

Oregon English/Language Arts Grade-level Standards Grade 3

READING

Decoding and Word Recognition

CCG: Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Read regular words with several syllables.

Use letter-sound correspondence knowledge and structural analysis to decode words.

Know and use more complex word patterns when reading (e.g., -ight) to decode unfamiliar words.

Read aloud grade-level narrative (story) text and expository (information) text fluently and accurately with appropriate pacing, change in voice, and expression.

Read aloud unpracticed grade-level text at a target rate of 110-120 wcpm (words correct per minute).

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Oregon English/Language Arts Grade-level Standards Grade 3

READING

Listen to and Read Informational and Narrative Text

CCG: 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.

#8 *The Forest of S. T. Shrew*

#13 *We All Need Trees*

#18 *Tale of the Sun*



Skills to Support Standards:

- 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.
- Demonstrate listening comprehension of more complex text through discussions.
- 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.
- Point to or clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.
- Read longer selections and books independently.

Oregon English/Language Arts Grade-level Standards Grade 3

READING

Vocabulary

CCG: 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.

#8 The Forest of S. T. Shrew
#54A I'd Like to Visit a Place
Where



Skills to Support Standards:

- **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.**
- **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.**

Determine the meanings of words using knowledge of antonyms, synonyms, homophones, and homographs.

Use sentence and word context to find the meaning of unknown words.

Categorize words by their relationships (e.g., dog/mammal, animal/living things).

Infer word meanings from taught roots, prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-), and suffixes (e.g., -er, -est, -ful).

Use a dictionary or glossary to learn the meaning and other features of unknown words.

Oregon English/Language Arts Grade-level Standards Grade 3

READING

Read to Perform a Task

CCG: Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Read written directions, signs, captions, warning labels, and informational books.

Use titles, tables of contents, chapter headings, illustrations, captions, glossaries, and indexes to locate information in text.

Interpret information from diagrams, charts, and graphs.

Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

Alphabetize a list of words to the third letter.

Use dictionaries, encyclopedias, CD-ROMs, and Internet to locate information.

Informational Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level informational text across the subject areas.
#80A Nothing Succeeds Like Succession

Demonstrate comprehension by identifying answers to questions about the text.

Distinguish the main idea and supporting details in informational text.

Determine significant information from the text, including problems and solutions.

Summarize major points from informational text.

Informational Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level informational text across the subject areas.
#80A Nothing Succeeds Like Succession

Recall major points in the text and make predictions about forthcoming information.

Distinguish cause-and-effect and fact and opinion.

Ask how, why, and what-if questions in interpreting informational texts.

Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Oregon English/Language Arts Grade-level Standards Grade 3

READING

Informational Text: Examine Content and Structure

CCG: Examine content and structure of grade-level informational text across the subject areas.

#80A Nothing Succeeds Like Succession

Use knowledge of the author's purpose to comprehend informational text.

Take part in creative response to text, such as dramatizations and oral presentations.

Italicized text defines content that may appear on classroom work samples and State Writing Assessments or on Reading and Literature Knowledge and Skills Tests in 2005-06.

Bold text defines instructional standards.

Oregon Department of Education
Oregon Standards – 2005-06 School Year

Oregon English/Language Arts Grade-level Standards Grade 3

LITERATURE

Listen to and Read Literary Text

CCG: Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

#4D Sounds Around

#5 A&B Poet-Tree

#8 The Forest of S. T. Shrew

#18 Tale of the Sun

#89A Trees for Many Reasons



Skills to Support Standards:

- 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.
- Demonstrate listening comprehension of more complex literary text through discussions.

Literary Text: Demonstrate General Understanding

CCG: Demonstrate general understanding of grade-level literary text.

#4D Sounds Around

#8 The Forest of S. T. Shrew

Identify the speaker or narrator in a selection.

Distinguish the order of events or a specific event from a sequence of events.

Determine significant events from the story.

Summarize major points from literary text.

Literary Text: Develop an Interpretation

CCG: Develop an interpretation of grade-level literary text.

#4D Sounds Around

#8 The Forest of S. T. Shrew

Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

Predict probable future outcomes or actions.

Determine and discuss the underlying theme or author's message in literary text.

Recognize cause-and-effect relationships in literary text.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Oregon English/Language Arts Grade-level Standards Grade 3

LITERATURE

Literary Text: Examine Content and Structure

CCG: Examine content and structure of grade-level literary text.

#4D Sounds Around

#8 The Forest of S. T. Shrew

#18 Tale of the Sun

Compare and contrast versions of the same stories from different cultures.

Create different endings to stories and identify the reason and the impact of the endings.

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Oregon English/Language Arts Grade-level Standards Grade 3

WRITING

Planning, Evaluation, and Revision

CCG: Pre-write, draft, revise, edit, and publish across the subject areas.



Skills to Support Standards:

- Find ideas for writing stories and descriptions through various sources, including conversations with others, and in books, magazines, textbooks, or on the Internet.
- Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
- With some guidance, use all aspects of the writing process (e.g., prewriting, drafting, conferencing, revising, editing) in producing compositions and reports.
- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.
- With assistance, revise writing for others to read improving the focus and progression of ideas.
- With guidance, proofread one's own writing, as well as that of others, using, for example, an editing checklist or list of rules.
- Present and discuss own writing with other students, and respond helpfully to other students' compositions.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Oregon English/Language Arts Grade-level Standards Grade 3

WRITING

Writing

CCG: 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.

