

# ENGLISH LANGUAGE ARTS

Grade 3 Adopted June 2002

Student accountability for grades 3 to 8 and HS standards began in 2005-06.

| COMMON CURRICULUM GOALS   | OREGON GRADE-LEVEL STANDARDS<br><b>Grade 3</b>  | COMMON CURRICULUM GOALS   | OREGON GRADE-LEVEL STANDARDS<br><b>Grade 3</b>  |
|---|---|---|---|
| <p><b>Reading</b></p> <p>Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.</p> <p>Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.</p> <p>Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.</p> <p>Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.</p> | <p><b>DECODING AND WORD RECOGNITION</b></p> <p>EL.03.RE.01 Read regular words with several syllables.</p> <p>EL.03.RE.02 Use letter-sound correspondence knowledge and structural analysis to decode words.</p> <p>EL.03.RE.03 Know and use more complex word patterns when reading (e.g., -ight) to decode unfamiliar words.</p> <p>EL.03.RE.04 Read aloud grade-level narrative (story) text and expository (information) text fluently and accurately with appropriate pacing, change in voice, and expression.</p> <p>EL.03.RE.05 Read aloud unpracticed grade-level text at a target rate of 110-120 wcpm (words correct per minute).</p> <p>EL.03.RE.06 Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.</p> <p><b>LISTEN TO AND READ INFORMATIONAL AND NARRATIVE TEXT</b></p> <p><b>SKILLS TO SUPPORT STANDARDS</b></p> <ul style="list-style-type: none"> <li>EL.03.RE.07 Listen to, read, and understand a wide variety of grade-level informational and narrative (story) text including children's magazines and newspapers, dictionaries, other reference materials, online information, classic and contemporary literature, and poetry.</li> <li>EL.03.RE.08 Demonstrate listening comprehension of more complex text through discussions.</li> <li>EL.03.RE.09 Draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.</li> <li>EL.03.RE.10 Point to or clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.</li> <li>EL.03.RE.11 Read longer selections and books independently.</li> </ul> <p><b>VOCABULARY</b></p> <p><b>SKILLS TO SUPPORT STANDARDS</b></p> <ul style="list-style-type: none"> <li>EL.03.RE.12 Understand, learn, and use new vocabulary that is introduced and taught directly through orally-read stories and informational text as well as student-read stories and informational text.</li> <li>EL.03.RE.13 Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</li> <li>EL.03.RE.14 Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.</li> <li>EL.03.RE.15 Use sentence and word context to find the meaning of unknown words.</li> <li>EL.03.RE.16 Categorize words by their relationships (e.g., dog/mammal, animal/living things).</li> <li>EL.03.RE.17 Infer word meanings from taught roots, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-), and suffixes (e.g., -er, -est, -ful).</li> <li>EL.03.RE.18 Use a dictionary or glossary to learn the meaning and other features of unknown words.</li> </ul> <p><b>READ TO PERFORM A TASK</b></p> <p>EL.03.RE.19 Read written directions, signs, captions, warning labels, and informational books.</p> <p>EL.03.RE.20 Use titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.</p> <p>EL.03.RE.21 Interpret information from diagrams, charts, and graphs.</p> <p>EL.03.RE.22 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p> | <p>Demonstrate general understanding of grade-level informational text across the subject areas.</p> <p>Develop an interpretation of grade-level informational text across the subject areas.</p> <p>Examine content and structure of grade-level informational text across the subject areas.</p> <p><b>Literature</b></p> <p>Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.</p> <p>Demonstrate general understanding of grade-level literary text.</p> <p>Develop an interpretation of grade-level literary text.</p> <p>Examine content and structure of grade-level literary text.</p> | <p>EL.03.RE.23 Alphabetize a list of words to the third letter.</p> <p>EL.03.RE.24 Use dictionaries, encyclopedias, CD-ROMs, and Internet to locate information.</p> <p><b>INFORMATIONAL TEXT: DEMONSTRATE GENERAL UNDERSTANDING</b></p> <p>EL.03.RE.25 Demonstrate comprehension by identifying answers to questions about the text.</p> <p>EL.03.RE.26 Distinguish the main idea and supporting details in informational text.</p> <p>EL.03.RE.27 Determine significant information from the text, including problems and solutions.</p> <p>EL.03.RE.28 Summarize major points from informational text.</p> <p><b>INFORMATIONAL TEXT: DEVELOP AN INTERPRETATION</b></p> <p>EL.03.RE.29 Recall major points in the text and make predictions about forthcoming information.</p> <p>EL.03.RE.30 Distinguish cause-and-effect and fact and opinion.</p> <p>EL.03.RE.31 Ask how, why, and what-if questions in interpreting informational texts.</p> <p>EL.03.RE.32 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p> <p><b>INFORMATIONAL TEXT: EXAMINE CONTENT AND STRUCTURE</b></p> <p>EL.03.RE.33 Use knowledge of the author's purpose to comprehend informational text.</p> <p>EL.03.RE.34 Take part in creative response to text, such as dramatizations and oral presentations.</p> <p><b>LISTEN TO AND READ LITERARY TEXT</b></p> <p><b>SKILLS TO SUPPORT STANDARDS</b></p> <ul style="list-style-type: none"> <li>EL.03.LI.01 Listen to text and read text to make connections and respond to a wide variety of significant works of children's literature—including poetry, fiction, non-fiction, and drama—from a variety of cultures and time periods.</li> <li>EL.03.LI.02 Demonstrate listening comprehension of more complex literary text through discussions.</li> </ul> <p><b>LITERARY TEXT: DEMONSTRATE GENERAL UNDERSTANDING</b></p> <p>EL.03.LI.03 Identify the speaker or narrator in a selection.</p> <p>EL.03.LI.04 Distinguish the order of events or a specific event from a sequence of events.</p> <p>EL.03.LI.05 Determine significant events from the story.</p> <p>EL.03.LI.06 Summarize major points from literary text.</p> <p><b>LITERARY TEXT: DEVELOP AN INTERPRETATION</b></p> <p>EL.03.LI.07 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>EL.03.LI.08 Predict probable future outcomes or actions.</p> <p>EL.03.LI.09 Determine and discuss the underlying theme or author's message in literary text.</p> <p>EL.03.LI.10 Recognize cause-and-effect relationships in literary text.</p> <p><b>LITERARY TEXT: EXAMINE CONTENT AND STRUCTURE</b></p> <p>EL.03.LI.11 Compare and contrast versions of the same stories from different cultures.</p> <p>EL.03.LI.12 Create different endings to stories and identify the reason and the impact of the endings.</p> |

