

# Suffield Public Schools

## Grade 3 ELA

### Report Card Companion Document



## ELA

English Language Arts continues to be an essential aspect of every curriculum and each individual's educational process. Teaching language arts as distinct and specific classes is critically important to learn specific writing, reading, and listening skills, but it is also necessary for student success to take an interdisciplinary approach by applying language arts skills to other subjects. The Common Core provides students the opportunity to read stories and literature, as well as more complex texts that provide facts and background knowledge. Throughout ELA lessons, students will be challenged and asked questions that push them to refer back to what they've read. These questions allow students to use critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. The following guide will help you gain a better sense of what each of the Common Core Standards requires students to achieve.

### READING LITERATURE



**Understands the meaning of text-** Proficient readers can explain what their experience is about. They can add in details to help describe their experience. They can address who, what, when and to make themselves clear. Proficient readers can use some of their five senses to help them recount details. They use a loud and clear voice. They form sentences in a clear manner and make sense to the listener.

**Analyzes craft and structure of text-** Proficient readers determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. They can locate words that seem important. They can explain what the author's word choice makes them think of. Proficient readers can locate words that help them understand the story. They can use known words to help

figure out the meaning of some unknown words. Proficient readers 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. They understand the function of parts of the text (stories, dramas and poems) when recounting the beginning and end of the story. They develop an understanding of how each scene builds on each other. They can determine the main idea of a poem. Proficient readers identify the point of view of the narrator or characters in the text and distinguish this from their own point of view. They can state who is telling the story. They can describe the main character's attitude in a scene/chapter or whole text. They can describe some character traits of the main character. They formulate an opinion about the ending of a story.

**Reads to extend and deepen one's knowledge of text-**By the middle of the year, proficient readers can read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 2 text complexity band independently and proficiently. They can determine how complex a text might be. They can determine if they can read it independently or with help. Proficient readers can put in support if needed. They make sure to read a range of textsProficient readers .

## READING INFORMATIONAL TEXT

**Understands the meaning of text-** Proficient readers ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. They can give a basic explanation of what happens or is said in the text. They can locate some details to help understand the main topic. They can use words, and pictures to guide their understanding. They can read slower, or reread to find specific details that support their ideas about the text. Proficient readers determine the main idea of a text, recount the key details and explain how they support the main idea. They understand what the story is about. They can choose specific details, and events that help them explain the main idea. They can find some details and facts from the text to include when recounting what the text is about.

**Analyzes craft and structure of text-** Proficient readers determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. They can determine the topic of the text. They can use the text, and photos to figure out unknown words and phrases. They can use text features (titles, bold words, headings,) or illustrations to figure out the

meaning on each page. They understand the purpose of a glossary. They locate words the author uses repeatedly to define topic-specific words. Proficient readers use text features and search tools (e.g. key words, sidebars) to locate information relevant to a given topic efficiently. They can locate some information to determine purpose. They can locate key words when locating information. They can locate a caption. They can use bold words, headings and other features to find information quickly. They use the index to get information. They use electronic menus, sidebars and icons to get information. Proficient readers establish the author's point of view and distinguish that from their own point of view. They can determine the topic or subject. They understand the author's point of view about the topic. They can form an opinion about the topic as they read

**Reads to extend and deepen one's knowledge of text-** By the middle of the year, proficient readers can 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. They can determine how complex a text might be. They can determine if they can read it independently or with help. They can put in support if needed.

## WRITING

**Writes opinion, informational, and narrative pieces with details and elaboration-** Proficient writers can write **opinion** pieces on topics of texts, supporting a point of view with reasons. They can introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. They can provide 3 reasons that support their opinion. They can use linking words and phrases (e.g. because, therefore, since, for example) to connect their opinion and reasons. They can provide a concluding statement or section. Proficient writers write **informational** pieces that explain and provide information on a subject or idea, choosing details and information related to the topic. They can introduce, and organize through the use of illustrations. They can build on their ideas by including facts and details. They can use some linking words (also, another, and, more, but) to help their details flow. They can include a concluding statement to bring their paper to an end. When writing **narratives**, proficient writers can develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. They can introduce a narrator and/or characters. They can organize events that unfold naturally. They use dialogue, thoughts, and feelings to develop experiences



and events or show the response of characters to situations. They use some temporal words (after, before, while, during) or phrases to signal event order. They provide a sense of closure.

