Snapshot
Grade 3 English Language Arts and Reading

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CATHOLIC SCHOOLS
THE ARCHDIOCESE OF GALVESTON-HOUSTON

Catholic Identity: Integration of Our Faith

Catholic Identity Standards. The student understands and integrates the content of what is learned into their faith and daily life.

Ways to Grow			
	3.1(VL)	ELA.K6 GS1(CNS)	analyze literature that reflects the transmission of a Catholic culture and worldview *
	3.1(VL)	ELA.K6 DS2(CNS)	accept and value how literature can assist in interpreting and evaluating all things in a truly Christian spirit *
	3.1(VL)	ELA.K6 DS7(CNS)	delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays *
	3.1(VL)	ELA.K6 DS8(CNS)	recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes *
	3.1(VL)	ELA.K6.WS1(CNS)	use language as a bridge for communication with one's fellow man for the betterment of all involved *
	3.1(VL)	ELA.K6.WS2(CNS)	write in ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings *

Literacy Routines The student develops and sustains foundational language skills: listening, speaking, discussion, and thinking. (use during Word Study, Reading, and Writing to improve communication)

3.2   Oral Language. The student develops oral language through listening, speaking, and discussion.

Application	Supporting Standards - Instructional Focus
3.2A communicate ideas effectively through speaking and discussion	3.2A.1 listen actively, ask relevant questions to clarify information, and make pertinent comments 3.2A.2 follow, restate, and give oral instructions that involve a series of related sequences of action 3.2A.3 speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively 3.2A.4 work collaboratively with others by following agreed-upon rules, norms, and protocols 3.2A.5 develop social communication such as conversing politely in all situations

Word Study The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking

3.3A/B Beginning Reading and Writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
3.3C   Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Supporting Standards - Instructional Focus	
	Decoding (Reading)	**Encoding (Writing)**
3.3A demonstrate and apply phonetic knowledge while reading and spelling 3.3B Demonstrate and apply spelling knowledge	3.3A.1 decode multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	3.3B.1 spell multisyllabic words with multiple sound-spelling patterns
	3.3A.2 decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	3.3B.2 spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
	3.3A.3 decode compound words, contractions, and abbreviations	3.3B.3 spell decoding compound words, contractions, and abbreviations
	3.3A.4 decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts	3.3B.4 spell words with knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts
	3.3A.5 decode words with prefixes and suffixes on base words including those that change due to the dropping, changing, and doubling rules	3.3B.5 spell words with prefixes and suffixes including how they can change base words as with the dropping, changing, and doubling rules
	3.3A.6 identify and read high-frequency words	3.3B.6 spell homophones
	3.3A.7 alphabetize a series of words to the third letter	
3.3C use skills to support strategies for determining the meaning of unknown words while reading	3.3C.1 use print or digital resources to determine meaning, syllabication, and pronunciation 3.3C.2 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and –ful 3.3C.3 identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	

Shared Reading The student develops and sustains foundational language skills: listening, speaking, reading, writing, and thinking.

Tools to Know

3.4   Fluency. The student reads grade-level text with fluency and comprehension.
3.5   Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts

Reading Process: Thinking Within the Text	Comprehension: Thinking with the Text

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3.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	3.5A establish purpose for reading assigned and self-selected texts	3.5B generate questions about text before, during, and after reading	3.5C make and correct or confirm predictions using text features, characteristics of genre, and structures	3.5D create mental images to deepen understanding	3.5E monitor comprehension and make adjustment when understanding such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down	3.5F make connections to personal experiences, ideas in other texts, and society	3.5G make inferences and use evidence to support understanding	3.5H evaluate details read to determine key ideas	3.5I synthesize information read to create new understanding

Ways to Show: Thinking About the Meaning

3.6   Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across texts.

