English Language Arts   Grade 3

Reading Standards:
Reading Standards for Literature (RL)
Reading Standards for Informational Text (RI)
Reading Standards: Foundational Skills (RF)

CCR Anchor Standard R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

- Apply appropriate strategies before reading, viewing, or listening to a text:
    - preview and survey the text
    - examine illustrations
    - read all appropriate titles and chapter headings
    - access prior knowledge and ideas about the text
    - formulate purpose-setting questions
    - make, confirm, and revise predictions

- Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text:
    - reread as necessary
    - determine main ideas of portions of the text
    - periodically restate, retell, paraphrase, and/or summarize
    - connect ideas within the text
    - make, confirm, and revise inferences and predictions
    - visualize characters and events as the story unfolds

- Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text:
    - determine and explain the main idea (explicit or inferred) of the text
    - summarize the text
    - identify what is directly stated in the text
    - draw inferences and conclusions from the text
    - confirm, refute, and/or make predictions about the text
    - connect prior knowledge or experience to the text

- apply a questioning schema to generate, either orally or in writing, text-specific questions at varying levels of cognitive demand
- select relevant textual evidence when responding either orally or in writing to text-specific questions
- participate actively and appropriately in discussions about literary text
- apply knowledge of standard English when writing about or discussing literature
- apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions

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

- Apply appropriate strategies before reading, viewing, or listening to a text:
  - preview and survey the text
  - read all appropriate titles and headings
  - examine visual text features (e.g. captions, photographs, charts, tables, bold/highlighted words, graphs, etc.)
  - make predictions about the key ideas that will be presented
  - access prior knowledge and ideas about the text
  - formulate purpose-setting questions

- Apply appropriate strategies to monitor understanding when reading, viewing, or listening to a text:
  - reread as necessary
  - determine main ideas of portions of the text
  - periodically restate, retell, paraphrase, and/or summarize
  - connect ideas within the text
  - make, confirm, and/or modify questions, inferences, and predictions
  - visualize key ideas with appropriate details

- Demonstrate understanding, either orally or in writing, after reading, viewing, or listening to a text:
  - determine and explain the main idea (explicit or inferred) of the text
  - summarize the text
  - identify what is directly stated in the text
  - draw inferences and conclusions from the text
  - confirm, refute, and/or make predictions about the text
  - connect prior knowledge or experience to the text

- apply a questioning schema to generate and respond either orally or in writing to text-specific questions
- select relevant textual evidence when responding either orally or in writing to text-specific questions
- participate actively and appropriately in discussions about informational text
- apply knowledge of standard English when writing about or discussing informational texts
- apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions

CCR Anchor Standard R2: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.

RL3.2   Recount *fictional* 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

- identify and distinguish among literary texts, including types of stories, poems, and plays
- restate, retell, paraphrase, and/or summarize the text and/or parts of the text either orally or in writing
- differentiate between key and minor details and events from the beginning, middle, and end of a literary text
- identify and explain the elements of a story (e.g., character(s), setting, problem, solution, sequence of events)
- identify and explain plot-based relationships, including sequence/chronology, problem/solution, cause/effect
- analyze details and events in a literary text to determine a message, lesson, or moral
- differentiate between a main idea and a central message, lesson, or moral
- connect appropriate key details to determine how the author conveys a message, lesson, or moral
- participate actively and appropriately in discussions about literary text
- apply knowledge of standard English when writing about or discussing literature
- apply academic and domain-specific vocabulary when discussing or writing about literature

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

- differentiate between a topic and an idea (e.g., exercise versus the value of exercise)

- determine the main idea of individual paragraphs or sections of a text either by identifying explicitly stated ideas or inferring implied ideas
- connect explicitly stated or inferred ideas from across the text to determine a main idea
- differentiate key details in an informational text from minor details.
- paraphrase key details or information
- summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text
- explain how key details, including those found in text features, support the main idea
- participate actively and appropriately in discussions about informational texts
- apply knowledge of standard English when writing about or discussing informational texts
- apply academic and domain-specific vocabulary when writing about or discussing informational texts

CCR Anchor Standard R3: Analyze how and why individuals, events and ideas develop and interact over the course of a text.

