

Tennessee English Language Arts Standards 2009-2010 Implementation

Grade 3

Standard 1—Language

Grade Level Expectations

GLE 0301.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.

GLE 0301.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

GLE 0301.1.3 Demonstrate knowledge of Standard English sentence structure.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.1.1** Know and use appropriately the meaning, forms, and functions of **nouns** (e.g., nouns as subjects, singular, plural, and possessives) **pronouns** (e.g., subject and object pronouns, substitution for nouns, agreement with antecedents), **verbs** (e.g., past, present, and future tenses; irregular verb; agreement with simple and compound subjects), **adjectives** (e.g., vivid descriptive words, comparative/superlative, articles), and **adverbs** (e.g., common formation and placement in a sentence).
- ✓ **0301.1.2** Recognize and avoid errors in Standard English usage (e.g., to/too/two, their/ there/ they're).
- ✓ **0301.1.3** Know and apply correctly the rules for capitalization (e.g., names, dates, cities and states, addresses, holidays, titles of books, first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, first word in a direct quotation).
- ✓ **0301.1.4** Understand and use correctly standard marks of punctuation (e.g., end punctuation; periods in initials, abbreviations and titles before names; colon between hour and minutes; parts of a letter).
- ✓ **0301.1.5** Use commas in direct address, dates, locations and addresses, and items in a series.
- ✓ **0301.1.6** Recognize and use contractions and possessives using apostrophes.

- ✓ **0301.1.7** Spell correctly high-frequency and commonly misspelled words appropriate to grade level.
- ✓ **0301.1.8** Form and spell contractions, plurals, and possessives.
- ✓ **0301.1.9** Abbreviate words correctly.
- ✓ **0301.1.10** Apply correct orthographic patterns (e.g., consonant doubling, changing “y” to “i”, dropping the final silent “e” before adding the prefix).
- ✓ **0301.1.11** Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g., lists, phone directory).
- ✓ **0301.1.12** Write legibly in manuscript and in cursive.
- ✓ **0301.1.13** Recognize sentence types—statements, questions, commands, and exclamations—and apply appropriate end marks when writing and vocal intonation when speaking.
- ✓ **0301.1.14** Identify the subject and predicate of a sentence (simple and compound).
- ✓ **0301.1.15** Recognize complete sentences and sentence fragments and edit appropriately.
- ✓ **0301.1.16** Combine simple sentences into compound sentences using compound subjects and/or predicates.
- ✓ **0301.1.17** Continue to maintain and develop the ability to distinguish sounds and sound patterns within words.
- ✓ **0301.1.18** Continue to develop word consciousness (e.g., word play, word walls, words sorts).
- ✓ **0301.1.19** Define and recognize word synonyms and antonyms.
- ✓ **0301.1.20** Use a variety of previously learned strategies (e.g., roots and affixes, context, reference resources) to determine the meanings of unfamiliar words.

STATE PERFORMANCE INDICATORS

SPI 0301.1.1 Identify the correct use of nouns (i.e., as subjects, singular and plural) within context.

SPI 0301.1.2 Identify the correct use of verbs (i.e. present, past, and future tense) within context.

SPI 0301.1.3 Identify the correct use of adjectives (i.e., comparative and superlative) within context.

SPI 0301.1.4 Identify correctly used capital letters in names, dates, and addresses.

SPI 0301.1.5 Select the simple subject and predicate of a sentence.

SPI 0301.1.6 Select the compound sentence that correctly combines two simple sentences.

SPI 0301.1.7 Recognize correct capitalization and end punctuation within context.

SPI 0301.1.8 Choose the correct formation of contractions and plurals within context.

SPI 0301.1.9 Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.

SPI 0301.1.10 Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.

SPI 0301.1.11 Rearrange and identify words in alphabetical order (e.g., lists, phone directory).

SPI 0301.1.12 Choose correctly (or incorrectly) spelled words in context.

SPI 0301.1.13 Recognize grade level compound words, contractions, and common abbreviations within context.

SPI 0301.1.14 Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).

SPI 0301.1.15 Recognize root words and their various inflections (e.g., walks, walking, walked).

SPI 0301.1.16 Determine word meanings using prefixes and suffixes and/or context clues.

SPI 0301.1.17 Select appropriate synonyms and antonyms within context.

SPI 0301.1.18 Distinguish individual sounds, including consonant blends, within words.

SPI 0301.1.19 Recognize grade appropriate vocabulary, including multiple-meaning words, within context.

SPI 301.1.20 Determine word meaning through context clues.

Standard 2—Communication

Grade Level Expectations

GLE 0301.2.1 Continue to develop basic listening skills necessary for communication.

GLE 0301.2.2 Continue to develop basic speaking skills necessary for communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0301.2.1** Consistently use established rules for polite conversation and attentive listening (e.g., take turns, raise hands, ask questions, do not interrupt, face speaker).
- ✓ **0301.2.2** Demonstrate the ability to follow oral directions up to three steps.
- ✓ **0301.2.3** Respond to questions from teachers and other group members and pose follow-up questions for clarity.
- ✓ **0301.2.4** Listen and respond to a variety of media (e.g., books, audio tapes, videos).
- ✓ **0301.2.5** Summarize information presented orally by others.
- ✓ **0301.2.6** Recognize the main idea conveyed in a speech.
- ✓ **0301.2.7** Construct a brief summary of a speech.

