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| **Third Grade ELA Expectations** | | |
| **Reading: Develop and apply skills to the reading process** | | |
| **R.1.A** | **Comprehension** | **Term:** |
| Develop and demonstrate reading skills in response to text by: | | |
| 3.R.1.A.a | explaining how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story | 1 |
| 3.R.1.A.b | drawing conclusions and support with textual evidence | 1 |
| 3.R.1.A.c | summarizing a story’s beginning, middle, and end and determining its central message, lesson, or moral | 5 |
| 3.R.1.A.d | monitoring comprehension and making corrections and adjustments when understanding breaks down | 1 |
| **R.1.B** | **Vocabulary** | **Term:** |
| Develop an understanding of vocabulary by: | | |
| 3.R.1.B.a | decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words | 1 |
| 3.1.B.b | using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words | 2 |
| 3.R.1.B.c | using homographs and homophones | 3 |
| 3.R.1.B.d | distinguishing the literal and non-literal meanings of words and phrases in context | 3 |
| 3.R.1.B.e | determine the meaning of the new word formed when a known affix is added to a known base word | 4 |
| 3.R.1.B.f | using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words | 3 |
| 3.R.1.B.g | discussing analogies | 6 |
| 3.R.1.B.h | determining the meaning of the author’s use of similes and metaphors to produce imagery | 5 |
| 3.R.1.B.i | using conversational, general academic, and domain specific words and phrases | 4 |
| **R.1.C** | **Making Connections** | **Term:** |
| Explain relevant connections between: | | |
| 3.R.1.C.a | text to text (ideas and information in various fiction and nonfiction works, compare and contrast) | 3 |
| 3.R.1.C.b | text to world (text ideas to experiences in the world) | 3 |
| **R.1.D** | **Independent Text** | **Term:** |
| Read independently for multiple purposes over sustained periods of time by: | | |
| 3.R.1.D.a | reading text that is developmentally appropriate | 3 |
| 3.R.1.D.b | producing evidence of reading | 3 |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times** | | |
| **R.2.A** | **Fiction** | **Term:** |
| Read, infer, analyze, and draw conclusions to: | | |
| 3.R.2.A.a | summarize and sequence the events/plot and explain past events impact future events | 3 |
| 3.R.2.A.b | describe the personality traits of characters from their thoughts, words, and actions | 2 |
| 3.R.2.A.c | describe the interaction of characters including relationships and how they change | 5 |
| 3.R.2.A.d | paraphrase the big idea/themes and supporting details of texts | 6 |
| 3.R.2.A.e | compare and contrast the key elements in various types of fiction | 5 |
| 3.R.2.A.f | explain cause-and-effect relationships | 5 |
| 3.R.2.A.g | distinguish their own point of view from that of the narrator or those of the characters | 6 |
| **R.2.B** | **Poetry** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 3.R.2.B.a | use examples of alliteration | 6 |
| 3.R.2.B.b | identify basic forms of poetry | 6 |
| **R.2.C** | **Drama** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 3.R.2.C.a | explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed | 7 |
| 3.R.2.C.b | identify and describe language that creates a graphic visual experience and appeals to the senses | 7 |
| **Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times** | | |
| **R.3.A** | **Text Features** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 3.R.3.A.a | explain the author’s purpose | 1 |
| 3.R.3.A.b | explain using details or facts that support the main idea | 2 |
| 3.R.3.A.c | use text features and graphic features to locate information and to make and verify predictions | 2 |
| 3.R.3.A.d | follow and explain a set of written multi-step directions | 3 |
| 3.R.3.A.e | describe relationship between events, ideas, concepts, or steps | 4 |
| **R.3.B** | **Literary Technique** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 3.R.3.B.a | distinguish difference between biography and autobiography | 5 |
| 3.R.3.B.b | distinguish fact from opinion | 4 |
| 3.R.3.B.c | distinguish point of view to what the author is trying to persuade the reader to think or do | 3 |
| 3.R.3.B.d | explain examples of sound devices, literal and nonliteral meanings, and figurative language | 6 |
| **R.3.C** | **Text Structures** | **Term:** |
| Read, infer, and draw conclusions to: | | |
| 3.R.3.C.a | describe relationships among events, ideas, concepts, and cause and effect in texts | 3 |
| 3.R.3.C.b | describe and explain the relationship between problems and solutions | 4 |
| 3.R.3.C.c | use information gained from illustrations and words to demonstrate understanding of the text | 2 |
