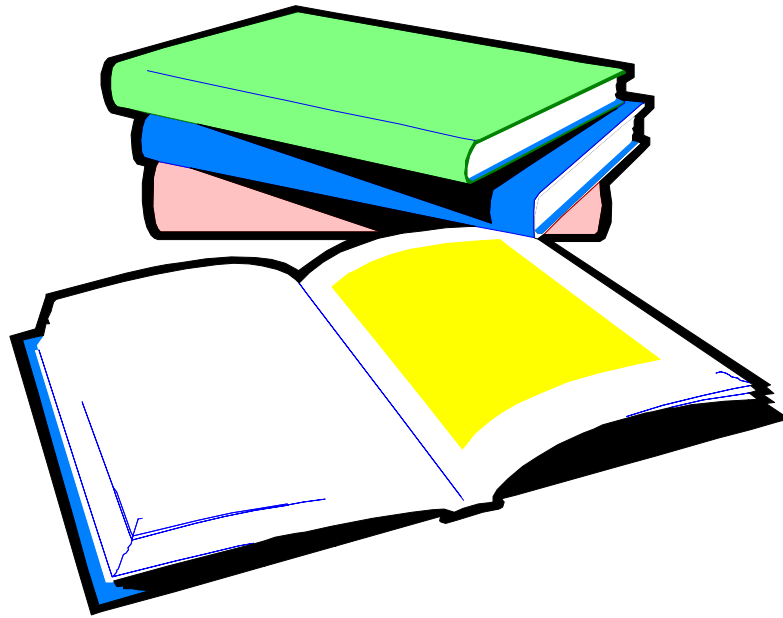


**QUINCY PUBLIC SCHOOLS STANDARDS MAPS
ENGLISH LANGUAGE ARTS
GRADE 3**



Based on the Quincy Public Schools Design for Learning 2000

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GRADE 3**

LANGUAGE STRAND		
DOE PAGE	STATE STANDARDS	GRADE 3 OBJECTIVES
	LEARNING STANDARD #1 Students will use agreed-upon rules for informal and formal discussions in small and large groups. These rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others' contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways.	
25	Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.	<ul style="list-style-type: none"> • Take turns as speaker/listener • Listen for information • Respond appropriately to speaker • Participate in small/large group discussions • Practice and demonstrate the roles of group discussion/cooperative learning (leader, recorder, timekeeper, and listener).
	LEARNING STANDARD #2 Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.	
26	Contribute knowledge in class discussion to develop the framework for a class project.	<ul style="list-style-type: none"> • Listen for defined purpose: <ul style="list-style-type: none"> -to obtain answers to questions -to obtain general idea • Report to the class on a specific person/topic after generating appropriate questions and conducting interviews. • Compose questions and conduct interview/survey • Develop ability to listen for the purpose of evaluating, drawing inferences, and making judgments. • Demonstrate an understanding of questioning techniques for higher-level thinking. (Blooms taxonomy)
	LEARNING STANDARD #3 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.	
27	Give oral presentations about experiences or interests using eye contact, proper pace, volume, and clear enunciation.	<ul style="list-style-type: none"> • Give an oral presentation with an awareness of audience and purpose (eye contact, pace, volume and enunciation). • Create and present book reports. • Make content area presentations. • Role-play characters from stories. • Dramatize stories. • Sustain a conversation on topic.
	LEARNING STANDARD #4 Students will acquire and use correctly an advanced reading vocabulary of English words, identifying meanings through and understanding of word relationships.	
28	Identify and use correctly in all content areas words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.	<ul style="list-style-type: none"> • Identify and use prefixes, suffixes, and root words. • Identify homographs and homophones. • Use a dictionary as a reference tool, glossary, and thesaurus. • Continue Grade 2 skills.

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LANGUAGE STRAND		
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	LEARNING STANDARD #5 Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.	
29	Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days), paragraph indentation, usage (e.g., subject and verb agreement), sentence structure (e.g., fragments, run-ons), and standard English spelling.	<ul style="list-style-type: none"> • Identify and use correct sentence structure and various types, such as, simple, interrogative, and imperative. • Identify and use correct paragraph format, such as, indentations, topic sentences with related ideas, and conclusions. • Identify and use conjunctions. • Continue Grade 2 skills. • Use comma, quotation marks, and exclamation point
	LEARNING STANDARD #6 Students will describe and analyze how oral dialects differ from each other in English, how they differ from written standard English, and what role standard American English plays in informal and formal communication.	
30	Identify variations in the dialogue of literary characters and explain how these variations relate to differences in the characters' occupations or social groups, or the geographic region of the story.	<ul style="list-style-type: none"> • Learn about different cultures through literature and discussion. • Compare language and oral traditions. • Recognize the use of dialect in oral presentation. • Identify the origin of a dialect of a literary character. • Recognize that language is adapted to meet different social situations.
	LEARNING STANDARD #7 Students will describe and analyze how the English language has developed and been influenced by other languages.	
31	Identify words or word parts from other languages that have been adopted into the English language.	<ul style="list-style-type: none"> • Identify and give examples of English words and word parts derived from other languages (tele, auto, astro, aqua, ology, and onomy). • Identify and give examples of root words and their affixes derived from other languages. • Compare and contrast language and oral traditions through discussion.

