

Language Arts - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis	Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment.				
Standard 1: Reading Process						
Goal 1.1: Acquire Concepts About Print	3.LA.1.1.1 Use print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Recognize and demonstrate knowledge of print conventions that include end punctuation, paragraphing, bold print, and dialogue.	• Demonstrate by reading a passage orally • Read with prosody	punctuation • paragraph • dialogue • bold print • period • question mark • exclamation mark • quotation marks • commas • indentation • prosody	• Orally read a 3rd grade passage with prosody such as Basal Fluency probe, Read Naturally or Aimsweb fluency probe.	
	3.LA.1.1.2 Locate information using alphabetical order past the second letter. CL: C Content Limit: Item will include two guide words from a dictionary page with alphabetical order past the second letter; each response will include a word. Students must identify which word would appear on the page with the specified guide words.	• Use guide words to locate a word. • Determine location of a word alphabetized past the second letter.	• Determine when to alphabetize past the second letter • Identify and explain the use of guide words • Use guide words to locate a specific word on the page in its appropriate position	alphabetize • guide words • entry word • dictionary • glossary	• Which of the following words would appear on the page with the guide words (example guide words)? A. B. C. D.	Google: read/write/think(look under story alphabetizing www.donnayoung.org (look under English guide words) www.teachers.net (look under #2262 dictionary dig)
Goal 1.2: Acquire Concepts About Text	3.LA.1.2.1 Identify text types and formats of various kinds of text. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Identify text by recognizing headings, sub-headings, title, glossary, index, table of contents • Distinguish between narrative and expository text	• Demonstrate knowledge of text types and uses	narrative • expository • text • glossary • index • title • sub-heading • table of contents • reference • chapter Narrative - fictional story • Expository- informational text	• Locate the (heading, subheading, title, glossary, index, table of contents). • Compare and contrast narrative and expository text.	www.fcrr.org (look under teacher)
	3.LA.1.2.2 Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Identify purpose for print conventions such as end-sentence punctuation, paragraphing, bold print, and dialogue.	• Locate and explain function of print conventions (i.e. periods, question marks, exclamation, quotation marks, bold print, and indentation.)	• punctuation • paragraph • dialogue • bold print • period • question mark • exclamation mark • quotation marks • commas • indentation	• Locate the (heading, subheading, title, glossary, index, table of contents). • Compare and contrast narrative and expository text.	http://www.edhelper.com/teachers/graphic_organizers.htm
	3.LA.1.2.3 Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text. CL: C Content Limit: Item will address a graphic, table, diagram, parenthesis, italics, or bold print in a text passage. Only one concept may be assessed in an item.	• Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text.	• Identify, read, and explain graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text to: classify information, and compare similarities and differences	graphics • graphs • tables • diagrams • parenthesis • italics and bold print • illustrations • captions • headings • subheadings • symbol • key	• Locate the (heading, subheading, title, glossary, index, table of contents). • Compare and contrast narrative and expository text. • Use elements to compose a mini book of narrative and expository text.	www.eduplace.com/graphic_organizer
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.					
Goal 1.4: Acquire Decoding Skills Using Word Parts	3.LA.1.4.1 Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound association to read new words.	• Demonstrate the use of decoding strategies with vowel digraphs, diphthongs, r-controlled vowels, and letter-sound associations to read new words in a third grade passage		• In oral reading, decode words according to digraphs, diphthongs, r-controlled letter-sound association.	www.bogglesworldesl.com/phonics.htm www.fcrr.org www.aimsweb.com

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	3.LA.1.4.2 Read abbreviations appropriate to grade level. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read abbreviations appropriate to grade level.	• Recall abbreviations (days of the week, month and titles) • Read and define abbreviations appropriate to grade level (streets and roads)Blvd, Dr. St., Pkwy, Rd., Hwy., Ln, Ave.	titles • streets and roads • (see district approved list)	• What does (ex.) stand for? • Use abbreviations in reading and writing.	www.education.com/activity/article/make_abbreviation_book/
