COMMON CORE STATE STANDARDS FOR

English Language Arts

Grade 3

How to read the grade level standards document

Strands are the general areas of literacy within the **Common Core State Standards** and include *Reading, Writing, Speaking and Listening, and Language*. The *Reading* strand is further divided into *Literature, Informational Text, and Foundational Skills*.

Categories are larger groups of related standards within the **Strand**.

Standards define what students should understand and be able to do.

Bullets contain clarifying information added by the MJSD.

Strand

Reading: Literature	RL.3

Craft and Structure

Category

RL.3.4   Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5   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.

Standards

- See MJSD Author/Genre Study List

RL.3.6   Distinguish their own point of view from that of the narrator or those of the characters.

Bullet

Reading Standards: Literature

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Reading: Literature	RL.3

Key Ideas and Details

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	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.
RL.3.3	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

RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	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.
	• See MJSD Author/Genre Study List
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

RL.3.7	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).
RL.3.8	(Not applicable to literature)
RL.3.9	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).
	• See MJSD Author/Genre Study List

Range of Reading and Level of Text Complexity

RL.3.10	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.
	• End of year DRA Level 38 (with scaffolding at higher levels)

Reading Standards: Informational Text

Key Ideas and Details

RI.3.1   Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2   Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3   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

RI.3.4   Determine the meaning of general academic and **domain-specific**[1] words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI.3.5   Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- Key words
- Sidebars
- Hyperlinks
- Appendix
- References
- See MJSD K-5 Text Feature Chart

RI.3.6   Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

RI.3.7   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).

RI.3.8   Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9   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

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[1] Domain-specific would be specific to the content (asteroid, planet, biome, mammal, etc.)

RI.3.10   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.

- End of year DRA Level 38 (with scaffolding at higher levels)

Reading Standards: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading: Foundational Skills	RF.3

Print Concepts

RF.3.1   *(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)*

Phonological Awareness

RF.3.2   *(There is not a grade 3 standard for this concept. Please see preceding grades for more information.)*

Phonics and Word Recognition

RF.3.3   Know and apply grade-level phonics and word analysis skills in decoding words.

a. Identify and know the meaning of the most common prefixes and **derivational suffixes[2]**.

b. Decode words with common Latin suffixes.

- Students who are proficient at a DRA Level 38 text are able to decode words such as: scient<u>ist</u>, degrees, young<u>est</u>, excell<u>ent</u>, class<u>ify</u>, rota<u>tion</u>, grav<u>ity</u>, cultur<u>al</u>, etc.

c. Decode multi-syllable words.

d. Read grade-appropriate irregularly spelled words.

- See MJSD grade-level word list

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[2] Derivational suffixes mark or determine part of speech of the suffixed word.

RF.3.4   Read with sufficient accuracy and fluency to support comprehension.

    a. Read grade-level text with purpose and understanding.

        • End of year DRA Level 38 (with scaffolding at higher levels)

    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Writing	W.3

Text Types and Purposes

W.3.1   Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
   d. Provide a concluding statement or section.

W.3.2   Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, and details.
   c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
   d. Provide a concluding statement or section.

W.3.3   Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
      • Temporal words- first, next, then, last, etc.
   d. Provide a sense of closure.

Production and Distribution of Writing

W.3.4   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.)

W.3.5   With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

W.3.6   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

W.3.7   Conduct short research projects that build knowledge about a topic.

- Steps in the research process (define question, locate resources, evaluate and use information, organize findings, share findings, etc.)

W.3.8   Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9   (Begins in grade 4)

Range of Writing

W.3.10   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 Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Speaking and Listening	SL.3

Comprehension and Collaboration

SL.3.1   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.

    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.

    b. 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).

    c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

    d. Explain their own ideas and understanding in light of the discussion

SL.3.2   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.

SL.3.3   Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4   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.

SL.3.5   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.

SL.3.6   Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language Standards

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* **Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).**

Language	L.3

Conventions of Standard English

L.3.1   Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns (e.g., *childhood*).

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

f. Ensure subject-verb and pronoun-antecedent agreement.*

- The tense of the verb matches the subject; e.g. if the subject is plural, the verb must be plural

- Pronoun matches the word or phrase to which it refers

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

- Comparative adjectives mean *more.* They almost always end in –er. Examples- better, bigger, taller, smaller, easier, harder, worse

- Superlatives mean *most*. They almost always end in –est. Examples- best, biggest, tallest, smallest, easiest, hardest, worst

h. Use coordinating and subordinating conjunctions.

- Coordinating conjunctions- and, but, or nor, for, so, yet

- Subordinating conjunctions- after, although, as if, because, before, if, in order that, since, so that, though, unless, until, when, where, while

i. Produce simple, compound, and complex sentences

- Simple sentences include a subject and a verb; e.g. The dog barked.

- Compound sentences include two or more simple sentences joined together by a comma and a connecting word, or by a semi-colon; e.g. The dog barked, and it was loud.

- Complex sentences include a combination of at least one independent clause and one or more dependent clauses; e.g. The dog barked because it was raining.

L.3.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

     a. Capitalize appropriate words in titles.

     b. Use commas in addresses.

     c. Use commas and quotation marks in dialogue.

     d. Form and use possessives.

     e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

- See MJSD "No Excuse" List

     f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- Student applies Feature Other Syllable Juncture-Doubling (Syllable Juncture, Feature L), and all the features that precede that feature, to their written work

     g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

L.3.3   Use knowledge of language and its conventions when writing, speaking, reading, or listening

     a. Choose words and phrases for effect.*

- Word choice based on audience

     b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

L.3.4   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.

     a. Use sentence-level context as a clue to the meaning of a word or phrase.

     b. 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*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5   Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

- You need to <u>stand up</u> for your friends. <u>Stand up</u> for the Pledge.

b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful)*.

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

L.3.6   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*).

- Conversational

- General Academic

- Domain-specific would be specific to the content (asteroid, planet, biome, mammal, etc.)

- Spatial is in regards to location (e.g. above, below, beneath, next to, etc.)

- Temporal is in regards to time (e.g. first, second, next, later, before, after, etc.)