

RF3.3. Know and apply grade level phonics and word analysis skills in decoding words both in isolation and in text

- a. Identify and know the meaning of the most common prefixes and derivational suffixes
- b. Decode words with common Latin Suffixes
- c. Decode multi-syllable words
- d. Read grade appropriate irregularly spelled words.

RF3.4. . 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

RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL3.2 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.

RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.(see grade level Language standards 4-6 for additional expectations)

RL3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as a chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story

RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters

RL3.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry at the high end of grades 2-3 text complexity band independently and proficiently.

RI3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RI3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea

RI3.3. 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..

RI3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area(see grade level Language standards 4-6 for additional expectations)

RI3.5. Use text features and search tools to locate information relevant to a given topic efficiently.

RI3.6. Distinguish their own point of view from that of the author of a text.

RI3.7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic

RI.3.10. By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of grades 2-3 text complexity band independently and proficiently

L.3.1. Demonstrate command of the conventions of standard English Grammar and usage when writing and 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
- d. Form and use regular and irregular verbs
- e. Form and use the simple 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.
- j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.

L.3.2. 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/other studied words and for adding suffixes to bases
- f. Use spelling patterns and generalizations in writing words
- g. Consult reference materials, including beginning dictionaries as needed to check and correct spelling

L.3.3. 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 conventions of spoken and written standard English

L3.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content choosing flexibly from an array of strategies in all content areas.

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.

c. Use a known root word as a clue to the meaning of an unknown word with the same root

d. Use glossaries or dictionaries to clarify meaning

L3.5. Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish literal and non-literal meanings of words/phrases in context

b. Identify real life connections between words and their use

c. Distinguish shades of meaning among related words that describe states of mind/degrees of certainty

L3.6. Acquire and use accurately grade appropriate conversational, general academic and domain specific words and phrases, including those that signal spatial and temporal relationships.

W3.1. Write opinion pieces on topics or texts supporting a point of view with reasons.

a. Introduce the topic, state an opinion, create an organizational structure that lists reasons.

b. provide reasons that support the opinion

c. Use linking words and phrases to connect opinion and reasons

d. Provide a concluding statement or section

W3.2. 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 to connect ideas within categories of information

d. provide a concluding statement or section

W3.3. 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

W3.4. With guidance and support produce writing in which the development and organization are appropriate to task and purpose.

W3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

W3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W3.7. Conduct short research projects that build knowledge of a topic

W3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W3.10. Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audiences

SL3.1 Engage effectively in a range of collaborative discussions with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a) Come to discussions prepared, having read or studied the 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.

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.

SL3.2 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.

SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL3.4 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.

SL3.5 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.

SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail for clarification.

