

Urbana School District #116
THIRD GRADE CORE EXPECTATIONS

LANGUAGE ARTS

Illinois State Goal 1: Read with understanding and fluency.

State Standard	District Core Expectations
1A: Apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> • Use context clues (known words, phrases, structures, story context) to read unknown words • Use what he/she knows about syllables and word structures (prefixes, suffixes, root words) to read unknown words • Know the meaning of common prefixes, suffixes, and root words.
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> • Read grade-level sight words • Read aloud grade-level text fluently and accurately • Identify the purpose for reading (gather information, follow directions, be entertained) • Preview text to predict what will be read • Check for understanding and clarify meaning while reading • Set and monitor own goals for reading
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> • Answer literal, inferential, and evaluative questions about a text • Tell the author's purpose for writing fiction or nonfiction (inform, persuade, entertain) • Tell the main idea of a selection • Identify important themes and topics • Tell the difference between fact and opinion • Use information in tables, charts, maps, and pictures to help understand what is read • Make connections from text-self, text-text, and text-world • Follow three-step written instructions and tell if a set of instructions or procedures is complete

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

State Standard	District Core Expectations
2A: Understand how literary elements and techniques are used to convey meaning.	<ul style="list-style-type: none"> • Identify the speaker, narrator, and different points of view • Tell the author's purpose, message and main idea • Describe, compare and answer questions about characters, settings, plots, problem/solution, main ideas and events • Tell why a character did something • Explain outcomes of a story using problem/conflict and resolution
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> • Identify the following forms and genres: story, poem, fairytale, folktale, fable, nonfiction, and essay • Compare different works by the same author • Tell ways fiction and nonfiction are different • Compare stories to personal experience, prior knowledge or other stories

Illinois State Goal 3: Write to communicate for a variety of purposes.

State Standard	District Core Expectations
3A: Use correct grammar, spelling, punctuation, capitalization and structure.	<ul style="list-style-type: none"> • Use correct grammar, capitalization and punctuation in own writing • Correctly spell previously studied words and apply spelling patterns in own writing • Spell high-frequency words correctly • Use the grade-level editing checklist to edit own writing • Write legibly in cursive and manuscript
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> • Use pre-writing strategies to develop ideas and plan work • Create a 3-4 paragraph essay with topic (focus) sentences, supporting facts and details, and concluding sentences • Revise own writing for specific writing traits (e.g. ideas, organization, word choice, sentence fluency, voice and conventions) using scoring rubric with help
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> • Write narratives, stories, poems, songs, reports, directions and instructions, opinions, responses to literary text, and journals which meet the criteria for each form • Select a publishing form and produce a completed writing project to share with others, using technology as needed

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

State Standard	District Core Expectations
4A: Listen effectively in formal and informal situations	<ul style="list-style-type: none"> • Listen with understanding and respond to directions, conversations, and discussions • Use basic listen strategies (make eye contact, face the speaker, retell the information) • Listen for a specific purpose (retell, follow directions, gather information, etc.)
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> • Know how audiences and speakers affect each other • Speak for different purposes (describe, report, explain, persuade, give directions, share information, present ideas, question) • Contribute relevant, appropriate information to conversations and discussions • Focus and share appropriate information on a single topic

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

State Standard	District Core Expectations
5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	<ul style="list-style-type: none"> • Use text features (title, table of contents, chapter headings, illustrations, captions, glossaries, indices) to gather information • Alphabetize to the third letter • Match a dictionary definition to a word in context • Identify words between guide words in dictionary: second letters different and at least 5 letters apart
5B: Analyze and evaluate information acquired from various sources.	<ul style="list-style-type: none"> • Create, use, and interpret graphic organizers to make meaning • Distinguish between fact/opinion and effect/cause • Summarize major points from fiction and nonfiction texts • Distinguish between relevant and irrelevant information • Select and organize appropriate resources to support a research topic (encyclopedias, periodicals, videos, interviews, software, etc.)
5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.	<ul style="list-style-type: none"> • List title, author, and type of resource used in research • Use a variety of reference materials to gather information (e.g., encyclopedia, periodicals, videos, interviews, available technology) • Organize and share information in oral, written, and multi-media forms

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