| 3.R.3.C.d | explain author’s purpose | 1 |
| 3.R.3.C.e | compare and contrast the most important points and key details presented in texts on the same topic | 2 |
| **Reading: Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** | | |
| **R.4.A** | **Digital and Media Literacy** | **Term:** |
| Read to develop an understanding of media and its components by: | | |
| 3.R.4.A.a | understanding how communication changes when moving from one genre of media to another | 4 |
| 3.R.4.A.b | explaining how various design techniques used in media influence the message | 4 |
| 3.R.4.A.c | comparing various written conventions used for digital media | 2 |
| 3.R.4.A.d | identifying text structures and graphics features of a web page | 6 |
| **Reading Foundation: Understand how English is written and read.** | | |
| **RF.3.A** | **Phonics** | **Term:** |
| Read to develop an understanding of media and its components by: | | |
| 3.RF.3.A.a | decoding multisyllabic words in context and independent of context by applying common spelling patterns | 2 |
| 3.RF.3.A.b | decoding words that double final consonants when adding an ending | 2 |
| 3.RF.3.A.c | using the meaning of common prefixes and suffixes | 2 |
| 3.RF.3.A.d | using the meaning of homophones | 3 |
| 3.RF.3.A.e | decoding known and unknown words by spelling patterns | 1 |
| 3.RF.3.A.f | reading irregularly spelled high-frequency words | 1 |
| **RF.4.A** | **Fluency** | **Term:** |
| 3.RF.4.A.a | Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary | 2 |
| **Writing: Apply a writing process to develop a text for audience and purpose** | | |
| **W.1.A** | **Prewriting** | **Term:** |
| 3.W.1.A.a | Follow a writing process to plan a first draft by using a simple prewriting strategy when given the purpose and the intended audience | 2 |
| **W.1.B** | **Draft** | **Term:** |
| Appropriate to genre type, develop a draft from prewriting by: | | |
| 3.W.1.B.a | generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory | 2 |
| 3.W.1.B.b | supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) | 2 |
| 3.W.1.B.c | categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end | 2 |
| 3.W.1.B.d | addressing an appropriate audience | 2 |
| **W.1.C** | **Revise/Edit** | **Term:** |
| Reread, revise, and edit drafts with assistance from adults/peers, to | | |
| 3.W.1.C.a | develop and strengthen writing by revising   * + main idea   + sequence (ideas)   + focus   + beginning/middle/end   + details/facts (from sources, when appropriate)   + word choice (related to the topic)   + sentence structure   + transitions   + audience/purpose   + voice | 3 -6 |
| 3.W.1.C.b | edit for language conventions | 3 |
| **W.1.D** | **Produce/Publish and Share Writing** | **Term:** |
| Reread, revise, and edit drafts with assistance from adults/peers, to | | |
| 3.W.1.D.a | With assistance from adults/peers using a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others | 3 |
| **Writing: Compose well-developed writing texts for audience and purpose** | | |
| **W.2.A** | **Opinion/Argumentative** | **Term:** |
| Write opinion texts that: | | |
| 3.W.2.A.a | introduce a topic or text being studied, using connected sentences | 4 |
| 3.W.2.A.b | state an opinion or establish a position and provide reasons for the opinion/position | 4 |
| 3.W.2.A.c | use specific and accurate words that are related to the topic, audience, and purpose | 4 |
| 3.W.2.A.d | contain information using student’s original language except when using direct quotation from a source | 4 |
| 3.W.2.A.e | reference the name of the author(s) or name of the source used for details or facts included in the text | 4 |
| 3.W.2.A.f | use transitions to connect opinion and reason | 4 |
| 3.W.2.A.g | provide clear evidence of a beginning, middle, and concluding statement or paragraph | 3 |
| **W.2.B** | **Informative/Explanatory** | **Term:** |
| Write informative/ explanatory texts that: | | |
| 3.W.2.B.a | introduce a topic or text being studied | 5 |
| 3.W.2.B.b | develop the topic with simple facts, definitions, details, and explanations | 5 |
| 3.W.2.B.c | use specific, relevant words that are related to the topic, audience, and purpose | 5 |
| 3.W.2.B.d | use the student’s original language except when quoting from a source | 5 |
| 3.W.2.B.e | use transition words to connect ideas within categories of information | 5 |
| 3.W.2.B.f | create a concluding statement or paragraph | 5 |
| **W.2.C** | **Narrative/Literacy** | **Term:** |
| Write fiction or non-fiction narratives and poems that: | | |
| 3.W.2.C.a | establish a setting and situation/topic and introduce a narrator and/or characters | 6 |
| 3.W.2.C.b | use narrative techniques, such as dialogue and descriptions | 6 |
