

Reading

GRADE 3

STANDARD 1

The student *understands and uses different skills and strategies to read.*

To meet this standard, the student will:

Benchmark 3R.1.1: Use word recognition and word meaning skills to read and comprehend text

Indicators:

- 3R.1.1.1 Apply phonetic principles to read; including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- 3R.1.1.2 Use meaning, context clues, and pictures to comprehend story
- 3R.1.1.3 Use variety of reading strategies, including working out unknown words, self corrections and re-reading when necessary to comprehend
- 3R.1.1.4 Re-read and slow down to comprehend

Benchmark 3R.1.2: Build vocabulary through reading

Indicators:

- 3R.1.2.1 Build vocabulary by interpreting context clues, and using dictionaries and glossaries
- 3R.1.2.2 Practice using affixes (prefixes, suffixes and base words to make sense of a new word)
- 3R.1.2.3 Understand and use synonyms, antonyms, homographs, and homophones
- 3R.1.2.4 Expand sight vocabulary

Benchmark 3R.1.3: Read fluently, adjusting reading for purpose and material

Indicators:

- 3R.1.3.1 Read familiar text with ease
- 3R.1.3.2 Understand how punctuation affects fluency
- 3R.1.3.3 Adjust reading pace to fit purpose for reading
- 3R.1.3.4 Read text with increasing fluency

Benchmark 3R.1.4: Understand elements of literature

Indicators:

- 3R.1.4.1 Understand sentence structure, paragraphs, and chapters
- 3R.1.4.2 Understand story elements of fiction: main idea, plot, characters, setting, problem, solution
- 3R.1.4.3 Read a variety of literary forms: narratives, plays, poetry, fairy tales
- 3R.1.4.4 Explore features of different forms: stories, poems, plays
- 3R.1.4.5 Read a variety of non-fiction texts

Benchmark 3R.1.5: Use technology

Indicators:

- 3R.1.5.1 Find and sort information for a specific topic or purpose
- 3R.1.5.2 Locate and use text organizer: title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.
- 3R.1.5.3 Interpret graphs, maps, and charts

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, Language Arts, Grade 3, Approved January, 2007, Revised June, 2010

Reading

GRADE 3

STANDARD 2

The student *understands the meaning of what is read.*

To meet this standard, the student will:

Benchmark 3R.2.1: Comprehend important ideas and details

Indicators:

- 3R.2.1.1 Demonstrate basic comprehension of the content of literary, informational and task oriented texts such as plays and instructions
- 3R.2.1.2 Demonstrate comprehension of the main idea and supporting details
- 3R.2.1.3 Connect previous experiences and knowledge when reading to understand characters, events, and information
- 3R.2.1.4 Make inferences and predictions based on the reading text
- 3R.2.1.5 Identify main idea and supporting details
- 3R.2.1.6 Apply the 6 effective reading strategies: predict/infer, monitor, think about words, self-question, evaluate, and summarize

Benchmark 3R.2.2: Expand comprehension by analyzing, interpreting, synthesizing, and applying information and ideas

Indicators:

- 3R.2.2.1 Compare and contrast stories
- 3R.2.2.2 Use logical sequence to accurately retell stories by ordering and/or sequencing parts of text
- 3R.2.2.3 Separate fact from fiction
- 3R.2.2.4 Use critical thinking when participating in small groups and whole class discussions about what has been read
- 3R.2.2.5 Categorize and classify information from the text
- 3R.2.2.6 Identify causes and resulting effects
- 3R.2.2.7 Apply problem solving and decision making skills by using critical thinking

Benchmark 3R.2.3: Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- 3R.2.3.1 Separate fact from opinion
- 3R.2.3.2 Recognize differences in authors' writing styles and language
- 3R.2.3.3 Distinguish between realism and fantasy
- 3R.2.3.4 Recognize differences in authors' topics or subject matter
- 3R.2.3.5 Recognize differences in authors' purpose for writing: inform, instruct, persuade, entertain
- 3R.2.3.6 Observe and discuss published works

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 3

STANDARD 3

The student reads different materials for a variety of purposes.

To meet this standard, the student will:

Benchmark 3R.3.1: Read to learn new information

Indicators:

- 3R.3.1.1 Use signs, labels, and instructions
- 3R.3.1.2 Locate and use a variety of resource materials such as dictionaries, thesaurus, and encyclopedias
- 3R.3.1.3 Use resources to answer a question or solve a problem

Benchmark 3R.3.2: Read to perform a task

Indicators:

- 3R.3.2.1 Read information and perform tasks for a variety of real-life purposes (schedules, recipes, instructions, games, newspapers and magazines)
- 3R.3.2.2 Follow written directions

Benchmark 3R.3.3: Read for literary experience integrating a Christian worldview

Indicators:

- 3R.3.3.1 Read, respond to a variety of traditional and contemporary literature (novels, folk tales, fairy tales, stories, rhymes, poems, plays, etc)
- 3R.3.3.2 Read a variety of literature representing different cultures, perspectives, and issues
- 3R.3.3.3 Understand different views of family, friendship, culture and tradition found in literature

Benchmark 3R.3.4: Develop interests and share reading experiences

Indicators:

- 3R.3.4.1 Select favorite authors, subjects and books, and share with others
- 3R.3.4.2 Read for enjoyment
- 3R.3.4.3 Share literary experiences and recommend books to others

Benchmark 3R.3.5: Develop reading through technology

Indicator:

- 3R.3.5.1 Use basic electronic reference tools (computers)

Benchmark 3R.3.6: Recognize God's character through various written material

Indicator:

- 3R.3.6.1 Identify characters and responses to problems in comparison to Christian world view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 3

STANDARD 4

The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

Benchmark 3R.4.1: Assess strengths and need for improvement

Indicators:

- 3R.4.1.1 Set reading goals and monitor
- 3R.4.1.2 Use projects, short essays, and reading response logs to evaluate progress
- 3R.4.1.3 Identify and discuss own strategies to improve reading
- 3R.4.1.4 Participate in reading activities: keep a reading log, etc

Benchmark 3R.4.2: Seek and offer feedback to improve reading

Indicator:

- 3R.4.2.1 Use feedback to improve reading
- 3R.4.2.2 Ask for assistance if needed

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 3

STANDARD 1

The student writes clearly and effectively.

To meet this standard, the student will:

Benchmark 3W.1.1: Develop concept and design: ideas and organization

Indicators:

- 3W.1.1.1 Add appropriate details
- 3W.1.1.2 Work to organize text with clear beginning, middle, and end
- 3W.1.1.3 Choose own topic
- 3W.1.1.4 Represent one main idea or topic in text
- 3W.1.1.5 Use paragraphs to organize text
- 3W.1.1.6 Be introduced to transitional words and phrases to facilitate logical order
- 3W.1.1.7 Write in a variety of genre

Benchmark 3W.1.2: Use appropriate voice for audience and purpose

Indicators:

- 3W.1.2.1 Communicate own ideas
- 3W.1.2.2 Describe own experiences
- 3W.1.2.3 Begin to demonstrate awareness of the audience when selecting voice

Benchmark 3W.1.3: Use word choice appropriate to the audience and purpose

Indicators:

- 3W.1.3.1 Use vocabulary from literature
- 3W.1.3.2 Use colorful language to help create a tone or mood
- 3W.1.3.3 Use descriptive words in writing

Benchmark 3W.1.4: Use sentence fluency appropriate to the audience and purpose

Indicators:

- 3W.1.4.1 Use a variety of sentence beginnings, structures, and lengths
- 3W.1.4.2 Distinguish between a sentence and a phrase

Benchmark 3W.1.5: Apply writing conventions

Indicators:

- 3W.1.5.1 Write complete sentences
- 3W.1.5.2 Begin to use correct cursive letter formation and legible handwriting
- 3W.1.5.3 Use capitalization and end punctuation accurately in final draft
- 3W.1.5.4 Begin to use paragraphs with correct indentation

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 3

STANDARD 2

The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

Benchmark 3W.2.1: Write for different audiences

Indicators:

- 3W.2.1.1 Write for familiar audiences (friends, teachers, relatives)
- 3W.2.1.2 Share writing with others
- 3W.2.1.3 Select own writing to publish

Benchmark 3W.2.2: Write for different purposes integrating a Christian world view

Indicators:

- 3W.2.2.1 Write in response to teacher's prompts
- 3W.2.2.2 Write for different purposes: to inform (to narrate), to tell what happened, to describe something, and to learn summarizing paraphrasing, and reflecting
- 3W.2.2.3 Write for enjoyment: journal, friendly letter, own story

Benchmark 3W.2.3: Write in a variety of forms

Indicator:

- 3W.2.3.1 Write with range of forms: reports, stories, poems, journals, letters, reading responses, logs

Benchmark 3W.2.4: Use technology as a tool in writing

Indicators:

- 3W.2.4.1 Create stories using appropriate software (kids words)
- 3W.2.4.2 Publish a paragraph using computer word processing
- 3W.2.4.3 Illustrate writing using drawing software
- 3W.2.4.4 Begin to use computerized reference resources

Benchmark 3W.2.5: Write for real-life applications

Indicators:

- 3W.2.5.1 Write an autobiography
- 3W.2.5.2 Write letters
- 3W.2.5.3 Make personal journal entries

Benchmark 3W.2.6: Understand that God recognizes writing as a powerful tool to influence people

Indicators:

- 3W.2.6.1 Integrate Christian world view into a variety of written styles: poems, journals, reports and stories
- 3W.2.6.2 Write in a manner consistent with Christian values and world view

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

Writing

GRADE 3

STANDARD 3

The student understands and uses the steps of the writing process.

To meet this standard, the student will:

Benchmark 3W.3.1: Pre-write

Indicators:

- 3W.3.1.1 Brainstorm for ideas
- 3W.3.1.2 Begin to use a variety of graphic organizers (ex. Story mapping)
- 3W.3.1.3 Make connections from prior knowledge and experience
- 3W.3.1.4 Discover and explore resources in school
- 3W.3.1.5 Discuss ideas with others

Benchmark 3W.3.2: Draft

Indicators:

- 3W.3.2.1 Continue to organize ideas: form complete phrases, sentences and thoughts
- 3W.3.2.2 Structure thoughts coherently
- 3W.3.2.3 Write stories spelling grade-level words

Benchmark 3W.3.3: Revise

Indicators:

- 3W.3.4.1 Offers and accepts feedback when appropriate
- 3W.3.4.2 Begin to use word processing skills to write and revise independently
- 3W.3.4.3 Use six-trait model criteria when revising
- 3W.3.4.4 Continue using peer and teacher editing
- 3W.3.4.5 Continue to understand need for revising and editing work

Benchmark 3W.3.4: Edit

Indicators:

- 3W.3.4.1 Continue to edit for conventional spelling and grammar in final draft
- 3W.3.4.2 Add missing or necessary words and or ideas as needed
- 3W.3.4.3 Use dictionary, thesaurus, and other reference materials
- 3W.3.4.4 Edit for proper capitalization and punctuation

Benchmark 3W.3.5: Publish

Indicators:

- 3W.3.5.1 Select a display from and publish option (book, poster, etc.)
- 3W.3.5.2 Use technology when appropriate and available
- 3W.3.5.3 Share writing with familiar audience
- 3W.3.5.4 Produce a legible final product

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 3

STANDARD 4

The student *analyzes and evaluates the effectiveness of written work.*

To meet this standard, the student will:

Benchmark 3W.4.1: Assess own strengths and needs for improvement

Indicators:

- 3W.4.1.1 Continue to view self as a writer
- 3W.4.1.2 Continue to understand need for revising and editing work
- 3W.4.1.3 Use established Six-Trait scoring criteria to reflect on and improve writing

Benchmark 3W.4.2: Seek and offer feedback

Indicators:

- 3W.4.2.1 Offer constructive feedback using established six-trait terms
- 3W.4.2.2 Accept and use feedback on own writing when appropriate

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 3

STANDARD 1

The student *communicates ideas clearly and effectively.*

To meet this standard, the student will:

Benchmark 3C.1.1: Communicate clearly to a range of audiences for different purposes

Indicators:

- 3C.1.1.1 Communicate to teacher, small groups, and class
- 3C.1.1.2 Practice using narrative and descriptive forms of speech
- 3C.1.1.3 Show beginning awareness of the needs of an audience

Benchmark 3C.1.2: Develop content and ideas

Indicators:

- 3C.1.2.1 Choose content that relates to topic
- 3C.1.2.2 Learn to identify and select sources of information
- 3C.1.2.3 Organize information in a sequential pattern
- 3C.1.2.4 Describe ideas in concrete terms
- 3C.1.2.5 Share reasons for thoughts or events
- 3C.1.2.6 Use logic, argument, or emotion to persuade other

Benchmark 3C.1.3: Use effective delivery

Indicators:

- 3C.1.3.1 Speak with projection and at a rate that others can follow
- 3C.1.3.2 Practice speaking fluently and expressively
- 3C.1.3.3 Use good posture and eye contact
- 3C.1.3.4 Use appropriate facial expression and body language to convey a message or enhance an oral presentation

Benchmark 3C.1.4: Use effective language and style

Indicators:

- 3C.1.4.1 Use words and illustration such as pictures or charts to create an effective presentation
- 3C.1.4.2 Use age appropriate vocabulary
- 3C.1.4.3 Speak using standard grammar
- 3C.1.4.4 Use complete sentences

Benchmark 3C.1.5: Effectively use action, sound, and/or images to support presentation

Indicator:

- 3C.1.5.1 Learn to use a variety of media and resources to convey a message or enhance an oral presentation

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 3C.1.6: Analyze and evaluate presentation

Indicators:

- 3C.1.6.1 Listen and watch while others present
- 3C.1.6.2 Offer positive feedback on others' presentation
- 3C.1.6.3 Self-correct presentation

Benchmark 3C.1.7: Demonstrate appropriate communication that is consistent with God's character

Indicator:

- 3C.1.7.1 Speak the truth in love

Communication

GRADE 3

STANDARD 2

The student uses listening and observation skills to gain understanding.

To meet this standard, the student will:

Benchmark 3C.2.1: Focus attention

Indicators:

- 3C.2.1.1 Demonstrate attending behavior (feet on floor, face speaker, eye contact, lean forward, no distracting movements)
- 3C.2.1.2 Listen without interrupting
- 3C.2.1.3 Pay attention to oral stories, instructions, oral reports, assemblies and daily announcements

Benchmark 3C.2.2: Listen and observe to gain and interpret information

Indicators:

- 3C.2.2.1 Identify/interpret physical details and visual information
- 3C.2.2.2 Respond to non-verbal communication
- 3C.2.2.3 Listen for, identify, and explain main ideas, details, fact/opinion, meaning
- 3C.2.2.4 Use listening strategies for following directions: mental pictures, step-by-step, etc.

Benchmark 3C.2.3: Check for understanding by asking questions and paraphrasing

Indicators:

- 3C.2.3.1 Ask questions to understand content and meaning (who, what, why, when, where, how)
- 3C.2.3.2 Continue to paraphrase
- 3C.2.3.3 Select information and give opinions
- 3C.2.3.4 Give explanations for observed facts and details in concrete situations

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 3

STANDARD 3

The student *uses interpersonal communication strategies and skills to work effectively with others.*

To meet this standard, the student will:

Benchmark 3C.3.1: Use language to interact effectively and responsibly with others

Indicators:

- 3C.3.1.1 Use conversation skills: enter in, take turns, respond to others, close a conversation
- 3C.3.1.2 Distinguish between types of speech: a chat, a warning, a joke
- 3C.3.1.3 Use language that respects others' feelings, opinions and rights
- 3C.3.1.4 Begin to show awareness of possible difficulties when communicating cross-culturally

