

Wapsie Valley Community Schools
Standards and Benchmarks
Language Arts
Grade 3

Standard 1: The student uses the reading process to comprehend print.

Benchmark: The student applies a wide range of research-based strategies to comprehend text.

- Activates prior knowledge and makes connections before, during, and after reading
- Uses multiple comprehension strategies (predicting, inferring, drawing conclusions, self-monitoring, verifying, cross-checking, visualizing and summarizing)
- Understands various purposes for reading
- Determines main ideas/supporting details, cause/effect, sequence, problem/solution, and compare/contrast to understand stated information
- Makes generalizations and judgments
- Modifies or uses graphic organizers independently before, during, and after reading
- Distinguishes between real and fantasy; fact and opinion
- Draws conclusions, makes inferences, and deduces meaning
- Interprets non-literal language used in text

Benchmark: The student recognizes and understands vocabulary.

- Uses punctuation, explanatory phrases and overall sense to gain and monitor word meanings
- Interprets non-literal language
- Recognizes regular and irregular high frequency words
- Recognizes and understands synonyms, antonyms, homophones, and homographs
- Uses context clues to determine the intended meaning of a multiple-meaning word or unfamiliar word
- Uses context clues for understanding words, phrases, and word
- Understands and can use selection and content area vocabulary
- Classifies word meanings
- Knows abbreviations, acronyms, and shortened forms of words
- Understands connotation and denotation

Benchmark: The student uses phonics and structural analysis to decode unknown words.

- Automatically decodes complex words in context, using a range of decoding strategies
- Learns and applies structural cues to decode and recognize words: plurals, possessives, compounds, base words, inflections, contractions, prefixes, and suffixes
- Uses fix-up strategies

Benchmark: The student reads fluently.

- Reads smoothly at developmental level, with appropriate volume, phrasing, intonation, and pace

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Standard 2: The student reads for a variety of purposes and across content areas.

Benchmark: The student analyzes story elements and literary devices within a variety of genre.

- Infers traits, feelings, and motives of characters
- Compares and describes similarities of plot, characters, setting, and theme in literature
- Describes how various cultures are represented in literature
- Explores how the authors' voices can evoke different responses and feelings
- Recognizes characteristics of different genre (historical fiction, fables, folk tales, myths, tall tales, biographies, autobiographies)
- Recognizes elements of literature (dialogue, narration, personification, point of view, symbolism)
- Recognizes poetic elements (alliteration, rhyme, rhythm, onomatopoeia)
- Recognizes poetry forms: Haiku, Limericks, and free verse poetry
- Compares and contrasts across selections, genres, and cultures
- Identifies the author's views or purpose (inform, entertain, express)
- Identifies theme
- Retells story sequence, events, details, and ideas

Benchmark: The student applies knowledge of text features and structures to comprehend informational text.

- Uses table of contents, chapter headings, glossary, index, captions, and illustrations
- Understands sequence, cause/effect, main idea, compare/contrast, problem/solutions text structure
- Asks questions regarding essential elements of informational text (who, what, where, when, why, and how) and identifies answers
- Draws conclusions from graphs, charts, tables, maps, diagrams, posters, and timelines
- Retells from informational texts

Benchmark: The student reads independently for a variety of purposes.

- Sets a purpose and previews text in order to self-select appropriate reading materials
- Reflects on reading and responds in various ways, providing opinions, evidence, and alternative viewpoints
- Develops signs of lifelong reading by choosing to read a variety of informational text and genre, both classic and contemporary
- Keeps reading log/journal and list of favorite authors and works

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Standard 3: The student uses the writing process to communicate effectively.

Benchmark: The student applies a variety of strategies for composing a coherent message.

- Prewrites (brainstorms ideas, determines an organizational structure that is useful to the reader)
- Writes multiple paragraphs that are well-focused and maintains topic
- Applies sequence, description, cause/effect text structure to expository writing
- Develops and enhances components of story structure within narrative writing (character traits, changing settings, etc.)
- Embeds phrases and modifiers that make writing lively and graphic
- Self-monitors writing to make sense
- Routinely revises, edits, and proofreads

Benchmark: The student demonstrates personal voice, clarity of language, and effective word choice.

- Uses vivid language to create visual images
- Creates a sense of voice that is strong and well suited to the topic, purpose and audience
- Makes word choices that reveal that the student possesses a large enough vocabulary to exercise options in word choice
- Writes sentences that are varied and fluent
- Writes complex sentences with conjunctions to combine sentences

Benchmark: The student produces legible writing that is grammatically and mechanically correct.

- Forms legible cursive letters according to adopted curriculum
- Develops keyboarding skills
- Uses correct spelling in final copy
- Spells high frequency words, and common homophones and homographs correctly
- Identifies and uses correct verb tenses, nouns, pronouns, adjectives, adverbs, conjunctions, and prepositions
- Uses a dictionary
- Shows increasing control of writing conventions
- Corrects run-on sentences and complete sentences as well as sentence types, parts, fragments and ways to combine sentences
- Uses commas after introductory words, combining two sentences, dates, addresses, in a series
- Uses apostrophe in plural possessives and contractions
- Uses quotation marks in dialogue
- Indents paragraphs and when writing dialogue
- Capitalizes words in address and proper nouns

Benchmark: The student writes fluently when prompted.

