



GRADE THREE READING

The Diocese of Knoxville has adapted the following Reading/Language Arts standards to establish for teachers, students and parents the knowledge, understanding and skills students need to acquire in order to satisfy the Reading/Language Arts requirements for Grade 3.

READING APPLICATION

Each year students' reading should demonstrate their development in applying the strategies learned to comprehend and interpret information and develop skills that are the foundation for independent reading. Students advancing through the grades are expected to meet each year's specific standards, retain or further develop skills and understandings mastered in previous grades, and work steadily toward meeting the more general expectations described in the anchor standards.

Reading is divided into three standards:

- I. Foundational Reading:** Foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, phonemic awareness, vocabulary acquisition, English syntax and other basic conventions of the English reading and writing system.
- II. Literature Reading:** Literature reading standards provide a focus for instruction each year and help ensure students gain extensive exposure to a range of texts and tasks. Literature is a body of written works of a language, period or culture. It may be imaginative and creative and is appreciated for artistic value.
- III. Informational Reading:** Informational reading standards provide a focus for instruction each year and help ensure students gain adequate exposure to a range of texts and tasks and academic vocabulary. Informational reading is reading to gain or acquire knowledge and focuses on non-fictional texts.

SUMMARY-READING

Grade Three (3)

Students in Grade 3 can demonstrate and apply grade-level phonics. They are capable of decoding words using word analysis skills. Students also can identify and know the meaning of most common prefixes and are capable of decoding words with common Latin suffixes.

Fluency is developing with sufficient accuracy to support comprehension. Students in Grade 3 can read grade-level text with purposes and comprehension. Both prose and poetry are read orally with accuracy and expression.

The Diocese of Knoxville stipulates the following exit skills in reading for Grade Three students:

1. Identify rhyming words with the same or different spelling patterns.
2. Use letter-sound knowledge and structural analysis to decode words.
3. Use knowledge of common word families (e.g., *-ite* or *-ate*) and complex word families (e.g., *-ould, -ight*) to sound out unfamiliar words.
4. Demonstrate a growing stock of sight words.
5. Read text using fluid and automatic decoding skills.
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.
7. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.
8. Use context clues to determine the meaning of homophones, homonyms and homographs.
9. Apply the meaning of the terms synonyms and antonyms.
10. Read accurately high-frequency sight words.
11. Apply knowledge of individual words in unknown compound words to determine their meanings.
12. Use knowledge of contractions and common abbreviations to identify whole words.
13. Apply knowledge of prefixes, including *un-, re-, pre-* and suffixes, including *-er, -es, -ful* and *-less* to determine meaning of words.
14. Decode and determine the meaning of words by using knowledge of root words and their various inflections.
15. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.
16. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
17. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.
18. Compare and contrast information between texts and across subject areas.
19. Summarize texts, sequencing information accurately and including main ideas and details as appropriate.
20. Make inferences regarding events and possible outcomes from information in text.
21. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
22. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

23. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
24. Independently read books from various purposes (e.g., for enjoyment, for literacy experience, to gain information or to perform a task).
25. Use table of contents, chapter headings, glossary, index, captions and illustrations to locate informational text and identify answers.
26. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.
27. Identify and list the important central ideas and supporting details of informational text.
28. Draw conclusions from information in maps, charts, graphs, and diagrams.
29. Analyze a set of directions for proper sequencing, clarity and completeness.
30. Recognize and describe similarities and differences of plot across literary works.
31. Use concrete details from the text to describe characters and setting.
32. Retell the plot sequence.
33. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.
34. Explain how an author's choice of words appeals to the senses.
35. Identify stated and implied themes.
36. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).