Speaking

- ✓ **0301.2.8** Consistently use rules for conversation and verbal participation.
- ✓ **0301.2.9** Give oral directions up to three steps.
- ✓ **0301.2.10** Participate in group discussions.
- ✓ **0301.2.11** Show evidence of expanding oral language through vocabulary growth.
- ✓ **0301.2.12** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatizations, oral presentations, personal experiences).

STATE PERFORMANCE INDICATORS

SPI 0301.2.1 Identify the main idea of a speech.

SPI 0301.2.2 Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.

SPI 0301.2.3 Given a written summary of a speech, choose from a list of ideas the one not mentioned in the speech.

Standard 3—Writing

Grade Level Expectations

GLE 0301.3.1 Write for a variety of purposes and to a variety of audiences.

GLE 0301.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

GLE 0301.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.3.1** Write on a specific topic to a specified audience (e.g., self, peers, adults).
- ✓ **0301.3.2** Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, tell a story, respond to literature.
- ✓ **0301.3.3** Write friendly letters.
- ✓ **0301.3.4** Write in journals.
- ✓ **0301.3.5** Practice writing to a prompt within a specified time.
- ✓ **0301.3.6** Compare characters, settings, and events within and between stories.
- ✓ **0301.3.7** Write poems, stories, and essays based upon thoughts, feelings, and experiences.
- ✓ **0301.3.8** Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
- ✓ **0301.3.9** Construct graphic organizers to group ideas for writing (e.g., webs, charts, graphs, diagrams, illustrations).
- ✓ **0301.3.10** Select and refine a topic.
- ✓ **0301.3.11** Write in complete sentences developed into a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence.
- ✓ **0301.3.12** Use correct page format (e.g., paragraphs, margins, indentations, and titles).

- ✓ **0301.3.13** Revise writing to improve detail after determining what could be added or deleted (e.g., reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions; vary sentences structures).
- ✓ **0301.3.14** Use resources (e.g., dictionary, thesaurus, computer) to aid in the writing process.
- ✓ **0301.3.15** Use a rubric to evaluate own and others' writing through small group discussion and shared work.
- ✓ **0301.3.16** Use technology to publish and present.
- ✓ **0301.3.17** Identify opportunities for publication (e.g., national and/or local contests, Internet websites, newspapers, periodicals).

STATE PERFORMANCE INDICATORS

SPI 0301.3.1 Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).

SPI 0301.3.2 Identify the audience for which a text is written.

SPI 0301.3.3 Choose a topic sentence for a paragraph.

SPI 0301.3.4 Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0301.3.5 Identify unnecessary information in a paragraph.

SPI 0301.3.6 Rearrange sentences to form a sequential, coherent paragraph.

SPI 0301.3.7 Choose the most specific word to complete a simple sentence.

SPI 0301.3.8 Select an appropriate title that reflects the topic of a written selection.

SPI 0301.3.9 Complete a simple graphic organizer to group ideas for writing.

Standard 4—Research

Grade Level Expectations

GLE 0301.4.1 Identify and narrow a grade-appropriate research topic.

GLE 0301.4.2 Gather information from a variety of sources to support a research topic.

GLE 0301.4.3 Present research results in a simple written report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.4.1** Define and narrow a topic for research.
- ✓ **0301.4.2** Identify three or more resources using more than one medium to support a research topic.
- ✓ **0301.4.3** Use reference materials (e.g., dictionary, thesaurus, atlas, and encyclopedia).
- ✓ **0301.4.4** Visit the library/media center as a source of information for research.
- ✓ **0301.4.5** Organize information gathered using a simple graphic organizer.
- ✓ **0301.4.6** Write a simple research report demonstrating the research results.

STATE PERFORMANCE INDICATORS

SPI 0301.4.1 Identify the most reliable sources of information to support a research topic.

SPI 0301.4.2 Complete a simple graphic (e.g., chart, web) organizing information from text or technological sources.

SPI 0301.4.3 Select appropriate sources from which to gather information on a given topic.

SPI 0301.4.4 From a given list, identify information that is (or is not) available in a certain reference source (e.g., what information does one find in a thesaurus).

Standard 5—Logic

Grade Level Expectations

GLE 0301.5.1 Develop logic skills to enhance thoughtful reasoning and to facilitate learning.

GLE 0301.5.2 Use learned logic skills to make inferences and draw conclusions in a variety of oral and written contexts.

GLE 0301.5.3 Apply learned logic skills to selections read, as well as to classroom situations.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.5.1** Distinguish fact from opinion.
- ✓ **0301.5.2** Distinguish cause from effect.
- ✓ **0301.5.3** Compare and contrast two characters, ideas, or stories.
- ✓ **0301.5.4** Draw inferences and adjust predictions during reading.
- ✓ **0301.5.5** Draw conclusions based on evidence acquired during reading.
- ✓ **0301.5.6** Indicate the sequence of events in text.

