

**Tennessee English Language Arts Standards**  
**Effective 2009-2010**  
**Grade 3**  
**Standard 1 - Language**

**Grade Level Expectations**

**GLE 0301.1.1** Demonstrate knowledge of Standard English usage, mechanics, and spelling.

**GLE 0301.1.2** Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

**GLE 0301.1.3** Demonstrate knowledge of Standard English sentence structure.

**Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0301.1.1** Know and use appropriately the meaning, forms, and functions of **nouns** (including nouns as subjects and objects, singular, plural, and possessives), **pronouns** (including subject and object pronouns, substitution for nouns, agreement with antecedents), **verbs** (including past, present, and future tenses; irregular verb; agreement with simple and compound subjects), **adjectives** (including vivid descriptive words, comparative/superlative, articles), and **adverbs** (including common formation and placement in a sentence).
- ✓ **0301.1.2** Recognize and avoid errors in Standard English usage (e.g., to/too/two, their/there/they're).
- ✓ **0301.1.3** Know and apply the rules for capitalization (e.g., names, dates, cities and states, addresses, holidays, titles of books, first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, first word in a direct quotation).
- ✓ **0301.1.4** Understand and use standard marks of punctuation (e.g., end punctuation; periods in initials, abbreviations, and titles before names; colon between hour and minutes; parts of a letter).
- ✓ **0301.1.5** Use commas in direct address, dates, locations and addresses, and items in a series.
- ✓ **0301.1.6** Recognize the correct use of apostrophes in contractions and possessives.
- ✓ **0301.1.7** Spell correctly high-frequency and commonly misspelled words appropriate to grade level.
- ✓ **0301.1.8** Form and spell contractions, plurals, and possessives.
- ✓ **0301.1.9** Abbreviate words correctly.

- ✓ **0301.1.10** Apply correct orthographic patterns (e.g., consonant doubling, changing “y” to “i”, dropping the final silent “e” before adding the suffix).
- ✓ **0301.1.11** Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g., lists, phone directory).
- ✓ **0301.1.12** Write legibly in manuscript and in cursive.
- ✓ **0301.1.13** Recognize sentence types—statements, questions, commands, and exclamations—and apply appropriate end marks when writing and vocal intonation when speaking.
- ✓ **0301.1.14** Identify the subject and predicate of a sentence (simple and compound).
- ✓ **0301.1.15** Recognize complete sentences and sentence fragments; edit appropriately.
- ✓ **0301.1.16** Combine simple sentences into compound sentences using compound subjects and/or predicates.
- ✓ **0301.1.17** Continue to maintain and develop the ability to distinguish sounds and sound patterns within words.
- ✓ **0301.1.18** Continue to develop word consciousness (e.g., word play, word walls, word sorts).
- ✓ **0301.1.19** Define and recognize word synonyms and antonyms.
- ✓ **0301.1.20** Use a variety of previously learned strategies to determine the meanings of unfamiliar words.

