

3rd Grade ELA Learning Targets

Standards	Learning Target(s)
ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> • I can ask questions to demonstrate understanding of a text. • I can answer questions to demonstrate understanding of a text. • I can refer explicitly to the the text for answers.
ELAGSE3RL2: 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.	<ul style="list-style-type: none"> • I can recount stories from diverse cultures. • I can recount fables from diverse cultures. • I can recount folktales from diverse cultures. • I can recount myths from diverse cultures. • I can determine the central message of stories, folktales, and myths. • I can determine the lesson or moral of fables. • I can explain how the central message is conveyed through key details in the text. • I can explain how the lesson or moral is conveyed through key details.
ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> • I can describe the traits of characters in a story. • I can describe the motivations of characters in a story. • I can describe the feelings of characters in a story. • I can explain how the characters actions contribute to the sequence of events.
ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in literal language as they are used in the text. • I can determine the meaning of words and phrases in nonliteral language as they are used in the text.

<p>ELAGSE3RL5: 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.</p>	<ul style="list-style-type: none"> • I can use literary terms to describe parts of a story (e.g. chapter, scene). • I can use literary terms to describe parts of a poem (e.g. stanza). • I can refer to parts of stories when writing or speaking about a text. • I can refer to parts of dramas when writing or speaking about a text. • I can refer to parts of poems when writing or speaking about a text. • I can describe how parts of a story build on one another.
<p>ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> • I can distinguish between a narrator or character's point of view and my own.
<p>ELAGSE3RL7: 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).</p>	<ul style="list-style-type: none"> • I can explain how an illustration contributes to what is conveyed by the words in the story (e.g., mood, tone, character, setting).
<p>ELAGSE3RL9: 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).</p>	<ul style="list-style-type: none"> • I can compare themes of stories written by the same author about the same or similar characters in books from a series. • I can contrast themes of stories written by the same author about the same or similar characters in books from a series. • I can compare settings of stories written by the same author about the same or similar characters in books from a series. • I can contrast settings of stories written by the same author about the same or similar characters in books from a series.

	<ul style="list-style-type: none"> • I can compare plots of stories written by the same author about the same or similar characters in books from a series. • I can contrast plots of stories written by the same author about the same or similar characters in books from a series.
--	---

Standards	Learning Targets
ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> • I can ask questions to demonstrate understanding of a text. • I can answer questions to demonstrate understanding of a text. • I can refer explicitly to the text as the basis for the answers.
ELAGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> • I can determine the main idea of a text. • I can recount the key details. • I can explain how the key details support the main idea.
ELAGSE3RI3: 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.	<ul style="list-style-type: none"> • I can describe the relationship between a series of historical events in a text. • I can describe the relationship between scientific ideas or concepts in a text. • I can describe the relationship between steps in technical procedures in a text. • I can use the language that pertains to time. • I can use the language that pertains to sequence. • I can use the language that pertains to cause/effect.

ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<ul style="list-style-type: none"> • I can determine the meaning of general academic words and phrases in a text. • I can determine the meaning of domain-specific words and phrases in a text.
ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.	<ul style="list-style-type: none"> • I can quickly and efficiently use text features to locate information relevant to a given topic. (e.g. key words, sidebars, hyperlinks). • I can quickly and efficiently use search tools to locate information relevant to a given topic. (e.g. key words, sidebars, hyperlinks).
ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> • I can distinguish my own point of view from that of the author of a text.
ELAGSE3RI7: 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).	<ul style="list-style-type: none"> • I can use information gained from illustrations in a text to demonstrate understanding of the text using the 5 W's and how. • I can use information gained from the words in a text to demonstrate understanding of the text using the 5 W's and how.
ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> • I can describe the comparison between particular sentences and paragraphs in a text. • I can describe the cause/effect between particular sentences and paragraphs in a text. • I can describe the sequence between particular sentences and paragraphs in a text.
ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> • I can compare the most important points presented in two texts on the same topic. • I can contrast the most important points presented in two texts on the same topic.

