**Third Grade Key Language Arts Concepts**

These are the grade level expectations in the areas of reading, writing, speaking and listening, and language. These are the **minimum, basic skills and knowledge** that every third grade student should master.

**Reading Literature:**

* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers,
* 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.
* Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
* 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).
* 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)

**Reading Informational Text:**

* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* Determine the main idea of a text; recount the key details and explain how they support the main idea.
* Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
* Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a text (e.g., where, when, why, and how key events occur).
* Compare and contrast the most important points and key details presented in two texts on the same topic.

**Reading Foundations:**

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

1. Identify and know the meaning of the most common prefixes and derivational suffixes.
2. Decode multi-syllable words.
3. Read grade appropriate irregularly spelled words.

* Read with sufficient accuracy and fluency to support comprehension.

1. Read grade level text with purpose and understanding.
2. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**

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

1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
2. Provide reasons that support the opinion.
3. Provide a concluding statement or section.

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

1. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
2. Develop the topic with facts, definitions, and details.
3. Provide a concluding statement or section.

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

1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use temporal words and phrases to signal event order.
3. Provide a sense of closure.

* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
* With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
* 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.

**Speaking and Listening:**

* 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 ideas clearly.

1. 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.
2. 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).
3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
4. Explain their own ideas and understanding in light of the discussion.

* Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace.
* Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language:**

* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Produce simple, compound, and complex sentences.

* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  1. Use sentence-level context as a clue to the meaning of a word or phrase.
  2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
* 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).