



PETALUMA CITY SCHOOLS

CONTENT STANDARDS

WITH POWER STANDARDS IN BOLD

Grade Three

English-Language Arts

Reading

- 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**
- 2.0 Reading Comprehension**
- 3.0 Literary Response and Analysis**

Writing

- 1.0 Writing Strategies**
- 2.0 Writing Applications (Genres and Their Characteristics)**

Written and Oral English Language Conventions

- 1.0 Written and Oral English Language Conventions**

Listening and Speaking

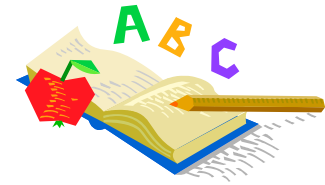
- 1.0 Listening and Speaking Strategies**
- 2.0 Speaking Applications (Genres and Their Characteristics)**

These standards were reviewed by a district committee in 2005-06. Agreements were reached on which of the California State Content Standards to emphasize.

The bolded standards within this document are being proposed for priority teaching so that all students receive an equitable, aligned curriculum preparing them for success in school, on state tests and in life

Grade Three

English-language Arts Content Standards.



Reading

• 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.1 Know and use complex word families when reading (e.g., *-ight*) to decode unfamiliar words.
- 1.2 Decode regular multisyllabic words.**
- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.**

Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.**
- 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/ mammal/ animal/ living things*).
- 1.6 Use sentence and word context to find the meaning of unknown words.**
- 1.7 Use a dictionary to learn the meaning and other features of unknown words.**
- 1.8 Use knowledge of prefixes (e.g., *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (e.g., *-er, -est, -ful*) to determine the meaning of words.**

• 2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.**

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.4 Recall major points in the text and make and modify predictions about forthcoming information.
- 2.5 Distinguish the main idea and supporting details in expository text.
- 2.6 Extract appropriate and significant information from the text, including problems and solutions.**
- 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

• 3.0 Literary Response and Analysis

Structural Features of Literature

- 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.**
- 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.**
- 3.4 Determine the underlying theme or author's message in fiction and nonfiction text.**
- 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
- 3.6 Identify the speaker or narrator in a selection.

Writing

• 1.0 Writing Strategies

Organization and Focus

1.1 Create a single paragraph:

- a. Develop a topic sentence.
- b. Include simple supporting facts and details.



Penmanship

Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Research

- 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

Evaluation and Revision

- 1.4 **Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.**

• 2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. **Provide a context within which an action takes place.**
 - b. **Include well-chosen details to develop the plot.**
 - c. **Provide insight into why the selected incident is memorable.**
- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

2.3 Write a friendly letter. ~~Write personal and formal letters, thank-you notes, and invitations:~~

- a. **Show awareness of the knowledge and interests of the audience and establish a purpose and context.**
- b. **Include the date, proper salutation, body, closing, and signature.**

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

• 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- 1.0 **Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.**

Grammar

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
- 1.4 **Identify and use subjects and verbs correctly in speaking and writing simple sentences.**

Punctuation

- 1.5 Punctuate dates, city and state, and titles of books correctly.
- 1.6 Use commas in dates, locations, and addresses and for items in a series.

Capitalization

- 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

• 1.0 Written and Oral English Language Conventions (cont.)

Spelling

- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., *hair-hare*).
- 1.9 Arrange words in alphabetic order.

Listening and Speaking

• 1.0 Listening and Speaking Strategies

Comprehension

1.1 Retell, paraphrase, and explain what has been said by a speaker.

- 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
- 1.3 Respond to questions with appropriate elaboration.
- 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).



Organization and Delivery of Oral Communication

1.5 Organize ideas chronologically or around major points of information.

- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
- 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
- 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

Analysis and Evaluation of Oral and Media Communications

- 1.10 Compare ideas and points of view expressed in broadcast and print media.
- 1.11 Distinguish between the speaker's opinions and verifiable facts.

• 2.0 Speaking Applications (Genres and Their Characteristics)

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

2.1 Make brief narrative presentations:

- a. Provide a context for an incident that is the subject of the presentation.**
 - b. Provide insight into why the selected incident is memorable.**
 - c. Include well-chosen details to develop character, setting, and plot.**
- 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.
 - 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.