Goal 1.5: Acquire Decoding Skills Using Syllabication	3.LA.1.5.1 Decode using syllable types and syllable patterns to decode words with 2-4 syllables. CL: B Content Limit: Item will include words with 2-4 syllables using various syllable types and syllable patterns.	• Decode using syllable types and syllable patterns to decode words with 2-4 syllables.	• Recognize and demonstrate the correct usage of syllable types and syllable patterns in multisyllabic words (ie. open, closed, consonant le, vce, consonant team, final stable syllable etc.)	syllable • open syllable • closed syllable • decode • final stable syllable • consonant le • vce (vowel consonant e) • consonant team • multisyllabic)	• Orally read words and decode using syllable patterns.	http://content.scholastic.com/browse/article.jsp?id=4330 http://searchlight.utexas.org/content/third/handouts-to-hide/b1030093.pdf http://searchlight.utexas.org/content/third/handouts-to-hide/b1030094.pdf
Goal 1.6: Acquire Decoding Skills Using Context	3.LA.1.6.1 Use context clues to aid in decoding of new words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use context clues to aid in decoding of new words.	• Identify context clues within a passage • Read new words using context clues	context clues	• Use context clues (words around unknown word) within a passage to identify the new word.	Google context clues activities for 3rd grade, click on 3rd grade context clues.pub
Goal 1.7: Acquire Fluency	3.LA.1.7.1 Fluently read at least 450 regular and irregular sight words. CL: Content Limit: Assessed in the classroom, not on the ISAT	• Fluently read 450 regular and irregular sight words. (see specific district recommendations, Fry/Dolch list)	• Recall first 300 words (learned in previous years) • Memorize next 150 • Recall 450 sight words with automaticity (read in 3 seconds) • Read sight words fluently in context	sight words • fluency (see district recommendations Fry/Dolch lists)	• Orally read 450 sight words fluently.	www.aimsweb.com Read Naturally www.fcrr.org (look under <i>fluency</i>) www.edhelper.com/dolch_sightwords_grade3.htm http://www.softschools.com/language_arts/words/games/word_search31.html
	3.LA.1.7.2 Read aloud Grade 3 text fluently from at least 120 correct words per minute. (see Idaho Reading Indicator fall to spring benchmarks). CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Read aloud Grade 3 text fluently from at least 120 correct words per minute. (see Idaho Reading Indicator fall to spring benchmarks)	• (As of 2008, the IRI spring benchmark is 110 correct words per minute.) • Orally read 120 words per minute on a third grade passage with 90% accuracy and prosody		• Read aloud Grade 3 text fluently from at least 120 correct words per minute. (see Idaho Reading Indicator fall to spring benchmarks)	
Goal 1.8: Vocabulary and Concept Development	3.LA.1.8.1 Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context. CL: C Content Limit: Item will address word structure using words containing a base word, prefix, or suffix to assist in determining meaning based on context or in isolation.	• Determine meaning of unknown words using base words, prefixes and suffixes	• Determine meaning of common prefixes, suffixes, and base words Prefixes: anti-,de-,dis-,en-,em-,fore-,in-,im-,il-,ir-,inter-,pre-,re-,un-) Suffixes: -er,-or,-est,-ful,-ist,-ly,-ness,-s,-es,-y) • Reassemble word parts to determine meaning of unknown word	base words • prefixes • suffixes (see specified district lists)	• What is the difference between, prefix, suffix and base word ? • Recognize the meanings of prefixes, suffixes and base words.	refer to Boise School District prefix, suffix and Root word master list for grades 1-6 www.fcrr.org (look under curriculum-for teachers-student center activities) www.smbds.org (look under www.eslgalaxy.com/prefixsuffix.html www.firstschoolyears.com/ (then Google prefixes and suffixes) www.oxbow.concord.k12.in.us/thirdgrade_files/third%20grade.htm (click lang.arts.dictionay skills)
	3.LA.1.8.2 Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context. CL: B Content Limit: Item will address the concepts of context, antonyms, synonyms, and simple analogies. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms.	• Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context.	• Define the meaning of synonyms, antonyms, homophones, and homographs • Identify synonyms, antonyms, homophones, and homographs • Use meaning of synonyms, antonyms, homophones, and homographs as a reading comprehension strategy	synonyms • antonyms • homophones • homographs • comprehension strategy	• Name three synonyms for the word big. • Use a cloze/maze format to determine the correct word in context to construct meaning.	www.superteacherworksheets.com www.kidport.com (look under grade 3 language arts) www.internet4classrooms.com/skills_3rd_lang.htm

