



Language Arts Learning Expectations– Grade 3

Oral Language

Listening and Speaking - *Uses listening and speaking strategies for different purposes*

- Listen for specific information in spoken texts (e.g., plot details or information about a character in a short story read aloud, information about a familiar topic)
- Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail
- Pick out main events and relevant points in oral texts
- Anticipate and predict when listening to text read aloud
- Follow multi-step directions
- Respond to questions and comments (e.g., gives reasons in support of opinions, responds to others' ideas)
- Retell familiar stories in sequence
- Asks questions in class (e.g., when he or she is confused, to seek others' opinions and comments)
- Use language to explain, inquire and compare
- Make basic oral presentations to class (e.g., uses subject-related information and vocabulary; includes content appropriate to the audience; relates ideas and observations; incorporates visual aids or props; incorporates several sources of information)
- Listen attentively and speak appropriately in small and large group interactions
- Understand and use specific vocabulary to suit different purposes
- Participate in a variety of dramatic activities, for example, role play, dramatization of familiar stories and poems

Written Language - Reading

Reading Process - *Uses the general skills and strategies of the reading process*

- Use a range of strategies to self-monitor and self-correct, for example, meaning, context, rereading, reading on, cross-checking one cue source against another
- Read aloud fluently and accurately and with appropriate intonation and expression
- Use basic elements of structural analysis (e.g., syllables, basic prefixes, suffixes, root words, compound words, spelling patterns, contractions) to decode unknown words
- Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words
- Decode regular multisyllabic words
- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words

- Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*)
- Use sentence and word context to find the meaning of unknown words
- Use a dictionary to learn the meaning and other features of unknown words
- Use knowledge of prefixes (e.g., *un-, re-*) and suffixes (e.g., *-er, -est, -ful, -ly*) to determine the meaning of words
- Develop personal preferences, selecting books for pleasure and information
- Read texts at an appropriate level, independently, confidently and with good understanding

Understanding a Text - *Use reading skills and strategies to understand, interpret and respond to a variety of texts and can provide evidence from the text to support their understanding*

- Know setting, main characters, main events, sequence, problems and resolutions in stories
- Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction)
- Determine what characters are like by what they say or do and by how the author or illustrator portrays them
- Determine the underlying theme or author's message in fiction and nonfiction text
- Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection
- Demonstrate comprehension by identifying answers in the text
- Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text
- Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses
- Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)
- Discuss their own experiences and relate them to fiction and non-fiction texts
- Recognize and use the different parts of a book, for example, title page, contents, index and chapter headings

Written Language - Writing

Writing Process - *Uses the general skills and strategies of the writing process (prewriting, writing, revising, editing, publishing)*

- Use graphic organizers to plan writing
- Use strategies to edit and publish written work (proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization and spelling at developmentally appropriate level; incorporates illustrations; uses available appropriate technology to compose and publish work; shares finished product)
- After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive

- Evaluate own and others' writing (asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions)

Creating and shaping texts - *Write independently and creatively for purpose, pleasure and learning. Use and adapt a range of forms, suited to different purposes and readers.*

- Write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using sentence starters
- Organize ideas in a logical sequence, for example, write narratives with a beginning, middle and end
- Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story
- Create a single paragraph with topic sentence, simple supporting facts and a conclusion
- Use descriptive words to enhance writing
- Use a dictionary, a thesaurus and word banks to extend their use of language

Grammar and mechanics - *Uses grammatical and mechanical conventions in written compositions*

- Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, adverbs, compound words, and articles correctly in writing and speaking
- Identify and use past, present, and future verb tenses properly in writing and speaking
- Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking
- Spell correctly one-syllable and some multi-syllabic words that have blends, contractions, compounds, ortho-graphic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and common homophones (e.g., *hair-hare*)
- Arrange words in alphabetic order
- Use commas to mark clauses, in dates, locations, and addresses and for items in a series
- Use the apostrophe in contractions and to show possession
- Capitalize proper nouns and titles of books
- Write legibly, and in a consistent style