

Idaho State Content Standards with Limits – Language Arts

3rd Grade

Standard 1: Reading Process

Locate information using alphabetical order past the second letter.

Content Limit: Item will include two guide words from a dictionary page with alphabetical order past the second letter; each response will include a word. Students must identify which word would appear on the page with the specified guide words.

Use graphics, graphs, tables, diagrams, parenthesis, italics and bold print to understand text.

Content Limit: Item will address a graphic, table, diagram, parenthesis, italics, or bold print in a text passage. Only one concept may be assessed in an item.

Decode using syllable types and syllable patterns to decode words with 2-4 syllables.

Content Limit: Item will include words with 2-4 syllables using various syllable types and syllable patterns.

Use knowledge of base words, common prefixes and suffixes to determine meaning of unknown words in isolation and in context.

Content Limit: Item will address word structure using words containing a base word, prefix, or suffix to assist in determining meaning based on context or in isolation.

Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context.

Content Limit: Item will address the concepts of context, antonyms, synonyms, and simple analogies. Only one concept may be assessed in an item. Items do not require definition of the specific literary terms.

Standard 2: Comprehension/Interpretation

Draw simple conclusions based on information gathered from text.

Content Limit: Item requires information obtained solely from the text given.

Identify cause-effect, compare-contrast, and descriptions that support comprehension.

Content Limit: Item requires information obtained solely from the text given.

Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts.

Content Limit: Item will require the identification of facts and details solely from the nonfiction text given. Item may include identification of main idea, facts, relevant details, and/or sequencing.

Follow simple multi-step written directions.

Content Limit: Multi-step instructions will be no more than three steps in response to an item. Items may require organization and/or sequencing of information. Item requires information obtained solely from the text given.

Identify different genres of literature (e.g., fables, fairy tales, poetry, folktales).

Content Limit: Item will address one genre. Item may include characteristics of the genre (e.g., realistic fiction, tall tale, fable, legend, poetry); options may be selected from a different genre.

Describe characters (e.g., traits, roles, similarities/differences) within a literary selection, heard or read.

Content Limit: Item will contain information about a character; response may be a descriptor of a character trait. Characterization may be addressed in the item. Item does not require definition of the specific term.

Identify all aspects of the setting (e.g., time of day, place, year).

Content Limit: Item will contain information about the setting; response may be choices of aspects of the setting. Only one aspect of the setting is addressed in the item. Item does not require definition of the specific term.

Identify plots in literary text.

Content Limit: Item may require identification of elements of plot (e.g., main problem, conflict, key details, sequencing, and resolution).

Identify the lesson of a fable or folktale (theme).

Content Limit: Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to passages provided. Passages should be at a third grade readability based on 2 readability formulas. Item may require identification of the lesson or theme of a selection. Passages may include realistic fiction.

Standard 3: Writing Process

Generate the main idea.

Content Limit: Items may require related statements that will allow students to select the main idea from several options.

Plan writing using organizational strategies (e.g., graphic organizer, chart).

Content Limit: Items may require students to select details to support the main idea.

Identify an appropriate writing format for purpose and audience.

Content Limit: Items may require information that contains a clear writing purpose and intended audience. Item responses selected from the formats taught in Standard 4, Grades K-3. Examples: friendly letter, directions, paragraph

Revise draft for meaning.

Content Limit: Sequence, Word Choice, Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.3, and 5.3.1)

Revise draft by adding details to enhance audience understanding.

Content Limit: Adding relevant details, Identifying irrelevant details

Identify words and sentences that need to be rearranged to clarify meaning.

Content Limit: Identifying and rearranging words within complete, simple sentences (i.e., statement, interrogative, exclamatory)

Edit the draft using a simple editing checklist.

5.2.3, 5.3.1, 5.3.2, 5.4 Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1,.1, and 5.4.2)

Standard 5: Writing Components

Spell correctly Grade 3 high-frequency words.

Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series.

Apply spelling rules appropriate to grade level to spell accurately.

Content Limit: Includes homophones and commonly confused words

Identify and use three types of sentences (exclamatory, declarative, and interrogative).

Content Limit: Students may identify sentences using the following terms: exclamation, statement, and question. Items do not use the technical terms: exclamatory, declarative, and interrogative.

Use past and present verb tenses, including irregular verbs.

Content Limit: Skills assessed in previous grades are included

Examples:

Verbs

Subject-verb agreement

Capitalize proper nouns, titles, and holidays.

[Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.]

Use commas in:

- series
- dates
- addresses
- letters

Content Limits: Items may require commas used correctly in a series, date, address, and letter conventions.