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	3.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 3 content area text. CL: Content Items: Assessed in the classroom, not on the ISAT	• Define and apply key vocabulary in content areas (i.e. math, science, social studies, literature, etc.)	• Define, recognize, and translate key vocabulary terms in content areas (see Idaho Content Standards Essential Vocabulary)	(See content area standards)		
	3.LA.1.8.4 Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use a grade-level appropriate dictionary and glossary to define and confirm meaning of unknown words.	• Apply alphabetical order skills • Locate guide words to find entry word • Read and confirm meaning	multiple meaning words • alphabetical order • guide words • entry words • dictionary • glossary	• Using guide words locate vocabulary words from story and write a definition.	www.eduplace.com (look under dictionary) www.oxbow.concord.k12.in.us/thirdgrade_files/third%20grade.htm (click lang.arts, dictionary skills)
Standard 2: Comprehension/Interpretation						
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	3.LA.2.1.1 Tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays). CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Tell the purpose for reading various kinds of text (e.g., textbooks, newspapers, instructional manuals, novels, essays).	• Differentiate between purposes of various kinds of text (i.e. to inform, entertain, explain, persuade) • Explain the purpose of various kinds of text	inform • entertain • explain • persuade • essay • textbooks • newspaper • instruction manuals • novels • purpose • genre	• List and explain the authors purpose of the story. • Compare and contrast different types of genre. • Predict what the genre of the story will be from title and illustrations.	www.smbd.org (look under reading on writing gr.3)
	3.LA.2.1.2 Connect the information and events in texts to self, to the world, and to other texts. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Relate connections between the information and events in texts to self, to the world, and to other texts.	• Define text to text, text to self, and text to world connections • Apply knowledge and experience to make these connections	connections • text to self • text to world • text to text • relationship • relate	• Are you or do you know anyone who is like the character in the story? • Double entry journal (compare characters feelings, and experiences to yourself)	KWL
	3.LA.2.1.3 Draw simple conclusions based on information gathered from text. CL: D Content Limit: Item requires information obtained solely from the text given.	• Explain simple conclusions based on information gathered from text.	• Identify important facts or events from the text • Apply that information to generate a conclusion • Summarize and formulate conclusions based on the evidence provided in the text	conclusions • fact • opinion • summarize	• Use information from the story to explain the conclusion. • From reading the passage what season is it?	www.teachervision.fen.com (look under drawing conclusions)
Goal 2.2: Acquire Skills to Comprehend Expository Text	3.LA.2.2.1 Identify cause-effect, compare-contrast, and descriptions that support comprehension. CL: D Content Limit: Item requires information obtained solely from the text given.	• Identify cause-effect, and describe hoe it relates to comprehension. • Identify compare and contrast and describe how it relates to comprehension	• Define cause-effect, compare-contrast, and descriptions • Differentiate between cause-effect, compare-contrast, and descriptions • Utilize cause-effect, compare-contrast, and descriptions to support comprehension	cause-effect • compare-contrast • description	• Use Venn diagram to compare and contrast a cat and a dog. • The car has a flat tire because it ran over a nail. What is the cause and the effect?	www.superteacherworksheets.com
	3.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Generate how, why, and what-if questions for interpreting grade level expository texts.	• Answer general how, why, and what if questions • Generate how, why, and what-if questions • Answer generated questions to interpret meaning	expository	• After reading the article in Weekly Reader can you write how, why and what questions? Ex. How did the man get to China? Why did the man go to China? What did he do when he got there?	