- Gains increasing control of cursive (holding pencil, paper position, stroke, posture)
- Gains increasing control of keyboarding
- Writes without resistance when given the time, place, and materials.
- Writes daily

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Standard 4: The student writes for a variety of purposes and across content areas.

Benchmark: The student uses knowledge of purpose, audience, text structure, and format in developing various forms of narrative, poetic, and expository text.

- Writes about experiences, stories, people, objects, or events
- Applies sequence, description, and cause/effect in expository writing
- Writes for personal use
- Composes a friendly letter
- Writes as a response to literature – connects text to self, other texts, and the world
- Produces narratives with a beginning, middle, and end that contain complete story structure
- Writes a simple how-to article
- Writes a simple report to inform others
- Composes Diamante and Concrete poetry

Benchmark: The student uses writing as a tool for learning.

- Records learning or ideas by writing sentences in a literature log or journal
- Uses graphic organizers to organize concepts
- Writes labels, notes, and captions
- Writes to reflect on/record the use of learning strategies

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Standard 5: The student interacts effectively as a speaker.

Benchmark: The student demonstrates control of delivery skills.

- Maintains eye contact
- Asks questions for clarification and understanding
- Speaks confidently in an audible voice in a variety of situations
- Controls conventional grammar and usage when speaking
- Responds appropriately to questions, directions, and spoken messages
- Enunciates words correctly
- Uses verbal and nonverbal communication in effective ways

Benchmark: The student uses oral language to communicate ideas appropriate to the time, place and

occasion.

- Gives precise directions, accurate information, and convincing ideas while speaking
- Produces a coherent message
- Engages in discussions and supports ideas with references
- Participates in informal and formal book talks
- Develops vocabulary through discussions
- Uses appropriate and new vocabulary to describe feelings, experiences, ideas.
- Connects experiences, ideas, and cultural traditions with those of others through speaking
- Reenacts, retells, and dramatizes stories and parts of stories
- Role-plays and uses creative movement to express ideas
- Resolves conflict through negotiation and compromise

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Standard 6: The student interacts effectively as a listener.

Benchmark: The student demonstrates the behaviors of active listening.

- Maintains eye contact with the speaker
- Demonstrates attentive body language
- Listens attentively and responsively
- Listens to others' perspectives and ideas
- Responds appropriately in discussions to questions, directions, and spoken messages
- Self-monitors understanding of a spoken message and seeks clarification as necessary
- Listens to establish, maintain, and enhance relationships

Benchmark: The student uses listening skills to process information.

- Develops vocabulary through listening
- Listens for a purpose (enjoyment, information, vocabulary development, directions)
- Monitors ability to listen, understand, recall main ideas, details, and facts
- Listens and responds to peers in small groups
- Listens attentively and responsively to a variety of literature and texts
- Connects experiences, ideas, and cultural traditions with those of others through listening
- Draws conclusions from oral text
- Responds appropriately to directions, text read aloud, and oral presentations
- Automatically applies knowledge of main idea, sequence, compare/contrast, and problem/solution text structure.
- Understands and retells text and messages heard
- Visualizes a story being read
- Infers traits, feelings, motives of characters and changes they undergo when listening to oral text
- Analyzes complex plot development (theme, building of tension, climax, and resolution) when listening to oral text
- Responds to oral text critically and creatively providing opinions, evidence, and alternative views
- Compares and contrasts across selections, genre, and cultures
- Identifies author's view or purpose: inform, entertain, persuade, express

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Standard 7: The student creates, interprets and evaluates a variety of media.

Benchmark: The student uses knowledge of purpose, audience, and structure of various media to enhance learning.

- Discusses a variety of illustrations and illustrators, and their choices of techniques and media
- Interprets and evaluate information from illustrations, visuals, and media to construct meaning
- Provides visuals to complement and extend meaning
- Elaborates images with detail
- Uses color to focus attention
- Produces artwork and writing to reflect understanding of/and extend meaning of text
- Draws visual images based on text content
- Uses critical thinking to analyze and synthesize ideas and viewpoints in a variety of media
- Discusses graphic sources (e.g. charts, maps, pictures, tables, graphs, order forms, timelines, and schedules)

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Standard 8: The student investigates issues and ideas using a variety of sources.

Benchmark: he student accesses data from oral, print, and electronic media.

- Forms and revises relevant questions for inquiry
- Uses a dictionary (alphabetizing to the fourth and fifth letter, using guide words, and using pronunciation guide)
- Uses book parts to facilitate data collection: table of contents, indexes, and glossaries
- Understands and uses data from a variety of resources (almanacs, atlases, biography, dictionaries, encyclopedias, internet, magazines, maps, globes, newspapers, nonfiction books, telephone books, textbooks as reference sources to locate and interpret information)
- Uses captions, footnotes

Benchmark: The student interprets, evaluates, and synthesizes information to enhance learning.

- Interprets information in new contexts
- Takes basic notes independently using key words or phrases
- Uses graphics organizers, charts, graphs, diagrams, lists, maps, and outlines to organize information