



Reading Public Schools

English Language Arts: Grade 3

Grade Level Summary

Priority Focus Areas:

Reading

Third graders will read for meaning by:

Reading All Texts

1. Independently choosing, reading, and responding to/ discussing a wide variety of grade appropriate texts as well as an abundance of texts and genres with stamina.
2. Supporting thinking with details from the text.
3. Using phonics, word parts, and context to determine meaning of unknown words and phrases.
4. Noticing when the author does something like a repeating line or illustration and wondering why the author made these specific choices.
5. Comparing and contrasting:
 - a. Information that two texts teach by pointing out similarities and differences.
 - b. Major events and story elements across two books by determining similarities and differences.

Reading Literature

6. Summarizing parts of the story including elements: character traits, important events, problem, solution, and character's life lesson.
7. Develop ideas about a character's traits [not feelings] figuring out reasons why characters make certain decisions or choose particular actions.

Reading Informational Texts

8. Stating main ideas based on most of an informational text and choosing supporting details connected to main idea.
9. Stating the order of events or steps, answering questions about what comes before or after, and answering what caused an effect.

Writing

Students will write a variety of narratives, argument essays, and information texts.

Third graders will know:

1. Ways to focus their personal narrative stories that have a beginning, middle and end and ways to use a blend of description, action, dialogue and thinking to make their characters come to life.
2. Ways to convince readers of their opinion about a topic by naming their opinion and using a structure to give reasons and evidence that explains their opinion.
3. Ways to teach about a subject using a variety of details in a logical text structure to present information, and adding their own thinking to make information understandable to readers.

General Overview:

Reading

Reading: Agency and Independence

1. **Read with engagement, volume, and stamina**
 - Demonstrate engagement and independence
 - Demonstrate volume and stamina
2. **Respond to reading verbally and in writing**
 - Support thinking with evidence from text
 - Read and work with partners
 - Grow interactions with text in written response

Reading: Literature and Informational Texts

3. **Comprehend a variety of grade-level texts and genres with independence**

Reading Literature

- Retell stories determining central message supported by key details
- Ask and answer questions about a text; referring back to text for understanding

Reading Informational Text

- Determine main idea and recount key details
- Use text structures including text features to develop understanding

Reading All Texts

- Analyze author's craft by examining what techniques the author used and why
- Compare and contrast important story parts, key ideas, and details

Reading: Foundational Skills

4. **Know and apply grade-level phonics and word analysis skills in decoding words**
5. **Orally read grade-level texts fluently, self-correcting for accuracy and meaning**

Writing

- | | |
|---------------------------|---|
| 1. Development- | Develop ideas with focus and details based on text type/purpose |
| 2. Structure- | Organize ideas logically according to task, purpose, and audience |
| 3. Process- | Writes routinely strengthening as needed by planning and revising |
| 4. Research- | Conduct short research projects to teach different aspects of a topic, organizing and integrating ideas, listing multiple sources |
| 5. Language Usage- | Use Standard English grammar when writing or speaking |
| 6. Conventions- | Demonstrate command of the conventions of capitalization, punctuation, and spelling |
| 7. Handwriting- | Write legibly by hand |

Common Assessment(s):

- Fountas and Pinnell Benchmark Assessment System
- Narrative On-Demand Writing (Gr 3)
- Opinion/Argument On-Demand Writing (Gr 3)

Complete Curriculum Overview

Curriculum Focus Area/Topic:

Reading: *Agency and Independence*

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<ul style="list-style-type: none"> • Reading is a lifelong skill that enhances learning and provides enjoyment. • Reading includes active listening and independent application of skills. • Readers use strategies to construct meaning. • Good readers set goals so we can read strong, fast, and long. • Good readers set aside reading time EVERY day. • Reading with a partner lifts the level of reader understanding. 	<p><u>Read with engagement, volume, and stamina</u></p> <p>Engagement and Independence</p> <ul style="list-style-type: none"> • Set goals to outgrow what you’ve been doing as a reader. • Choose books matched to their instructional level and interest. • Develop a reading identity involved in genre-studies and/or author-studies. <p>Volume/Stamina</p> <ul style="list-style-type: none"> • Discuss, analyze their logs, and problem solve. • Read beyond the required time; reading for long chunks of time. • Read approximately ¼ page of text a minute and/or 1 book a week. • Make purposeful choices about what to read. • Keep on-going “To be read” lists of books. • Read fiction while reading non-fiction. <p><u>Respond to reading verbally and in writing</u></p> <p>Support thinking with evidence from text</p> <p>Read and Work with Partners</p> <ul style="list-style-type: none"> • Read with partner in mind (preparing questions, thoughts to consider...). • Actively listen to what each person has to say. • Talk and refer back to text. • Build on partner’s thoughts. • Be prepared with questions, ideas, and/or favorite parts marked. <p>Grow Interactions with Text [Response to Reading]</p> <ul style="list-style-type: none"> • Write Post-it notes on text that show reader sees a part best suited for a specific type of response. • Write Post-its that show reader has a variety of strategies to use. 	<ul style="list-style-type: none"> • Why do people read? • What do people read? • What are the benefits of reading? • How does reading affect your life? • How can reading with partners make an individual a stronger reader?