	3.LA.2.2.3 Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts. CL: C Content Limit: Item will require the identification of facts and details solely from the nonfiction text given. Item may include identification of main idea, facts, relevant details, and/or sequencing.	• Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts.	• Identify expository text • Identify main idea • List supporting details • Retell relevant facts in sequential order	nonfiction • fiction • sequential order • expository • topic • main idea • supporting details • relevant • details • logical order • facts	• Take a story or article, that has been cut into separate sentences and reconstruct the paragraph in logical and sequential order.	www.education.com/activity/article/make_a_book_square/ www.learner.org/interactives/story

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	3.LA.2.2.4 Follow simple multi-step written directions. CL: B Content Limit: Multi-step instructions will be no more than three steps in response to an item. Items may require organization and/or sequencing of information. Item requires information obtained solely from the text given.	• Read and use simple multi-step written directions.	• Organize and sequence up to three-step written directions • Perform task based on written directions	sequence • relevant • irrelevant • task • multi-step	• Give students a list of simple directions and see if students can read and follow directions (how to wash hands, sharpen pencil, put name on paper)	
Goal 2.3: Acquire Skills for Comprehending Literary Text	3.LA.2.3.1 Identify different genres of literature (e.g., fables, fairy tales, poetry, folktales). CL: B Content Limit: Item will address one genre. Item may include characteristics of the genre (e.g., realistic fiction, tall tale, fable, legend, poetry); options may be selected from a different genre.	• Identify different genres of literature (e.g., fables, fairy tales, poetry, folktales).	• Identify different genres • Define characteristics of each genre • Recognize and identify examples of each	genre • fables • fairy tales • poetry • folktales • literature • fiction • nonfiction • biography • autobiography	• George Washington was the first president of the United States. What genre is this? • The princess kissed the frog. What genre is this?	www.speakaboos.com smbd.org (look under genre chart)
	3.LA.2.3.2 Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read. CL: C Content Limit: Item will contain information about a character; response may be a descriptor of a character trait. Characterization may be addressed in the item. Item does not require definition of the specific term.	• Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read.	• Identify characteristics of main characters • Compare and contrast characters	characters • traits • roles • similarities • differences • literary selection • compare/contrast	• How are the two main characters similar and different? • Explain the roles of the characters in the story.	www.booglesworldesl.com/characters.htm www.learner.org/interactives/story/characters.html
	3.LA.2.3.3 Identify all aspects of the setting (e.g., time of day, place, year). CL: B Content Limit: Item will contain information about the setting; response may be choices of aspects of the setting. Only one aspect of the setting is addressed in the item. Item does not require definition of the specific term.	• Identify all aspects of the setting (e.g., time of day, place, year).	• Describe all aspects of the setting of a reading selection including time and place	setting • time of day • time period	• Tell me the setting of the story (time, year, place) • Label a time line showing the setting of the story.	www.booglesworldesl.com/setting.htm www.learner.org/interactives/story/setting.html
	3.LA.2.3.4 Identify plots in literary text. CL: B Content Limit: Item may require identification of elements of plot (e.g., main problem, conflict, key details, sequencing, and resolution).	• Identify plots in literary text.	• Define plot in terms of main problem, conflict, key details, sequencing, and resolution/solution • Locate plot elements	main problem • conflict • key details • sequencing • plot • elements • solution • resolution (difference between solution and resolution)	• Describe the plot of the story.	www.learner.org/interactives/story
	3.LA.2.3.5 Orally identify narrator (point of view) of a story. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Orally identify narrator (point of view) of a story.	• Orally indicate the narrator	narrator • point of view • first person • third person	• Is this story told in first or third person?	www.smbd.org (look under reading and comprehension)

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	<p>3.LA.2.3.6 Identify the lesson of a fable or folktale (theme).</p> <p>CL: E Content Limit: Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to passages provided. Passages should be at a third grade readability based on 2 readability formulas. Item may require identification of the lesson or theme of a selection. Passages may include realistic fiction.</p>	<ul style="list-style-type: none"> Identify the lesson (theme) of a fable, folktale, or realistic fiction. 	<ul style="list-style-type: none"> Define fable and folktale Recognize elements of a fable and folktale (i.e. character elements, moral, setting, etc.) Indicate the lesson using the elements of fable and folktale 	<p>lesson • fable • folktale • realistic fiction• setting • character elements</p>	<ul style="list-style-type: none"> What is the moral of the story? 	
