



SAN JUAN DEL SUR DAY SCHOOL

GRADE 3 LANGUAGE ARTS LEARNING OUTCOMES



Reading - Foundational Skills

Phonics and Word Recognition	I can show what I have learned about letters and sounds by figuring out words.
	I can find and tell the meanings of most common prefixes and suffixes.
	I can read words with common suffixes. (-ful, -less, -ly, -tion, -sion).
	I can read multisyllabic words.
	I can read words that aren't spelled the way they sound.
	I can recognize and read grade-appropriate irregularly spelled words, including high- frequency words.
Reading Fluency	I can fluently read books at my level with accuracy, appropriate rate, and expression.
	I can use what I understand from my reading to help me figure out or self-correct words with which I am having trouble.
	I can read grade-level texts and understand what I read.

Reading - Literature

Key Ideas & Details	I can ask and answer questions to show that I understand the stories that I am reading.
	I can find the answers to specific questions within the stories that I read.
	I can remember and retell different kinds of stories from many cultures.
	I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.
	I can describe characters in stories (traits, feelings, thoughts) and explain how their actions affect the story.
	I can describe how characters in a story respond to major events and challenges.
Craft and Structure	I can figure out the meanings of words or groups of words in stories by thinking about how they are used.
	I can tell the difference between literal and nonliteral language when I read, including figurative language.
	I can write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).
	I can describe how new parts of fiction build on the parts that have already happened.
	I can tell the difference between what I think and what the author or characters might think in a story (point of view).
Integration of Knowledge and Ideas	I can connect a certain topic to something in my life.
	I can use information from the illustrations and words in a text to demonstrate understanding of its characters, setting, or plot.
	I can compare and contrast themes, settings, characters, and plots of stories written by the same author about the same or similar topic or book series.
Range of Reading and Level of Text Complexity	By the end of year, I can read and comprehend grade 3 stories and poetry proficiently.
	I can choose an appropriate text for personal enjoyment, interest, and academic tasks.

Reading - Informational Text

Key Ideas & Details	I can ask and answer questions to show that I understand the information that I am reading.
	I can find the answers to specific questions within informational text that I read.
	I can figure out the main idea of information I read.
	I can talk about the most important details in the information I read and how they support the main idea.
	I can describe how some historical events are related.
	I can describe how some scientific ideas are related.
	I can describe how the steps in a set of directions is related.
Craft and Structure	I can figure out the meanings of words and phrases in science and social studies texts.
	I can use the parts of a text that stand out to find information quickly.
	I can use search tools on the computer to find information quickly.
	I can tell the difference between what I think and what an author writes in informational texts.
Integration of Knowledge and Ideas	I can show what I have learned from the text and illustrations by answering questions about where, when, why and how.
	I can describe how the sentences and paragraphs in informational text are connected and follow a logical order (e.g. comparison, cause/effect, sequencing).
	I can compare and contrast the most important ideas and details in two pieces of information about the same topic.
Range of Reading and Level of Text Complexity	By the end of year, I can read and comprehend grade 3 informational texts, including science and social studies texts, proficiently.
	I can choose an appropriate nonfiction text for personal enjoyment, interest, and academic tasks.