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**S** Skills to Support Standards - common across grade levels.


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|--|--|--|--|
| <p><b>Writing</b></p> <p>Pre-write, draft, revise, edit, and publish across the subject areas.</p> <p>Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.</p> <p>Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.</p> | <p><b>PLANNING, EVALUATION, AND REVISION</b></p> <p> <b>SKILLS TO SUPPORT STANDARDS</b></p> <ul style="list-style-type: none"> <li>EL.03.WR.01 Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet.</li> <li>EL.03.WR.02 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.</li> <li>EL.03.WR.03 With some guidance, use all aspects of the writing process (e.g., prewriting, drafting, conferencing, revising, editing) in producing compositions and reports.</li> <li>EL.03.WR.04 Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.</li> <li>EL.03.WR.05 With assistance, revise writing for others to read improving the focus and progression of ideas.</li> <li>EL.03.WR.06 With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.</li> <li>EL.03.WR.07 Present and discuss own writing with other students, and respond helpfully to other students' compositions.</li> </ul> <p><b>WRITING</b></p> <p>These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3-CIM.</p> <p>EL.03.WR.08 Write appropriately for purpose and audience.</p> <p>EL.03.WR.09 Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.</p> <p>EL.03.WR.10 Use vivid adjectives and action verbs.</p> <p>EL.03.WR.11 Begin to elaborate descriptions and incorporate figurative wording in own writing.</p> <p>EL.03.WR.12 Write correctly complete sentences of statement, command, question, or exclamation.</p> <p><b>CONVENTIONS</b></p> <p><b>SPELLING</b></p> <p>EL.03.WR.13 Spell correctly:</p> <ul style="list-style-type: none"> <li>one-syllable words that have blends (play, blend) or a silent letter (walk);</li> <li>contractions (isn't, aren't, can't);</li> <li>compounds;</li> <li>common spelling patterns (qu-, changing win to winning, and changing the ending of a word from -y to -ies to make a plural such as berry/berries); and</li> <li>common homophones (words that sound the same but have different spellings, such as hair/hare).</li> </ul> <p>EL.03.WR.14 Spell correctly previously studied words and spelling patterns in own writing.</p> <p>EL.03.WR.15 Notice when words are not correct, and use a variety of strategies to correct (e.g., word lists, dictionary).</p> <p><b>GRAMMAR</b></p> <p>EL.03.WR.16 Use subjects and verbs that are in agreement (we are instead of we is).</p> <p>EL.03.WR.17 Correctly use past (he talked), present (he talks), and future (he will talk) verb tenses.</p> <p>EL.03.WR.18 Correctly use pronouns (it, him, her), adjectives (yellow flower, three brown dogs), compound nouns (football, snowflakes), and articles (a, an, the).</p> <p>EL.03.WR.19 Identify and correctly write singular possessive nouns (dog's tail).</p> | <p>Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.*</p> <p>*Suggested word length: Third Grade, 100 words.</p> <p>Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. (See <i>Writing Applications-Expository Writing: Research Reports</i>)</p> | <p><b>PUNCTUATION</b></p> <p>EL.03.WR.20 Use commas in dates (On June 24, 2003, she'll be nine.), locations (Salem, Oregon) and addresses (421 Coral Way, Miami, FL), and for items in a series (beans, corn, cucumbers, and squash).</p> <p>EL.03.WR.21 Approximate correct use of quotation marks to show that someone is speaking ("You may go home now," she said.).</p> <p><b>CAPITALIZATION</b></p> <p>EL.03.WR.22 Capitalize correctly geographical names, holidays, and special events (We always celebrate Memorial Day by gathering at the Rose Garden in Portland, Oregon.).</p> <p><b>HANDWRITING</b></p> <p>EL.03.WR.23 Write legibly in cursive and manuscript, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.</p> <p><b>WRITING MODES</b></p> <p>Work Samples can be selected from any of the listed modes.</p> <p>Personal Narrative</p> <p>Fictional Narrative</p> <p>Expository</p> <p><b>WRITING APPLICATIONS</b></p> <p><b>NARRATIVE WRITING</b></p> <p>EL.03.WR.24 Write narratives:</p> <ul style="list-style-type: none"> <li>Provide a context within which an action takes place.</li> <li>Include well-chosen details to develop the plot.</li> <li>With some guidance, provide insight into why the selected incident is memorable.</li> </ul> <p><b>EXPOSITORY WRITING</b></p> <p>EL.03.WR.25 Write descriptive pieces about people, places, things, or experiences:</p> <ul style="list-style-type: none"> <li>Develop a unified main idea.</li> <li>Use details to support the main idea.</li> </ul> <p>EL.03.WR.26 Write letters, thank-you notes, and invitations:</p> <ul style="list-style-type: none"> <li>With assistance, determine the knowledge and interests of the audience and establish a purpose and context.</li> <li>Include the date, proper salutation, body, closing, and signature.</li> </ul> <p>EL.03.WR.27 Write brief reports:</p> <ul style="list-style-type: none"> <li>Include observations and information from two or more sources.</li> <li>Use diagrams, charts, or illustrations that are appropriate to the text.</li> </ul> <p>EL.03.WR.28 Write brief responses to literary text:</p> <ul style="list-style-type: none"> <li>Include what the text is about.</li> <li>Include personal response to text supported by reasons.</li> </ul> <p><b>RESEARCH REPORT WRITING</b></p> <p>EL.03.WR.29 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, CD-ROM, and online sources).</p> |