	<p>3.LA.2.3.7 Identify common idioms.</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Identify common idioms. 	<ul style="list-style-type: none"> Define idioms Recognize idioms as figurative language Find an idiom in a passage to enhance comprehension 	<p>idioms • figurative language</p>	<ul style="list-style-type: none"> Find an idiom in a passage. Draw a picture showing the literal and figurative interpretations of the idiom. 	<p>www.teachervision.fen.com/writing/printable/21201.html</p>
Standard 3: Writing Process						
<p>Goal 3.1: Acquire Prewriting Skills</p>	<p>3.LA.3.1.1 Generate ideas using prewriting strategies (e.g., graphic organizers).</p> <p>CL: Content Limit: Assessed in the classroom, not on the ISAT.</p>	<ul style="list-style-type: none"> Generate ideas using prewriting strategies (e.g., graphic organizers). 	<ul style="list-style-type: none"> Identify the purpose of the writing task Select the appropriate brainstorming strategy (i.e. listing, mapping, discussing, etc.) based on the purpose List and apply facts and ideas to appropriate graphic organizers (i.e. Venn diagrams, story maps) 	<p>prewriting • graphic organizers • brainstorming • purpose • listing • mapping • discussing</p>	<ul style="list-style-type: none"> Design a graphic organizer to generate ideas for writing. Compile a list of holidays and choose one to write about. What strategies can you use to help you decide what to write about? 	<p>www.edhelper.com/teacher/graphic_organizer.htm</p>
	<p>3.LA.3.1.2 Generate the main idea.</p> <p>CL: D Content Limit: Items may require related statements that will allow students to select the main idea from several options.</p> <p>Main idea</p>	<ul style="list-style-type: none"> Generate the main idea. 	<ul style="list-style-type: none"> Define main idea Select the main idea from a given passage or list of related statements 	<p>main idea</p>	<ul style="list-style-type: none"> Can you locate the main idea in this passage or paragraph? 	<p>www.edhelper.com/teacher/graphic_organizer.htm</p>
	<p>3.LA.3.1.3 Plan writing using organizational strategies (e.g., graphic organizer, chart).</p> <p>CL: D Content Limit: Items may require students to select details to support the main idea.</p> <p>Supporting details</p>	<ul style="list-style-type: none"> Plan writing using organizational strategies (e.g., graphic organizer, chart). 	<ul style="list-style-type: none"> Organize and list organizational strategies (with assistance) Add details to support the main idea Select from a list of details items that support the main idea 	<p>organizational strategies • graphic organizer • chart • details • main idea</p>	<ul style="list-style-type: none"> Use one of the following organizers to plan your writing. (see resources) 	<p>www.edhelper.com/teacher/graphic_organizer.htm</p>
	<p>3.LA.3.1.4 Identify an appropriate writing format for purpose and audience.</p> <p>CL: D Content Limit: Items may require information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-3. Examples: friendly letter, directions, paragraph</p> <p>Purpose Format Audience</p>	<ul style="list-style-type: none"> Identify an appropriate writing format for purpose and audience. 	<ul style="list-style-type: none"> Define the audience Identify the purpose of the writing task Select the appropriate format (i.e. friendly letter, directions, paragraph) according to the audience and purpose 	<p>writing format • audience • purpose • friendly letter • directions • paragraph</p>	<ul style="list-style-type: none"> Who is the audience? What is the purpose of your writing? 	

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	3.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Plan writing to produce a piece of writing within a set time period.	• Examine grade appropriate prompt to determine purpose, audience, and format • Generate ideas, main idea, use organizational strategies, and select an appropriate writing format within a set time period • Consider time restraint to pace completion of writing	pacing • planning • prewriting		
Goal 3.2: Acquire Skills for Writing a Draft	3.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea and details. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use ideas generated and organized in prewriting to write a draft that includes a main idea and details.	• Write main ideas and details in complete sentences utilizing information from a graphic organizer or other preliminary plans • Compose a draft written with an appropriate organizational pattern	prewriting • graphic organizers • brainstorming • purpose • listing • mapping • discussing • main ideas • details	• What strategies can you use to help you decide what to write about? • Develop a draft using the main idea and supporting details.	
Goal 3.3: Acquire Skills for Revising a Draft	3.LA.3.3.1 Revise draft for meaning. CL: E Content Limit: Sequence Word Choice Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.3, and 5.3.1)	• Revise draft for meaning.	• Focus revision on: Sequencing events and ideas (i.e. grade level transitional vocabulary) Strengthening voice through word choice	• revise revise- making writing better edit- making writing grammatically correct	• How can you organize your writing to make it more meaningful? • Does your writing make sense?	
	3.LA.3.3.2 Revise draft by adding details to enhance audience understanding. CL: E Content Limit: Adding relevant details Identifying irrelevant details	• Revise draft by adding details to enhance audience understanding.	• Focus revision on: Differentiating between relevant and irrelevant details • Add relevant details	audience • revision • descriptive words • relevant • irrelevant • details	• Revise writing using adjectives, adverbs and details to make your draft more interesting.	
