

## **1st Quarter**

### **3rd Grade English Language Arts Standards**

**3.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

**3.SL.2.3** Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

**3.SL.2.5** Explain personal ideas and understanding in reference to the discussion.

**3.RF.1** Apply foundational reading skills to build reading fluency and comprehension.

**3.RF.4.2** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

**3.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**3.RV.2.1** Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

**3.RL.2.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RL.2.2** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

**3.RL.2.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

**3.RL.4.1** 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).

**3.RL.4.2** 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).

**3.W.1** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**3.W.2.1** Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

**3.W.3.3** Write narrative compositions in a variety of forms that – • Establish an introduction (e.g., situation, narrator, characters). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.

**3.W.6.1a** Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).

**3.W.6.1b** Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

## 2nd Quarter

### 3rd Grade English Language Arts Standards

**3.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

**3.RV.2.2** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).

**3.RV.3.1** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).

**3.RV.3.3** Recognize the meanings of idioms in context.

**3.RL.3.1** Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

**3.W.6.1c** Adjectives/ Adverbs –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.

**3.SL.2.2** Explore ideas under discussion by drawing on readings and other information.

**3.SL.2.4** Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.

**3.SL.3.1** Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.

**3.SL.3.2** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**3.RF.4.4** Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).

**3.RF.4.5** Know and use more difficult word families when reading unfamiliar words (e.g., -ight).

**3.RV.1** Build and use accurately conversational, general academic, and content-specific words and phrases.

**3.RV.3.2** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.

**3.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**3.RN.2.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RN.2.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**3.RN.3.1** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

**3.W.3.2** Write informative compositions on a variety of topics that – • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., pictures, graphics) when useful to aid comprehension. • Provide a concluding statement or section.

**3.ML.1** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

## **3rd Quarter**

### **3rd Grade English Language Arts Standards**

**3.SL.4.1** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.

**3.RV.2.4** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

**3.RL.1** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**3.RL.3.2** Distinguish personal point of view from that of the narrator or those of the characters.

**3.RL.4.2** 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).

**3.W.3.1** Write persuasive compositions in a variety of forms that – • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.

**3.W.6.1e** Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).

**3.W.6.2** Demonstrate command of capitalization, punctuation, and spelling, focusing on:

**3.W.6.2a** Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

**3.W.6.2b** Punctuation – • Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).

**3.W.6.2c** Spelling – • Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.

**3.SL.4.1** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.

**3.RV.2.4** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

**3.RL.1** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**3.RL.2.2** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.

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**3.RN.3.3** Distinguish one's own perspective from that of the author of the text.

**3.RN.4.1** Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.

**3.RN.4.2** Compare and contrast the most important points and key details presented in two texts on the same topic.

## **4th Quarter**

### **3rd Grade English Language Arts Standards**

**3.SL.4.2** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

**3.RV.2.5** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

**3.RN.2.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

**3.RN.3.2** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

**3.W.5** Conduct short research on a topic. • Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?). • Locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of formats.

**3.ML.2.1** Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.