RL3.3   Describe characters in a ***fictional*** story and explain how their actions contribute to the sequence of events
- their traits, motivations, or feelings
- draw conclusions and make inferences about characters, referring to the text for support
- connect the actions of the characters to the development of the plot by identifying and explaining cause/effect relationships
- participate actively and appropriately in discussions about literary text
- apply knowledge of standard English when writing about or discussing literature
- apply academic and domain-specific vocabulary when discussing or writing about literature

RI3.3   Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a ***nonfiction*** text, using language that pertains to time, sequence, and cause/effect
- connect and explain types of relationships, including chronology, sequence, cause/effect
- apply content knowledge to determine relationships in an informational text
- use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text

- apply knowledge of standard English when writing about or discussing informational texts
- apply academic and domain-specific vocabulary to discuss and/or write about types of relationships, including chronology, sequence, cause/effect

CCR Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.

RL3.4   Determine the meaning of words and phrases as they are used in a ***fictional*** text, distinguishing literal from nonliteral language
- use sentence-level context as a clue to the meaning of a word or phrase
- 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*)
- use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*)
- distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*)
- identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*)
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in context

RI3.4   Determine the meaning of general academic and domain specific words and phrases in a ***nonfiction*** text relevant to a grade 3 topic or subject area
- use sentence-level context as a clue to the meaning of a word or phrase
- 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*)
- use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*)
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases
- distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*)
- identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*)

- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*)

CCR Anchor Standard R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

RL3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a ***fictional*** text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
- apply academic and domain-specific vocabulary when writing or speaking about the structure of a specific type of literary text (e.g., chapter, scene, stanza)
- explain the relationship between events in different parts of a literary text (e.g., cause/effect, problem/solution)
- apply knowledge of standard English when writing about or discussing literature
- participate actively and appropriately in discussions about literary text

RI3.5 Use text features and search tools to locate information relevant to a given ***nonfiction*** topic efficiently
- key words, sidebars, hyperlinks
- use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to facilitate understanding
- explain how text features clarify the information in the text
- apply knowledge of standard English when writing about or discussing informational texts
- use academic and domain-specific vocabulary when discussing or writing about text features

CCR Anchor Standard R6: Assess how point of view or purpose shapes the content and style of a text.

RL3.6 Distinguish their own point of view from that of the narrator or those of the characters in a ***fictional*** text
- analyze the narrator as a character (e.g., the narrator's feelings about the characters, setting, events)
- analyze characters and distinguish them from the narrator

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

- identify the author's implied or directly-stated point of view about the topic of the text (e.g., by looking at specific language, punctuation choices, etc.)
- express a personal point of view about the topic of a text
- compare and contrast their opinion with that of the author
- apply knowledge of standard English when writing about or discussing informational texts
- use academic and domain-specific vocabulary when discussing or writing about text features

CCR Anchor Standard R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL3.7   Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a ***fictional*** story
- create mood, emphasize aspects of a character or setting
- demonstrate the behaviors of a strategic reader by applying before, during, and after strategies to the non-print aspects of a literary text
- apply an understanding of the relationship between text features, specifically illustrations, and the characters, setting, and mood of a story
- support inferences about the relationship between text features with relevant textual evidence
- apply knowledge of standard English when writing about or discussing literature
- apply academic and domain-specific vocabulary when discussing or writing about literature
- participate actively and appropriately in discussions about literary text

RI3.7   Use information gained from illustrations and the words in a ***nonfiction*** text to demonstrate understanding of the text
- maps and photographs
- where, when, why and how key events occur
- draw conclusions about the relationship between text features and the meaning and/or purpose of a text

CCR Anchor Standard R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

RI3.8 Describe the logical connection between particular sentences and paragraphs in a
        nonfiction text
        • comparison, cause/effect, first/second/third in a sequence)
        • explain basic relationships, including comparison, cause/effect, sequence
        • explain the relationships between the ideas and information in sentences
          and/or paragraphs
        • identify and explain how connections between and among sentences
          and/or paragraphs determine the organization of a text

CCR Anchor Standard R9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL3.9 Compare and contrast the themes, settings, and plots of ***fictional*** stories written by
        the same author about the same or similar characters
        • in books from a series
        • support inferences about the relationship between text features with
          relevant textual evidence
        • apply knowledge of standard English when writing about or discussing
          literature
        • apply academic and domain-specific vocabulary when discussing or
          writing about literature

RI3.9 Compare and contrast the most important points and key details presented in two
        texts on the same topic
        • differentiate the main points from less important points in two texts on
          the same topic
        • differentiate the key details from less important details in two texts on
          the same topic
        • explain the similarities and differences between the main points and key
          details in two texts on the same topic

CCR Anchor Standard R10: Read and comprehend complex literary and informational texts independently and proficiently.