STANDARD-READING

GRADE THREE

READING: FOUNDATIONAL SKILLS

I. PHONICS AND WORD RECOGNITION

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.1	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., <i>un-re-</i>, <i>mis-</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>.)
RF.3.3.2	Decode words with common Latin suffixes(e.g., <i>-tion/-sion</i>, <i>-ture</i>, <i>-tive/sive</i>, <i>-ify</i>, <i>-ity</i>, <i>-ment</i>).
RF.3.3.3	Decode multi-syllable words(e.g. <i>supper</i>, <i>chimpanzee</i>, <i>refrigerator</i>, <i>terrible</i>, <i>frightening</i>).
RF.3.3.4	Read grade-appropriate irregularly spelled words. (e.g., <i>although</i>, <i>science</i>, <i>stomach</i>, <i>machine</i>).

RF.3.3.4A Decode words with common roots (e.g., *object, reject, propel, repel*).

II. FLUENCY

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.1	Read grade level text with purpose and understanding.
RF.3.4.2	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.5	Use punctuation cues to add meaning to text.
RF.3.6	Self-correct when miscues interfere with meaning

READING: LITERATURE

1. KEY IDEAS AND DETAILS

<u>STANDARD(S)</u>	<u>STANDARD DESCRIPTION</u>
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.
RL.3.2	Recount stories, including bible stories, fables, folktales and myths from diverse cultures; using supporting details in the text, determine the central message, lesson, or moral and explain how it is conveyed.
RL.3.3	Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.3.A	Determine the main idea of a text and explain how it is supported by key details.
RL.3.3.B	Use predicting and confirming strategies to achieve meaning while reading.
RL.3.3.C	Differentiate between fact and opinion.

RL.3.3.D Draw inferences from ideas and concepts presented in text.

II. CRAFT AND STRUCTURE

STANDARD(S)

STANDARD DESCRIPTION

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral(figurative) language.
- RL.3.5 Demonstrate understanding of common features of legends, myths and folk-and fairytales (e.g., heroes and villains; quests or challenges)when writing or speaking about classic stories from around the world).
- RL.3.6 Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as a chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.7 Distinguish their own point of view from that of the narrator or those of the characters.
- RL.3.8 Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to Grade 3 topic or subject area.
- RL.3.9 Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate information quickly and efficiently.
- RL.3.10 Compare what is presented in a text with relevant prior knowledge and beliefs; making explicit what is new or surprising.
- RL.3.11 Identify the elements of fiction and non-fiction books.
- RL.3.12 Recognize structure of poetry within a variety of poetic forms (e.g., acrostic, couplet, cinquain, free verse, concrete)

III.INTEGRATION OF KNOWLEDGE AND IDEAS

- RL.3.13 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, establish plot, emphasize aspects of a character or setting).

RL.3.14	Identify elements of fiction (e.g., characters, setting, plot, problems, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).
RL.3.15	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.3.16	Compare and contrast personal experience and knowledge with events or characters in a story making connections to self and to the world.
RL.3.17	Explain author’s use of vocabulary during group discussions.
RL.3.18	Apply Catholic values and teachings in the evaluation of literary themes and plots.

III. RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
RL.3.19	By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

READING: INFORMATIONAL TEXT

I. KEY IDEAS AND DETAILS

<u>STANDARDS</u>	<u>STANDARD DESCRIPTION</u>
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Using language that pertains to time, sequence, and cause/effect.

IV. CRAFT AND STRUCTURE

<u>STANDARDS</u>	<u>STANDARD DESCRIPTION</u>
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6	Identify the elements of non-fiction books.

V. INTEGRATION OF KNOWLEDGE AND IDEAS

<u>STANDARDS</u>	<u>STANDARD DESCRIPTION</u>
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how) key events occur.
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.3.10	Interpret written directions for grade level material.
RI.3.11	Identify cause and effect relationships in a text.
RI.3.12	Demonstrate ability to relate new concepts to prior knowledge
RI.3.13	Apply Catholic values and teachings in the evaluation of informational literature and text.