Curriculum Focus Area/Topic:

Reading: Literature

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<ul style="list-style-type: none"> • Fiction follows a predictable structure that helps us in comprehending what is read. • Literature is a tool that expands our understanding of the world. • Reading serves different purposes. • Readers develop a deeper understanding through reflection of text. • Authors write with different purposes in mind. 	<p><u>Comprehend a variety of texts and genres</u></p> <p>Retell stories determining a central message supported by key details</p> <ul style="list-style-type: none"> • Summarize story by sequencing important events including character traits and wants with life lesson at end. • Notice how characters change across story and key moments that may have caused the change; attending to character’s feelings, traits, motivations, or behaviors. • After reading story, determine a big life lesson (theme) character has learned. • In series/text set, discuss similarities and differences about major events across two books. <p>Ask and answer questions about a text; refer back to text for understanding</p> <ul style="list-style-type: none"> • Develop theories about characters [why they act the way they do] based on traits while not confusing these with feelings. • Figure out why characters makes particular decisions based on earlier events. • Notice how characters change; look for key moments that cause characters to change. 	<ul style="list-style-type: none"> • Why do we read? • How does a student learn to read? • Why is it important to think while you read? • How does understanding the structure of a genre help readers better comprehend what they read?

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<ul style="list-style-type: none"> • Reading informational text expands our understanding of the world and its people. • Identifying informational text structures and features can assist in understanding. • Readers determine most important information in a text selection and rank them to aid understanding. • There is more than one way to understand a text. 	<p><u>Comprehend a variety of texts and genres</u></p> <p>Determine main idea and recount key details</p> <ul style="list-style-type: none"> • Determine what the text is mostly teaching while reading • Name the main idea of most of the text. [Look for “pop-out” sentence that captures main idea.] • Choose important supporting details that go with main idea. • Briefly summarize; Leave out unimportant facts/information. <p>Use text features to locate key information</p> <ul style="list-style-type: none"> • Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • Determine main ideas based on relationships: <ul style="list-style-type: none"> ○ <i>cause/effect</i> ○ <i>main idea/details</i> ○ <i>sequential</i> <p>Identify and use text structure to demonstrate understanding</p> <ul style="list-style-type: none"> • Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • Begin to describe the overall structure (e.g., chronology, comparison, cause/effect, and/or problem/solution) of events, ideas concepts, or information in a text or part of a text. <p>Compare and contrast two texts on same topic</p> <ul style="list-style-type: none"> • Develop ideas about topic/main idea • Categorize information into chunks/subtopics 	<ul style="list-style-type: none"> • Why do we read informational texts? • How does reading informational text help us understand our world? • How does understanding the structure of a genre help us better comprehend what we read? • Why is it important to think while you read?

	<ul style="list-style-type: none"> • Ask a question to answer from reading • Apply new knowledge to a real-world problem • Notice when information doesn't match current understandings • Use new words text is teaching to teach others about topic 	
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Curriculum Focus Area/Topic:

Reading: All Texts

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<ul style="list-style-type: none"> • Reading expands our understanding of the world and its people. • Identifying text structures can assist in understanding. • There is more than one way to understand a text. 	<p><u>Comprehend a variety of texts and genres</u></p> <p>Analyze author's craft by examining what techniques the author uses and why</p> <ul style="list-style-type: none"> • Notice craft decisions authors make in their writing [especially those that stand out] • Think about why an author may have written a certain way <p>Compare and contrast important story parts, key ideas, and details</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the author of a text. • Compare and contrast the most important points and key details presented in two texts on the same topic. • Determine similarities and differences in the information presented in two texts • Notice the point of view in a text • Determine narrator "Who is telling the story?" • Compare characters, setting, or life lessons • Understand characters by attending to their words, thoughts, and actions • Develop ideas about world from reading about places, people, and relationships (<i>growing ideas</i>) • Compare life experiences with character experiences/issues and think about how they are fair or unfair and what could have happened differently (<i>Questioning the text</i>) 	<ul style="list-style-type: none"> • Why do we read? • How does reading help us understand our world? • How does understanding the structure of a genre help us better comprehend what we read? • Why is it important to think while you read?