	<ul style="list-style-type: none"> • I can compare the most important key details presented in two texts on the same topic. • I can contrast the most important key details presented in two texts on the same topic.
--	---

Standards	Learning Targets
ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	<ul style="list-style-type: none"> • I can write opinion pieces on topics with supporting points of view with reasons. • I can write opinion pieces on text with supporting points of view with reasons.
a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.	<ul style="list-style-type: none"> • I can introduce the topic or book that states an opinion. • I can create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.	<ul style="list-style-type: none"> • I can provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	<ul style="list-style-type: none"> • I can use linking words to connect opinions and reasons. • I can use phrases to connect opinions and reasons.
d. Provide a concluding statement or section.	<ul style="list-style-type: none"> • I can provide a concluding statement or section.
ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> • I can write an informative/explanatory text to examine a topic. • I can write an informative/explanatory text to convey ideas and information clearly.
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<ul style="list-style-type: none"> • I can introduce a topic and groups that related information together. • I can include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.	<ul style="list-style-type: none"> I can 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.	<ul style="list-style-type: none"> I can use linking words to connect ideas within categories of information. I can use phrases to connect ideas within categories of information.
d. Provide a concluding statement or section.	<ul style="list-style-type: none"> I can provide a concluding statement or section.
ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> I can write narratives to develop real or imagined experiences or events using effective technique. I can write narratives to develop real or imagined experiences or events using descriptive details. I can write narratives to develop real or imagined experiences or events using clear event sequences.
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	<ul style="list-style-type: none"> I can establish a situation. I can introduce a narrator and/or characters. I can 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.	<ul style="list-style-type: none"> I can use dialogue to develop experiences and events or show the response of characters to situations. I can use description 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.	<ul style="list-style-type: none"> I can use temporal words and phrases.
d. Provide a sense of closure.	<ul style="list-style-type: none"> I can provide a sense of closure.
ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	<ul style="list-style-type: none"> With guidance and support from adults, I can produce writing in which the development and organization are appropriate to task and purpose.

<p>ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<ul style="list-style-type: none"> • With guidance and support from peers and adults, I can develop and strengthen writing as needed by planning. • With guidance and support from peers and adults, I can develop and strengthen writing as needed by revising. • With guidance and support from peers and adults, I can develop and strengthen writing as needed by editing.
<p>ELAGSE3W6: 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.</p>	<ul style="list-style-type: none"> • With guidance and support from adults, I can use technology to produce and publish writing. • With guidance and support from adults, I can use technology to interact and collaborate with others.
<p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p>	<ul style="list-style-type: none"> • I can conduct short research projects that build knowledge about a topic.
<p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<ul style="list-style-type: none"> • I can recall information from experience from print and digital sources. • I can gather information from print and digital sources. • I can take brief notes on sources. • I can sort evidence into provided categories.
<p>ELAGSE3W10: 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.</p>	<ul style="list-style-type: none"> • I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks. • I can write routinely over extended time frames and shorter time frames for a range of purposes. • I can write routinely over extended time frames and shorter time frames for a range of audiences.

Standards	Learning Targets
ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> I can 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.	<ul style="list-style-type: none"> I can explain the function of nouns in general and in particular sentences. I can explain the function of pronouns in general and in particular sentences. I can explain the function of verbs in general and in particular sentences. I can explain the function of adjectives in general and in particular sentences. I can explain the function of adverbs in general and in particular sentences.
b. Form and use regular and irregular plural nouns.	<ul style="list-style-type: none"> I can form regular plural nouns. I can form irregular plural nouns. I can use regular plural nouns. I can use irregular plural nouns.
c. Use abstract nouns (e.g., childhood).	<ul style="list-style-type: none"> I can use abstract nouns.
d. Form and use regular and irregular verbs.	<ul style="list-style-type: none"> I can form regular verbs. I can form irregular verbs. I can use regular verbs. I can use irregular verbs.
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	<ul style="list-style-type: none"> I can form the simple verb tenses. I can use the simple verb tenses.
f. Ensure subject-verb and pronoun-antecedent agreement.	<ul style="list-style-type: none"> I can ensure subject-verb agreement. I can ensure pronoun-antecedent agreement.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<ul style="list-style-type: none"> I can form comparative adjectives. I can use comparative adjectives. I can form superlative adjectives. I can use superlative adjectives.