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3 - CIM.

Write appropriately for purpose and audience.

Create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence.

Use vivid adjectives and action verbs.

Begin to elaborate descriptions and incorporate figurative wording in own writing.

Write correctly complete sentences of statement, command, question, or exclamation.

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WRITING

Conventions

Spelling

CCG: Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Spell correctly:

- *one-syllable words that have blends (play, blend) or a silent letter (walk);*
- *contractions (isn't, aren't, can't);*
- *compounds;*
- *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*
- *common homophones (words that sound the same but have different spellings, such as hair/hare).*

Spell correctly previously studied words and spelling patterns in own writing.

Notice when words are not correct, and use a variety of strategies to correct (e.g., word lists, dictionary).

Oregon English/Language Arts Grade-level Standards

Grade 3

WRITING

Grammar

Use subjects and verbs that are in agreement (we are instead of we is).

Correctly use past (he talked), present (he talks), and future (he will talk) verb tenses.

Correctly use pronouns (it, him, her), adjectives (yellow flower, three brown dogs), compound nouns (football, snowflakes), and articles (a, an, the).

Identify and correctly write singular possessive nouns (dog's tail).

Punctuation

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).

Approximate correct use of quotation marks to show that someone is speaking ("You may go home now," she said.).

Capitalization

Capitalize correctly geographical names, holidays, and special events (We always celebrate Memorial Day by gathering at the Rose Garden in Portland, Oregon.).

Handwriting

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.

Oregon English/Language Arts Grade-level Standards Grade 3

WRITING

Writing Modes

Work Samples can be selected from any of the listed modes.

CCG: 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.*

#2B Get in Touch with Trees
#4D Sounds Around
#5A&B Poet-Tree
#6B Picture This
#7 Habitat Pen Pals
#20 Environmental Exchange Box
#21B Adopt a Tree
#31 Plant A Tree
#79 Tree Lifecycle
#95B Did You Notice?

Personal Narrative

Fictional Narrative (Imaginative)

Expository

*Suggested word length: Third Grade, 100 words.

Writing Applications

Narrative Writing

#4D Sounds Around

Write narratives:

- Provide a context within which an action takes place.
- Include well-chosen details to develop the plot.
- With some guidance, provide insight into why the selected incident is memorable.

Expository Writing

#2B Get in Touch with Tree

#20 Environmental Exchange Box

#7 Habitat Pen Pals

#79 Tree Lifecycle

Write descriptive pieces about people, places, things, or experiences:

- Develop a unified main idea.
- Use details to support the main idea.

Write letters, thank-you notes, and invitations:

- With assistance, determine the knowledge and interests of the audience and establish a purpose and context.
- Include the date, proper salutation, body, closing, and signature.

#7 Habitat Pen Pals

#20 Environmental Exchange Box

Write brief reports:

- Include observations and information from two or more sources.
#2B Get in Touch with Trees
- Use diagrams, charts, or illustrations that are appropriate to the text.

#95B Did You Notice?

Write brief responses to literary text:

- Include what the text is about.
- Include personal response to text supported by reasons.

#2B Get in Touch with Trees

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Oregon English/Language Arts Grade-level Standards Grade 3

WRITING

Research Report Writing

CCG: 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 *Writing Applications-Expository Writing: Research Reports*)
#7 Habitat Pen Pals
#22A Trees as Habitats

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

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Oregon Standards – 2005-06 School Year

Oregon English/Language Arts Grade-level Standards

Grade 3

SPEAKING AND LISTENING

Speaking

CCG: Communicate supported ideas across the subject areas using oral, visual, and multi-media 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.*

#6B Picture This!

#22A Trees as Habitats

These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

With guidance, organize ideas sequentially or around major points of information.

Provide a beginning, middle, and end, including concrete details that develop a central idea.

With assistance, clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

Use clear and specific vocabulary to communicate and, with assistance, establish the tone.

Use appropriate intonation and vocal patterns to emphasize important points.

Maintain good eye contact while speaking.

*Suggested speech length: Third Grade, 1 minute.

Student accountability for grades 3-8 and CIM standards begins 2005-06.

Listening

CCG: Listen critically and respond appropriately across the subject areas.

#4D Sounds Around

#5A Poet-Tree

#6B Picture This

#8 The Forest of S. T. Shrew

#18 Tale of the Sun

#22A Trees as Habitats

Retell in own words and explain what has been said by a speaker.

#4D Sounds Around

#18 Tale of the Sun

Connect and relate prior experiences, insights, and ideas to those of a speaker (e.g., through mapping, graphic organization).

Answer questions completely and with appropriate elaboration.

#4D Sounds Around

#18 Tale of the Sun

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 *hiss* or *buzz*).

#5A Poet-Tree

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Oregon Standards – 2005-06 School Year

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Oregon English/Language Arts Grade-level Standards Grade 3

SPEAKING AND LISTENING

Analysis

CCG: Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

Distinguish between the speaker's opinions and verifiable facts.

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Oregon Standards – 2005-06 School Year