

Reading Standards for Literature Texts

Grade 3 Overview

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text.
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.
3. Describe the characters in a story and explain how their actions contribute to the sequence of events.

Text Awareness and Structure

4. Determine the meaning of key words and phrases as they are used in a text, distinguishing literal from nonliteral language.
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
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to setting the mood or emphasizing the aspects of a character or setting.
8. (not applicable to literature)
9. Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters in books or in a series.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas and poetry at grade level

Reading Standards for Informational Texts

Grade 3 Overview

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
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

Text Awareness and Structure

4. Determine the meaning of key words in a grade appropriate text.
5. Use text features and search tools (e.g., key words, sidebars, and hyperlinks) to locate information relevant to a given topic.
6. Distinguish their own point of view from that of the author of text

Integration of Knowledge and Ideas

7. Use information gained from illustrations and words in a text to demonstrate the understanding of the text (Where, when, why, and how key events occur.)
8. Describe connection in text by using comparisons, cause/effect, and first/second/third in a sequence.
9. Compare and contrast the most important points and details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend information texts, including history/ social studies, science, and technical texts at grade level.

Reading Standards for Informational Texts

Phonics and Word Recognition

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 suffixes
 - b.) decode words with common Latin suffixes.
 - c. Decode multi-syllable words
 - d. Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension
 - a. Read on-level text with purpose and understanding
 - b. Read on-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

Grade 3 Overview

Texts Types and Purposes

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..) to connect opinions with reasons.
 - d. Provide a a concluding statement.
2. Write informative/explanatory texts to examine a topic and convey ideas clearly
 - a. Introduce a topic and group related information together; include illustrations when useful to aid comprehension
 - b. Develop topics with facts, definitions and details.
 - c. Use linking words and phrases (also, another, and more...) to connect ideas with information
 - d. Providing a concluding statement.
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.
 - d. Provide sense of closure.

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Range of Writing

10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Grade 3 Overview

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions with different partners building on others' ideas and expressing their own ideas clearly.
2. Determine the main ideas and supporting details of a text read aloud or information presented in different media and formats.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, details while speaking clearly.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading.
6. Speak in complete sentences when requested to provide detail or clarification.

Language Standards

Grade 3 Overview

Conventions of Standard language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the functions of nouns, pronouns, verbs, adjectives, and adverbs and their functions in 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 verb tenses.
 - f. Ensure subject-verb agreement
 - g. Form and use comparative and superlative adjectives and adverbs.
 - h. Use conjunctions
 - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases.
 - a. Use context cues to determine the meaning of words.
 - b. Use suffixes and prefixes to determine the meaning of words.
 - c. Use known root word to determine the meaning of words.
 - d. Use glossaries or beginning dictionaries to determine the meaning of words.
5. Demonstrate understanding of word relationships
 - a. Distinguish literal and non literal meanings
 - b. Identify real-life connections between words and their use
 - c. Distinguish shades of meaning among related words that describe states of mind of degrees of certainty.
6. Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases.