

The following are standards met during the course of
Grade 3 Trimester 3:



LANGUAGE ARTS

Reading

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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.
- 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).
- 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.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Distinguish their own point of view from that of the author of a text.
- 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).

Phonics And Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluency

-Read with sufficient accuracy and fluency to support comprehension.

-Read grade-level text with purpose and understanding.

-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

-Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

-Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

-Develop the topic with facts, definitions, and details.

-Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

-Provide a concluding statement or section.

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

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

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

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.

-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.

-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).

-Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

-Explain their own ideas and understanding in light of the discussion.

-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

-Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

- Produce simple, compound, and complex sentences

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-Capitalize appropriate words in titles.

-Use commas in addresses.

-Use commas and quotation marks in dialogue.

-Form and use possessives.

- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- Recognize and observe differences between the conventions of spoken and written standard English.

Language: Vocabulary Acquisition And Use

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.

-Use sentence-level context as a clue to the meaning of a word or phrase.

- 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).

-Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

-Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).