HOME OF THE LUMBERJACKS
Lin-Wood Public School

English/Language Arts Competencies - Grade 3

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
Foundational Reading Skills Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills	1. I can apply concepts of print when reading print and nonprint texts. 2. I can use grade-appropriate word analysis skills, including phonological skills*, (understanding spoken words, syllables, and sounds/ phonemes) to figure out how to pronounce unfamiliar words. 3. I can use syntax, parts of speech, and context cues to determine intended word meaning, including when more than one meaning is possible. 4. I can read with purpose, recognize when something does not make sense, and apply strategies to self correct. 5. I can read and comprehend a variety of texts with increasing automaticity* and fluency (i.e. fluency increases with successive readings).	**RF.3.3** **RF.3.4** **L.3.3** **L.3.4** **L.3.5** **L.3.6** **For more information about each standard visit this website and filter by grade level.** **https://www.thecorestandards.org/ELA-Literacy/**

HOME OF THE LUMBERJACKS
Lin-Wood Public School

English/Language Arts Competencies - Grade 3

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
Reading Literature Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to explain interpretations and analysis.	1. I can interpret the narrator's point of view and summarize key events. 2. I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. 3. I can determine the central message/lesson/theme of a text and support my interpretation (saying why my evidence is accurate and convincing). 4. I can examine an author's craft in one or more literary texts (e.g., choices made to develop events or characters and their interactions; theme/message) by analyzing text evidence. 5. I can compare and contrast literary elements or themes/central messages across two or more literary texts, by analyzing text evidence.	**RL.3.1** **RL.3.2** **RL.3.3** **RL.3.4** **RL.3.5** **RL.3.6** **RL.3.7** **RL.3.9** **RL.3.10** **For more information about each standard visit this website and filter by grade level.** **https://www.thecorestandards.org/ELA-Literacy/**

HOME OF THE LUMBERJACKS
Lin-Wood Public School

English/Language Arts Competencies - Grade 3

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
Reading Informational Texts Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to explain interpretations and analyses	1. I can determine the central idea of a text and explain how key details and text structure/ organization support the focus. 2. I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. 3. I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. 4. I can analyze different accounts of the same event or topic, and note differences in information presented, authors' points of view, or text types, such as primary and secondary sources.	**RI.3.1** **RI.3.2.** **RI.3.3** **RI.3.4** **RI.3.5** **RI.3.6** **RI.3.7** **RI.3.9** **RI.3.10** **For more information about each standard visit this website and filter by grade level.** **https://www.thecorestandards.org/ELA-Literacy/**

HOME OF THE LUMBERJACKS
Lin-Wood Public School

English/Language Arts Competencies - Grade 3

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
Narrative Writing Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms (e.g., stories, legends, plays, poems).	1. I can develop a sequence of events that unfold logically and maintain my focus or message throughout the text. 2. I can develop characters, using dialogue and descriptions that engage my readers (e.g., help readers to picture what is happening). 3. I can use a variety of transitional/temporal words and sensory details to connect and elaborate on my ideas. 4. I can write a believable conclusion that completes my text. 5. I can use illustrations to add interesting and relevant details and elaboration to my storyline or focus 6. With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, visuals).ces, descriptive words/vocabulary, and visuals).	**W.3.3** **W.3.4** **W.3.5** **For more information about each standard visit this website and filter by grade level.** **https://www.thecorestandards.org/ELA-Literacy/**

HOME OF THE LUMBERJACKS
Lin-Wood Public School

English/Language Arts Competencies - Grade 3

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
Informational Writing Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus.	1. I can clearly introduce a focus for my topic and provide a concluding section that summarizes my main idea. 2. I can develop my ideas using sources to gather concrete details, facts, quotes, and other information related to my focus. 3. I can organize my ideas and details into paragraphs and sections, using linking words and phrases to convey meaning. 4. I can use descriptive, precise, and content-specific vocabulary to elaborate on each idea presented. 5. I can use text features to add interesting details that support my focus. 6. With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description /elaboration, and relevant visuals)	**W.3.2** **W.3.3** **W.3.4** **W.3.5** **W.3.6** **W.3.8** **W.3.9** **For more information about each standard visit this website and filter by grade level.** **https://www.thecorestandards.org/ELA-Literacy/**

HOME OF THE LUMBERJACKS
Lin-Wood Public School

English/Language Arts Competencies - Grade 3

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
Opinion/Argument Writing Students will analyze a topic or text(s) using a variety of sources and apply organizational strategies and evidence to support an opinion for varied audiences.	1. I can state an opinion that answers a question about a topic or text. 2. I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. 3. I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. 4. I can add visuals to help elaborate on my reasons. 5. I can connect reasons and facts with linking words and provide a conclusion that restates my opinion and considers why others might not agree with me. 6. With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, and relevant visuals).	**W.3.1** **W.3.4** **W.3.5** **W.3.8** **W.3.9** **For more information about each standard visit this website and filter by grade level.** **https://www.thecorestandards.org/ELA-Literacy/**

HOME OF THE LUMBERJACKS
Lin-Wood Public School

English/Language Arts Competencies - Grade 3

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
Speaking, Listening, and Language Students will speak effectively to express ideas for a variety of purposes and audiences. Students will listen, view, and interpret information from a variety of sources and formats, in order to make meaning and respond effectively.	1. I can initiate and sustain a focused discussion. 2. I can use grade-appropriate grammar, mechanics, and vocabulary to clarify a message appropriate to the purpose and audience when speaking. 3. I can gather and organize information, and orally deliver short and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. 4. I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas.	**SL.3.1** **SL.3.2** **SL.3.3** **SL.3.6** **L.3.1** **L.3.3** **L.3.4** **L.3.5** **L.3.6** **For more information about each standard visit this website and filter by grade level.** **https://www.thecorestandards.org/ELA-Literacy/**

HOME OF THE LUMBERJACKS
Lin-Wood Public School

English/Language Arts Competencies - Grade 3

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
Inquiry, Investigation, & Research Students will engage in large and small group research/ inquiry to investigate topics of shared interest and to interpret, integrate, and present information.	1. I can conduct short research projects to investigate different aspects of a broader topic, event, or concept. 2. I can locate, organize, and analyze information from print and non-print sources to support my development of central ideas and subtopics. 3. I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. 4. I can strategically use precise language (including academic and domain-specific vocabulary, shades of meaning), syntax, and discourse appropriate to my purpose and audience. 5. With support, I can edit and revise my work for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, relevant visuals)	**W.3.6** **L.3.2** **W.3.7** **L.3.2** **W.3.8** **L.3.3** **W.3.9** **L.3.4** **W.3.10** **L.3.5** **SL.3.1** **L.3.6** **SL.3.3** **SL.3.4** **SL.3.5** **SL.3.6** **For more information about each standard visit this website and filter by grade level.** **https://www.thecorestandards.org/ELA-Literacy/**