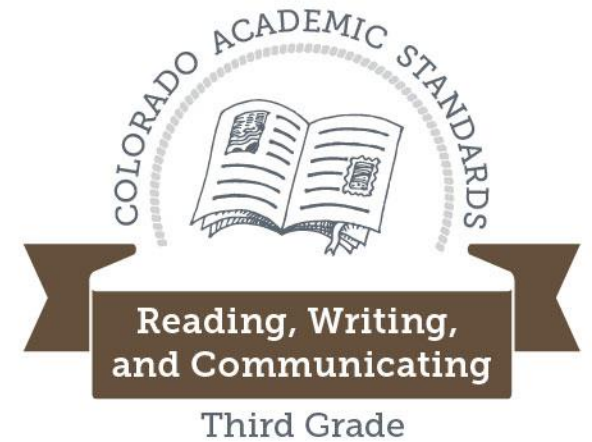


A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Third Grade Reading, Writing, and Communicating. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Reading, Writing, and Communicating for Elementary Schools (k-5)

The Reading, Writing, and Communicating standards move from developing skills in reading, writing, and communicating to applying these literacy skills to more complex texts through the elementary years. Standards at each grade emphasize skills related to speaking and collaborating with others as students work with literature and informational readings and participate in individual and group research projects.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Vince Puzick, Reading, Writing, and Communicating Content Specialist at 303-319-9519, Puzick_v@cde.state.co.us



COLORADO
Department of Education

Colorado
PTA
everychild. onevoice.

At the end of
Third Grade,
students can...



**Reading, Writing,
and Communicating**

Third Grade



COLORADO
Department of Education

www.cde.state.co.us

Colorado
PTA
everychild.onevoice.
www.copta.org

Reading, Writing, and Communicating Learning Expectations for Third Grade

Oral Expression and Listening

Use informal and formal oral communication to work successfully and cooperatively with others.

Reading for All Purposes

Use different strategies to make meaning of literary books (stories, poems), informational texts (science books, “how to” books), and persuasive pieces (movie reviews, speeches); understand that prefixes (pre-, non-, un-) and suffixes (-est, -less, -ness) have meaning; develop vocabulary to understand different readings.

Writing and Composition

Use a writing process (plan, draft, revise, edit, share) to write a variety of stories, informational, and opinion pieces; apply correct grammar, capitalization, punctuation, and spelling to effectively communicate to an audience of readers.

Research and Reasoning

Research a topic and share the findings of that research individually and with others; make connections between two texts to see different points of view on a topic.

Throughout the Third Grade, you may find students...

- Reading with fluency (appropriate speed, accuracy, and expression) to understand a variety of texts – narrative stories, information books (“how to” and nonfiction books about the world around them), and opinion pieces (book and movie reviews, newspaper commentary); using different strategies (asking questions, summarizing, making connections) to better understand challenging readings.
- Writing about books, stories, poems to “think through” ideas; discussing readings or topics in group settings; recalling details and relevant facts from readings for discussions; making personal connections to books, stories, poems.
- Evaluating an author’s choice of words and point of view in a piece of writing; exploring the connections between words, illustrations, charts, photos and captions; comparing themes, characters, and setting; comparing key ideas and details between informational writings (science books, “how to” books).
- Writing real and imagined stories, informational writings (brochures, “how to” writings, “I’m an Expert On...”), and opinion pieces (movie and book reviews); writing with focus, organization, and details; finding questions to research, using sources to answer questions; presenting (in writing or verbally) knowledge gained from research.