RANGE OF READING LEVEL OF TEXT COMPLEXITY

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
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RI.3.14

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

GRADE THREE ENGLISH LANGUAGE ARTS (ELA)

The Diocese of Knoxville has adapted the following English Language Arts (ELA) standards to establish for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the ELA requirements for Grade 3.

ENGLISH LANGUAGE ARTS (ELA) APPLICATION

As the Diocese of Knoxville students progress through elementary grades the essential rules of standard English, both written and spoken, are crafted, and informed choices are perfected. General academic and grade level specific words and phrases increase with the development of vocabulary in written and spoken English including the conventions and mechanics of the English language.

English Language Arts Standards (ELA) are benchmarked to assist in the development of students demonstrating proficiency in speaking, reading and writing. These standards are:

- I. Conventions of Standard English**
- II. Knowledge of Language**
- III. Vocabulary Acquisition and Use**

SUMMARY-ELA

GRADE THREE (3)

Third grade students demonstrate command of Standard English when writing and speaking. Third grade students can explain functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in a sentence. Students demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing. Grade 3 students choose words and phrases for effect in speaking and writing and recognize the difference between conventions of spoken and written English. Students in Grade 3 determine the meaning of unknown and multiple-meaning word and phrases based on grade level content readings. Students also demonstrate understanding of figurative language, word relationships and word meanings.

The Diocese of Knoxville stipulates the following exit skills in English/ Language Arts for Third Grade students:

1. Write legibly in cursive, spacing letters, words and sentences appropriately.
2. Spell multi-syllabic words correctly.
3. Spell all familiar high-frequency words with short vowels and common endings correctly.
4. Spell contractions, compounds and homonyms (e.g., *hair* and *hare*) correctly.
5. Use correct spelling of words with common suffixes such as *-ion*, *-ment* and *-ly*.
6. Follow common spelling generalizations (e.g., consonant doubling, dropping *e* and changing *y* to *i*).
7. Use resources to check spelling (e.g., a dictionary, spell check).
8. Use end punctuation marks correctly.
9. Use quotation marks around dialogue, commas in a series, and apostrophes in contractions and possessives.
10. Use correct capitalization.
11. Use nouns, verbs, adverbs, and adjectives correctly.
12. Use subjects and verbs that are in agreement.
13. Use irregular plural nouns.
14. Use nouns and pronouns that are in agreement.
15. Use past, present and future verb tenses.
16. Use possessive nouns and pronouns.
17. Use conjunctions.

STANDARDS-ELA

Grade Three

I. CONVENTIONS OF STANDARD ENGLISH

STANDARD(s)

STANDARD DESCRIPTION

L.3.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.3.1.1	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1.2	Form and use regular and irregular plural nouns.
L.3.1.3	Use abstract nouns (e.g., <i>childhood</i>)

- L.3.1.4 Form and use regular and irregular verbs.
- L.3.1.5 Form and use the simple (e.g. *I walked; I walk; I will walk*) verb tenses.
- L.3.1.6 Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1.7 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1.8 Use coordinating and subordinating conjunctions.
- L.3.1.9 Produce simple, compound, and complex sentences.
- L.3.1.9A Produce and expand complete declarative, interrogative, imperative and exclamatory sentences.
- L.3.1.9B Produce and expand complete sentences to provide requested detail or clarification.
- L.3. 2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.3.2.1 Produce grammatically correct work.
- L.3.2.2 Use appropriate capitalization rules for sentences, proper nouns, and titles.
- L.3.2.3 Use commas in addresses.
- L.3.2.4 Use commas and quotation marks in dialogue.
- L.3.2.5 Form and use possessives.
- L.3.2.6 Use conventional spelling for high-frequency and other word studies and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

- L.3.2.6 Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in all written work.
- L.3.2.7 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

II. KNOWLEDGE OF LANGUAGE

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.3.3.1	Choose words and phrases for effect.
L.3.3.2	Recognize and observe differences between the conventions of spoken and written Standard English.