	3.LA.3.3.3 Identify words and sentences that need to be rearranged to clarify meaning. CL: E Content Limit: Identifying and rearranging words within complete, simple sentences (i.e., statement, interrogative, exclamatory) Rearranging sentences in a paragraph in the correct order	• Identify words and sentences that need to be rearranged to clarify meaning.	• Focus revision on: Determine if a sentence's meaning is clear or unclear • Identify and rearrange words within complete, simple sentences to make meaning clear (i.e., statement, interrogative, exclamatory) • Rearrange sentences in a paragraph in logical order	clarify • simple sentences • complete sentences • complex sentences • statement • interrogative • exclamatory • logical order	• Are your sentences in the correct order? • Do your sentences make sense?	
	3.LA.3.3.4 Use literary models to refine writing style. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use literary models to refine writing style.	• Use appropriate rubric to identify writing proficiency	rubric • models	• Using this rubric which of the two sample passages is better?	
	3.LA.3.3.5 Use strategies to guide the revision process. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Use editing strategies to guide the revision process. (i.e., rubrics and semantic organizers)	• Use appropriate rubrics to identify writing proficiency • Apply features of good writing to their own			

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Goal 3.4: Acquire Skills for Editing a Draft	3.LA.3.4.1 Edit the draft using a simple editing checklist. CL: E Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2)	• Edit the draft using a simple editing checklist.	• Reread for accuracy • Utilize an editing checklist for capitalization, punctuation, and spelling • Utilize common editing marks to revise your writing	editing • editing marks	• Make corrections using your editing marks.	
Goal 3.5: Acquire Skills to Publish Writing	3.LA.3.5.1 Publish and illustrate draft. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Publish and illustrate draft.	• Create a title • Rewrite or type edited draft • Create an appropriate illustration for final draft	title • edit • draft • illustration	• see task analysis	
	3.LA.3.5.2 Share writing with intended audience. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Share writing with intended audience.	• Practice basic public speaking skills and etiquette • Follow teacher established rules as an audience	audience • public speaking • etiquette		
Standard 4: Writing Applications						
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	3.LA.4.1.1 Write short narratives with a logical sequence of events that include a beginning, middle, and end. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write short narratives with a logical sequence of events that include a beginning, middle, and end.	• Identify beginning, middle, and end in various narrative pieces • Recall a personal experience to write about • Use a prewriting strategy to organize ideas • Compose a short draft including beginning, middle, and end • Edit and publish	narrative	• What is a personal narrative story? • Write a personal narrative using a beginning, middle and end,	www.superteacherworksheets.com
	3.LA.4.1.2 Write rhymes, poems, or songs that include sensory details. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write rhymes, poems, or songs that include sensory details.	• Identify elements of rhymes, poems, and songs • Generate words that correlate with the five senses • Use a prewriting strategy to organize ideas • Compose a draft including sensory details • Edit and publish	rhyme • rhythm • sensory • poem	• Write a rhyme, poem or song using words that relate to the five senses.	
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	3.LA.4.2.1 Write a friendly letter and correctly address the envelope. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a friendly letter and correctly address the envelope.	• Identify elements and their placement in a friendly letter • Compose a friendly letter • Identify components of an address • Place address components in correct position on envelope	friendly letter • address • envelope • return address • heading • greeting • signature • body • closing	• What information do you put on the envelope? • List the parts of a friendly letter in the correct order.	
	3.LA.4.2.2 Write an expository paragraph that contains a main idea and supporting details. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write an expository paragraph that contains a main idea and supporting details.	• Identify elements of expository text • Use a prewriting strategy to organize information into main ideas and details • Compose an expository paragraph with a main idea and supporting details • Edit and publish	expository • main idea • supporting details		
Goal 4.3: Acquire Persuasive Writing Skills	No objectives at this grade level.					
Goal 4.4: Acquire Skills for Literary Response	3.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write a response that identifies a text to self, text to world, and/or text to text connection.	• Define text to text, text to self, and text to world connections based on grade level text • Apply knowledge and experience to make these connections using a graphic organizer (i.e. Venn diagram) • Create a response that identifies text to self, text to world, and/or text to text connection.	respond • text to text • text to self • text to world • background knowledge	• How does this story relate to your personal life? • Does this story remind you of another story? • Does this story remind you of anything that has happened in the world around you?	

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Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Sample Assessment	Resources
	3.LA.4.4.2 Write or draw a response to a literature selection that identifies the plot. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write or draw a response to a literature selection that identifies the plot based on a grade level text.	• Define plot in terms of main problem, conflict, key details, sequencing, and resolution • Locate plot elements • Compose a response to a literature selection that identifies the plot.	plot • main problem • conflict • key details • sequencing • resolution • plot elements	• Tell what the plot is by using pictures or words.	
