

3rd Graders NEED TO KNOW...

Your 3rd Grader will need to know the following information before the Georgia CRCT test in April.

ELA3C1

Grade: 3

Description: ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

Elements:

- a. Correctly identifies and uses subject/verb agreement and adjectives.
- b. Identifies and uses nouns (singular, plural, possessive) correctly.
- c. Identifies and uses contractions correctly.
- d. Identifies and uses personal and possessive pronouns.
- e. Speaks and writes in complete and coherent sentences.
- f. Identifies and uses increasingly complex sentence structure.
- g. Distinguishes between complete and incomplete sentences.
- h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms).
- i. When appropriate, determines the meaning of a word based on how it is used in an orally presented sentence.
- j. Uses resources (encyclopedias, Internet, books) to research and share information about a topic.
- k. Uses the dictionary and thesaurus to support word choices.
- l. Uses common rules of spelling and corrects words using dictionaries and other resources.
- m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).
- n. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.

ELA3LSV1

Grade: 3

Description: ELA3LSV1 The student uses oral and visual strategies to communicate. The student:

Elements:

- a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.
- b. Recalls, interprets, and summarizes information presented orally.
- c. Uses oral language for different purposes: to inform, persuade, or entertain.
- d. Listens to and views a variety of media to acquire information.

ELA3W1

Description: ELA3W1 The student demonstrates competency in the writing process. The student :

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
- c. Writes text of a length appropriate to address the topic or tell the story.
- d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers).
- e. Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering).
- f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect.
- g. Begins to develop characters through action and dialogue.
- h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot.
- i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.
- j. Uses a variety of resources to research and share information on a topic.
- k. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.
- l. Writes a persuasive piece that states a clear position.
- m. Prewrites to generate ideas, develops a rough draft, rereads to revise, and edits to correct.
- n. Publishes by presenting an edited piece of writing to others.

ELA3W2

Description: ELA3W2 The student begins to write in a variety genres, including **narrative**, **informational**, **persuasive**, and **response to literature**.

Critical Component: The student produces a **narrative** that:

- a. Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for the audience and genre.
- d. Uses sensory details and other literary language to communicate setting, characters, and plot.
- e. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events).
- f. Develops characters through action and dialogue.
- g. Provides a sense of closure.
- h. May include prewriting.
- i. May include a revised and edited draft.
- j. May be published.

Critical Component: The student produces **informational writing** (e.g., procedures, report, correspondence) that:

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Sustains a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and the genre.
- d. Includes relevant examples, facts, anecdotes, and details.
- e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).
- f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- g. Provides a sense of closure.
- h. May include prewriting.
- i. May include a draft that is revised and edited.
- j. May be published.

Critical Component: The student produces a **persuasive** piece of writing that:

- a. Captures a reader's interest by stating a clear position/opinion and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for audience and the genre.
- d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.
- e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews).
- f. Provides a sense of closure.
- g. May include prewriting.
- h. May include a revised and edited draft.
- i. May be published

Critical Component: The student produces a **response to literature** that:

- a. Captures a reader's interest by developing a point of view.
- b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.
- c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.
- d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).
- e. Provides a sense of closure.
- f. May include prewriting.
- g. May include a draft that is revised and edited.
- h. May be published.