

## Third Grade Language Arts Learning Targets - Common Core

| Strand                 | Standard Statement  | Learning Target  |        |
|------------------------|---|--|--------|
| Reading:<br>Literature | 1   | I can ask and answer questions, using the text for support, to show my understanding.                    | RL 1-1 |
|                        | 2   | I can retell a story.  | RL 2-1 |
|                        | 2   | I can tell the central message of a story, and identify how the message is conveyed.                     | RL 2-2 |
|                        | 3   | I can describe the characters in a story and explain how their actions contribute to the story's events. | RL 3-1 |
|                        | 4   | I can determine the literal and figurative meaning of words an author uses.                              | RL 4-1 |
|                        | 5   | I can use specific terms (chapter, stanza, etc.) when discussing a story or text.                        | RL 5-1 |
|                        | 5   | I can explain how parts of text (chapters, stanza, etc.) are connected.                                  | RL 5-2 |
|                        | 6   | I can describe when there are different characters telling a story.                                      | RL 6-1 |
|                        | 7   | I can explain how the illustrations of a text contribute to the mood or story being told.                | RL 7-1 |
|                        | 8   | Not applicable to literature.  |        |
| 9                      | I can compare and contrast themes, characters, and plots of two stories by the same author. | RL 9-1   |        |
| 10                     | I can read and comprehend literature appropriate for third grade.                           | RL 10-1  |        |

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|---------------------|----|--|---------|
| Reading:            | 1  | I can ask and answer questions, using the text for support, to show my understanding.      | RI 1-1  |
| Informational Text  | 2  | I can determine the main idea and supporting details of a text.                            | RI 2-1  |
|                     | 2  | I can explain how the supporting details specifically relate to the main idea.             | RI 2-2  |
|                     | 3  | I can use language that pertains to sequence or cause/effect to describe the connection    | RI 3-1  |
|                     |    | between historical events, scientific ideas, or steps in a procedure.                      |         |
|                     | 4  | I can determine the meaning of words or phrases I don't know.                              | RI 4-1  |
|                     | 5  | I can use various text features to locate information.                                     | RI 5-1  |
|                     | 6  | I can tell the difference between my point of view and the author's point of view.         | RI 6-1  |
|                     | 7  | I can explain how charts, diagrams, or illustrations are helpful in clarifying text.       | RI 7-1  |
|                     | 8  | I can explain the connections between sentences and paragraphs in a text using comparison, | RI 8-1  |
|                     |    | cause/effect, or sequencing.   |         |
|                     | 9  | I can compare and contrast important points, on a specific topic, from different texts.    | RI 9-1  |
|                     | 10 | I can read and comprehend informational text appropriate for third grade.                  | RI 10-1 |
|                     |    |  |         |
| Reading             | 1  | Not covered in third grade.  |         |
| Foundational Skills | 2  | Not covered in third grade.  |         |
|                     | 3a | I can identify and know meanings of common prefixes and suffixes.                          | RF 3a-1 |
|                     | 3b | I can decode words with common Latin suffixes.   | RF 3b-1 |
|                     | 3c | I can decode multi-syllable words.   | RF 3c-1 |
|                     | 3d | I can read third grade irregularly-spelled words.  | RF 3d-1 |
|                     | 4a | I can read third grade text with purpose and understanding.                                | RF 4a-1 |
|                     | 4b | I can read third grade text aloud with accuracy, expression, and appropriate rate.         | RF 4b-1 |
|                     | 4c | I can use strategies to understand unknown words.  | RF 4c-1 |
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| Writing | 1   | I can write an opinion piece where I:  | W 1-1 |
|         |   | a - introduce a topic or name of a book, state an opinion, and create an organizational structure, |       |
|         |   | b - provide reasons that support their opinion,  |       |
|         |   | c - use linking words to give a reason to support my opinion, and                                  |       |
|         |   | d - provide a concluding section or statement.   |       |
|         | 2   | I can write an informative piece where I:  | W 2-1 |
|         |   | a - introduce a topic and group related information,   |       |
|         |   | b - use facts, definitions, and details to develop a point,  |       |
|         |   | c - use linking words to connect ideas, and  |       |
|         |   | d - provide a concluding statement or section.   |       |
| 3       | I can write a narrative piece where I:  | W 3-1  |       |
|         | a - establish a situation and introduce a narrator,   |  |       |
|         | b - use dialogue and descriptions to develop events,  |  |       |
|         | c - use temporal words and phrases to signal order, and   |  |       |
|         | d - provide some sense of closure.  |  |       |
| 4       | I can produce piece of writing that are appropriate for third grade tasks and purposes.         | W 4-1  |       |
| 5       | I can use guidance from my peers to plan, revise, and edit my writing.                          | W 5-1  |       |
| 6       | I can use digital tools to produce and publish my work.   | W 6-1  |       |
| 7       | I can conduct a short research project to build knowledge about a topic.                        | W 7-1  |       |
| 8       | I can use provided sources to find information, take notes on sources, and categorize my notes. | W 8-1  |       |
| 9       | <a href="#">Not covered in third grade.</a>   |  |       |
| 10      | I can write for a range of time and tasks.  | W 10-1   |       |