STATE PERFORMANCE INDICATORS

SPI 0301.5.1 Draw appropriate inferences and conclusions from text.

SPI 0301.5.2 Distinguish between fact and opinion within text.

SPI 0301.5.3 Identify stated cause-effect relationships in text.

SPI 0301.5.4 Determine sequence of events in text.

Standard 6—Informational Text

Grade Level Expectations

GLE 0301.6.1 Apply appropriate reading strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies).

GLE 0301.6.2 Recognize the different features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.6.1** Develop and use pre-reading strategies (e.g., identify a purpose for reading {for information, for enjoyment, for understanding a writer’s position}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).
- ✓ **0301.6.2** Demonstrate strategies for determining meaning while reading (e.g., formulate clarifying questions, predict outcomes, create a mental image).
- ✓ **0301.6.3** Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading).
- ✓ **0301.6.4** Identify the main idea and supporting details in text.
- ✓ **0301.6.5** Distinguish fiction from nonfiction.
- ✓ **0301.6.6** Use text features to locate information (e.g., charts, tables of contents, maps, illustrations).
- ✓ **0301.6.7** Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).

STATE PERFORMANCE INDICATORS

SPI 0301.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.

SPI 0301.6.2 Identify the stated main idea in a reading selection.

SPI 0301.6.3 Indicate which illustration or graphic best supports a particular text.

SPI 0301.6.4 Locate information using available text features (e.g., charts, maps, graphics).

SPI 0301.6.5 Recognize the parts of a book (e.g., glossary, table of contents).

SPI 0301.6.6 From a list of statements, locate the factual statements from the fictional ones.

SPI 0301.6.7 Arrange a set of instructions in a sequential, step-by-step order.

Standard 7—Media

Grade Level Expectations

GLE 0301.7.1 Recognize that media can provide sources of information and entertainment.

GLE 0301.7.2 Use media to publish and present information.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.7.1** Use media to access information (e.g., online catalog, nonfiction books, encyclopedias, CD-ROM references, Internet).
- ✓ **0301.7.2** Use media to enhance reports and oral presentations.
- ✓ **0301.7.3** Understand the main idea or message in a visual image (e.g., pictures, cartoons, weather reports on television, newspapers, photographs).
- ✓ **0301.7.4** Visit libraries/media centers and regularly check out materials.

STATE PERFORMANCE INDICATORS

SPI 0301.7.1 Determine the main idea in a visual image.

SPI 0301.7.2 Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.

SPI 0301.7.3 Recognize the sort of information available through a specific medium (e.g., the accent and emotion through audiotapes; visual images through videos).

SPI 0301.7.4 Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, a model, short video clip, recording).

Standard 8—Literature

Grade Level Expectations

GLE 0301.8.1 Use active comprehension strategies before, during, and after reading.

GLE 0301.8.2 Experience various literary genres.

GLE 0301.8.3 Learn basic characteristics of literary genres.

GLE 0301.8.4 Explore basic literary terms (e.g., setting, point of view, simile, metaphor, rhythm).

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.8.1** Develop and use pre-reading strategies (e.g., identify a purpose for reading {for information, for enjoyment, for understanding a writer’s position}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).
- ✓ **0301.8.2** Demonstrate strategies for determining meaning while reading (e.g., formulate clarifying questions, predict outcomes, create a mental image).
- ✓ **0301.8.3** Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading, identify the stated or implied main idea).
- ✓ **0301.8.4** Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, reading from tapes/CDs).
- ✓ **0301.8.5** Build vocabulary by listening to literature and participating in discussions.
- ✓ **0301.8.6** Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).
- ✓ **0301.8.7** Read and review various literary (e.g., short stories, fairy tales, folktales, poetry, plays, and nonfiction).
- ✓ **0301.8.8** Define and identify setting, characters (including main and minor characters), and plot (including sequence of events).
- ✓ **0301.8.9** Compare and contrast different versions/representations of similar stories, legends, lessons, or events reflecting different cultures.

- ✓ **0301.8.10** Explore the use of language in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).
- ✓ **0301.8.11** Identify and produce rhyming words.
- ✓ **0301.8.12** Explore the concept of first person point of view.
- ✓ **0301.8.13** Visit libraries/media centers; select and check out materials.
- ✓ **0301.8.14** Read longer narrative and expository text independently, including chapter books.
- ✓ **0301.8.15** Discuss literature (e.g., book discussions, literacy circles, writing, oral presentations).

STATE PERFORMANCE INDICATORS

SPI 0301.8.1 Identify and/or select rhyming words.

SPI 0301.8.2 Identify setting, characters, and plot in a reading selection.

SPI 0301.8.3 Identify forms of text as poems, plays, or stories.

SPI 0301.8.4 Recognize basic plot features of fairy tales, folk tales, fables, and myths.

SPI 0301.8.5 Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).

SPI 0301.8.6 Determine the problem in a story and recognize its solution.