Curriculum Focus Area/Topic:

Reading: Foundational Skills

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<ul style="list-style-type: none"> • Reading with accuracy and fluency aids in comprehension. • Effective readers monitor their understanding of a text by adjusting their strategies. • Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text. 	<p><u>Know and apply grade-level phonics and word analysis skills in decoding words</u></p> <ul style="list-style-type: none"> • Decode multi-syllabic words (i.e. syllabication patterns and morphology). • Determine meanings of common prefixes and suffixes. <p><u>Orally read grade-level texts fluently, self-correcting for accuracy and meaning</u></p> <ul style="list-style-type: none"> • Orally read grade-appropriate text (Level P) with fluency and comprehension, consistently monitoring for accuracy and meaning. • Expect story to make sense, and when it does not, readers use fix-up strategies [re-reading, asking questions, and using 5Ws]. • Read silently and aloud in ways that help listeners and reader understand. • Change voice to show dialogue or character’s feelings • Use punctuation to aid comprehension with longer complex sentences. • Use context to confirm or self-correct word recognition and understanding. 	<ul style="list-style-type: none"> • How do we learn to read? • How do we figure out a word we do not recognize? • How does fluency, rate, and accuracy affect comprehension?

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<p>Develop ideas with focus and details based on text type/purpose</p>		
<p>Opinion</p> <ul style="list-style-type: none"> Writers get their ideas from their own personal experiences and from the world around them. Writing is a means to express ideas of importance and provide convincing evidence. The purpose for writing determines the genre. 	<p>Opinion</p> <ul style="list-style-type: none"> State opinion/claim. Provide reasons that support opinion. Write more about each reason. Tell reader to believe him but also gets reader thinking or feeling in certain ways. 	<p>Opinion</p> <ul style="list-style-type: none"> How do writers develop ideas to engage their audience and write with purpose? How does the genre of writing affect the way authors write? How can I use writing to persuade others to believe what I believe?
<p>Information</p> <ul style="list-style-type: none"> Informational text writers write to teach others what they know about a topic. Informational text writers include their thoughts and analysis on their subject. 	<p>Information</p> <ul style="list-style-type: none"> Develop topic with details, facts, definitions, and observations. Choose expert words, drawings, captions, or diagrams to teach readers. 	<p>Information</p> <ul style="list-style-type: none"> How do informational text writers use their writing to teach others? How do informational text writers incorporate their own ideas and thinking about their subject into their writing?
<p>Narrative</p> <ul style="list-style-type: none"> Writers can story tell and share life experiences in a way that is a version unique to only themselves. 	<p>Narrative</p> <ul style="list-style-type: none"> Develop story by showing what is happening to and in characters. Write story so that a reader can picture what is happening. 	<p>Narrative</p> <ul style="list-style-type: none"> How do personal narrative writers generate and focus in on ideas for their pieces? How do authors show 'What is my story really about?'

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Organize ideas logically according to task, purpose, and audience		
Opinion <ul style="list-style-type: none"> Strong arguments have separate reasons with evidence. 	Opinion <ul style="list-style-type: none"> Begin in a way to make reader aware writing is about an opinion and tries to get them to care. List reasons that support opinion. Connect opinion and reasons using linking words and phrases. Provide ending with final thought/comment. 	Opinion <ul style="list-style-type: none"> How do authors organize their opinions, reasons, and evidence in an effective way?
Information <ul style="list-style-type: none"> Informational text writers structure their writing into categories and subcategories in order to highlight important information about topic. Informational text writers make choices about which organizational structure best fits their information. 	Information <ul style="list-style-type: none"> Write a beginning that gets reader ready to learn about topic. Use transition words to sequence. Conclude with questions and/or suggested actions. Group information into parts mostly about one aspect of bigger topic. 	Information <ul style="list-style-type: none"> How do writers use organizational structures and text features to highlight important information and teach their readers?
Narrative <ul style="list-style-type: none"> Writers craft leads that orient their reader to the piece, conclusions that show a resolution to the problem, and include a lesson learned, or a change in feelings. 	Narrative <ul style="list-style-type: none"> Begin with who the character is and what the setting is of the story Use simple transition words to show order of events. End story with action, talk, or feeling. Use paragraphs to separate parts of story. 	Narrative <ul style="list-style-type: none"> How do personal narrative writers generate and focus in on ideas for their pieces? How do authors show 'What is my story really about?'

Curriculum Focus Area/Topic:

Writing: Process

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Write routinely strengthening as needed by planning and revising		
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writers improve by writing every day, reflecting, and revising. 	<ul style="list-style-type: none"> • Make larger scale revisions outside notebook. • Build repertoire of revision strategies (beginning, ending, key parts, rethinking audience, topic). • Use available resources to revise and edit. • Use checklists to improve level of writing • Use multiple revision strategies. • Start to make decisions to use learned revision and editing strategies in the drafting stage not waiting for publication stage to make changes. • Write daily with volume increasing steadily over time at school and home. 	<ul style="list-style-type: none"> • How can writing be an embedded part or tool for daily learning?

