

Grades 3-5

Overview

In Grades 3-5, students continue to be concrete learners who are beginning the early phases of abstract thinking. Instruction involving collaboration among peers is important in these grades, particularly in group discussions and some writing activities. Also important is student collaboration with teachers in the planning of learning tasks. To better understand what they read and hear, students benefit from an inquiry- and discovery-based environment. Literacy growth is fostered by direct reading instruction guided by learning needs determined largely by regular formative assessment rather than dictated by textbook curriculum.

Students continue to develop foundational reading skills through Grades 3, 4, and 5; and reading standards for literature continue to be a major component of content instruction. Reading skill in informational text, however, is of equal importance as students understand and explain events, procedures, ideas, and concepts in historical, scientific, technical, and other texts. To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Students gain the necessary foundation only when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Writing instruction is integrated with other strands as students write opinion pieces, informative texts, and narratives to meet highly specific expectations. Short research projects combine the reading and writing strands.

Speaking and listening skills continue to develop through collaboration, discussions, and reports. Being productive members of conversations requires that students compare, contrast, analyze, and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and imbedded video and audio.

In these activities as well as their writing, students demonstrate command of many conventions of Standards English, including use of relative pronouns, verb forms, prepositional phrases, and appropriate capitalization and punctuation. Vocabulary acquisition and use—both general academic and domain-specific—continue to be a critical component of language development that students apply to their reading, writing, speaking, and listening.

Language standards in Grades 3-5 that are followed by an asterisk are those that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. The complete list of standards followed by an asterisk in all grades can be found in Appendix D.

Grade 3

Students will:

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. [RL.3.1]
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. [RL.3.2]
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]
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. [RL.3.5]
6. Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]

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). [RL.3.7]
8. 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). [RL.3.9]

Range of Reading and Level of Text Complexity

9. 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. [RL.3.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]

11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]
12. 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 and effect. [RI.3.3]

Craft and Structure

13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 3 topic or subject area*. [RI.3.4]
14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]
15. Distinguish their own point of view from that of the author of a text. [RI.3.6]

Integration of Knowledge and Ideas

16. 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). [RI.3.7]
17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison; cause and effect; first, second, third in a sequence). [RI.3.8]
18. Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]

Range of Reading and Level of Text Complexity

19. 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. [RI.3.10]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]
 - b. Decode words with common Latin suffixes. [RF.3.3b]
 - c. Decode multisyllable words. [RF.3.3c]
 - d. Read grade-appropriate irregularly spelled words. [RF.3.3d]

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]
 - a. Read on-level text with purpose and understanding. [RF.3.4a]
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]

Writing Standards

Text Types and Purposes

22. Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1]
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [W.3.1a]
 - b. Provide reasons that support the opinion. [W.3.1b]
 - c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. [W.3.1c]
 - d. Provide a concluding statement or section. [W.3.1d]
23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a]
 - b. Develop the topic with facts, definitions, and details. [W.3.2b]
 - c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. [W.3.2c]
 - d. Provide a concluding statement or section. [W.3.2d]
24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3]
 - a. Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.3.3a]
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [W.3.3b]

- c. Use temporal words and phrases to signal event order. [W.3.3c]
- d. Provide a sense of closure. [W.3.3d]

Production and Distribution of Writing

- 25. 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 22-24 above.) [W.3.4]
- 26. 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 the first three Language standards in Grades K-3.) [W.3.5]
- 27. 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. [W.3.6]

Research to Build and Present Knowledge

- 28. Conduct short research projects that build knowledge about a topic. [W.3.7]
- 29. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]

Range of Writing

- 30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.3.10]

Speaking and Listening Standards

Comprehension and Collaboration

- 31. 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. [SL.3.1]
 - 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. [SL.3.1a]
 - 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). [SL.3.1b]
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c]

- d. Explain their own ideas and understanding in light of the discussion. [SL.3.1d]
- 32. 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. [SL.3.2]
- 33. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [SL.3.3]

Presentation of Knowledge and Ideas


- 34. 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. [SL.3.4]
- 35. 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. [SL.3.5]
- 36. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 37 and 39 for specific expectations.) [SL.3.6]

Language Standards

Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Conventions of Standard English

- 37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.3.1]
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]
 - b. Form and use regular and irregular plural nouns. [L.3.1b]
 - c. Use abstract nouns (e.g., *childhood*). [L.3.1c]
 - d. Form and use regular and irregular verbs. [L.3.1d]
 - e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. [L.3.1e]
 - f. Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]
 - h. Use coordinating and subordinating conjunctions. [L.3.1h]
 - i. Produce simple, compound, and complex sentences. [L.3.1i]

38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.3.2]
- a. Capitalize appropriate words in titles. [L.3.2a]
 - b. Use commas in addresses. [L.3.2b]
 - c. Use commas and quotation marks in dialogue. [L.3.2c]
 - d. Form and use possessives. [L.3.2d]
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). [L.3.2e]
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]
 - g. Write legibly in cursive. 
 - h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g]

Knowledge of Language

39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.3.3]
- a. Choose words and phrases for effect.* [L.3.3a]
 - b. Recognize and observe differences between the conventions of spoken and written Standard English. [L.3.3b]

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 3 reading and content*, choosing flexibly from a range of strategies. [L.3.4]
- a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]
 - 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*). [L.3.4b]
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). [L.3.4c]
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]
41. Demonstrate understanding of word relationships and nuances in word meanings. [L.3.5]

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). [L.3.5a]
 - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). [L.3.5b]
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). [L.3.5c]
42. 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*). [L.3.6]