Third Grade Standards

Reading: Students will learn and apply reading skills and strategies to comprehend text	
Phonological Awareness Students will demonstrate understanding of words, syllables, and sounds in oral language.	• BT 3.1.2a Decode multisyllable words.
Word Analysis Students will acquire phonetic knowledge as they learn to read and write grade-level text.	• BT 3.1.3a **Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.** • BT 3.1.3b Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).
Fluency Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.	• BT 3.1.4a **Use context to adjust pace and intonation based on purpose, text complexity, form, and style**
Vocabulary Students will build and use conversational, academic, and content-specific grade-level vocabulary.	• BT 3.1.5a Determine meaning of words through the knowledge of word families, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations). • BT 3.1.5b Identify & apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words within grade level text. • BT 3.1.5c **Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.** • BT 3.1.5d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing. • BT 3.1.5e Locate words and determine meaning using reference materials.
Comprehension Students will construct meaning by using prior knowledge while reading emergent literary and informational text.	• BT 3.1.6a **Use context clues to determine author's purpose(s) and cite text evidence.** • BT 3.1.6b **Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.** • BT 3.1.6c **Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.** • BT 3.1.6d **Recount stories from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.** • BT 3.1.6e **Determine the main idea of a multi-paragraph informational text; recount the key details and explain how they support the main idea.** • BT 3.1.6f Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • BT 3.1.6g **Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.** • BT 3.1.6h **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**

Writing: Students will learn and apply writing skills and strategies to communicate.	
Writing Process Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level.	• BT 3.2.1a **Apply prewriting strategies to generate a draft that develops a clear introduction, body, and conclusion with appropriate transitions.** • BT 3.2.1c With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. • BT 3.2.1c **With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.** • BT 3.2.1d Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Modes Student will write in multiple modes for a variety of purposes and audiences across disciplines.	
Opinion	• BT 3.2.2a **Write opinion pieces on familiar topics or texts, supporting a point of view and create an organizational structure that lists reasons.** • BT 3.2.2c **Use transition words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.** • BT 3.2.2c **Provide a concluding statement or section.**
Informative/Explanatory	• BT 3.2.3a Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • BT 3.2.3b **Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.** • BT 3.2.3c Develop the topic with facts, definitions, and details. • BT 3.2.3d **Use transition words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.** • BT 3.2.3f **Provide a concluding statement or section.**
Narratives	• BT 3.2.4a **Write narratives to develop real or imagined experiences or events as told from the viewpoint of a narrator using effective technique (i.e. dialogue, descriptive details, and clear event sequences).** • BT 3.2.4b Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • BT 3.2.4c Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. • BT 3.2.4d **Use temporal words and phrases to signal event order.** • BT 3.2.4f Provide a sense of closure.
Research	• BT 3.2.5a **Conduct short research projects that build knowledge about a topic using multiple resources.** • BT 3.2.5b Recall information from experiences or gather information from print and digital.

Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

Speaking Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	• BT 3.3.1a **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.** • BT 3.3.1b **Using complete sentences, report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.** • BT 3.3.1c **Choose words and phrases for effect.** • BT 3.3.1d **Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.**
Listening Students will develop and demonstrate active listening skills across a variety of situations.	• BT 3.3.2a **Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.** • BT 3.3.2b **Ask and respond to questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.**
Reciprocal Communication Students will develop, apply, and adapt reciprocal communication skills.	• BT 3.3.3a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) • BT 3.3.3c **Explain their own ideas and understanding in light of a discussion.**

Multiple Literacies: Students will apply information fluency and practice digital citizenship.

Information Fluency Students will evaluate, create, and communicate information in a variety of media and formats to include textual, visual, and digital.	• BT 3.4.1a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings. • BT 3.4.1b **With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting from a text and citing the source using available resources (e.g. online citation tools).** • BT 3.4.1c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
Digital Citizenship Students will practice the norms of appropriate and responsible technology use.	• BT 3.4.2a Practice safe and ethical behaviors when communicating and interacting with other digitally (e.g. safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). • BT 3.4.2b With support, use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.