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LITERATURE STRAND

DOE PAGE	STATE STANDARDS	GRADE 3 OBJECTIVES
	LEARNING STANDARD #8 Students will decode accurately and understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.	
38	Use their knowledge of phonics, syllabication, suffixes; the meanings of prefixes; a dictionary; or context clues to decode and understand new words, and use these words accurately in their own writing.	<ul style="list-style-type: none"> • Use dictionary to locate pronunciation and meaning. • Apply strategies to make predictions, to self-correct, and to reread to construct meaning. • Use context, language patterns, and graphophonic cues to construct meaning from text. • Use syllabication skills to read and write (compound words, prefixes, and suffixes).
	LEARNING STANDARD #9 Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.	
39	Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas, and comparing information from several sources.	<ul style="list-style-type: none"> • Identify author's point of view • Recognize main idea and supporting details. • Provide detail about characters, setting, and events when retelling a story. • Use other peoples' facts and ideas to compare information (students' and published authors'). • Make inferences and predictions. • Summarize, paraphrase, compare/contrast information from several sources.
	LEARNING STANDARD #10 Students will identify, analyze, and apply knowledge of the characteristics of different genres.	
41	Distinguish among common forms of literature such as poetry, prose, fiction, nonfiction, and drama and identify such differences as these: <ul style="list-style-type: none"> • <i>Poetry</i> is written in verse and commonly associated with images, concrete descriptive phrases, and the figurative language of similes and metaphors; • <i>prose</i> is associated with straight-forward statements, unadorned by imagery and closer to everyday speech than poetry; • <i>fiction</i> is associated with narrative, novel, and short story, as opposed to • <i>non-fiction</i>, which is associated with presentation of facts, concepts, and ideas. Apply this knowledge as a strategy for reading and writing.	<ul style="list-style-type: none"> • Discriminate between fairy tales and fables. • Identify the characteristics of non-fiction through an analysis of biography, autobiography and informational materials. • Identify the characteristics of fiction through an analysis of realistic and historical fiction. • Identify a variety of forms of poetry
	LEARNING STANDARD #11 Students will identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.	
43	Identify themes in fictional and non-fictional works, and relate them to personal experience or to the experiences of others.	<ul style="list-style-type: none"> • Recognize and analyze the theme of a story and relate it to personal experience. • Analyze how the theme or topics/key ideas support the main idea of the selection. • Compare similar themes across a variety of selections and genres.

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	LEARNING STANDARD #12 Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.	
44	Identify the elements of plot, character, and setting in a favorite story and use these elements in their own stories.	<ul style="list-style-type: none"> • Use elements of plot, character, setting and main idea to compose a written or oral story. • Provide evidence from the text to support understanding of story elements.
	LEARNING STANDARD #13 Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.	
45	Identify and use the following structures to gain meaning from informational materials: <ul style="list-style-type: none"> - Common expository organizational structures such as comparison and contrast, chronological or logical order, and cause and effect. - Test and graphic features such as topic sentences, headings, key words, diagrams, illustrations, charts, and maps. 	<ul style="list-style-type: none"> • Collect and analyze factual information to display and communicate information. • Articulate cause and effect relationships. • Identify and use elements of text graphic features and organizational structures to compose reports or presentations. • Use graphic organizers to interpret information and as a pre-writing tool.
	LEARNING STANDARD #14 Students will identify, analyze, and apply knowledge of the structure, elements, and theme of poetry and provide evidence from the text to support their understanding.	
46	Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.	<ul style="list-style-type: none"> • Identify theme and provide evidence from the text. • Respond and analyze the effect of sound (alliteration, repetition, onomatopoeia). • Identify and use a variety of patterns in poetry, such as, end rhyme, free verse, haiku, cinquain, couplets, limericks, alphabetical, acrostic, shape, and name. • Recognize stanza
	LEARNING STANDARD #15 Students will identify and analyze how an author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.	
47	Identify words appealing to the senses or involving direct or indirect comparisons in literature.	<ul style="list-style-type: none"> • Identify and explain specific examples of comparison in literature (similes, metaphor, personification). • Identify and use strong, colorful vocabulary – orally and in composition. • Model a descriptive paragraph after a chosen writer • Identify and use alliteration and onomatopoeia.
	LEARNING STANDARD #16 Students will compare and contrast similar myths and narratives from different cultures and geographic regions.	
48	Compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, and land formations, or animal behaviors.	<ul style="list-style-type: none"> • Compare and contrast multicultural stories with similar themes. • Compare and contrast myths and legends. • Identify characteristics of a tall tale and create a tall tale.

