

Grade 3

Adopted 2023

English Language Arts Overarching Expectations

- 1. Read and write for a variety of purposes, including academic and personal, for extended periods of time.** [ELA.OE.1](#)

 - 2. Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.** [ELA.OE.2](#)

 - 3. Make inferences to support comprehension.** [ELA.OE.3](#)

 - 4. Collaborate with others and use active listening skills.** [ELA.OE.4](#)

 - 5. Cite evidence to explain and justify reasoning.** [ELA.OE.5](#)

 - 6. Create quality work by adhering to an accepted format.** [ELA.OE.6](#)
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Third Grade

Foundations of Literacy

1. Demonstrate early phonological awareness to basic phonemic awareness in spoken words. [ELA.3.F.1](#)
 1. There is not an indicator for third grade. [ELA.3.F.1.1](#)
 2. There is not an indicator for third grade. [ELA.3.F.1.2](#)
 3. There is not an indicator for third grade. [ELA.3.F.1.3](#)
 4. There is not an indicator for third grade. [ELA.3.F.1.4](#)
 5. There is not an indicator for third grade. [ELA.3.F.1.5](#)
 6. There is not an indicator for third grade. [ELA.3.F.1.6](#)
 7. There is not an indicator for third grade. [ELA.3.F.1.7](#)
2. Demonstrate knowledge of the organization and basic concepts of print. [ELA.3.F.2](#)
 1. There is not an indicator for third grade. [ELA.3.F.2.1](#)
 2. There is not an indicator for third grade. [ELA.3.F.2.2](#)
 3. There is not an indicator for third grade. [ELA.3.F.2.3](#)
 4. There is not an indicator for third grade. [ELA.3.F.2.4](#)
 5. There is not an indicator for third grade. [ELA.3.F.2.5](#)
3. Know and apply phonics and word analysis skills in decoding and encoding words. [ELA.3.F.3](#)
 1. There is not an indicator for third grade. [ELA.3.F.3.1](#)
 2. There is not an indicator for third grade. [ELA.3.F.3.2](#)
 3. There is not an indicator for third grade. [ELA.3.F.3.3](#)
 4. There is not an indicator for third grade. [ELA.3.F.3.4](#)
 5. There is not an indicator for third grade. [ELA.3.F.3.5](#)
 6. There is not an indicator for third grade. [ELA.3.F.3.6](#)
 7. There is not an indicator for third grade. [ELA.3.F.3.7](#)
 8. There is not an indicator for third grade. [ELA.3.F.3.8](#)
4. Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension. [ELA.3.F.4](#)
 1. There is not an indicator for third grade. [ELA.3.F.4.1](#)
 2. Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation. [ELA.3.F.4.2](#)
 3. Read texts by: [ELA.3.F.4.3](#)
 - a. using letter-sound knowledge to segment and blend sounds together; [ELA.3.F.4.3.A](#)
 - b. decoding the words by analogy; [ELA.3.F.4.3.B](#)

- c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word; [ELA.3.F.4.3.C](#)
- d. generalizing phonic skills to unknown words; and [ELA.3.F.4.3.D](#)
- e. using context and visuals from the text to support monitoring and self-correcting. [ELA.3.F.4.3.E](#)

Applications of Reading

1. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts. [ELA.3.AOR.1](#)
 1. Explain how one or more characters develop throughout the plot. [ELA.3.AOR.1.1](#)
 2. Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms. [ELA.3.AOR.1.2](#)
2. Evaluate and critique the development of themes and central ideas within and across texts. [ELA.3.AOR.2](#)
 1. Identify and explain an explicit theme in a literary text and how it is developed by key details. [ELA.3.AOR.2.1](#)
 2. Determine and explain a stated central idea and supporting details in an informational text. [ELA.3.AOR.2.2](#)
3. Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts. [ELA.3.AOR.3](#)
 1. Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader. [ELA.3.AOR.3.1](#)
4. Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts. [ELA.3.AOR.4](#)
 1. Determine and explain an author's purpose (e.g., what an author wants to answer, explain, or describe); identify an author's perspective on a topic. [ELA.3.AOR.4.1](#)
5. Evaluate and critique how an author uses words, phrases, and text structures to craft text. [ELA.3.AOR.5](#)
 1. Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure. [ELA.3.AOR.5.1](#)
 2. Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect. [ELA.3.AOR.5.2](#)
 3. Identify an author's claim, and explain how an author uses reasons to support that claim in an informational text. [ELA.3.AOR.5.3](#)
6. Summarize and paraphrase text to support comprehension and understanding. [ELA.3.AOR.6](#)
 1. Summarize a text to enhance comprehension: [ELA.3.AOR.6.1](#)
 - a. include plot, theme, and key details for a literary text; and [ELA.3.AOR.6.1.A](#)
 - b. include a central idea and supporting details for an informational text. [ELA.3.AOR.6.1.B](#)
7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. [ELA.3.AOR.7](#)

1. Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies: [ELA.3.AOR.7.1](#)
 - a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; [ELA.3.AOR.7.1.A](#)
 - b. consult print and digital reference materials to build and integrate background knowledge; and [ELA.3.AOR.7.1.B](#)
 - c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases. [ELA.3.AOR.7.1.C](#)
8. Analyze word relationships and nuances in word meanings within literary and informational texts. [ELA.3.AOR.8](#)
 1. Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts: [ELA.3.AOR.8.1](#)
 - a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); [ELA.3.AOR.8.1.A](#)
 - b. identify real-life connections between words and their use (e.g., describe people who are helpful); and [ELA.3.AOR.8.1.B](#)
 - c. determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words. [ELA.3.AOR.8.1.C](#)
9. Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking. [ELA.3.AOR.9](#)
 1. Identify and use derivational morphemes, prefixes, suffixes, and phonic patterns to determine the meaning of words in grade-level content. [ELA.3.AOR.9.1](#)
10. Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience. [ELA.3.AOR.10](#)
 1. Identify and explain how information gained from visuals (e.g., illustrations, photographs, graphs, maps) contributes to the meaning of a print or non-print text. [ELA.3.AOR.10.1](#)