3.7   Literary Elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts

Application	Instructional Focus	Fiction (.1)	Poetry (.2)	Drama (.3)	Informational (.4)	Persuasive (.5)	Multimodal/ Digital (.6)
3.6A comprehend the author's purpose and meaning in increasingly complex texts in multiple genres **3.7A-F** explain the relationships among literary elements and structures	Genre Characteristics	3.6A.1 demonstrate knowledge of the characteristics of folktales, fables, fairy tales, legends, and myths	3.6A.2 explain rhyme scheme, sound devices, structural elements such as stanzas in a variety of poems	3.6A.3 discuss elements of drama such as characters, dialogue, setting, and acts	3.6A.4 recognize features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized fonts	3.6A.5 recognize characteristics and structures of persuasive text	3.6A.6 recognize characteristics of multimodal and digital texts
	Overall Meaning	3.7A.1 infer the theme of a work, distinguishing theme from topic	3.7A.2 infer the theme of a work, distinguishing theme from topic	3.7A.3 infer the theme of a work, distinguishing theme from topic	3.7A.4 recognize the central idea with supporting evidence	3.7A.5 identify the claim and intended audience or reader	
	Analysis for Deeper Meaning	3.7B.1 analyze plot elements, including the sequence of events, the conflict, and the resolution	3.7B.2 analyze plot elements, including the sequence of events, the conflict, and the resolution	3.7B.3 analyze plot elements, including the sequence of events, the conflict, and the resolution	3.7B.4 recognize organizational patterns such as cause and effect and problem and solution	3.7B.5 distinguish facts from opinion	(refer to the genre)
		3.7C.1 explain the relationships among the major and minor characters	3.7C.2 explain the relationships among the major and minor characters	3.7C.3 explain the relationships among the major and minor characters			
		3.7D.1 explain the influence of the setting on the plot	3.7D.2 explain the influence of the setting on the plot	3.7D.3 explain the influence of the setting on the plot			
		3.7E.1 identify the causes underlying why people do the things they do *	3.7E.2 share how the beauty and cadence of poetry impacts human sensibilities and forms the soul *	3.7E.3 use imagination to create dialogue between the readers and the characters in a story *			
		3.7F.1 share how literature can contribute to strengthening one's moral character *					

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Author's Craft: Thinking About the Writing

3.8 **Author's Craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction (.1)	Poetry (.2)	Drama (.3)	Informational (.4)	Persuasive (.5)	Multimodal/ Digital (.6)
3.8A-G analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Point of View	3.8A.1 identify the use of literary devices, including first- or third-person point of view	3.8A.2 identify the use of literary devices, including first- or third-person point of view	3.8A.3 identify the use of literary devices, including first- or third-person point of view	3.8A.4 identify the use of literary devices, including first- or third-person point of view	3.8A.5 identify the use of literary devices, including first- or third-person point of view	3.8A.6 identify the use of literary devices, including first- or third-person point of view
	Structure	3.8B.1 explain how the use of text structure contributes to the author's purpose	3.8B.2 explain how the use of text structure contributes to the author's purpose	3.8B.3 explain how the use of text structure contributes to the author's purpose	3.8B.4 explain how the use of text structure contributes to the author's purpose	3.8B.5 explain how the use of text structure contributes to the author's purpose	3.8B.6 explain how the use of text structure contributes to the author's purpose
		3.8C.1 analyze the author's use of print and graphic features to achieve specific purposes	3.8C.2 analyze the author's use of print and graphic features to achieve specific purposes	3.8C.3 analyze the author's use of print and graphic features to achieve specific purposes	3.8C.4 analyze the author's use of print and graphic features to achieve specific purposes	3.8C.5 analyze the author's use of print and graphic features to achieve specific purposes	3.8C.6 analyze the author's use of print and graphic features to achieve specific purposes
	Language	3.8D.1 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8D.2 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8D.3 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8D.4 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8D.5 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes	3.8D.6 describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes
		3.8E.1 discuss how the author's use of language contributes to voice	3.8E.2 discuss how the author's use of language contributes to voice	3.8E.3 discuss how the author's use of language contributes to voice	3.8E.4 discuss how the author's use of language contributes to voice	3.8E.5 discuss how the author's use of language contributes to voice	3.8E.6 discuss how the author's use of language contributes to voice
		3.8F.1 identify and explain the use of hyperbole	3.8F.2 identify and explain the use of hyperbole	3.8F.3 identify and explain the use of hyperbole	3.8F.4 identify and explain the use of hyperbole	3.8F.5 identify and explain the use of hyperbole	3.8F.6 identify and explain the use of hyperbole
		3.8G.1 recognize Christian and Western symbols and symbolism*					

