

# Grade 3

Adopted 2020

## Oral Expression and Listening **OL.1**

### **1. Participate cooperatively in group activities.** **3.1.1**

- a. 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. **3.1.1.A**
  - i. 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. **3.1.1.A.I**
  - ii. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). **3.1.1.A.II**
  - iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **3.1.1.A.III**
  - iv. Explain their own ideas and understanding in light of the discussion. **3.1.1.A.IV**
- b. 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. **3.1.1.B**
- c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **3.1.1.C**

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**2. Communicate using appropriate language in informal and formal situations.** 3.1.2

- a. 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. 3.1.2.A
  - b. Distinguish different levels of formality. 3.1.2.B
  - c. Speak clearly, using appropriate volume and pitch for the purpose and audience. 3.1.2.C
  - d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience. 3.1.2.D
  - e. 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. 3.1.2.E
  - f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 3.1.2.F
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**1. Apply strategies to fluently read and comprehend various literary texts.** 3.2.1

- a. Use Key Ideas and Details to: 3.2.1.A
  - i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.2.1.A.I
  - ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting). 3.2.1.A.II
  - iii. 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. 3.2.1.A.III
  - iv. Summarize central ideas and important details from a text. 3.2.1.A.IV
  - v. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays. 3.2.1.A.V
  - vi. Describe characters in a story (for example: their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3.2.1.A.VI
- b. Use Craft and Structure to: 3.2.1.B
  - i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 3.2.1.B.I
  - ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events 3.2.1.B.II
  - iii. 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. 3.2.1.B.III
  - iv. Distinguish their own point of view from that of the narrator or those of the characters. 3.2.1.B.IV
- c. Use Integration of Knowledge and Ideas to: 3.2.1.C
  - i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (for example: create mood, emphasize aspects of a character or setting). 3.2.1.C.I
  - ii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example: in books from a series). 3.2.1.C.II
- d. Use Range of Reading and Complexity of Text to: 3.2.1.D
  - i. 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. 3.2.1.D.I
- e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation. 3.2.1.E

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**2. Apply strategies to fluently read and comprehend various informational texts.** 3.2.2

**a. Use Key Ideas and Details to:** 3.2.2.A

- i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.2.2.A.I
- ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.2.2.A.II
- iii. Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text 3.2.2.A.III
- iv. 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. 3.2.2.A.IV

**b. Use Craft and Structure to:** 3.2.2.B

- i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 3.2.2.B.I
- ii. Use text features and search tools (for example: key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 3.2.2.B.II
- iii. Distinguish their own point of view from that of the author of a text. 3.2.2.B.III
- iv. Use semantic cues and signal words (for example: because and although) to identify cause/effect and compare/contrast relationships. 3.2.2.B.IV

**c. Use Integration of Knowledge and Ideas to:** 3.2.2.C

- i. Use information gained from illustrations (for example: maps, photographs) and the words in a text to demonstrate understanding of the text (for example: where, when, why, and how key events occur). 3.2.2.C.I
- ii. Describe the logical connection between particular sentences and paragraphs in a text (for example: comparison, cause/effect, first/second/third in a sequence). 3.2.2.C.II
- iii. Compare and contrast the most important points and key details presented in two texts on the same topic. 3.2.2.C.III

**d. Use Range of Reading and Complexity of Text to:** 3.2.2.D

- i. 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. 3.2.2.D.I

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**3. Apply knowledge of spelling patterns (orthography), word meanings (morphology), and word relationships to decode words and increase vocabulary.** 3.2.3

