

21st CENTURY

3rd Grade READING AND ENGLISH LANGUAGE ARTS

CONTENT STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.1)

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Third Grade

Grade 3	Reading			
Standard 1:	Reading			
RLA.S.3.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 			
Performance Descriptors RLA.PD.3.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at the distinguished level in reading compare and contrast characters, select defining characteristics and construct background of literary and informational texts. They differentiate and interpret to make connections to self, text and the world. They use root words, prefixes and suffixes to change word meanings and generate new vocabulary. They use a reference material to determine meaning.	Third grade students at the above mastery level in reading make inferences; analyze characters and skim and scan to comprehend written text. They determine author's purpose, literary elements and connections to self and others' cultures in literary and informational texts. They apply vocabulary across content using context clues. When reading informational selections, they recognize visual representations and judge texts for reliability.	Third grade students at the mastery level in reading provide main idea and supporting details, draw conclusions, describe characters and paraphrase literary and informational texts. They establish a purpose for reading and explain connections between simple events in a literary work and their own lives. They describe multiple meanings of words and use homonyms. They select labels for diagrams and choose electronic resources for a purpose.	Third grade students at the partial mastery in reading apply phonetic analysis to decode unknown words. They determine story elements, main idea and cause/effect in literary and informational texts. They respond to literal comprehension questions and summarize short story selections. They identify compound words and contractions. Students demonstrate their understanding of a variety of informational resources by following written directions and using captions.	Third grade students at the novice level in reading manipulate phonemes and use elements of phonetic analysis to decode unknown words. They use sequencing, predicting and retelling to understand literary and informational texts. Students describe how print is organized and read. They use signs and labels.

Objectives	Students will
RLA.O.3.1.01	identify and practice appropriate sight words and content vocabulary.
RLA.O.3.1.02	identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).
RLA.O.3.1.03	apply tiered levels of vocabulary in speaking and reading experiences.
RLA.O.3.1.04	describe a purpose for reading: <ul style="list-style-type: none"> • for information • for pleasure • to understand a specific viewpoint
RLA.O.3.1.05	read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> • appropriate rate • accuracy • prosody
RLA.O.3.1.06	use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).
RLA.O.3.1.07	read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).
RLA.O.3.1.08	use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.
RLA.O.3.1.09	infer the author's purpose: <ul style="list-style-type: none"> • to persuade • to entertain • to inform in literary and informational text
RLA.O.3.1.10	compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.
RLA.O.3.1.11	identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).
RLA.O.3.1.12	recognize and explain the defining characteristics of genre in literary and texts: <ul style="list-style-type: none"> • fairy tales / folk tales / myths / poem / fables / fantasies / biographies / short stories / chapter books / historical fiction plays / autobiographies / magazines newspapers / textbooks / electronic databases / reference materials
RLA.O.3.1.13	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).
RLA.O.3.1.14	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).
RLA.O.3.1.15	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

Grade 3	Writing			
Standard 2:	Writing			
RLA.S.3.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 			
Performance Descriptors RLA.PD.3.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at the distinguished level in writing will use the pre-writing and drafting strategies to generate topics and plan approaches to writing tasks to develop a composition that incorporates specific and relevant details. They develop compositions that include 3-5 paragraphs while using a variety of sentence types.	Third grade students at the above mastery level in writing apply the writing process to create a composition, poem and summary for an intended audience. Students apply grammar and spelling. They select and use strategies to compile information for written reports.	Third grade students at the mastery level in writing develop the five-step writing process to create letters, reports and stories for an intended audience. Students use grammar and spelling. They use a variety of strategies to plan research.	Third grade students at the partial mastery in writing develop stories with a beginning, middle and end for an intended audience. Students edit a simple sentence. They use dictionaries, indexes and electronic resources to write.	Third grade students at the novice level in writing, given a topic, develop a story with a beginning, middle and end. Students edit a sentence for capitalization and punctuation. They identify a variety of resources used in writing.
Objectives	Students will			
RLA.O.3.2.01	demonstrate proper manuscript and full transition to cursive writing techniques: <ul style="list-style-type: none"> • posture / paper placement / pencil grip / letter formation / slant / letter size / spacing / rhythm / alignment 			
RLA.O.3.2.02	identify and produce a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs, correct use of regular and irregular verbs, avoiding run-on sentences and fragments).			
RLA.O.3.2.03	compose a written composition using the five-step writing process: <ul style="list-style-type: none"> • pre-write / draft / revise / edit / publish 			
RLA.O.3.2.04	develop proper paragraph form in written composition: <ul style="list-style-type: none"> • beginning, middle, end / main ideas with relevant details / sentence variety such as declarative, interrogative and exclamatory and imperative / descriptive and transitional words / indentations 			
RLA.O.3.2.05	identify and apply conventions of spelling in written composition (e.g., high frequency words from grade level list, letter/sound relationships to spell independently, make structural changes to spell words correctly, irregular verbs and irregular plural nouns).			
RLA.O.3.2.06	identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing, first word of a direct quotation).			
RLA.O.3.2.07	identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).			
RLA.O.3.2.08	produce appropriate grammar in written composition.			
RLA.O.3.2.09	compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).			
RLA.O.3.2.10	alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).			
RLA.O.3.2.11	select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).			
RLA.O.3.2.12	use a variety of strategies to plan simple research (e.g., identify topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about topic, develop course of action for writing, determine how to locate necessary information).			

Grade 3	Listening, Speaking and Media Literacy			
Standard 3:	Listening, Speaking and Media Literacy			
RLA.S.3.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.			
Performance Descriptors RLA.PD.3.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at the distinguished level in listening, speaking and media literacy recognize, exhibit and use correct grammar in oral communication skills in order to deliver recitations. They listen to and explain topics presented through a variety of media. They create a media product that demonstrates format and purpose.	Third grade students at the above mastery level in listening, speaking and media literacy listen and respond to different literary forms by paraphrasing information, recounting personal experiences and supporting opinions. They identify the intended audience and distinguish a variety of messages conveyed by visual media. Students adjust their speaking rate and react to an audience when communicating. They create a presentation for a specific purpose using two or more forms of technology.	Third grade students at the mastery level in listening, speaking and media literacy listen and respond to different literary forms by summarizing information and extending a story using their imagination. They distinguish messages conveyed through visual media such as television and the internet. Students create a presentation using a form of technology.	Third grade students at the partial mastery in listening, speaking and media literacy recite and comprehend songs, stories, and poems by describing story elements and role-playing scenes. They describe the main idea of weather reports or newspaper photos. Students create an oral or visual presentation using media tools.	Third grade students at the novice level in listening, speaking and media literacy listen and respond to stories and poems by retelling and relating the information to their own lives. They determine the main idea of cartoons and photos. Students relate a real or imagined story orally or by creating a picture or poster.
Objectives	Students will			
RLA.O.3.3.01	listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension, recount personal experiences, imagine beyond the literary form).			
RLA.O.3.3.02	distinguish different messages conveyed through visual media (e.g., photos, television, multimedia Internet).			
RLA.O.3.3.03	create an age appropriate media literacy product that reflects understanding of format and characteristics.			