



Third Grade
English Language Arts
2019-2020

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
2. Recount stories, including fables, folktales, and myths from diverse cultures
 - 2a. Determine the central message, lesson, or moral
 - 2b. Explain how it is conveyed through key details in the text
- 3a. Describe characters in a story (*e.g., their traits, motivations, or feelings*)
- 3b. Explain how character actions contribute to the sequence of events

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text
 - 4a. Distinguishing literal from nonliteral language
5. Refer to parts of stories, dramas, & poems when writing or speaking about a text (*using terms such as chapter, scene & stanza*)
 - 5a. Describe how each successive part builds on earlier sections
6. Distinguish the student's own point of view from that of the narrator or those of the characters

Integration of Knowledge and Ideas

7. Explain how specific text's illustrations contribute to what is conveyed by the words in a story
 - 7a. Create mood
 - 7b. Emphasize character
 - 7c. Emphasize setting
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (*e.g., in books from a series*)

Range of Reading and Complexity of Text

10. By the end of the year, read and comprehend literature at the high end of the grades 2–3 text complexity, independently and proficiently
 - 10a. stories
 - 10b. dramas
 - 10c. poetry

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
 - 2a. Determine the main idea of a text
 - 2b. Recount the key details
 - 2c. Explain how the key details support the main idea
- 3a. Describe the relationship between a series of historical events in text, using language that pertains to time, sequence and cause/effect
- 3b. Describe the relationship between scientific ideas or concepts, in text, using language that pertains to time, sequence and cause/effect
- 3c. Describe the relationship between steps in technical procedures in text, using language that pertains to time, sequence and cause/effect

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
5. Use text features and search tools (*e.g., key words, sidebars, hyperlinks*) to locate information relevant to a given topic efficiently
6. Distinguish their own point of view from that of the author of a text

| Reading Standards for Informational Text cont... |
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| Integration of Knowledge and Ideas |
| 7. Use information gained from illustrations (<i>e.g., maps, photographs</i>) and the words in a text to demonstrate understanding of the text (<i>e.g., where, when, why, and how key events occur</i>) |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (<i>e.g., comparison, cause/effect, first/second/third in sequence</i>) |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic |
| Range of Reading and Level of Text Complexity |
| 10. By the end of the year, read and comprehend informational texts, at the high end of the grades 2–3 text complexity band independently and proficiently |
| 10a. history/ social studies text |
| 10b. science text |
| 10c. technical text |
| Reading: Foundational Skills |
| Phonics and Word Recognition |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words (real and nonsense) |
| 3a 1. <u>Identify</u> and <u>know</u> the meaning of the most common prefixes |
| 3a 2. <u>Identify</u> and <u>know</u> the meaning of the most common derivational suffixes |
| 3b. <u>Decode</u> words with common Latin suffixes |
| 3c. <u>Decode</u> multisyllable words |
| 3d. <u>Read</u> grade-appropriate irregularly spelled words (sight words) |
| Fluency |
| 4. Read with sufficient accuracy and fluency to support comprehension |
| 4a. Read grade-level text with <u>purpose and understanding</u> |
| 4b. Read grade-level prose and poetry orally with <u>accuracy, appropriate rate, and expression</u> |
| 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary |
| Writing |
| Text Type and Purpose |
| 1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons |
| 1a 1. Introduce the topic or text they are writing about |
| 1a 2. State an opinion |
| 1a 3. Create an organizational structure that lists reasons |
| 1b. Provide reasons that support the opinion |
| 1c. Use linking words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons |
| 1d. Provide a concluding statement or section |
| 2. Write informative/ explanatory texts to examine a topic and convey ideas and information clearly |
| 2a 1. Introduce a topic |
| 2a 2. Group related information together |
| 2a 3. Include illustrations when useful to aid comprehension |
| 2b Develop the topic with facts, definitions and details |
| 2c Use linking words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information |
| 2d Provide a concluding statement or section |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence |
| 3a 1. Establish a situation and introduce a narrator and/or characters |
| 3a 2. Organize an event sequence that unfolds naturally |
| 3b 1. Use <u>dialogue</u> to develop experiences and events or show the response of characters to situations |
| 3b 2. Use <u>descriptions</u> of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations |

| Writing cont... |
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| 3c Use temporal words and phrases to signal event order |
| 3d Provide a sense of closure |
| Production and Distribution of Writing |
| 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing |
| 6. With guidance and support from adults, use technology to: |
| 6a. Produce and publish writing (using keyboarding skills) |
| 6b. Interact and collaborate with others |
| Research to Build and Present Knowledge |
| 7. Conduct short research projects that build knowledge about a topic |
| 8a. Recall information from experiences or gather information from print and digital sources |
| 8b. Take brief notes on sources and sort evidence into provided categories |
| Range of Writing |
| 10a. Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) |
| 10b. Write over shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes and audiences |
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| Speaking and Listening |
| Comprehension and Collaboration |
| 1. Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly |
| 1a 1. Come to discussions prepared, having read or studied required material |
| 1a 2. Explicitly draw on preparation and other information known about the topic to explore ideas under discussion |
| 1b. Follow agreed-upon rules for discussions (<i>e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>) |
| 1c 1. Ask questions to check understanding of information presented |
| 1c 2. Stay on topic |
| 1c 3. Link comments to the remarks of others |
| 1d. Explain their own ideas and understanding in light of the discussion |
| 2a. Determine the <u>main ideas</u> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally |
| 2b. Determine the <u>supporting details</u> of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally |
| Presentation of Knowledge and Ideas |
| 3. <u>Ask</u> and <u>answer</u> questions about information from a speaker, offering appropriate elaboration and detail |
| 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace |
| 5. Create engaging audio recordings of stories or poems |
| 5a. Demonstrate fluid reading at an understandable pace |
| 5b. Add visual displays when appropriate to emphasize or enhance certain facts or details |
| 6. Speak in complete sentences when appropriate to task, audience and situation in order to provide requested detail or clarification |
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| Language |
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| Conventions of Standard English |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| 1a. Explain the function of <i>parts of speech</i> in general and their functions in particular sentences |
| 1a 1. Nouns |
| 1a 2. Pronouns |
| 1a 3. Verbs |
| 1a 4. Adjectives |
| 1a 5. Adverbs |
| 1b 1. <u>Form</u> regular plural nouns |
| 1b 2. <u>Use</u> regular plural nouns |
| 1b 3. <u>Form</u> irregular plural nouns |
| 1b 4. <u>Use</u> irregular plural nouns |
| 1c. Use abstract nouns (<i>e.g., childhood</i>) |
| 1d 1. <u>Form</u> regular verbs |
| 1d 2. <u>Use</u> regular verbs |
| 1d 3. <u>Form</u> irregular verbs |
| 1d 4. <u>Use</u> irregular verbs |
| 1e 1. <u>Form</u> the simple (<i>e.g., I walked; I walk; I will walk</i>) verb tenses |
| 1e 2. <u>Use</u> the simple (<i>e.g., I walked; I walk; I will walk</i>) verb tenses |
| 1f 1. Ensure <u>subject-verb</u> agreement |
| 1f 2. Ensure <u>pronoun-antecedent</u> agreement |
| 1g 1. Form comparative and superlative <u>adjectives</u> |
| 1g 2. Form comparative and superlative <u>adverbs</u> |
| 1g 3. Choose between adjectives and adverbs, depending on what is to be modified |
| 1h 1. Use <u>coordinating</u> and <u>subordinating</u> conjunctions |
| 1i 1. Produce <u>simple</u> sentences |
| 1i 2. Produce <u>compound</u> sentences |
| 1i 3. Produce <u>complex</u> sentences |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| 2a. Capitalize appropriate words in titles |
| 2b. Use commas in addresses |
| 2c. Use commas and quotation marks in dialogue |
| 2d 1. <u>Form</u> possessives |
| 2d 2. <u>Use</u> possessives |
| 2e 1. Use conventional spelling for <u>sight words</u> |
| 2e 2. Use conventional spelling for other <u>studied words</u> |
| 2e 3. Use conventional spelling for <u>adding suffixes to base words</u> |
| 2f. Use spelling patterns and generalizations (<i>e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words |
| 2f 1. Syllable division 1 |
| 2f 2. Syllable division 2 |
| 2f 3. Syllable division 3 |
| 2f 4. Syllable division 4 |
| 2f 5. Syllable division with silent e |
| 2f 6. Syllable division with vowel-r |
| 2f 7. Syllable division with consonant-le |
| 2f 8. Complex vowel patterns |
| 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings |
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| Language cont... |
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| Knowledge of Language |
| 3. Use knowledge of language and its conventions when writing, speaking, reading or listening |
| 3a. Choose words and phrases for effect |
| 3b. Recognize and observe differences between the conventions of spoken and written standard English |
| Vocabulary Acquisition and Use |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies |
| 4a. Use sentence-level context as a clue to the meaning of a word or phrase |
| 4b. Determine the meaning of the new word formed when a known affix is added to a known word (<i>e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>) |
| 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (<i>e.g., company, companion</i>) |
| 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases |
| 5. Demonstrate understanding of word relationships and nuances in word meanings |
| 5a. Distinguish the literal and nonliteral meanings of words and phrases in context (<i>e.g., take steps</i>) |
| 5b. Identify real-life connections between words and their use (<i>e.g., describe people who are friendly or helpful</i>) |
| 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (<i>e.g., knew, believed, suspected, heard, wondered</i>) |
| 6. Acquire and use accurately grade-appropriate words and phrases: |
| 6a. conversational |
| 6b. general academic |
| 6c. domain-specific |
| 6d. spacial and temporal relationships |