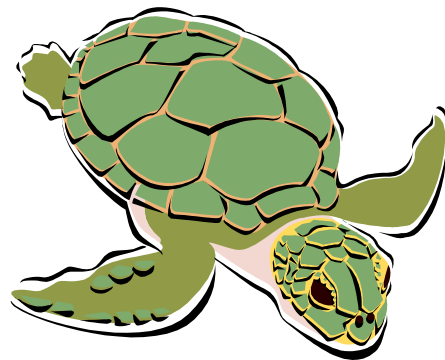


LANGUAGE ARTS
CONTENT STANDARDS
FOR CHRISTIAN
UNIFIED SCHOOLS OF
SAN DIEGO

**Third Grade
Parent Handbook**



Standards for Language Arts

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

By the end of third grade, your child will:

- 1.1 Use and understand complex word families when reading to decode unfamiliar words.
- 1.2 Decode regular words with more than one syllable.
- 1.3 Read aloud third grade text accurately and with appropriate pacing, intonation, and expression.
- 1.4 Use knowledge of antonyms, synonyms, homonyms, and homographs to determine the meaning of words.
- 1.5 Demonstrate knowledge of relationships among grade appropriate words such as dog/mammal/animal/living things.
- 1.6 Use the context of a word in a sentence to find the meaning of unknown words.
- 1.7 Use a dictionary to learn meanings and other features of unknown words.
- 1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-) and suffixes (e.g. -er, -est, -ful) to find the meaning of words.

2.0 Reading Comprehension

By the end of third grade, your child will:

- 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
- 2.2 Ask questions and support answers by connecting prior knowledge with information found or inferred from text.
- 2.3 Demonstrate comprehension skills by finding answers to questions in text.
- 2.4 Recall major points in text and make/modify predictions about forthcoming information.
- 2.5 Recall the main idea and supporting details of text.
- 2.6 Locate information from text including problems and solutions.
- 2.7 Follow simple multi-step written instructions (e.g., how to make assemble a product or play a game).

3.0 Literary Response and Analysis

By the end of third grade, your child will:

- 3.1 Distinguish common forms of literature such as poetry, biography, fiction, and nonfiction.
- 3.2 Comprehend basic plots of classic fairy tales, folk tales, legends, and fables from around the world.
- 3.3 Determine what characters are like by what they say or do and how the author or illustrator portrays them.
- 3.4 Determine the underlying theme or author's message in text.

- 3.5 Recognize similarities of sounds in words and rhythmic patterns (e.g., alliteration) in text.
- 3.6 Identify the speaker or narrator in a selection.
- 3.7 Identify the setting and time period of a selection.
- 3.8 Identify Biblical principles that can be gleaned from the text.
- 3.9 Assess and discern alignment with and support of Biblical principles.
- 3.10 Begin to give reasons why a text does or does not support Biblical principles.

Writing

1.0 Writing Strategies

By the end of third grade, your child will:

- 1.1 Create a single paragraph.
- 1.2 Begin writing in cursive.
- 1.3 Understand the structure and organization of reference materials (e.g., dictionary, encyclopedia).
- 1.4 Revise written documents to improve coherence and logical progression.
- 1.5 Proofread and revise written documents for proper punctuation and capitalization.

2.0 Writing Application

By the end of third grade, your child will:

- 2.1 Write narratives.
- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- 2.3 Write friendly letters utilizing the proper form.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

By the end of third grade, your child will:

- 1.1 Use complete and correct declarative, interrogative, and exclamatory sentences.
- 1.2 Identify agreement between the subject and verb in a sentence.
- 1.3 Use past, present, and future verb tenses correctly.
- 1.4 Use subjects and verbs correctly in speaking and writing.
- 1.5 Punctuate sentences, initials, abbreviations, and titles of respect correctly.
- 1.6 Use commas for items in a series, when addressing someone, in letters, in dates, and between a city and state.
- 1.7 Capitalize proper nouns correctly (e.g., geographical names, holidays, street names, book titles, titles of respect).
- 1.8 Spell most one-syllable words correctly.
- 1.9 Arrange words in alphabetical order.
- 1.10 Use apostrophes in contractions and to indicate possessive nouns.

1.11 Understand that quotation marks indicate someone is speaking.

Listening and Speaking

1.0 Listening and Speaking Strategies

By the end of third grade, your child will:

- 1.1 Retell, paraphrase, and explain what has been said by a speaker.
- 1.2 Connect and relate prior experiences, insights, and ideas of a speaker.
- 1.3 Respond to questions with appropriate details.
- 1.4 Identify musical elements of language (e.g., rhymes, repeated sounds).
- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, middle, and an end, with details, that develop a central idea.
- 1.7 Use clear and specific vocabulary to communicate ideas.
- 1.8 Clarify and enhance oral presentations through the use of appropriate props.
- 1.9 Read prose and poetry aloud with fluency, rhythm, and pace.
- 1.10 Clarify ideas and points of view expressed in broadcast and print media.
- 1.11 Distinguish between the speaker's facts and opinions.

2.0 Speaking Applications

By the end of third grade, your child will:

- 2.1 Make brief narrative presentations.
- 2.2 Plan and present dramatic interpretations of experiences, stories, poems, Bible passages or plays with clear diction, pitch, tempo, and tone.
- 2.3 Make presentations that use sensory details that set forth unified impressions of people, places, things, or experiences.
- 2.4 Memorize and recite poetry and scripture.