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LITERATURE STRAND

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	LEARNING STANDARD #17 Students will interpret the meaning of literary works, non-fiction, films, and media by using different critical lenses and analytic techniques.	
49	Interpret the meaning of different selections of literary works and non-fiction, noting how different uses of language shape the reader's expectation of how to read and interpret texts.	<ul style="list-style-type: none"> • Critique stories, novels, non-fictional materials, and various media. • Analyze and respond to author's purpose and word choice using literary works, non-fiction, films, and media with supporting material. • Analyze how a film or work of literature can be shown to reflect: time period, idea, custom, and outlook of people.
	LEARNING STANDARD #18 Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.	
51	Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.	<ul style="list-style-type: none"> • Present oral readings of descriptions, poetry, and/or summaries. • Show an awareness of audience during an oral reading. • Memorize and recite selected material. • Perform readings of selected texts using clear diction and voice (pitch, temper, tone)

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COMPOSITION STRAND		
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56	<p style="text-align: center;">LEARNING STANDARD #19</p> <p>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.</p>	<ul style="list-style-type: none"> • Engage in journal writing. • Respond to open-ended questions in all content areas. • Organize ideas before writing, using graphic organizers. • Write in an expository format. • Write an essay and /or composition with developed story elements (plot, character, setting, beginning theme). • Self and peer edit for meaning, organization, and content.
	<p style="text-align: center;">LEARNING STANDARD #20</p> <p>Students will select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.</p>	
57	Use a variety of forms or genres when writing for different audiences.	<ul style="list-style-type: none"> • Write for different audiences and purposes using teacher-directed genre (research/non-fiction reports, biography, tall tale, historical-fiction, poem).
	<p style="text-align: center;">LEARNING STANDARD #21</p> <p>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p>	
59	Revise their writing to improve level of detail to identify missing information, to determine logical sequence.	<ul style="list-style-type: none"> • Proofread for mechanics, word usage, and sentence structure. • Use detail and logical sequence in their own writing. • Construct a paragraph which includes use of indentation, topic and closing sentences, and supporting details. • Improve the level of detail, add information, and determine a logical sequence in their writing.
	<p style="text-align: center;">LEARNING STANDARD #22</p> <p>Students use their knowledge of standard English conventions to edit their writing.</p>	
60	Use knowledge of punctuation (e.g., end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g., subject and verb agreement), sentence structure (e.g., fragments, run-ons) to edit their writing.	<ul style="list-style-type: none"> • Self and peer edit for word usage and sentence structure. • Self and peer edit for commas between city and state and words in a series. • Self and peer edit for apostrophes in contractions and possessives. • Edit for subject/verb agreement. • Rewrite and revise multiple drafts for conventions. • Self and peer edit for meaning, organization, content and spelling.
	<p style="text-align: center;">LEARNING STANDARD #23</p> <p>Students will use self-generated questions, note-taking, summarizing, précis writing, and outlining to enhance learning when reading or writing.</p>	
61	Generate their own relevant questions in their exploration of a topic.	<ul style="list-style-type: none"> • Use a variety of graphic organizers. • Plan and revise own writing with use of multiple drafts. • Use different genre/text frameworks to plan writing. • Use note-taking, paraphrasing and summarizing strategies. • Generate an outline with help. • Use self-generated questions to take notes.

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COMPOSITION STRAND		
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	LEARNING STANDARD #24 Students will use open-ended research questions; different sources of information; and appropriate research methods do gather information for their research projects.	
63	Formulate open-ended research questions to explore a topic of interest.	<ul style="list-style-type: none"> • Use journals/learning logs to generate questions for research. • Use more than one source to explore a topic of interest independently. • Obtain and use information from graphs, charts, maps, and diagrams. • Generate open-ended research questions.
	LEARNING STANDARD #25 Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.	
64	Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.	<ul style="list-style-type: none"> • Compare similarities and differences between genres (fiction, non-fiction, poetry, drama). • Self and peer edit for content, organization, use of language and conventions. • Use criteria to revise their own work and work of others (peer editing). • Edit to focused correction areas. • Judge final project to rubric. • Review outcomes for grade 3. • Edit and revise for content (story elements, different genres formats, etc). • Set personal goals for writing development with teacher. • Set and monitor goals for writing. • Publish, share and display written work.

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MEDIA STRAND		
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	LEARNING STANDARD #26 Students will obtain information by using a variety of media and evaluate the quality of material they obtain.	
66	Use electronic media for research.	<ul style="list-style-type: none"> • Use electronic media to research information on a specific topic. • Evaluate the quality of information on a specific topic. • Use a variety of software to strengthen and expand subject matter in a variety of curriculum areas.
	LEARNING STANDARD #27 Students will explain how the techniques used in electronic media modify traditional forms of discourse for different aesthetic and rhetorical purposes.	
67	Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.	<ul style="list-style-type: none"> • Demonstrate the difference between fact and opinion in all media (develop a TV commercial). • Explain how graphics and animation are used to enhance products for aesthetic purposes.
	LEARNING STANDARD #28 Students will design and create coherent media productions with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.	
68	Create age-appropriate media productions (radio script, television play, audiotape, etc.) for display or transmission.	<ul style="list-style-type: none"> • Create, design, and produce an age appropriate media production on a given topic, given explicit criteria. • Create a project using a computer for word processing and include graphics.