Standard 5: Writing Components						
Goal 5.1: Acquire Handwriting Skills	3.LA.5.1.1 Write legibly in cursive. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Write legibly in cursive.	• Form cursive letters correctly • Check letter connections • Use appropriate spacing • Create documents with legible cursive handwriting	legible • cursive • letter formation • spacing • slant		www.superteacherworksheets.com use district program
Goal 5.2: Acquire Spelling Skills	3.LA.5.2.1 Spell correctly Grade 3 high-frequency words. CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series	• Spell correctly Grade 3 high-frequency words as specified by adopted series.	• Memorize spelling of irregular high frequency words	high frequency words • syllables	• Weekly Friday assessment(except for shortened weeks, test on Thursday) on party day test in the morning! • Assess in daily work • Spelling games (Sparkle or Cherry Pie)	www.opencourtesources.com (look under sight word resources)
	3.LA.5.2.2 Spell correctly Grade 3 phonetically regular words with common spelling patterns. CL: Content Limit: Assessed in the classroom, not on the ISAT.	• Spell correctly Grade 3 phonetically regular words with common spelling patterns.	• Apply letter sound knowledge to facilitate spelling of words by using: digraphs (consonants and vowels) • diphthongs • smaller word chunks • blends and word families • sound/letter correspondence • word syllabication	word families	• See above ideas • Build words using word families	
	3.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. CL: C Content Limit: Includes homophones and commonly confused words	• Apply spelling rules appropriate to grade level to spell accurately.	• Apply skills to facilitate spelling of homophones and commonly confused words in writing	homophones	• What is a homophone? • What are the two different ways to spell meat?	
Goal 5.3: Acquire Skills for Sentence Structure	3.LA.5.3.1 Identify and use three types of sentences (exclamatory, declarative, and interrogative). CL: B Content Limit: Students may identify sentences using the following terms: exclamation, statement, and question. Items do not use the technical terms: exclamatory, declarative, and interrogative. Skills assessed in previous grades are included. Examples: Changing one sentence type into another (declarative into interrogative, etc.) Complete/incomplete sentences	• Identify and use three types of sentences. (exclamation, question, statement, command)	• Review fragment and complete sentence • Introduce changing one sentence type into another • Construct a complete sentence • Define types of sentences • Identify and demonstrate proper punctuation with each sentence • Create variety of sentences in writing • Identify sentences using the following terms: exclamation, statement, command and question	fragments • punctuation • statement • exclamation • command • question interrogative • declarative • imperative	• What kind of sentence is this? i.e. "Are you enjoying reading this assessment?" • Change " Mary is very happy." to a interrogative sentence.	www.harcourtschool.com/activity/clubhouse/index_pre.html (interactive site)

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	3.LA.5.3.2 Use past and present verb tenses, including irregular verbs. CL: C Content Limit: Skills assessed in previous grades are included. Examples: Verbs Subject-verb agreement	• Use past, present and future verb tenses, including irregular verbs.	• Review verbs and subject-verb agreement • Define verb tenses and irregular verbs • Identify and use verbs and nouns in a sentence • Identify and use past and present tense verbs • Identify subject and predicate in a sentence • Determine if the subject and verb agree	past, present and future tense • regular and irregular verbs • subject • predicate	• "They ran to the store," Is this verb past present or future? • Develop sentences using a verb in all three tenses.	www.superteacherworksheets.com www.oxbow.concord.k12.in.us/thirdgrade_files/third%20grade.htm
Goal 5.4: Acquire Skills for Using Conventions	3.LA.5.4.1 Capitalize proper nouns, titles, and holidays. CL: C [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]	• Capitalize proper nouns, titles, and holidays.	• identify proper nouns, titles, and holidays (places, names, special events, titles of books, songs & movies, initials in names, days of week, months, 1st word of greeting & 1st word in closing of a letter, 1st word in a quotation) • Underline book titles • Correctly capitalize proper nouns in writing	proper noun • title • initials • quotation • greeting • closing • capitalize	• Correct the following sentence. "mary baxter read the book peter pan, before christmas.	www.superteacherworksheets.com
	3.LA.5.4.2 Use commas in: • series • dates • addresses • letters CL: C Content Limits: Items may require commas used correctly in a series, date, address, and letter conventions. Skills assessed in previous grades are included. Example: End punctuation	Use commas in: • series • dates • addresses • letters	• Review end punctuation • Explain purpose of commas Use commas in: • series • dates • addresses • letters	comma • series	• Construct a friendly letter using commas correctly.	
