	

GENERAL STANDARD 5: Structure and Origins of Modern English

Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Learning Standards	Resources
5.5 Recognize the subject-predicate relationship in sentences.	
5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb).	
<ul style="list-style-type: none"> Identify proper and common nouns, possessives, and pronouns. Identify adjectives. 	
5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).	
<ul style="list-style-type: none"> Identify correct mechanics (end marks, commas for series, capitalization). 	

GENERAL STANDARD 6: Formal and Informal English

Students will describe, analyze, and use appropriately formal and informal English.

Learning Standards	Resources
6.2 Recognize dialect in the conversational voices in American folk tales.	

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GENERAL STANDARD 7: Beginning Reading

Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.

Learning Standards	Resources
7.8 Use letter-sound knowledge to decode written English.	
7.9 Read grade-appropriate imaginative/literary and informational/expository text with comprehension (see General Standard 8).	
7.10 Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice and expression.	

GENERAL STANDARD 8: Understanding a Text

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Learning Standards	Resources
For imaginative/literary texts:	
8.11 Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.	
8.12 Identify sensory details in literature.	
8.13 Identify the speaker of a poem or story.	
8.14 Make judgments about setting, characters, and events and support them with evidence from the text.	
<ul style="list-style-type: none"> Identify narrative elements of character, setting, and plot. 	
For informational/expository texts:	
8.15 Form questions about a text and locate facts/details that answer the reader’s questions.	
8.16 Distinguish cause from effect.	
8.17 Distinguish fact from fiction.	
8.18 Summarize topic, main ideas, and supporting details.	
<ul style="list-style-type: none"> Identify main ideas and supporting details.. 	

GENERAL STANDARD 10: Genre

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Learning Standards	Resources
10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.	
<ul style="list-style-type: none"> Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama. 	

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GENERAL STANDARD 11: Theme

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Learning Standards	Resources
11.2 Identify themes as lessons in folktales, fables and Greek myths for children.	
<ul style="list-style-type: none"> Identify themes as lessons in folktales and fables. 	

GENERAL STANDARD 12: Fiction

Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Learning Standards	Resources
12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.	
<ul style="list-style-type: none"> Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution. Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities. 	

GENERAL STANDARD 13: Nonfiction

Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Learning Standards	Resources
13.6 Identify and use knowledge of common textual features (title, paragraphs, headings, key words, table of contents, glossary, captions accompanying illustrations or photographs).	
13.7 Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations).	
13.9 Form questions about the text and locate facts/details to answer the reader’s questions.	
13.10 Distinguish cause from effect.	
13.11 Distinguish fact from opinion or fiction.	
13.12 Summarize main ideas and supporting details.	
<ul style="list-style-type: none"> Identify the main idea of a paragraph, chapter, or article. 	

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GENERAL STANDARD 14: Poetry

Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.

Learning Standards	Resources
14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	
<ul style="list-style-type: none"> Identify poetic elements (for example, <i>rhyme, rhythm, repetition, sensory images</i>). Identify terminology for structural elements of poems (for example, <i>stanza</i> and <i>verse</i>). 	

GENERAL STANDARD 15: Style and Language

Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.

Learning Standards	Resources
15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.	

GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature

Students will identify, analyze, and apply knowledge of the theme, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Learning Standards	Resources
16.4 Identify natural events explained in origin myths (Prometheus/fire; Pandora/evils).	
16.6 Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature.	

GENERAL STANDARD 17: Dramatic Literature

Students will identify, analyze, and apply knowledge of the theme, structure, and elements of drama and provide evidence from the text to support their understanding.

Learning Standards	Resources
17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.	

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GENERAL STANDARD 19: Writing

Students will write with a clear focus, coherent organization, and sufficient detail.

Learning Standards	Resources
For imaginative/literary writing:	
19.9 Write stories that have a beginning, middle, and end and contain details of setting.	
19.10 Write short poems that contain simple sense details.	
19.13 Write an account based on personal experience that has a clear focus and sufficient supporting detail.	

GENERAL STANDARD 21: Revising

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone and word choice (diction) in their compositions after revising them.

Learning Standards	Resources
21.3 Improve word choice by using dictionaries.	

GENERAL STANDARD 22: Standard English Conventions

Students will use knowledge of standard English conventions in their writing, revising, and editing.

Learning Standards	Resources
22.3 Write legibly in cursive, leaving space between letters in a word and between words in a sentence.	
<ul style="list-style-type: none"> Use legible cursive writing for all schoolwork. (See appendix). 	
22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.	
<ul style="list-style-type: none"> Use knowledge of correct mechanics (end marks, commas for series, capitalization) and usage (subject and verb agreement in a simple sentence) when writing and editing. 	
22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	
<ul style="list-style-type: none"> Use knowledge of letter sounds, word parts, and word segmentation to monitor and correct spelling. 	
22.6 Spell most commonly used homophones correctly in their writing (there, they're, their; two, too, to).	

GENERAL STANDARD 23: Organizing Ideas in Writing

Students will organize ideas in writing in a way that makes sense for their purpose.

Learning Standards	Resources
23.4 Organize ideas for a brief response to a reading.	
23.5 Organize ideas for an account of personal experiences in a way that makes sense.	

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GENERAL STANDARD 24: Research

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

Learning Standards	Resources
24.2 Identify and apply steps in conducting and reporting research:	
<ul style="list-style-type: none"> • Define the need for information and formulate open-ended research questions. 	
<ul style="list-style-type: none"> • Initiate a plan for searching for information. 	
<ul style="list-style-type: none"> • Locate resources. 	
<ul style="list-style-type: none"> • Evaluate the relevance of the information. 	
<ul style="list-style-type: none"> • Interpret, use, and communicate the information. 	
<ul style="list-style-type: none"> • Evaluate the research project as a whole. 	
<ul style="list-style-type: none"> • Identify and apply steps in conducting and reporting research with teacher guidance: 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Define the need for information and formulate open-ended research questions. 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Initiate a plan for searching for information. 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Locate resources. 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Evaluate the relevance of the information. 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Interpret, use, and communicate the information. 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Evaluate the research project as a whole on how accurately and efficiently the research question was answered. 	

GENERAL STANDARD 26: Analysis of Media

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia production, the Internet and emerging technologies, and provide evidence from the works to support their understanding.

Learning Standards	Resources
26.2 Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.	
<ul style="list-style-type: none"> • Use a graphic organizer (i.e., Venn diagram) to compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings. 	