III. VOCABULARY ACQUISITION AND USE

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade Three reading and content</i> , choosing flexibly from a range of strategies.
L.3.4.1	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.2	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).

L.3.4.3	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. <i>company, companion</i>).
L.3.4.4	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.3.5.1	Distinguish literal and non-literal meanings of words and phrases in context (e.g. <i>take steps</i>).
L.3.5.2	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>).
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g. <i>After Mass that morning we went looking for a quiet place to meet</i>).

GRADE THREE WRITING

The Diocese of Knoxville has adapted the following Writing Standards to establish clearly to teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Writing requirements for Grade three. The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications.

WRITING APPLICATION

Each year students' writing should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and students should address increasingly demanding content and sources.

Writing standards are benchmarked to assist in developing writers that are able to select text forms to suit the purpose and audience. These standards are:

- I. Text Types and Purpose
- II. Production and Distribution of Writing
- III. Research to Build and Present Knowledge
- IV. Range of Writing
- V. Handwriting

SUMMARY-WRITING

GRADE THREE(3)

Students in Grade 3 develop opinion pieces on topics that they have introduced and can support with a concluding ending. They learn to gather information to support their writing with facts, definitions and details using linking words to connect ideas. Narrative writing is developed through effective techniques, descriptive details and sequencing of events. Introduction of narrators and/or characters with dialogue to express feelings and responses providing a sense of closure are learned. Development and organization to produce writing with appropriate task and purpose are strengthened. Students continue to plan, revise and edit their writing using technology and/or paper/pen. Students also build knowledge about topics through research and technology. Note taking and outlining are introduced in Grade 3 as a source of gathering information on sources and sorting evidence into provided categories. Students write routinely for both extended and shorter time frames to produce a range of tasks, purposes and audiences.

The Diocese of Knoxville stipulates the following exit skills in writing application for Grade Three students:

1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.
2. Write responses to novels, stories, and poems that demonstrate an understanding of the text and support judgments with specific references to text.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information, and date, proper salutation, body, closing and signature.
4. Write informational reports that include the main ideas and significant details from the text.
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.
6. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.
7. Use available technology to compose text.
8. Proofread and rearrange writing to edit to improve conventions (e.g., grammar, spelling, punctuation, and capitalization) and identify and correct fragments and run-ons.

STANDARD-WRITING

GRADE THREE

I. TEXT TYPES AND PURPOSES

<u>STANDARD</u>	<u>STANDARD DESCRIPTION</u>
W.3.1	Write opinion pieces on topic or text they are writing about in which students introduce the topic directly, state an opinion relative to the topic, and create an organizational structure that lists reasons.
W.3.1.1	Provide reasons that support the opinion.
W.3.1.2	Use appropriate linking words and phrases (e.g., <i>because, therefore, in order, since</i>) to connect opinion and reason.
W.3.1.3	Provide a concluding statement or a sense of closure section
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.2.1	Introduce a topic and create an organizing structure that includes related information together in paragraphs and sections; include illustrations when useful to aid in comprehension.
W.3.2.2	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples.
W.3.2.3	Use appropriate linking words and transitional phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
W.3.2.4	Employ domain-specific vocabulary when appropriate.
W.3.2.5	Provide a conclusion or concluding statement or section related to the information or explanation offered.
W.3.2.6	Identify the need for correct citation of sources to avoid plagiarism.

- W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3.1** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3.2** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3.3** Use temporal (transitional) words and phrases to signal event order.
- W.3.3.4** Write poems, descriptions and stories in which figurative language and the sounds of words are key elements. (e.g., use alliteration, onomatopoeia, rhyme).
- W.3.3.5** Write stories or poems with dialogue.