Benchmark 3C.3.2: Work cooperatively as a member of a group

Indicators:

- 3C.3.2.1 Assume varying assigned roles within a group to perform a task
- 3C.3.2.2 Contribute to group with ideas and effort
- 3C.3.2.3 Respect others' feelings and rights to participate in a group
- 3C.3.2.4 Assert own viewpoint appropriately

Benchmark 3C.3.3: Seek agreement and solutions through discussion

Indicators:

- 3C.3.3.1 Share and listen to ideas and points of view
- 3C.3.3.2 Accept responsibility for personal actions
- 3C.3.3.3 Form ideas, and identify alternatives
- 3C.3.3.4 Suggest solutions and initiate action

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Communication

GRADE 3

STANDARD 4

The student *analyzes and evaluates the effectiveness of formal and informal communication.*

To meet this standard, the student will:

Benchmark 3C.4.1: Assess strengths and need for improvement

Indicator:

3C.4.1.1 Use established criteria to improve own presentation and provide feedback to others

Benchmark 3C.4.2: Seek and offer feedback

Indicators:

3C.4.2.1 Listen and watch while others present

3C.4.2.2 Accept and use feedback on own presentations appropriately

Benchmark 3C.4.3: Analyze different sources of mass communication

Indicators:

3C.4.3.1 Identify forms of mass communication such as magazines, television, newspapers, and the internet; identify messages in simple advertisement

3C.4.3.2 Identify fact, opinion, and assumptions in mass communication

3C.4.3.3 Understand that all media is produced from a point of view and with a set of assumptions

Benchmark 3C.4.4: Analyze how communication is used in career settings (real life settings)

Indicator:

3C.4.4.1 Identify different ways people communicate in the workplace: telephone, e-mail, or formal presentations

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 3

STANDARD 1

The student *understands the usage and mechanics of grammar*.

To meet this standard, the student will:

Benchmark 3G1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.

Indicators:

- 3G.1.1.1 Begin to use simple punctuation and other writing mechanics
- 3G.1.1.1 Use commas to control meaning
- 3G.1.1.3 Begin using capitalization rules to make corrections in writing

Benchmark 3G1.2: Understand sentence construction and proper English usage

Indicators:

- 3G.1.2.1 Write in complete sentences
- 3G.1.2.2 Use correct sentence structure: nouns, verbs, adjectives, and adverbs
- 3G.1.2.3 Become familiar with prepositional phrases
- 3G.1.2.4 Begin to identify and use compound sentences
- 3G.1.2.5 Become familiar with complex sentences
- 3G.1.2.6 Be familiar with irregular verbs

Benchmark 3G1.3: Control structure

Indicators:

- 3G.1.3.1 Develop recognition of sentence fragments and run-ons
- 3G.1.3.2 Recognize and use compound sentences

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 3

STANDARD 2

The student *understands and uses grammar conventions*

To meet this standard, the student will:

Benchmark 3G.2.1: Employ basic conventions

Indicators:

- 3G.2.1.1 Correctly spell age-level words
- 3G.2.1.2 Use semicolons, colons, hyphens, dashes and brackets
- 3G.2.1.3 Use apostrophes in contractions and singular possessives

Benchmark 3G.2.2: Employ basic knowledge of grammar

Indicators:

- 3G.2.2.1 Reinforce verb tenses (past and future)
- 3G.2.2.2 Use adjectives and adverbs when communicating
- 3G.2.2.3 Expand vocabulary to include adjectives and adverbs
- 3G.2.2.4 Introduce subjects and predicates
- 3G.2.2.5 Become familiar with helping verbs
- 3G.2.2.6 Become familiar with object pronouns
- 3G.2.1.7 Begin to use pronouns, prepositions, conjunctions, and interjections
- 3G.2.1.8 Use possessive pronouns correctly
- 3G.2.1.9 Correctly identify nouns, verbs, adjectives and pronouns

Key: 1. Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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