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Writing	
Text Type & Purposes - Opinion	I can write to share my opinion and give reasons to support that opinion.
	I can write my opinion piece in an organized way that introduces my opinion and lists my reasons.
	I can give reasons to support my opinion in my writing.
	I can use linking words (because, therefore, since, for example, etc.) to connect my opinion with my reasons.
	I can write a conclusion (ending) to my opinion piece.
Text Type & Purposes - Informative/Explanatory	I can write an informative text that introduces my topic and then groups related information together.
	I can write about a topic to inform and explain ideas to others clearly using facts, definitions and details.
	I can organize my information using headings and subheadings.
	I can use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.
	I can use temporal words (first, next, then, finally, etc.) to help others understand the order in my stories.
	I can include illustrations in my writing to help others understand my topic better.
	I can write conclusions (endings) to my informative pieces of writing.
Text Type & Purposes - Narrative	I can write organized and creative stories that have lots of details.
	I can write stories from different points of view that have characters and a plot.
	I can use dialogue between my characters and describe their actions & feelings to help others understand the plots of my stories.
	I can organize an event sequence that unfolds naturally.
	I can use temporal words and phrases to signal event order.
	I can write conclusions (endings) to my stories that provide a sense of closure.
Writing Process - Production and Distribution of Writing	I can stay focused and organized in my different types of writing with support from my teacher.
	I can write for different purposes, audiences, and topics.
	I can use the writing process to plan, draft, revise, and edit my writing with the help of peers and adults.
	I can use technology to create and publish my writing, including using keyboarding skills.
Research to Build and Present Knowledge	I can research information to build knowledge about what I am going to write.
	I can remember what I have learned or find new information from books or technology to help me with my research.
	I can gather information from experiences, print, and digital sources, and take brief notes to sort evidence into categories.
Range of Writing	I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.
	I can independently select writing topics and formats for personal interest and academic tasks.
Speaking & Listening	
Comprehension & Collaboration	I can successfully participate in discussions.
	I can come to discussions prepared to share my ideas because I have read or studied what I needed to.
	I can ask questions to help me understand discussions, stay on topic and to help me to connect my ideas with other people's ideas.
	I can explain my own thinking and ideas after a discussion.
	I can ask and answer questions about what a speaker says so that I can talk more about the topic.
	I can follow agreed upon rules, listen, wait to speak until it's my turn and be respectful of others when I am having discussions.
	I can figure out the main ideas and details of what I see and hear.
	I can follow multi-step oral directions.
Presentation & Knowledge of Ideas	I can speak clearly and at an appropriate speed when I give a report or share a story or experience.
	I can create engaging recordings of stories or poems to show my fluency in reading.
	I can speak in complete sentences to make what I am sharing more clear to others.
	I can give a report or share a story or experience with important details to help others understand.
	I can create visual presentations to help me share facts and details better.
Media Literacy	I can understand and use different types of print, digital, and multimodal media.
	I can make informed judgements about messages promoted in the mass media (e.g. film, tv, magazines, ads, newspapers).
	I can use tools for locating print and electronic materials appropriate to the purpose.
	I can check for accuracy in pictures and images.



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		I can recognize and use safe practices in personal media communications.
		I can create a shared or individual multimedia work for a specific purpose with assistance (inform, share experiences, persuade, entertain) and share it with an audience.

Language

Conventions of Standard English	Punctuation	I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end
		I can use apostrophes appropriately to show possession.
		I can use commas appropriately (e.g. writing a list, direct address of name, dates).
		I can use commas and quotation marks correctly when I write dialogue between two people or characters.
		I can use bullet points to list information.
	Spelling	I can spell commonly used words correctly and add prefixes and/or suffixes to them.
		I can use spelling patterns and rules to help me spell new words.
		I can use a dictionary or other resources to check and correct my spelling.
		I can show that I know how to use words correctly when I write and speak, demonstrating the command of the conventions of English grammar when writing or speaking.
	Parts of Speech	I can correctly say, write and use different verb tenses (e.g. I walked; I walk; I will walk).
		I can correctly say, write and use regular and irregular verbs (action words).
		I can correctly use comparative and superlative adjectives and adverbs correctly in my speech and writing.
		I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences.
		I can use conjunctions in the correct way in my speech and writing.
		I can correctly say, write and use all kinds of plural nouns.
		I can talk about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.
	I can understand when to use 'a' or 'an' in front of a word.	
	Sentence Structure	I can say and write simple, compound, and complex sentences.
I can make sure that all of my subjects and verbs go together correctly in the sentences I say and write.		
I can make sure that all of my pronouns and the nouns they refer to go together correctly in the sentences I say and write.		

Knowledge of Language	I can write, speak, read and listen by using what I know about the English language.
	I can choose interesting words and phrases to help others understand my meaning better.
	I can recognize differences between my speaking language and my written language.

Vocabulary Acquisition & Use	I can figure out what words mean by using the strategies I know and by thinking about what I have read.
	I can use context clues to help me understand new words.
	I can use prefixes and suffixes that I know to help me understand new words.
	I can use root words I know to help me understand the meanings of new words.
	I can use print and computer dictionaries to help me find the meanings of new words.
	I can show that I understand figurative language (e.g. busy as a bee; slow as a snail; you are what you eat).
	I can figure out how words are related and how their meanings might be similar.
	I can tell the difference between literal and nonliteral language when I read.
	I can find real-life connections between words and the way they are used (e.g. people who are friendly or helpful).
	I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered).
	I can use the new words and phrases I have learned in different ways to show that I know what they mean.
	I can use specific words and use descriptive language that signals time (e.g. We played a game until the moon appeared).