### **State Performance Indicators**

**SPI 0301.1.1** Identify the correct use of nouns (i.e., as subjects, singular and plural) within context.

**SPI 0301.1.2** Identify the correct use of verbs (i.e. present, past, and future tense) within context.

**SPI 0301.1.3** Identify the correct use of adjectives (i.e., comparative and superlative) within context.

**SPI 0301.1.4** Identify correctly used capital letters in names, dates, and addresses.

**SPI 0301.1.5** Select the simple subject and predicate of a sentence.

**SPI 0301.1.6** Select the compound sentence that correctly combines two simple sentences.

**SPI 0301.1.7** Recognize correct capitalization and end punctuation within context.

- SPI 0301.1.8** Choose the correct formation of contractions and plurals within context.
- SPI 0301.1.9** Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.
- SPI 0301.1.10** Identify declarative, interrogative, and exclamatory sentences by recognizing appropriate end marks.
- SPI 0301.1.11** Rearrange and identify words in alphabetical order (e.g., lists, phone directory).
- SPI 0301.1.12** Choose correctly (or incorrectly) spelled words in context.
- SPI 0301.1.13** Recognize grade level compound words, contractions, and common abbreviations within context.
- SPI 0301.1.14** Recognize usage errors occurring within context (i.e., double negatives, troublesome words: to/too/two; their/there/they're).
- SPI 0301.1.15** Recognize root words and their various inflections (e.g., walks, walking, walked).
- SPI 0301.1.16** Determine word meanings using prefixes, suffixes and/or context clues.
- SPI 0301.1.17** Select appropriate synonyms and antonyms within context.
- SPI 0301.1.18** Distinguish individual sounds, including consonant blends, within words.
- SPI 0301.1.19** Recognize grade appropriate vocabulary, including multiple-meaning words, within context.
- SPI 301.1.20** Determine word meaning through context clues.

## Standard 2 - Communication

### Grade Level Expectations

**GLE 0301.2.1** Continue to develop basic listening skills necessary for communication.

**GLE 0301.2.2** Continue to develop basic speaking skills necessary for communication.

### Checks for Understanding (Formative/Summative Assessment)

#### Listening

- ✓ **0301.2.1** Use established rules for polite conversation (e.g., take turns, ask questions) and attentive listening (e.g., do not interrupt, raise hands, face speaker).
- ✓ **0301.2.2** Demonstrate the ability to follow three-step oral directions.
- ✓ **0301.2.3** Respond to questions from teachers and other group members and pose follow-up questions for clarity.
- ✓ **0301.2.4** Listen and respond to a variety of media (e.g., books, audio, videos).
- ✓ **0301.2.5** Summarize information presented orally by others.
- ✓ **0301.2.6** Recognize the main idea conveyed in a speech.
- ✓ **0301.2.7** Construct a brief summary of a speech.

#### Speaking

- ✓ **0301.2.8** Use rules for conversation and verbal participation.
- ✓ **0301.2.9** Give three-step oral directions.
- ✓ **0301.2.10** Participate in group discussions.
- ✓ **0301.2.11** Demonstrate evidence of expanding oral language through vocabulary growth.
- ✓ **0301.2.12** Participate in creative and expressive responses to text (e.g., choral reading, discussion, dramatizations, oral presentations).

### State Performance Indicators

**SPI 0301.2.1** Identify the main idea of a speech.

**SPI 0301.2.2** Given a list of interactive behaviors (i.e., taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.

**SPI 0301.2.3** Given a written summary of a speech, choose from a list of ideas the one not mentioned in the speech.

## **Standard 3 - Writing**

### **Grade Level Expectations**

**GLE 0301.3.1** Write for a variety of purposes to different audiences.

**GLE 0301.3.2** Write in various modes and genres, including narration, literary response, personal experience, and subject matter content.

**GLE 0301.3.3** Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0301.3.1** Write on a predetermined topic to a specified audience (e.g., self, peers, adults).
- ✓ **0301.3.2** Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, tell a story, or respond to literature.
- ✓ **0301.3.3** Write friendly letters.
- ✓ **0301.3.4** Write journal entries.
- ✓ **0301.3.5** Practice writing to a prompt within a specified time limit.
- ✓ **0301.3.6** Compare characters, settings, and events within and between stories.
- ✓ **0301.3.7** Write poems, stories, and essays based upon thoughts, feelings, and experiences.
- ✓ **0301.3.8** Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
- ✓ **0301.3.9** Construct graphic organizers to group ideas for writing (e.g., webs, charts, graphs, diagrams).
- ✓ **0301.3.10** Select and refine a topic.
- ✓ **0301.3.11** Using complete sentences, develop a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence.
- ✓ **0301.3.12** Use correct page format (e.g., paragraphs, margins, indentations, and titles).

- ✓ **0301.3.13** Revise writing to improve detail (e.g., rearrange words, sentences, and paragraphs; add descriptive words; remove unnecessary information; vary sentence structure).
- ✓ **0301.3.14** Use resources (e.g., dictionary, thesaurus, computer) to aid in the writing process.
- ✓ **0301.3.15** Use a rubric to evaluate own and other people's written work through small group discussion and shared work.
- ✓ **0301.3.16** Use technology to publish and present.
- ✓ **0301.3.17** Identify opportunities for publication (e.g., national and/or local contests, Internet websites, newspapers, periodicals).

