**READING: FOUNDATIONAL SKILLS**

**Phonics and Word Recognition**

**RF3.3** Know and apply **grade-level phonics** and word analysis skills in decoding words

* **RF 3.3.A** Identify and know the meaning of the most **common prefixes** and derivational **suffixes**
* **RF3.3.B** Decode words with common **Latin suffixes**
* **RF 3.3.C** Decode **multi-syllable** words
* **RF 3.3.D** Read grade appropriate **irregularly spelled** words

**Fluency**

**RF3.4** Read with sufficient **accuracy and fluency** to support comprehension

* **RF3.4.A** Read grade level text with purpose and **understanding**
* **RF3.4.B** Read grade level **prose and poetry** orally with accuracy, appropriate rate, and expression on successive readings
* **RF3.4.C** Use context to confirm or self-correct **word recognition** and understanding, rereading as necessary

**READING: LITERATURE**

**Key Ideas and Details**

**RL3.1** Ask and answer questions to demonstrate understanding of a text, **referring explicitly to the text** as the basis for the answers

**RL3.2** Recount stories, including fables, folktales, and myths from diverse cultures; **determine the central message**, lesson, or moral and explain how it is conveyed through key details in the text

**RL3.3** **Describe characters** in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**Craft and Structure**

**RL3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing **literal from non-literal** language

**RL3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as **chapter, scene, and stanza**; describe how each successive part builds on earlier sections

**RL3.6** Distinguish **their own point of view** from that of the narrator or those of the characters

**Integration of Knowledge and Ideas**

**RL3.7** Explain how specific aspects of a **text’s illustrations** contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

**RL3.9** 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 Level of Text Complexity**

**RL3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently

**READING: INFORMATIONAL TEXT**

**Key Ideas and Details**

**RI3.1** Ask and answer questions to demonstrate understanding of a text, referring **explicitly to the text** as the basis for the answers

**RI3.2** Determine the **main idea of a text**; recount the key details and explain how they support the main idea

**RI3.3** Describe the **relationship between a series** of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

**Craft and Structure**

**RI3.4** Determine the **meaning of general academic and domain specific** **words** and phrases in a text relevant to a grade 3 topic or subject area

**RI3.5** Use **text features and search tools** (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

**RI3.6** Distinguish **their own point of view** from that of the author of a text

**Integration of Knowledge and Ideas**

**RI3.7** Use information gained from **illustrations** (e.g., maps, photographs) and the **words in a text** to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

**RI3.8** Describe the **logical connection** between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

**RI3.9** 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**

**RI3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2-3 text complexity band independently and proficiently

**WRITING STANDARDS**

**Text Types and Purposes**

**W3.1** Write **opinion pieces** on topics or texts, supporting a point of view with reasons.

* **W3.1A** Introduce the topic or text they are writing about, state an opinion, and **create an organizational structure** that lists reasons.
* **W3.1 B** **Provide reasons** that support the opinion.
* **W 3.1 C** Use **linking words and phrases** (because, therefore, since, for example) to connect opinions and reasons.
* **W3.1D** Provide a **concluding statement** or section

**W3.2** Write **informative/explanatory texts** to examine a topic and convey ideas and information clearly.

* **W3.2A** Introduce a topic and group related information together; **include illustrations** when useful to aiding comprehension.
* **W3.2B** Develop the topic with **facts, definitions, and details**.
* **W3.2C** Use **linking words and phrases** (also, another, and, more, but) to connect ideas within categories of information.
* **W3.2D** Provide a **concluding statement** or section.

**W3.3** Write **narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

* **W3.3A** Establish a situation and introduce a **narrator and/or characters**; organize an event sequence that unfolds naturally.
* **W3.3B** Use **dialogue** and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
* **W.3.3C** Use **temporal words and phrases** to signal event order.
* **W3.3D** Provide a **sense of closure**.

**Production and Distribution of Writing**

**W3.4** With guidance and support from adults, produce writing in which the **development and organization** are appropriate to task and purpose.

