

ELA ECC's Third Grade

Reading

Decoding: Including Phonics and Structural Analysis

- Identify and produce all letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, grade-level words
- Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words
- Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)

Fluency

- Sight-read grade-level high-frequency words and irregularly spelled content words
- Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression

Background Knowledge and Vocabulary Development

- Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary
- Study categories of words to learn grade-level vocabulary
- Analyze word structure (e.g., root words, prefixes, and suffixes) to learn word meaning
- Connect words and ideas in books to spoken language vocabulary and background knowledge
- Learn new vocabulary and concepts indirectly from reading books and other print sources
- Use dictionary to learn the meaning of words and a thesaurus to identify synonyms and antonyms

Comprehension Strategies

- Read and comprehend grade-level texts for different purposes
- Use comprehension strategies to monitor reading (e.g., predict/confirm, reread, self-correct) and to clarify meaning of text
- Work cooperatively with peers to comprehend text
- Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)
- Use knowledge of structure of imaginative text to identify and interpret plot, character, and events
- Listen to or read grade-level texts and ask questions to clarify understanding
- Listen to or read grade-level texts and answer literal, inferential, and critical/application questions
- Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing
- Support point of view with text information
- Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)
- Demonstrate comprehension of grade-level text through creative response, such as writing, drama, and oral presentation
- Infer underlying theme or message of written text

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Motivation to Read

- Show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts
- Read voluntarily for own purpose and interests
- Show familiarity with the title and author of grade-level books
- Read independently and silently, including longer fiction and chapter books

Writing

Composition

- Write in response to the reading of literary and informational texts
- Write a variety of compositions with assistance, using different organizational patterns (e.g., informational reports, correspondence, and imaginative stories)
- Write in a variety of formats, such as print and multimedia
- Write stories and reports using the writing process
- Use grade-level vocabulary and vary sentence patterns in writing
- Write sentences in logical order and use paragraphs to organize topics
- Review work independently for spelling and conventions (e.g., capitalization and punctuation)
- Convey personal voice in writing
- Vary the formality of language depending on audience and purpose of writing
- Begin to use literary elements in creative writing (e.g., figurative language)
- Combine information from multiple sources when writing reports
- Present and discuss own writing in conferences with teachers and peers, and respond with feedback

Spelling/Handwriting

- Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing
- Write legibly all uppercase and lowercase manuscript letters
- Write legibly all uppercase and lowercase cursive letters

Listening

- Listen attentively to books read aloud
- Listen attentively for different purposes
- Listen respectfully without interrupting, when others speak
- Attend to a listening activity for a specified period of time

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Speaking

- Speak in response to the reading of imaginative and informational texts
- Use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)
- Use conventional grammar in speech
- Recognize what is relevant and irrelevant for a particular audience
- Communicate ideas in an organized and cohesive manner
- Vary formality of language according to purpose
- Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience
- Take turns in conversation and respond respectfully when speaking in a group
- Participate in group discussions