GRADE 3

In Grade 3, Literacy Foundations continue to provide the main framework for the standards and a bridge to higher levels of instruction, along with the categories Reading, Listening, Writing, and Speaking that were introduced in Grade 2. Grade 3 students progress from learning basic cursive writing strokes to writing legibly with correctly formed cursive letters and spacing. Reading comprehension standards progress through increasingly more comprehensive and challenging skills, and students learn to express their thoughts effectively in a variety of formats including poetry writing. Not every content area will have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional. The gray column to the left of the categories is included as an indicator of the organizational structure, which becomes more intricate in Grades 4-5.

The writing process is integrated throughout the standards as a key to expressive learning. In accordance with the Simple View of Writing (Berninger et al.), foundational writing skills still appear in the Literacy Foundations category (standards 31-32); however, the written composition skills transition to the Written Expression category in standards 33-42 as students use the stages of the writing process more independently to produce narrative, informative, and argumentative writings in response to various types of texts. These tasks become more demanding as rigor increases from third to fourth grade.

The K-3 Recurring Standards for English Language Arts, shown in the chart below, are an important part of every grade level. Through these standards, students learn and practice active listening, utilize word-analysis skills, build background knowledge and vocabulary skills, learn and practice essential digital skills, and utilize a process to create and modify written work. The recurring standards are to be incorporated throughout the grade level.

RECURRING STANDARDS FOR K-3

Students will:

R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.

R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.

R3. Expand background knowledge and build vocabulary through discussion, reading and writing.

R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.

R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

GRADE 3 CONTENT STANDARDS

Each content standard completes the stem "*Students will…*"

LITERACY FOUNDATIONS

Oral Language

1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
    a. Elaborate on responses in conversations and discussions.
        Examples: use precise, descriptive language; build upon previously expressed ideas

2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
    a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

3. Apply oral literacy skills by participating in a variety of oral language activities.
    Examples: plays, dramas, choral readings, oral reports

	READING	
	LISTENING	
	WRITING	
	SPEAKING	4. Ask and answer questions using complete sentences and grade-level vocabulary. 5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar. 6. Use digital tools to enhance oral presentations, working collaboratively.

Phonological Awareness/Phonemic Awareness

7. Demonstrate advanced phonemic awareness skills in spoken words.
   a. Delete phonemes in initial and final blends of a spoken word.
      Examples: Say smoke. *Now say* smoke*, but don't say* /m/. (soak)
      Say best. *Now say* best*, but don't say* /s/. (bet)
   b. Substitute phonemes in initial and final blends in a spoken word.
      Examples: *Say* sweep. *Now say* sweep*, but change the* /w/ *to* /l/. (sleep)
      Say list. *Now say* list*, but change the* /s/ to /f/. (lift)
   c. Reverse phonemes in a spoken word.
      Examples: Say safe. *Now say* safe *but say the last sound first and the first sound last. (*face*)*
      Say slack. *Now say* slack *but say the last sound first and the first sound last.* (class)
   d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.
      Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame
   e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.
      Examples: Say photograph. *Change* graph *to* cell. (photocell)
      Say anytime. *Change* time *to* where. (anywhere)
      Say blocked. *Change* /t/ *to* /ing/. (blocking)

	READING	
	LISTENING	
	WRITING	
	SPEAKING	

Phonics

8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
    a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or *schwa* syllables.
    b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
        Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et
    c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph *eigh*, combinations, diphthongs, and silent letter combinations.
        Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh
    d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
        Examples: y *can be read* /y/ *in* yet, /ē/ *in* candy, /ī/ *in* fly
        digraph ch *can be read* /ch/ *in* chair, /sh/ *in* chef, *and* /k/ *in* school
        diphthong ow *is rea*d /ou/ *in* cow, *but digraph* ow *is read* /ō/ *in* snow
    e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the *schwa* sound when appropriate.
        Examples: the noun con´/vict *vs. the verb* con/vict´*; the noun* pro´/duce *vs. the verb* pro/duce´
    f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.
        Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict
    g. Decode and encode contractions with *am, is, has, not, have, would,* and *will*.
        Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll

Standard 8 continued...

h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.
Examples: hear/here; night/knight; tacks/tax

i. Decode and encode words with hard and soft *c* and *g*.

j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.

	READING	
	LISTENING	
	WRITING	
	SPEAKING	

Fluency

9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.

10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.