**W3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**.

**W3.6** With guidance and support from adults, **use technology** to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

**W3.7** Conduct **short research projects** that build knowledge about a topic.

**W3.8** Recall information from experiences or gather information from print and digital sources; **take brief notes on sources** and sort evidence into provided categories.

**Range of Writing**

**W3.10 Write routinely over extended time frames** (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SPEAKING AND LISTENING**

**Comprehension and Collaboration**

**SL3.1** Engage effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly

* **SL3.1.A** **Come to discussions prepared**, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
* **SL3.1.B** **Follow agreed-upon rules for discussion** (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)
* **SL3.1.C** **Ask questions** to check understanding of information presented, stay on topic, and link their comments to the remarks of others
* **SL3.1.D** **Explain their own ideas** and understanding in light of the discussion

**SL3.2** Determine the **main ideas and supporting details of a text read aloud** or information presented in diverse media and formats, including visually, quantitatively, and orally

**SL3.3** **Ask and answer questions** about information from a **speaker**, offering appropriate elaboration and detail

**SL3.4** 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

**SL3.5** Create engaging **audio recordings** of stories or poems that demonstrate fluid reading at an understandable pace; add **visual displays** when appropriate to emphasize or enhance certain facts or details

**SL3.6** **Speak in complete sentences** when appropriate to task and situation in order to provide requested detail or clarification

**ENGLISH/LANGUAGE ARTS STANDARDS**

**Conventions of Standard English**

**L3.1** Demonstrate command of the **CONVENTIONS** of standard English grammar and usage when writing or speaking

* **L3.1.A** Explain the function of **nouns, pronouns, verbs, adjective, and adverbs** in general and their functions in particular sentences
* **L3.1.B** Form and use **regular and irregular plural nouns**
* **L3.1.C** Use **abstract nouns** (e.g. childhood)
* **L3.1.D** Form and use **regular and irregular verbs**
* **L3.1.E** Form and use the simple (I walked, I walk, I will walk) **verb tenses**
* **L.3.1F** Ensure **subject-verb** and **pronoun-antecedent** agreement
* **L.3.1G** Form and use **comparative and superlative** adjectives and adverbs, and choose between them depending on what is to be modified
* **L3.1.H** Use **coordinating and subordinating** **conjunctions**
* **L3.1.I** Produce **simple, compound, and complex** **sentences**

**L3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

* **L3.2.A Capitalize** appropriate words in titles
* **L3.2.B** Use **commas in addresses**
* **L3.2.C** Use **commas and quotation marks in dialogue**
* **L3.2.D** Form and use **possessives**
* **L3.2.E** Use **conventional spelling** for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
* **L3.2.F** Use **spelling patterns** and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
* **L3.2.G** Consult **reference materials**, including beginning dictionaries, as needed to check and correct spellings

**Knowledge of Language**

**L3.3** Use **knowledge of language** and its conventions when writing, speaking, reading, or listening

* **L3.3.A** Choose words and phrases **for effect**
* **L3.3.B** Recognize and observe differences between the conventions of **spoken and written** standard English.

**Vocabulary and Acquisition and Use**

**L3.4** 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

* **L3.4.A** Use sentence level context as a clue to the **meaning of a word** or phrase
* **L3.4.B** Determine the **meaning of a the new word** formed when a known **affix** is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)
* **L3.4.C** Use a known **root word** as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
* **L3.4.D** Use **glossaries or beginning dictionaries**, both print and digital, to determine or clarify the precise meaning of key words and phrases

**L3.5** Demonstrate understanding of **figurative language**, word relationships and nuances in word meanings

* **L3.5.A** Distinguish the **literal and non-literal meanings** of words and phrases in context (e.g., take steps)
* **L3.5.B** Identify **real-life connections** between words and their use (e.g., describe people who are friendly or helpful)
* **L3.5.C** Distinguish **shades of meaning** among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

**L3.6** Acquire and use accurately grade appropriate conversational, general academic, and domain **specific words and phrases**, including those that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)