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|---|---|-------------------------|--|
| <p><b>Speaking and Listening</b></p> <p>Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.*</p> <p>*Suggested speech length: Third Grade, 1 minute.</p> <p>Listen critically and respond appropriately across the subject areas.</p> <p>Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.</p> | <p><b>SPEAKING</b></p> <p>These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment.</p> <p><i>EL.03.SL.01 With guidance, organize ideas sequentially or around major points of information.</i></p> <p><i>EL.03.SL.02 Provide a beginning, middle, and end, including concrete details that develop a central idea.</i></p> <p><i>EL.03.SL.03 With assistance, clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).</i></p> <p><i>EL.03.SL.04 Use clear and specific vocabulary to communicate and, with assistance, establish the tone.</i></p> <p><i>EL.03.SL.05 Use appropriate intonation and vocal patterns to emphasize important points.</i></p> <p><i>EL.03.SL.06 Maintain good eye contact while speaking.</i></p> <p><b>LISTENING</b></p> <p><i>EL.03.SL.07 Retell in own words and explain what has been said by a speaker.</i></p> <p><i>EL.03.SL.08 Connect and relate prior experiences, insights, and ideas to those of a speaker (e.g., through mapping, graphic organization).</i></p> <p><i>EL.03.SL.09 Answer questions completely and with appropriate elaboration.</i></p> <p><i>EL.03.SL.10 Identify the sound elements of literary language, including rhymes, repeated sounds, and instances of naming something by using a sound associated with it (such as <i>hiss</i> or <i>buzz</i>).</i></p> <p><b>ANALYSIS</b></p> <p><i>EL.03.SL.11 Distinguish between the speaker's opinions and verifiable facts.</i></p> |                         |  |

**ENGLISH LANGUAGE ARTS STANDARDS NUMBERING KEY**

RE = Reading                      LI = Literature  
 WR = Writing                      SL = Speaking & Listening

For example, under WRITING, the 31st standard listed for 7th grade (Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.) would be **EL.07.WR.31**.

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