Standard 6: Communication						
Goal 6.1: Acquire Listening Skills	3. L.A. 6.1.1. Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy)	• Listen critically to determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy)	• Practice characteristics of a good listener (e.g. eye contact, feet and hands still, stay quiet) • Determine and state the purpose or purposes of listening. (e.g. to obtain information, to solve problems, to enjoy)		• Why do we listen to stories? • How do we act to show how we are listening?	
	3. L.A. 6.1.2. Listen for answers to specific questions from information presented orally.	• Listen for answers to specific questions from information presented orally.	• Listen appropriately to identify questions and orally answer them.	orally	• After listening to the story "The Three Little Pigs" Who blew down the houses?	
	3. L.A. 6.1.3. Listen and follow multiple-step oral directions.	• Listen and follow multiple-step oral directions.	• Organize and sequence up to three-step oral directions • Perform task based on oral directions		• Orally instruct students to take out a red crayon, write their name in the middle of the paper and then circle their name with a blue crayon.	
	3. L.A. 6.1.4. Listen to acquire and summarize information from a variety of sources.	• Listen to acquire and summarize information from a variety of sources.	• Listen to a variety of sources • Demonstrate characteristics of a good listener. • Discuss and answer questions about acquired information. • Retell in own words important information heard.	summarize	• Have students describe the story they just listened to.	
Goal 6.2: Acquire Speaking Skills	3. L.A. 6.2.1. Ask for clarification and explanation of stories and ideas.	• Ask for clarification and explanation of stories and ideas.	• Acquire information through listening or reading. • Recognize which information needs clarification or explanation. • Ask for explanation or clarification.	clarification	• Have students highlight information that needs clarification and then discuss	
	3. L.A. 6.2.2. Paraphrase information that has been shared orally by others.	• Paraphrase information that has been shared orally by others.	• Recall and select important information • Paraphrase important information	paraphrase	• What was the important information in the story I just read?	

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	3. L.A. 6.2.3. Organize simple oral presentations to maintain a clear focus.	• Organize simple oral presentations to maintain a clear focus.	• Identify purpose of presentation • Use organizational strategies (e.g. organizers, notes, outlines) to maintain focus		• Create a story map telling what you did over summer break to be used for an oral presentation.	
	3. L.A. 6.2.4. Retell stories or experiences that follow a logically sequence of events.	• Retell stories or experiences that follow a logically sequence of events.	• Recall stories or experiences. (grade appropriate stories and/or personal experiences) • Retell sequence of events in logical order.		• Using beginning, middle and end format share a simple oral presentation. (What did you do over summer break?)	
	3. L.A. 6.2.5. Speak clearly at an appropriate pace for the type of communication (e.g. informal discussion, report to the class.	• Speak clearly at an appropriate pace for the type of communication (e.g. informal discussion, report to the class.	• Recognize various forms of communication. • Identify appropriate pace for the type of communication. • Communicate clearly at an appropriate pace.	appropriate • pace • volume • expression	• When giving an oral presentation, what pace, volume and expression would you use?	
Goal 6.3: Acquire Viewing Skills	3. L.A. 6.3.1. Identify grade-level-appropriate traditional and non-print media as sources of information.	• Identify grade-level-appropriate traditional and non-print media as sources of information.	• Identify various types of traditional and non-print media. • Use available media when appropriate.	media • sources	• Name different unwritten sources you could use to obtain information.(pictures, maps, videos)	
	3. L.A. 6.3.2. Identify the role of media in focusing people's attention on events and in forming their opinion on issues.	• Identify the role of media in focusing people's attention on events and in forming their opinion on issues.	• Distinguish fact from opinion. • View grade level appropriate media and form individual opinion about issues. • Explain how media influenced their opinion.	fact/opinion • influence	• How did that movie, (picture, advertisement) make you feel?	
	3. L.A. 6.3.3. Identify the difference between fact and opinion in media presentations.	• Identify the difference between fact and opinion in media presentations.	• Distinguish fact from opinion. • View grade level appropriate media and form individual opinion about issues.	fact/opinion	• After looking at a picture, state one fact and one opinion.	http://pbskids.org/arthur/games/factsopinions/