Curriculum Focus Area/Topic:

Writing: Research

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Conduct short research projects to teach different aspects of a topic, organizing and integrating ideas, listing multiple sources		
<ul style="list-style-type: none"> • People rely on a variety of resources to obtain information • New information may result in a new idea or a change of stance. • Researchers do not read with pencil in hand, but pause frequently to think about new knowledge they are learning and jot that new thinking down as notes in their own words. 	<ul style="list-style-type: none"> • Formulate grade-appropriate research questions on a given topic. • Use organizational structures (boxes and bullets, timelines, diagrams) to hold on to new information. • Given shared text readings, practice reading strategies to draw evidence from literary or informational texts analyzing, reflecting, and building new knowledge. 	<ul style="list-style-type: none"> • How is information organized? • Why is information organized in different ways? • How can new information be gathered in a way it can be remembered and paraphrased in ways that puts to use our own thinking and learning about new knowledge?

Curriculum Focus Area/Topic:

Language: Usage

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Use standard English grammar when writing or speaking		
<ul style="list-style-type: none"> Written communication and proper grammar mechanics promote fluency of communication 	<ul style="list-style-type: none"> Write in complete sentences. Form and use regular and irregular verbs, and nouns. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Use simple verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* (An antecedent is a word for which a pronoun stands for e.g., President Lincoln - <i>his</i>) Use coordinating and subordinating conjunctions. Form and use possessives. 	<ul style="list-style-type: none"> What is the purpose of applying grammar and mechanics skills?

Curriculum Focus Area/Topic:

Language: Conventions

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Demonstrate command of the conventions of capitalization, punctuation, and spelling		
<ul style="list-style-type: none"> Written communication and proper grammar and mechanics promote fluency of communication. Proper punctuation promotes common understanding. Conventional spelling promotes common understanding. 	<ul style="list-style-type: none"> Use ending punctuation correctly. Capitalize appropriate words in titles. Use commas in addresses. Use conventional spelling for high-frequency words. Use spelling patterns and generalizations in writing words. Use reference materials, including beginning dictionaries, as needed to check and correct spellings. Use commas and quotation marks in dialogue. 	<ul style="list-style-type: none"> Why is it important to use correct punctuation? Why is it important to use correct spelling? How can usage of spelling rules and patterns improve written communication? What are the benefits of using resources to improve your spelling?

Curriculum Focus Area/Topic:

Writing: Handwriting

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<u>Writes legibly by hand</u>		
<ul style="list-style-type: none">• Legibility improves communication.	Consistently produce writing that is neat and easy to read <ul style="list-style-type: none">• Form manuscript letters correctly• Space words appropriately	<ul style="list-style-type: none">• What role does handwriting play in communication?

Portions of this document have been adapted and/or excerpted from the following sources: The Massachusetts Curriculum Framework for English Language Arts and Literacy, Units of Study to Teach Reading and the Units of Study in Opinion/Argument, Information, and Narrative Writing by Lucy Calkins (Teachers College Reading and Writing Project), Learning Expectations of the Bedford Public Schools (Bedford, MA), PARCC Model Content Frameworks, The Common Core Companion: The Standards Decoded by Leslie Blauman and Jim Burke.

Appendix

Writers' Workshop: Suggested Pacing Guide / Year Overview

Month	Writing
September/October	Crafting True Stories (Book 1)
November/December	The Art of Information Writing (Book 2) (Emphasis on Bends 1 and 2)
January/February	Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3)
March/April	Introduction to Literary Essay <i>(If...Then...)</i>
May/June	The Art of Information Writing: Focus on Research (Book 2) (Emphasis on Bends 3 and 4) Once Upon a Time: Adapting and Writing Fairy Tales (Book 4) and/or Poetry

*Unit names are the spiral-bound books from **The Units of Study in Opinion, Information, and Narrative Writing**. (1) Number in parentheses denotes unit number in this series. Unit names with bold text are to be taught during the 2017-18 school year. Titles that are not bold are **optional** units for the 2017-18 school year. (If...Then) indicates a unit that comes from the *If...Then...Unit Manual* from **The Units of Study in Opinion, Information, and Narrative Writing** kit.*

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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 in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of 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 what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
- MA.8. A. Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).
9. 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).

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 the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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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.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key 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 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.

Reading Standards: Foundational Skills

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 derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.

Fluency

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

Text 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, for example*) to connect opinion and reasons.
 - d. Provide a concluding statement or section.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.

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 a sense of closure.

- MA.3.A. Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.

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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) 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.

9. (Begins in grade 4)

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow 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).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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, descriptive details, speaking clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular 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 (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*

- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
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5. Demonstrate understanding of word relationships and nuances in word meanings.
- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).