Research

1. Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge. [ELA.3.R.1](#)
1. Ask and answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry. [ELA.3.R.1.1](#)
2. Group findings from a provided print or non-print source. [ELA.3.R.1.2](#)
3. Instruction of this indicator begins in fourth grade. [ELA.3.R.1.3](#)
4. Instruction of this indicator begins in fourth grade. [ELA.3.R.1.4](#)
5. Instruction of this indicator begins in fourth grade. [ELA.3.R.1.5](#)

Written and Oral Communications

1. Write arguments to support claims with clear reasons and relevant evidence. [ELA.3.C.1](#)
 1. Write opinion pieces about a topic. When writing: [ELA.3.C.1.1](#)
 - a. introduce a topic; include an opinion statement; [ELA.3.C.1.1.A](#)
 - b. include reasons supported by details from a provided source; [ELA.3.C.1.1.B](#)
 - c. use grade-appropriate transitions to link ideas; [ELA.3.C.1.1.C](#)
 - d. organize information; and [ELA.3.C.1.1.D](#)
 - e. provide a concluding statement. [ELA.3.C.1.1.E](#)
 2. Write informative/expository texts to analyze and explain complex ideas and information. [ELA.3.C.2](#)
 1. Write informative/explanatory pieces to examine a topic and provide information. When writing: [ELA.3.C.2.1](#)
 - a. introduce a topic; [ELA.3.C.2.1.A](#)
 - b. develop the topic with facts, definitions, and/or details related to the topic; [ELA.3.C.2.1.B](#)
 - c. group information and use grade-appropriate transitions to link ideas; [ELA.3.C.2.1.C](#)
 - d. use precise language and vocabulary to inform or explain about the topic; [ELA.3.C.2.1.D](#)
 - e. use and explain information from a provided source; and [ELA.3.C.2.1.E](#)
 - f. provide a concluding statement or section. [ELA.3.C.2.1.F](#)
 3. Write narratives to develop real or imagined experiences using effective techniques. [ELA.3.C.3](#)
 1. Write narratives to develop real or imagined experiences. When writing: [ELA.3.C.3.1](#)
 - a. establish a setting and introduce a narrator or characters; [ELA.3.C.3.1.A](#)
 - b. use temporal words and phrases to sequence a plot structure; [ELA.3.C.3.1.B](#)
 - c. use descriptions of actions, thoughts, and feelings to develop characters; and [ELA.3.C.3.1.C](#)
 - d. provide an ending. [ELA.3.C.3.1.D](#)
 4. Demonstrate command of standard English grammar and conventions when writing. [ELA.3.C.4](#)
 1. Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing: [ELA.3.C.4.1](#)
 - a. capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue; [ELA.3.C.4.1.A](#)

- b. use periods to punctuate abbreviations and within quotation marks; [ELA.3.C.4.1.B](#)
 - c. use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses; [ELA.3.C.4.1.C](#)
 - d. use apostrophes to create contractions; [ELA.3.C.4.1.D](#)
 - e. distinguish between and use interrogative and demonstrative pronouns; [ELA.3.C.4.1.E](#)
 - f. distinguish between and use comparative and superlative adverbs; [ELA.3.C.4.1.F](#)
 - g. identify and use prepositional phrases; [ELA.3.C.4.1.G](#)
 - h. use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses; [ELA.3.C.4.1.H](#)
 - i. explain the function of adjectives and adverbs in simple, compound, and complex sentences; [ELA.3.C.4.1.I](#)
 - j. distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses; [ELA.3.C.4.1.J](#)
 - k. identify and revise sentence fragments and run-on sentences; and [ELA.3.C.4.1.K](#)
 - l. consult print and multimedia sources to check and correct spelling. [ELA.3.C.4.1.L](#)
5. Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task. [ELA.3.C.5](#)
- 1. Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing. [ELA.3.C.5.1](#)
6. Write independently and legibly for a variety of tasks and purposes. [ELA.3.C.6](#)
- 1. Write in cursive all uppercase and lowercase letters. [ELA.3.C.6.1](#)
7. Organize and communicate ideas through a range of formats to engage a variety of audiences. [ELA.3.C.7](#)
- 1. Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting: [ELA.3.C.7.1](#)
 - a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of purposes; and [ELA.3.C.7.1.A](#)
 - b. identify and use appropriate digital tools to enhance verbal communication with support from adults. [ELA.3.C.7.1.B](#)
8. Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives. [ELA.3.C.8](#)
- 1. Participate in structured conversations and collaborations about grade-appropriate topics and texts: [ELA.3.C.8.1](#)

- a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and [ELA.3.C.8.1.A](#)
 - b. consider and reflect upon the ideas expressed during conversations. [ELA.3.C.8.1.B](#)
- 9. Evaluate and critique ideas and concepts interactively through listening and speaking. [ELA.3.C.9](#)
 - 1. Identify a speaker's claim and at least one supporting reason. [ELA.3.C.9.1](#)