11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.

12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically.
Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as "sight words" that need to be memorized as a whole word, unless there are no regular correspondences in the word. "Of" is an example of a word with no regular correspondences.

	READING	

	LISTENING	
	WRITING	
	SPEAKING	

Vocabulary

13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
    a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.

14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.
    a. Determine meaning of words using synonyms in context.
    b. Determine meaning of words using antonyms as a clue.
    c. Describe the similarities and differences between related words.
    d. Use knowledge of homophones to determine appropriate use of words.
    e. Interpret figurative language.
    f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.

        Examples: Discuss relationships in words related to home (house, residence, habitat) *and give reasons for choosing a particular word in speaking or writing.*
        Distinguish shades of meaning in words related to bad (terrible, awful, horrible) *and give reasons for choosing a particular word in speaking or writing.*
        Distinguish shades of meaning in words related to talk (yell, scream, bellow) *and give reasons for choosing a particular word in speaking or writing.*

15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.
    a. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections.
        Examples: affixes -less, -ful, pro-, trans- *; roots* aqua, cent, port, form, ject, spect, dict, tend, fer
    b. Apply knowledge of the changes in tense (*-ed*), number (*-s*), and degree (*-er* and *-est*) signified by inflected endings to determine the meaning of a word.
    c. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.
        Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment
    d. Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.
    e. Sort words with shared and varied suffixes by parts of speech.

	READING	16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
	LISTENING	
	WRITING	17. Use grade-level academic and domain-specific vocabulary in writing.
	SPEAKING	

Comprehension

18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.

19. Determine the explicit or implied main idea and supporting details of a text.
    a. Explain how supporting details contribute to the main idea, using textual evidence.
    b. Recount or summarize the key ideas from the text.

20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
    Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose

	READING	21. Identify and interpret various cohesive devices that link words and sentences to one another within the text. *Examples: pronoun references, conjunctions, word substitution using synonyms* *Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.* 22. Describe literary elements within a story, including setting, plot, characters, and themes. a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story. b. Explain how the characters' actions and dialogue contribute to the meaning of the story. c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage. d. Compare and contrast the themes, settings, and plots from two texts. 23. Identify and use text features in informational passages to locate information. *Examples: headings, photographs, illustrations, labels, charts, graphs, legends* a. Explain how text features support details in the text. b. Explain how illustrations contribute to meaning in a story. c. Interpret text features used in written and digital formats. 24. Identify the text structures within literary and informational texts. a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. 25. Identify statements in informational texts as facts or opinions. a. Use prior knowledge and/or details from the text to distinguish fact from opinion. b. Use information gathered from research to evaluate opinions. 26. Use text comparisons (text to text, text to self, and text to world) to make meaning. a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. b. Compare different versions of the same story.

		27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. *Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile* 28. Identify the narration of a literary text as first person or third person.
	LISTENING	29. Determine the main idea of a text read aloud or information presented in an audible format.
	WRITING	30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions *for, and, nor, but, or, yet,* or *so*, and complex sentences to help build syntactic awareness and comprehension at the sentence level.
	SPEAKING	

Writing

31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.

32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.
    a. Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.
       Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et
    b. Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or *schwa* syllables.
    c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph *eigh*, vowel *y*, hard and soft *c* and *g*, silent letter combinations, and contractions.
    d. Encode words with less common prefixes, suffixes, and common Latin roots.
       Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post-
       suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
       Latin roots: port, form, ject, spect, dict, tend, fer
    e. Encode frequently confused homophones accurately, using context to determine correct spelling.
       Examples: hear/here; night/knight; tacks/tax

	READING	
	LISTENING	
	WRITING	33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure. 34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion. 35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. 36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. a. Use articles *a, an,* and *the* correctly. b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. d. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names. 37. Compose simple, compound, and complex sentences with correct subject-verb agreement. a. Identify and correct sentence fragments and run-on sentences. b. Identify the subject and predicate of a sentence. 38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. 39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation. a. Avoid plagiarism by using their own words and utilizing digital sources ethically.

		40. Use grade-level and domain-appropriate vocabulary in writing. a. Use specific vocabulary to develop a story. b. Use specific vocabulary to explain or inform on a topic. 41. Use words and phrases in writing for effect and elaboration. a. Use transition words and phrases for sentence variety. 42. Write poetry or prose in response to visual images to interpret their meanings.
	SPEAKING	