

**Grade 3**

I=Introduce	D=Develop	M=Mastery	m=maintain
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**Reading Standards****Foundational Skills****Date Completed**

Apply basic phonetic analysis (initial and final consonants, initial digraphs, two-letter blends, CVC word patterns).	m	
Know long and short vowel sounds.	m	
Divide words into syllables.	m	
<b>Use grade appropriate root words, word origins, and derivations.</b>	<b>M</b>	
<b>Identify and use grade appropriate synonyms, antonyms and homonyms.</b>	<b>M</b>	
<b>Alphabetize</b>	<b>M</b>	
Identify compound words.	m	

**Fluency and Comprehension Skills**

<b>Use picture clues to read and understand words.</b>	<b>M</b>	
Use context clues to determine word meaning.	D	
Identify main topic/idea and retell key details.	D	
Identify and use prefixes and suffixes.	D	
Predict next step and outcome, and draw conclusions.	D	
Compare/contrast characters' lifestyle to Catholic values.	D	
Compare, contrast, and evaluate ideas and information within and/or across various sources and genres.	I	
Choose appropriate literature based on independent reading level.	D	
<b>Reads grade level materials with fluency, accuracy, and comprehension.</b>	<b>M</b>	
<b>Identify and explain cause and effect patterns and use them to explain stories and make predictions.</b>	<b>M</b>	
Make text to self, text to text, and text to world connections.	D	
<b>Make predictions and draw conclusions with text support.</b>	<b>M</b>	
Identify setting, plot characters, main event, problem, and resolution of a story.	I	

<b>Distinguish between fact and opinion.</b>	<b>M</b>	
Summarize a text, include sequence of main events.	D	
Compare/contrast characters' lifestyle to Catholic values.	D	
Comprehend a broad range of reading materials.	I	
Preview reading materials, make predictions and relate reading to information from other sources.	I	
Apply reading strategies to improve understanding and fluency.	I/D	
Use information from the text to form, explain, and support questions, and predictions.	I	
Identify the meaning that applies to the context when the word has multiple meanings.	I	

### Text Features

<b>Recognize fiction and nonfiction.</b>	<b>M</b>	
Identify various literary genres.	D	
Identify and use organizational pattern, format, graphic elements, and visual keys.	I	

### Reference Skills

Use one or more of the following (textbooks, dictionary, thesaurus, encyclopedia, and/or appropriate technology) to understand unknown words.	D	
Use text guides (table of contents, glossary, index) to locate information in a book.	D	
Use organizational system to locate information (Library, Resource Center).	D	

## Grade 3

### Writing Standards

#### Conventions of Writing

#### Date Completed

<b>Forms cursive letters correctly and neatly.</b>	<b>D</b>	
<b>Use correct grammar, spelling, capitalization, punctuation, format, sentences and word</b>	<b>D</b>	

<b>choice in the final draft.</b>		
<b>Identify and demonstrate appropriate use of the parts of speech.</b>	<b>D</b>	
Can edit and proofread throughout the writing process.	I	
<b>Apply grade appropriate mechanics and punctuation in a sentence to communicate clearly in writing.</b>	<b>D</b>	

## Process of Writing

Expresses a complete thought in sentence form.	D	
Clearly communicate a main idea with support in correct sequence in paragraph form.	I	
Prewrite, organize, draft, revise, and publish in writing.	D	
<b>Choose and use appropriate graphic organizers to assist in the writing process (webs, Venn Diagrams, step charts, and story maps).</b>	<b>D</b>	
Use parts of speech appropriately.	I	
Supports main idea with facts, details, and/or examples.	I	
Chooses and narrows topic to support writing purpose.	I	
Use technology to produce and publish.	I	
Uses transitions effectively.	I	

## Forms of Writing

### Opinion/Persuasive

<b>Chooses a side of an opinion topic.</b>	<b>I/D</b>	
Provide reasons with details that support the opinion.	I/D	
Meets the standards in the Process of Writing.	D	

## Informative

<b>Can select a topic, identify, and gather relevant information to share with an audience.</b>	<b>I/D</b>	
Meets the standards in the Process of Writing	D	

## Narrative

<b>Tells a story in chronological order.</b>	<b>I/D</b>	
Develop a logical story line using narrative techniques (dialogue, pacing, and description).	I/D	
<b>Use descriptions of actions, thoughts, and feelings to support experiences and events.</b>	<b>I/D</b>	
Meets the standards in the Process of Writing.	D	

## Letter Writing

<b>Write personal letter in proper form.</b>	<b>D</b>	
Writing business letter in proper form.	I	
Meets the standards in the Process of Writing.	D	

## Poetry

With prompting and support write various forms of poetry.	D	
Meets the standards in the Process of Writing	D	

## Book Report

Can complete a comprehensive book report on a given topic (i.e. biography, mystery, science fiction, fiction, fantasy, etc.)	I	
Meets the standards in the Process of Writing	D	

## Autobiography

Tells about personal life in chronological order with details and support including pictures and/or drawings.	I	
Meets the standards in the Process of Writing	D	

## Research Paper

Use and organize a variety of research materials to support a piece of writing.	I	
Develop main idea in writing with appropriate and accurate support.	I	
Use a variety of research materials to locate information.	I	
Use key words to locate relevant information.	I	
Use text guides (table of contents, glossary, index) to locate information in a book	I	
Choose and narrow a topic.	I	
Determine appropriateness of reference materials.	I	

## Speech and Communication

### Delivery

Use correct voice (volume, pace, clarity) and body language (eye contact, posture, gestures, handling of notes and visual aids).	I	
Present an oral report that is supported with visuals (charts, graphs, photographs, and drawings).	I	