	<ul style="list-style-type: none"> • I can form adverbs. • I can use adverbs. • I can choose between comparative and superlative adjectives and adverbs depending on what is to be modified.
h. Use coordinating and subordinating conjunctions.	<ul style="list-style-type: none"> • I can use coordinating conjunctions. • I can use subordinating conjunctions.
i. Produce simple, compound, and complex sentences.	<ul style="list-style-type: none"> • I can produce simple sentences. • I can produce compound sentences. • I can produce complex sentences.
j. Writes legibly in cursive.	<ul style="list-style-type: none"> • I can write legibly in cursive.
ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • I can demonstrate command of the conventions of standard English capitalization when writing. • I can demonstrate command of the conventions of standard English punctuation when writing. • I can demonstrate command of the conventions of standard English spelling when writing.
a. Capitalize appropriate words in titles.	<ul style="list-style-type: none"> • I can capitalize appropriate words in titles.
b. Use commas in addresses.	<ul style="list-style-type: none"> • I can use commas in addresses.
c. Use commas and quotation marks in dialogue.	<ul style="list-style-type: none"> • I can use commas in dialogue. • I can use quotation marks in dialogue.
d. Form and use possessives.	<ul style="list-style-type: none"> • I can form possessives. • I can 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).	<ul style="list-style-type: none"> • I can use conventional spelling for high-frequency words. • I can use conventional spelling for adding suffixes to base words.
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	<ul style="list-style-type: none"> • I can use spelling patterns in writing words. • I can use generalizations in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> • I can consult reference materials as needed to check and correct spelling.
ELAGSE3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> • I can use knowledge or language and its conventions when writing. • I can use knowledge or language and its conventions when speaking. • I can use knowledge or language and its conventions when reading. • I can use knowledge or language and its conventions when listening.
a. Choose words and phrases for effect.	<ul style="list-style-type: none"> • I can choose words and phrases for effect.
b. Recognize and observe differences between the conventions of spoken and written standard English.	<ul style="list-style-type: none"> • I can recognize and observe differences between conventions of spoken and written standard English.
ELAGSE3L4: 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.	<ul style="list-style-type: none"> • I can determine or clarify the meaning of unknown words based on grade 3 reading and content, choosing flexibly from a range of strategies. • I can determine or clarify the meaning of unknown phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. • I can determine or clarify the meaning of multiple-meaning words based on grade 3 reading and content, choosing flexibly from a range of strategies. • I can determine or clarify the meaning of multiple-meaning 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.	<ul style="list-style-type: none"> • I can 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).	<ul style="list-style-type: none"> I can 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 (e.g., company, companion).	<ul style="list-style-type: none"> I can use a known root word as a clue to the meaning of an unknown word with the same root.
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.	<ul style="list-style-type: none"> I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords. I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of phrases.
ELAGSE3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<ul style="list-style-type: none"> With guidance and support from adults, I can demonstrate understanding of word relationships and nuances in word meanings.
a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	<ul style="list-style-type: none"> I can distinguish the literal meanings of words and phrases in context. I can distinguish the non-literal meaning of words and phrases in context.
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	<ul style="list-style-type: none"> I can identify real-life connections between words and their use.
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<ul style="list-style-type: none"> I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
ELAGSE3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<ul style="list-style-type: none"> I can acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.

Standards	Learning Targets
ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> I can 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.	<ul style="list-style-type: none"> I can identify and know the meaning of the most common prefixes. I can identify know the meaning of the most common suffixes.
b. Decode words with common Latin suffixes.	<ul style="list-style-type: none"> I can decode words with common Latin suffixes.
c. Decode multi-syllable words.	<ul style="list-style-type: none"> I can decode multi-syllable words.
ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> I can read with sufficient accuracy and fluency to support comprehension.
a. Read on-level text with purpose and understanding.	<ul style="list-style-type: none"> I can 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.	<ul style="list-style-type: none"> I can read on-level prose orally with accuracy, appropriate rate, and expression on successive readings. I can read on-level 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.	<ul style="list-style-type: none"> I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
d. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> I can read grade-appropriate irregularly spelled words.