### **State Performance Indicators**

**SPI 0301.3.1** Identify the purpose for writing (i.e., to entertain, to inform, to respond to a picture, story, or art).

**SPI 0301.3.2** Identify the audience for which a text is written.

**SPI 0301.3.3** Choose a topic sentence for a paragraph.

**SPI 0301.3.4** Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.

**SPI 0301.3.5** Identify unnecessary information in a paragraph.

**SPI 0301.3.6** Rearrange sentences to form a sequential, coherent paragraph.

**SPI 0301.3.7** Choose the most specific word to complete a simple sentence.

**SPI 0301.3.8** Select an appropriate title that reflects the topic of a written selection.

**SPI 0301.3.9** Complete a simple graphic organizer to group ideas for writing.

## **Standard 4 - Research**

### **Grade Level Expectations**

**GLE 0301.4.1** Identify and narrow a grade-appropriate research topic.

**GLE 0301.4.2** Gather information from a variety of sources to support a research topic.

**GLE 0301.4.3** Present research results in a written report.

### **Checks for Understanding (Formative/Summative Assessment)**

- ✓ **0301.4.1** Define and narrow a topic for research.
- ✓ **0301.4.2** Identify three or more resources using more than one medium to support a research topic.
- ✓ **0301.4.3** Use reference materials (e.g., dictionary, thesaurus, atlas, and encyclopedia).
- ✓ **0301.4.4** Visit the library/media center as a source of information for research.
- ✓ **0301.4.5** Organize information gathered using a graphic organizer.
- ✓ **0301.4.6** Write a research report demonstrating the research results.

### **State Performance Indicators**

**SPI 0301.4.1** Identify the most reliable sources of information to support a research topic.

**SPI 0301.4.2** Complete a simple graphic (e.g., chart, web) organizing information from text or technological sources.

**SPI 0301.4.3** Select appropriate sources from which to gather information on a given topic.

**SPI 0301.4.4** From a given list, identify information that is (or is not) available in a certain reference source (e.g., what information does one find in a thesaurus).

## Standard 5 - Logic

### Grade Level Expectations

**GLE 0301.5.1** Develop logic skills to enhance thoughtful reasoning and to facilitate learning.

**GLE 0301.5.2** Use learned logic skills to make inferences and draw conclusions in a variety of oral and written contexts.

**GLE 0301.5.3** Apply learned logic skills to selections read, as well as to classroom situations.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.5.1** Distinguish fact from opinion.
- ✓ **0301.5.2** Distinguish cause from effect.
- ✓ **0301.5.3** Compare and contrast two characters, ideas, or stories.
- ✓ **0301.5.4** Draw inferences and adjust predictions during reading.
- ✓ **0301.5.5** Draw conclusions based on evidence acquired during reading.
- ✓ **0301.5.6** Indicate the sequence of events in text.

### State Performance Indicators

**SPI 0301.5.1** Draw appropriate inferences and conclusions from text.

**SPI 0301.5.2** Distinguish between fact and opinion within text.

**SPI 0301.5.3** Identify stated cause/effect relationships in text.

**SPI 0301.5.4** Determine sequence of events in text.



## Standard 6 - Informational Text

### Grade Level Expectations

**GLE 0301.6.1** Apply appropriate reading strategies to comprehend informational texts.

**GLE 0301.6.2** Recognize the different features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.6.1** Develop and use pre-reading strategies (e.g., identify a purpose for reading {for information, for enjoyment, for understanding a writer's position}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).
- ✓ **0301.6.2** Demonstrate strategies for determining meaning while reading (e.g., formulate clarifying questions, predict outcomes, create a mental image).
- ✓ **0301.6.3** Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading).
- ✓ **0301.6.4** Identify the main idea and supporting details in text.
- ✓ **0301.6.5** Distinguish between fiction and nonfiction.
- ✓ **0301.6.6** Use text features to locate information (e.g., charts, tables of contents, maps and legends, illustrations).
- ✓ **0301.6.7** Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).