Independent Reading

3.9 **Self-Sustained Reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

3.9A   self-select text and read independently for a sustained period of time

Responding to Text (applied to both Shared Reading and Independent Reading)

3.10 **Response Skills:** (listening, speaking, reading, writing, and thinking using multiple texts) The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Ways to Show (Response Skills)

3.10A describe personal connections to a variety of sources, including self-selected texts	3.10B write a response to a literary or informational text that demonstrates an understanding of a text	3.10C use text evidence to support an appropriate response	3.10D retell and paraphrase texts in ways that maintain meaning and logical order	3.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	3.10F respond using newly acquired vocabulary as appropriate	3.10G discuss specific ideas in the text that are important to the meaning

Sources: Texas Education Agency; vialearningsource.com; NCTE/IRA Standards for English Language Arts; *Catholic Curricular Standards and Dispositions in English Language Arts K-6, Cardinal Newman Society

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Writing

| 3.11 | **Writing Process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. |
| 3.12 | **Genre and Composition.** The student uses genre characteristics and craft to compose multiple texts that are meaningful. |

Application	Tools to Know (Writing Process)

3.11A apply the steps of the writing process to compose multiple texts	3.11A.1 **plan a first draft** by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping
	3.11A.2 **develop drafts** into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion; develop an engaging idea with relevant details
	3.11A.3 **revise drafts** to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
	3.11A.4 **edit drafts** using standard English conventions, including:
	  3.11A.4.a complete simple and compound sentences with subject-verb agreement
	  3.11A.4.b past, present, and future verb tense
	  3.11A.4.c singular, plural, common, and proper nouns
	  3.11A.4.d adjectives, including their comparative and superlative forms
	  3.11A.4.e adverbs that convey time and manner
	  3.11A.4.f prepositions and prepositional phrases
	  3.11A.4.g pronouns, including subjective, objective, and possessive cases
	  3.11A.4.h coordinating conjunctions to form compound subjects, predicates, and sentences
	  3.11A.4.i capitalization of official titles of people, holidays, and geographical names and places
	  3.11A.4.j punctuation marks, including apostrophes in contractions and possessives, commas in compound sentences, and items in a series
	  3.11A.4.k correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
	3.11A.5 **publish written work** for appropriate audiences
	3.11A.6 write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words

3.12A compose literary texts	3.12A.1 compose personal narratives, using genre characteristics and craft 3.12A.2 compose poetry, using genre characteristics and craft 3.12A.3 compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft 3.12A.4 compose persuasive texts, including opinion essays, using genre characteristics and craft 3.12A.5 compose correspondence such as thank you notes or letters

Research (embedded skills throughout Reading and Writing)

| 3.13 | **Inquiry and Research**: The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. |

Application	Supporting Standards - Instructional Focus
3.13 use research skills to plan and present in written, oral, or multimodal formats	3.13A.1 generate questions on a topic for formal and informal inquiry 3.13A.2 develop and follow a research plan with adult assistance 3.13A.3 identify and gather relevant information from a variety of sources 3.13A.4 identify primary and secondary sources 3.13A.5 demonstrate understanding of information gathered 3.13A.6 recognize the difference between paraphrasing and plagiarism when using source materials 3.13A.7 create a works cited page 3.13A.8 use an appropriate mode of delivery, whether written, oral, or multimodal

Sources: Texas Education Agency; vialearningsource.com; NCTE/IRA Standards for English Language Arts; *Catholic Curricular Standards and Dispositions in English Language Arts K-6, Cardinal Newman Society

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