Student-Friendly Language Arts Standards for Grade Three

Based upon the 2009 Nebraska State Language Arts Standards

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READING

LA 3.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by using the skills and strategies I have learned.

Word Analysis

LA 3.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 3.1.3.a	Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell	I can use what I know about sounds and spelling patterns to read, write, and spell.
LA 3.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	I can use what I know about words to read.

Fluency

LA 3.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.	I can read fluently.
LA 3.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	I can read smoothly to help me understand what I am reading.
LA 3.1.4.b	Read words and phrases accurately and automatically	I can read words and phrases correctly and smoothly.
LA 3.1.4.c	Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text	I can use punctuation to help me read so that it sounds like I am talking.
LA 3.1.4.d	Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing	I can read aloud and know when to speed up or slow down to help me understand.

Vocabulary

LA 3.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can learn new vocabulary for different purposes.

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LA 3.1.5.a	Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	I can use what I know about words to determine meaning.
LA 3.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can connect new vocabulary to what I already know and use those words in other situations.
LA 3.1.5.c	Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words	I can find and use context clues and text features to figure out the meaning of new words.
LA 3.1.5.d	Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)	I can identify how words are related.
LA 3.1.5.e	Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	I can use different resources to find out what words mean.
LA 3.1.5.f	Locate words in reference materials (e.g., alphabetical order, guide words)	I can locate words in reference materials.

Comprehension

LA 3.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 3.1.6.a	Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension	I can tell if the author's purpose is to persuade, inform, entertain, or explain.
LA 3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)	I can identify the elements of a story.
LA 3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details	I can retell and summarize a story using supporting details.
LA 3.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)	I can identify and explain how authors use literary devices.

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LA 3.1.6.e	Retell and summarize the main idea from informational text using supporting details	I can retell and summarize the main idea and supporting details from informational text.
LA 3.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	I can recognize and use what I know about how informational text is organized to help me understand what it means.
LA 3.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)	I can apply what I know about text features to find information and understand what I read.
LA 3.1.6.f	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	I can describe different genres.
LA 3.1.6.i	Use narrative or informational text to develop a multi-cultural perspective	I can use narrative and informational text to understand people and cultures.
LA 3.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	I can ask and answer questions using information in the text, what I know, and what I believe.
LA 3.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)	I can explain my purpose for reading.
LA 3.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read, to other texts, and to the world.
LA 3.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	I can recognize when I don't understand what I am reading and can use strategies to clarify, confirm, or correct.
LA 3.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)	I can make predictions and confirm or adjust them while I read.
LA 3.1.6.o	Use examples and details in a text to make inferences about a story or situation	I can infer using what I know and information from the text to understand what I read.

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LA 3.1.6.p	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.

WRITING

LA 3.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.

Writing Process

LA 3.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 3.2.1.a	Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)	I can brainstorm ideas and organize information using a variety of resources and strategies.
LA 3.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory) -Developing paragraphs with topic sentences and supporting facts and details	I can create a draft of my writing.
LA 3.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 3.2.1.d	Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	I can share ideas to improve my writing and the writing of others.
LA 3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.
LA 3.2.1.f	Publish a legible document (e.g., handwritten or electronic)	I can publish a legible copy of my writing.

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| LA 3.2.1.g | Write legibly in cursive | I can write using proper cursive. |

Writing Genres

LA 3.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for a variety of purposes and audiences using different genres.
LA 3.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	I can write in a selected genre for a specific purpose.
LA 3.2.2.b	Write considering audience and what the reader needs to know	I can write for different people to give them information they need.
LA 3.2.2.c	Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)	I can write short passages in a specific genre.
LA 3.2.2.d	Apply an organizational structure appropriate to the task (e.g., logical, sequential order)	I can organize my writing based on my purpose.
LA 3.2.2.e	Analyze models and examples (own and others) of various genres to create a similar piece	I can analyze examples of writing and write a similar piece.

SPEAKING AND LISTENING

| LA 3. 3 | Students will learn and apply speaking and listening skills and strategies to communicate. | I can communicate with others by listening and speaking. |

Speaking

LA 3.3.1	Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 3.3.1.a	Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	I can communicate clearly and appropriately.
LA 3.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	I can change the way I speak for different purposes.
LA 3.3.1.c	Utilize available media to enhance communication (e.g., poster, overhead)	I can use available media to improve communication.

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Listening

LA 3.3.2	Listening Skills: Students will develop and apply active listening skills across a variety of situations.	I can learn and use active listening skills in many situations.
LA 3.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	I can listen to others in different situations.
LA 3.3.2.b	Use information in order to complete a task	I can use information to complete a task.
LA 3.3.2.c	Listen, ask questions to clarify, and take notes to ensure accuracy of information	I can understand information by listening, asking questions and taking notes
LA 3.3.2.d	Listen to and summarize thoughts, ideas, and information being communicated	I can summarize information that I heard.

Reciprocal Communication

LA 3.3.3	Reciprocal Communication: Students will develop and apply reciprocal communication skills.	I can have respectful conversations with others.
LA 3.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	I can be careful with the words I choose and how they affect others.
LA 3.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	I can use conversation strategies when I communicate with someone.
LA 3.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can work with others by communicating my ideas and opinions in different ways.

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MULTIPLE LITERACIES (Electronic Communication)

LA 3.4	Students will identify, locate, and evaluate information.	I can identify, locate, and form an opinion about information.
LA 3.4.1	Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of ways.
LA 3.4.1.a	Select and use multiple resources to answer guiding questions (e.g., print, electronic)	I can select and use resources to answer questions.
LA 3.1.4.b	Discuss ethical and legal use of information	I can explain why it is wrong to take an author's words and use them as my own.
LA 3.1.4.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)	I can practice safe and ethical behaviors when I am communicating on the computer.
LA 3.1.4.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	I can use technology to communicate with other learners.
LA 3.1.4.e	Identify bias and commercialism (e.g., product placement, advertising)	I can judge the fairness and the purpose of the information I find.
LA 3.1.4.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.
LA 3.1.4.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online using social networks and online tools.