### State Performance Indicators

**SPI 0301.6.1** Select questions used to focus and clarify thinking before, during, and after reading text.

**SPI 0301.6.2** Identify the stated main idea in a reading selection.

**SPI 0301.6.3** Indicate which illustration or graphic best supports a particular text.

**SPI 0301.6.4** Locate information using available text features (e.g., charts, maps, graphics).

**SPI 0301.6.5** Recognize the parts of a book (e.g., glossary, table of contents).

**SPI 0301.6.6** From a list of statements, locate the factual statements from the fictional ones.

**SPI 0301.6.7** Arrange a set of instructions in a sequential, step-by-step order.

## Standard 7 - Media

### Grade Level Expectations

**GLE 0301.7.1** Recognize that media can be a source of information and/or entertainment.

**GLE 0301.7.2** Use media to publish and present information.

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.7.1** Use media to access information (e.g., online catalog, nonfiction books, encyclopedias, Internet).
- ✓ **0301.7.2** Use media to enhance reports and oral presentations.
- ✓ **0301.7.3** Understand the main idea or message in a visual image (e.g., pictures, cartoons, weather reports on television, newspapers, photographs).
- ✓ **0301.7.4** Visit libraries/media centers and regularly check out materials.

### State Performance Indicators

**SPI 0301.7.1** Determine the main idea in a visual image.

**SPI 0301.7.2** Select the most appropriate medium or media for accessing information, writing a report, or making a presentation.

**SPI 0301.7.3** Recognize the sort of information available through a specific medium (e.g., the accent and emotion through audio; visual images through videos).

**SPI 0301.7.4** Choose the most effective medium to enhance a short oral presentation (e.g., still pictures, a model, short video clip, recording).

## Standard 8 - Literature

### Grade Level Expectations

**GLE 0301.8.1** Use active comprehension strategies before, during, and after reading.

**GLE 0301.8.2** Experience various literary genres.

**GLE 0301.8.3** Learn basic characteristics of literary genres.

**GLE 0301.8.4** Explore basic literary terms (e.g., setting, point of view, simile, metaphor, rhythm).

### Checks for Understanding (Formative/Summative Assessment)

- ✓ **0301.8.1** Develop and use pre-reading strategies (e.g., identify a purpose for reading {for information, for enjoyment, for understanding a writer's position}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).
- ✓ **0301.8.2** Demonstrate strategies for determining meaning while reading (e.g., formulate clarifying questions, predict outcomes, create a mental image).
- ✓ **0301.8.3** Check for understanding after reading (e.g., draw conclusions based on evidence gained while reading, identify the stated or implied main idea).
- ✓ **0301.8.4** Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, reading from tapes/CDs).
- ✓ **0301.8.5** Build vocabulary by listening to literature and participating in discussions.
- ✓ **0301.8.6** Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).
- ✓ **0301.8.7** Read and review various literary genres (e.g., short stories, fairy tales, folktales, poetry, plays, and nonfiction).
- ✓ **0301.8.8** Define and identify setting, characters (including main and minor characters), and plot (including sequence of events).
- ✓ **0301.8.9** Compare and contrast different versions/representations of similar stories, legends, or events reflecting different cultures.
- ✓ **0301.8.10** Explore the use of language in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).
- ✓ **0301.8.11** Identify and produce rhyming words.

- ✓ **0301.8.12** Explore the concept of first person point of view.
- ✓ **0301.8.13** Visit libraries/media centers; select and check out materials.
- ✓ **0301.8.14** Read longer narrative and expository text independently, including chapter books.
- ✓ **0301.8.15** Participate in literature discussions (e.g., book talks, literature circles, writing, oral presentations).

### **State Performance Indicators**

**SPI 0301.8.1** Identify and/or select rhyming words.

**SPI 0301.8.2** Identify setting, characters, and plot in a reading selection.

**SPI 0301.8.3** Identify forms of text as poems, plays, or stories.

**SPI 0301.8.4** Recognize basic plot features of fairy tales, folk tales, fables, and myths.

**SPI 0301.8.5** Identify the author's purpose (e.g., to entertain, to inform, to describe, to share feelings).

**SPI 0301.8.6** Determine the problem in a story and recognize its solution.