**Plans, revises, edits, and rewrites to strengthen writing-** Proficient writers generate and gather ideas about a topic with help from classmates and teachers, making a plan for how to write about and use those ideas, not only drafting what to say but deciding how best to say it or organize it by choosing different formats, mixing media, or blending genres. Students then improve writing by revising, editing, rewriting, or starting all over with a new idea. They can state a clear topic. They can improve their paper by choosing a different structure, format, or shift the emphasis to a different topic. They can revise their paper by changing words, adding details, or cutting out sections. They can fix spelling, and punctuation so that information is clear to the reader. They use teachers for feedback to help improve their paper.

**Researches to gather information and presents in an effective manner-** Proficient writers gather, investigate or observe information to conduct a short research project and build knowledge about a specific topic. They can formulate a topic to research. They create some questions to ask to help get the information they need. They know at least 3 places to look to locate their information. Proficient writers use at least 3 different sources to gather information. They make some observations to build on knowledge about their topic. They take brief notes to categorize the information.

## **READING FOUNDATIONAL SKILLS**

**Knows and applies grade level phonics and word analysis-** Proficient readers can recognize and apply grade-level written words using phonics and word analysis skills. They can identify and know the meaning of some common prefixes (*re-*, *dis-*, *over-*, *un-*, *mis-*, *out-*.) and derivational suffixes (*able*, *est*, *ful*, *ish*, *less*, *like*, *ly*). They can decode words with some common Latin suffixes (*in*, *im*, *dis*, *pre*) by finding the root word. They can decode most multisyllable words by splitting the word.

**Reads with sufficient accuracy and fluency to support comprehension-** Proficient readers read with at least 98% on level O text with at least satisfactory comprehension. They can read WPM (100-120+), scoring a 3 on fluency rubric

consistently. Proficient readers can read grade-level text with purpose and understanding. They can read grade-level text orally with accuracy, appropriate rate, and expression on successive reading. They can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## LANGUAGE

### **Demonstrates command of the conventions of standard English when writing-**

Proficient writers can capitalize most appropriate words in titles. They use commas in addresses. They use quotation marks in dialogues. They use forms possessives. Proficient writers use conventional spelling for high-frequency words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness). They use spelling patterns and generalizations (e.g. word families, syllable patterns, ending rules, meaningful word parts) in writing words.

### **Demonstrates command of the conventions of standard English when speaking-**

Proficient communicators can explain the functions of nouns, pronouns, verbs, and adjectives, in general and their functions in particular sentences. They can form and use regular plural nouns. They use some abstract nouns (e.g. childhood). Proficient writers form and use regular adverbs. They form simple (e.g. I walked; I walk; I will walk) verb tenses. They can consistently use subject-verb and pronoun-antecedent agreement. Proficient communicators form and use comparative and superlative adjectives and adverbs, and use coordinating conjunctions. They produce simple, and compound sentences

## SPEAKING AND LISTENING

**Participates effectively in a range of conversations:** Proficient communicators engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with a partner on grade 3 topics and texts, building on others ideas and expressing their own clearly. They come to discussions prepared, having read or studied required material; drawing on that preparation and other information to know about the topic to explore ideas under discussion. They follow most 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). Proficient communicators ask questions to check understanding of

information presented, and stays on topic. They state their own ideas and understandings in light of the discussion.

**Presents information, findings, and supporting evidence appropriate to task, purpose, and audience-** Proficient communicators can 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. They can choose a topic and stay on topic using a few details. They include a beginning, middle and end with some facts and details. They can add some descriptive language to their details.

## How To Support Your Child

### Ways a Parent Can Help with **READING**

- 1** Let your child see you reading!  
Have magazines and books in your home.
- 2** Help your child find appropriate word & reading games on the computer.  
Keep a dictionary on hand. Help your child look up new words they read or hear.
- 3** Read mysteries with your child and try to figure out the clues together.
- 4** Movie version coming out?  
Read the book together first, then talk about which you each liked better.
- 5** Set aside a time and place for your child to read -  
like a comfy chair and a reading light in a quiet place
- 6** Visit your public library regularly.  
Look for and read together the books that were your favorites when you were a kid.
- 7** Encourage your child to write -
- 8** Ask your child questions about what he or she is reading, such as:

### Additional Resources:

- [Common Core State Standards for English Language Arts](#)
- [Supporting Your Child's Reading- Ideas for Prek-5](#)

- [Fountas and Pinnell Instructional Level Expectations](#)
- [Instructional Level Comprehension Questions](#)