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| Speaking & Listening | 1a | I can prepare for a class discussion and participate by responding to things others say.       | SL 1a-1 |
|                      | 1b | I can follow agreed-upon rules for class discussions.  | SL 1b-1 |
|                      | 1c | I can ask questions to clear up my confusion about a presentation.                             | SL 1c-1 |
|                      | 1d | I can explain my own ideas and understanding as they connect to the discussion.                | SL 1d-1 |
|                      | 2  | I can show I understand what I read, hear, and/or see by retelling and describing key details. | SL 2-1  |
|                      | 3  | I can ask and/or answer questions of a speaker to clarify/deepen my understanding.             | SL 3-1  |
|                      | 4  | I can speak clearly and audibly while reporting on a topic, telling a story or experience.     | SL 4-1  |
|                      | 5  | I can create audio recordings of stories or poems.   | SL 5-1  |
|                      | 5  | I can add drawings or details to a description to provide information.                         | SL 5-2  |
|                      | 6  | I can use complete sentences when appropriate.   | SL 6-1  |
|                      |    |  |         |
| Language             | 1a | I can explain the functions of nouns, verbs, pronouns, adjectives, and adverbs.                | L 1a-1  |
|                      | 1b | I can use regular and irregular plural nouns.  | L 1b-1  |
|                      | 1c | I can use abstract nouns.  | L 1c-1  |
|                      | 1d | I can use regular and irregular verbs.   | L 1d-1  |
|                      | 1e | I can use simple verb tenses.  | L 1e-1  |
|                      | 1f | I can write sentences with subject-verb agreement.   | L 1f-1  |
|                      | 1g | I can use comparative and superlative adjectives and adverbs appropriately.                    | L 1g-1  |
|                      | 1h | I can use coordinating and subordinating conjunctions.   | L 1h-1  |
|                      | 1i | I can produce all types of sentences.  | L 1i-1  |
|                      | 2a | I can capitalize appropriate words in titles.  | L 2a-1  |
|                      | 2b | I can use commas in addresses.   | L 2b-1  |
|                      | 2c | I can use commas and quotation marks in dialogue.  | L 2c-1  |

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|  | 2d | I can form and use possessives.  | L 2d-1 |
|  | 2e | I can use conventional spelling for high-frequency and other words I've studied. | L 2e-1 |
|  | 2f | I can use spelling patterns and generalizations in my writing.                   | L 2f-1 |
|  | 2g | I can use reference materials to find correct spellings.                         | L 2g-1 |
|  | 3a | I can choose words and phrases for effect.                                       | L 3a-1 |
|  | 3a | I can compare differences in spoken and written English.                         | L 3a-2 |
|  | 4a | I can use context clues to figure out word meanings.                             | L 4a-1 |
|  | 4b | I can determine the meaning of a word by using the prefix or suffix.             | L 4b-1 |
|  | 4c | I can determine the meaning of a word by using its root word.                    | L 4c-1 |
|  | 4d | I can use glossaries and dictionaries to determine the meanings of words.        | L 4d-1 |
|  | 5a | I can distinguish between literal and figurative meanings of words.              | L 5a-1 |
|  | 5b | I can identify a real-life application of a word.                                | L 5b-1 |
|  | 5c | I can distinguish shades of meaning between words.                               | L 5c-1 |
|  | 6  | I can use words and phrases that I learn through listening and reading.          | L 6-1  |