| 3.W.2.C.c | establish and organize an event sequence to establish a beginning/middle/end | 6 |
| 3.W.2.C.d | use transition words and phrases to signal event order | 6 |
| 3.W.2.C.e | use specific and relevant words that are related to the topic, audience, and purpose | 6 |
| **Writing: Gather, analyze, evaluate, and use information from a variety of sources** | | |
| **W.3.A** | **Research Process** | **Term:** |
| Apply research process to: | | |
| 3.W.3.A.a | generate a list of subject-appropriate topics | 7 |
| 3.W.3.A.b | create an individual question about a topic | 7 |
| 3.W.3.A.c | decide what sources of information might be relevant to answer these questions | 7 |
| 3.W.3.A.d | locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts | 5 |
| 3.W.3.A.e | determine the accuracy and relevance of the information related to a selected question | 4 |
| 3.W.3.A.f | take simple notes in own words and sort evidence into provided categories or organizer | 4 |
| 3.W.3.A.g | use quotation marks to denote direct quotations when recording specific words and sentences from a source | 5 |
| 3.W.3.A.h | create a resource page from notes | 6 |
| 3.W.3.A.i | present and evaluate the information in a report or annotated display, using previously established teacher/student criteria | 5 |
| **Language: Communication using conventions of English language** | | |
| **L.1.A** | **Grammar** | **Term:** |
| In speech and written form, apply standard English grammar to: | | |
| 3.L.1.A.a | use regular and irregular verbs and simple verb tenses | 3 |
| 3.L.1.A.b | use helping verbs with irregular verbs | 3 |
| 3.L.1.A.c | use complete subject and complete predicate in a sentence | 3 |
| 3.L.1.A.d | use comparative, superlative, and demonstrative adjectives and adverbs | 5 |
| 3.L.1.A.e | use subject/verb agreement in sentences | 1 |
| 3.L.1.A.f | produce simple and compound imperative, exclamatory, declarative, interrogative sentences | 1 |
| 3.L.1.A.g | use 1st-, 2nd-, and 3rd-person pronouns and their antecedents | 2 |
| **L.1.B** | **Punctuation, Capitalization, Spelling** | **Term:** |
| In written text: | | |
| 3.L.1.B.a | write legibly (print and cursive) | 2 |
| 3.L.1.B.b | use an apostrophe to form possessives | 3 |
| 3.L.1.B.c | demonstrate and use commas and quotation marks in dialogue | 3 |
| 3.L.1.B.d | capitalize dialogue correctly | 3 |
| 3.L.1.B.e | use commas for greeting and closing of a friendly letter | 1 |
| 3.L.1.B.f | capitalize names of places | 1 |
| 3.L.1.B.g | capitalize titles of books, stories, and songs | 1 |
| 3.L.1.B.h | use spelling patterns and generalizations to spell compound words | 1 |
| 3.L.1.B.i | spell words that double the consonant | 3 |
| 3.L.1.B.j | spell plural words that change *y* to *ies* | 2 |
| 3.L.1.B.k | consult reference materials to check and correct spellings | 1 |
| 3.L.1.B.l | arrange words in alphabetical order to the third letter | 3 |
| **Speaking/Listening: Listen for purpose** | | |
| **SL.1.A** | **Purpose** | **Term:** |
| Develop and apply effective listening skills and strategies in formal and informal settings by: | | |
| 3.SL.1.A.a | following classroom listening rules | 1 |
| 3.SL.1.A.b | ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others | 1 |
| 3.SL.1.A.c | following three-step instructions, according to classroom expectations | 1 |
| **Speaking/Listening: Listen for entertainment** | | |
| **SL.2.A** | **Entertainment** | **Term:** |
| 3.SL.2.A.a | Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations | 3 |
| **Speaking/Listening: Speak effectively in collaborative discussions** | | |
| **SL.3.A** | **Collaborative Discussions** | **Term:** |
| Speak clearly and to the point, using conventions of language when presenting individually or with a group by: | | |
| 3.SL.3.A.a | come to discussions prepared having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion | 5 |
| 3.SL.3.A.b | responding appropriately to discussion in a variety of settings, according to classroom expectations | 5 |
| 3.SL.3.A.c | expressing opinion of read-alouds and independent reading topics | 2 |
| **Speaking/Listening: Speak effectively when presenting** | | |
| **SL.4.A** | **Presenting** | **Term:** |
| Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: | | |
| 3.SL.4.A.a | using presentation skills and/or appropriate technology | 6 |
| 3.SL.4.A.b | presenting information with clear ideas and details while speaking clearly at an understandable pace | 6 |
| 3.SL.4.A.c | giving an informal presentation using a variety of media | 6 |
| 3.SL.4.A.d | using academic language and conventions | 6 |
| 3.SL.4.A.e | choosing words and phrases for effect (adjectives, action verbs, figurative language) | 6 |