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
        • demonstrate understanding of a wide variety of sufficiently complex
          literary texts representing diverse cultures, perspectives, ethnicities, and
          time periods
        • demonstrate understanding of assigned literary texts of steadily
          increasing complexity

- use self-selected literary texts to explore personal interests and learn about themselves as readers
- set personal goals and conference regularly with adults to improve reading

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 the grades 2-3 text complexity band independently and proficiently
- demonstrate understanding of a wide variety of sufficiently complex informational texts representing diverse contents, perspectives, time periods, etc.
- demonstrate understanding of assigned informational texts of steadily increasing complexity
- use self-selected informational texts to explore personal interests and learn about themselves as readers
- set personal goals and conference regularly with adults to improve reading

CCR Anchor Standard R11: Respond to literature by employing knowledge of literary language, textual features and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

RL3.11 Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations
- self-select text based upon personal preferences

Writing Standards (W)
CCR Anchor Standard W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W3.1   Write opinion pieces on topics or texts, supporting a point of view with reasons
- introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
- provide reasons that support the opinion
- use linking words and phrases (e.g., because, therefore, since) to connect opinion and reasons
- provide a concluding statement or section

CCR Anchor Standard W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- introduce a topic and group related information together; include illustrations when useful to aiding comprehension
- develop the topic with facts, definitions, and details
- use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information
- provide a concluding statement or section

CCR Anchor Standard W3: Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.

W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- establish a situation and introduce a narrator and/or characters
- organize an event sequence that unfolds naturally
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- use temporal words and phrases to signal event order
- provide a sense of closure

CCR Anchor Standard W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCR Anchor Standard W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

- edit for conventions, including capitalization, punctuation, spelling, grammar, and paragraphing
- demonstrate command of language as appropriate for third grade

CCR Anchor Standard W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

CCR Anchor Standard W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

CCR Anchor Standard W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

CCR Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(Begins in grade 4)

CCR Anchor Standard W10: Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

CCR Anchor Standard W11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

W3.11   Create and present a poem, narrative, play, art work, or personal response to a
            particular author or theme studied in class

Reading Foundational Skills Standards (RF)

RF3.3 Know and apply grade-level phonics and word analysis skills in decoding words
- identify and know the meaning of the most common prefixes and derivational suffixes
- decode words with common Latin suffixes
- decode multi-syllable words
- read grade-appropriate irregularly spelled words

RF3.4   Read with sufficient accuracy and fluency to support comprehension
- read grade-level text with purpose and understanding
- read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

Speaking and Listening Standards (SL)

CCR Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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
- 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
- follow agreed-upon rules for discussions (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)
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
- explain their own ideas and understanding in light of the discussion
- seek to understand and communicate with individuals from different cultural backgrounds

CCR Anchor Standard SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL3.2 Determine the main ideas and supporting details of a text
  - listen to a passage read aloud orally and identify key components
  - use visual text features (e.g., graphs, headings, photographs, pictures, etc.) to assist in identifying key components

CCR Anchor Standard SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL3.3   Ask and answer questions about information from a speaker, offering appropriate elaboration and detail
  - ask questions to clarify key points, clear up any confusion, or obtain additional information

CCR Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL3.4 Present information orally, speaking clearly at an understandable pace with appropriate facts and relevant, descriptive details
  - report on a topic or text
  - tell or retell a story
  - recount a personal experience

CCR Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

CCR Anchor Standard SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language Standards (L)

CCR Anchor Standard L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- form and use regular and irregular plural nouns
- use abstract nouns (e.g., childhood)
- form and use regular and irregular verbs
- form and use the simple (e.g., I walked; I walk; I will walk) verb tenses
- ensure subject-verb and pronoun-antecedent agreement
- form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- use coordinating and subordinating conjunctions
- produce simple, compound, and complex sentences

CCR Anchor Standard L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- capitalize appropriate words in titles
- use commas in addresses
- use commas and quotation marks in dialogue
- form and use possessives
- use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
- use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- consult reference materials, including beginning dictionaries, as needed to check and correct spellings

CCR Anchor Standard L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
- choose words and phrases for effect
- recognize and observe differences between the conventions of spoken and written standard English

CCR Anchor Standard L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L3.4 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
- use sentence-level context as a clue to the meaning of a word or phrase
- 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)
- use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

CCR Anchor Standard L5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L3.5 Demonstrate understanding of word relationships and nuances in word meanings
- distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps)
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)

CCR Anchor Standard L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L3.6   Acquire and accurately use grade-appropriate words and phrases in reading, writing, and speaking
- use appropriate general academic vocabulary
- apply subject-specific terms and phrases in content areas
- use words that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them.)