- a. Know and apply grade-level phonics and word analysis skills in decoding words. 3.2.3.A
  - i. Identify and know the meaning of the most common prefixes and derivational suffixes. 3.2.3.A.I
  - ii. Decode words with common Latin suffixes. 3.2.3.A.II
  - iii. Decode multisyllable words. 3.2.3.A.III
  - iv. Read grade-appropriate irregularly spelled words. 3.2.3.A.IV
- b. Read with sufficient accuracy and fluency to support comprehension. 3.2.3.B
  - i. Read grade-level text with purpose and understanding. 3.2.3.B.I
  - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. 3.2.3.B.II
  - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 3.2.3.B.III
- c. 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. 3.2.3.C
  - i. Use sentence-level context as a clue to the meaning of a word or phrase. 3.2.3.C.I
  - ii. Determine the meaning of the new word formed when a known affix is added to a known word (for example: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 3.2.3.C.II
  - iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. 3.2.3.C.III
  - iv. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: company, companion). 3.2.3.C.IV
  - v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 3.2.3.C.V
  - vi. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 3.2.3.C.VI
- d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. 3.2.3.D
  - i. Distinguish the literal and nonliteral meanings of words and phrases in context (for example: take steps). 3.2.3.D.I
  - ii. Identify real-life connections between words and their use (for example: describe people who are friendly or helpful). 3.2.3.D.II
  - iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example: knew, believed, suspected, heard,

wondered). 3.2.3.D.III

- e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example: After dinner that night we went looking for them). 3.2.3.E

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## Writing and Composition WC.3

### 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. 3.3.1

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. 3.3.1.A
- b. Provide reasons that support the opinion. 3.3.1.B
- c. Use linking words and phrases (for example: because, therefore, since, for example) to connect opinion and reasons. 3.3.1.C
- d. Provide a concluding statement or section. 3.3.1.D

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### 2. Write informative/explanatory texts developed with facts, definitions, and details, ending with a related concluding statement. 3.3.2

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 3.3.2.A
- b. Develop the topic with facts, definitions, and details. 3.3.2.B
- c. Use linking words and phrases (for example: also, another, and, more, but) to connect ideas within categories of information. 3.3.2.C
- d. Provide a concluding statement or section. 3.3.2.D

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### 3. Write real or imagined narratives that use descriptive details, have a clear sequence of events, and provide closure. 3.3.3

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 3.3.3.A
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3.3.3.B
- c. Use temporal words and phrases to signal event order. 3.3.3.C
- d. Provide a sense of closure 3.3.3.D

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**4. Use a recursive process to plan, draft, revise, and edit writing, applying knowledge of the conventions of grammar, capitalization, punctuation, and spelling.** 3.3.4

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 3.3.4.A
  - i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 3.3.4.A.I
  - ii. Use abstract nouns (for example: childhood). 3.3.4.A.II
  - iii. Form and use regular and irregular verbs. 3.3.4.A.III
  - iv. Form and use the simple (for example: I walked; I walk; I will walk) verb tenses. 3.3.4.A.IV
  - v. Ensure pronoun-antecedent agreement. 3.3.4.A.V
  - vi. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 3.3.4.A.VI
  - vii. Use coordinating and subordinating conjunctions. 3.3.4.A.VII
  - viii. Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. 3.3.4.A.VIII
  - ix. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts 3.3.4.A.IX
- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 3.3.4.B
  - i. Capitalize appropriate words in titles. 3.3.4.B.I
  - ii. Use commas in addresses. 3.3.4.B.II
  - iii. Use commas and quotation marks in dialogue. 3.3.4.B.III
  - iv. Form and use possessives. 3.3.4.B.IV
  - v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (for example: sitting, smiled, cries, happiness). 3.3.4.B.V
  - vi. Use spelling patterns and generalizations (for example: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 3.3.4.B.VI
  - vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 3.3.4.B.VII
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3.3.4.C
  - i. Choose words and phrases for effect. 3.3.4.C.I
  - ii. Recognize and observe differences between the conventions of spoken and written standard English. ) 3.3.4.C.II

- d. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 3.3.4.D
  - e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 3.3.4.E
  - f. 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. 3.3.4.F
  - g. 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. 3.3.4.G
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## Research Inquiry and Design RID.4

### 1. Gather, interpret, and communicate information discovered during short research projects. 3.4.1

- a. Conduct short research projects that build knowledge about a topic. 3.4.1.A
- b. Interpret and communicate the information learned by developing a brief summary with supporting details. 3.4.1.B
- c. Develop supporting visual information (for example: charts, maps, illustrations, models). 3.4.1.C
- d. Present a brief report of the research findings to an audience. 3.4.1.D
- e. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 3.4.1.E