II. PRODUCTION AND DISTRIBUTION OF WRITING

- W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above).
- W.3.5** With guidance and support from adults and peers, develop and strengthen writing as needed by adding details, planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3 standards).
- W.3.5.A** Demonstrate the ability to use conventions of print such as the following in meaningful writing activities:
- a. Correct letter formation (cursive in third grade) and maintain correct handwriting position.
 - b. Capitalization

c. Punctuation

- W.3.5.B** Demonstrate the ability to integrate spelling strategies into written context.
- W.3.5.C** Demonstrate ability to use descriptive language in writing.
- W.3.5.D** Develop voice by use of high interest vocabulary when writing.
- W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others.

III. RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- W.3.7** Perform short, focused research projects that build knowledge about a topic.
- W.3.8** Recall information from experiences or gather information from provided sources (print and digital sources) to answer a question or write a response. Take brief notes on sources and sort evidence into provided outlined categories.
- W.3.9** (Begins in Grade 4)

IV. RANGE OF WRITING

- W.3.10** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

V. HANDWRITING

- HW.3** Use the conventions of cursive in purposeful writing activities.

GRADE THREE SPEAKING AND LISTENING

The Diocese of Knoxville has adapted the following Speaking and Listening Standards to establish for teachers, students and parents what knowledge, understanding and skills students need to acquire in order to satisfy the Speaking and Listening requirements for Grade 3.

SPEAKING AND LISTENING APPLICATION

Students must have ample opportunity to take part in a variety of rich, structured conversations as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrast; and analyze and synthesize a multitude of ideas in various domains.

Technology has broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and listening standards are benchmarked to assist in developing mastery to help ensure that students gain adequate skills and practice to be effective communicators. These standards are:

- Comprehension and Collaboration
- Presentation and Knowledge and Ideas

SUMMARY-SPEAKING AND LISTENING

GRADE THREE (3)

Third grade students effectively engage in a range of collaborative discussions on Grade 3 topics and texts, building on others' ideas while expressing their own clearly. They are prepared for discussions and follow the agreed upon rules for discussions. They ask clarifying questions, stay on topic, and can link their comments to the remarks of others. Third grade students can determine the main ideas of a text read aloud and are capable of asking and answering questions from a speaker with elaboration and detail. Students can deliver reports from a text or topic; tell stories, or recount experiences or facts with details, speaking clearly at an understandable pace. Students create engaging recordings, stories or poems, adding visuals when necessary to enhance facts or details. Students speak in complete sentences when appropriate to task to provide details or clarification.

The Diocese of Knoxville stipulates the following exit skills in Speaking and Listening for Grade Three students:

1. Ask questions for clarification and explanation, and respond to others' ideas.

2. Identify the main idea, supporting details and purposes of oral presentations and visual media.
3. Identify the difference between facts and opinions in presentations and visual media.
4. Demonstrate an understanding of the rules of the English language.
5. Select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the audience.
8. Deliver informational presentations that:
 - A) present events or ideas in logical sequence and maintain a clear focus,
 - B) demonstrate an understanding of the topic,
 - C) include relevant facts and details from multiple sources to develop a topic,
 - D) organize information including a clear introduction, body and conclusion,
 - E) use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology,
 - F) identify sources,
 - G) Use active listening skills, such as making eye contact and ask for clarification and explanation.
9. Deliver formal and informal descriptive presentations recalling an event or personal experiences that convey relevant information and descriptive details.
10. Deliver simple dramatic presentations (e.g., recite prayers, poems, rhymes, songs, plays and stories).

STANDARDS-SPEAKING AND LISTENING GRADE THREE

I. COMPREHENSION AND COLLABORATION

STANDARDS

STANDARD DESCRIPTION

SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.1

Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- SL.3.1.2 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1.3 Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
- SL.3.1.4 Explain student's own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4 Demonstrate respect for views of others judging new ideas in light of Catholic doctrine.

II. PRESENTATION OF KNOWLEDGE AND IDEAS

- SL.3.5 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.6 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.7 Speak coherently in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Employ a variety of tenses and ensuring subject-verb and pronoun antecedent agreement.
- SL.3.8 Use appropriate manners and speech when addressing individuals or groups.