

# Reading Standards for Literature

## Teacher Talk

## Kid Friendly

3.RL.1-	<p>_____ 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>I can answer questions about a story. This means I can look back at the text to find my answers. I can ask questions about the text.</p>
3.RL.2-	<p>_____ 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.</p>	<p>I can use details from the story to determine the lesson/moral. I can recount stories (fables, folktales and myths) from different cultures. I can determine the lesson/moral of a story (fables, folktales and myths).</p>
3.RL.3-	<p>_____ 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>I can describe characters in a story. I can explain how the characters actions affect the order of events.</p>
3.RL.4-	<p>_____ 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>I can tell the difference between the literal meaning or the non-literal meaning of a word or phrase. I can figure out the correct meaning of a word or phrase.</p>
3.RL.5-	<p>_____ 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.</p>	<p>When writing or speaking about a text, I can use the terms chapter, scene, and stanza. I can describe how events in stories, dramas, and poems build upon each other.</p>
3.RL.6-	<p>_____ 6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>I can explain my point of view. I can describe how my point of view might be different from the narrator's or character's point of view.</p>
3.RL.7-	<p>_____ 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). (note: RL 8 is N/A in literature)</p>	<p>I can explain how the illustrations support the text. I can explain how the illustrations in a story help create the mood.</p>
3.RL.9-	<p>_____ 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).</p>	<p>I can identify the theme in stories. I can compare and contrast themes in stories by the same author. I can compare and contrast settings in stories by the same author. I can compare and contrast plots in stories by the same author.</p>
3.RL.10-	<p>_____ 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.</p>	<p>By the end of the year, I can comprehend grade level text proficiently. By the end of the year, I can read grade level text independently and proficiently.</p>

# Reading Standards Informational Text

Teacher Talk

Kid Friendly

3.RI.1-	____ 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can answer questions about an informational text. This means I can look back at the text to find my answer. I can ask questions about an informational text.
3.RI.2-	____ 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can explain how they support the main idea. I can determine the main idea of a text. I can find key details.
3.RI.3-	____ 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.	I can explain how historical events, scientific ideas fit together using words that describe time, sequence, and cause/effect.
3.RI.4-	____ 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.	I can determine the meaning of words or phrases in informational text about a specific topic.
3.RI.5-	____ 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I can use text features AND I can use search tools on a computer to locate information on a topic. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, <b>key words, sidebars, hyperlinks</b> )
3.RI.6-	____ 6. Distinguish their own point of view from that of the author of a text.	I can tell the difference between my own point of view and the author's point of view in informational text.
3.RI.7-	____ 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).	I can use graphic sources and informational text to increase my understanding. (diagrams, graphs, maps, charts, tables, timelines, pictures, drawings)
3.RI.8-	____ 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can use sentences and paragraphs to determine the text structure. (comparison, cause and effect, sequence, descriptive, lists)
3.RI.9-	____ 9. Compare and contrast the most important points and key details presented in two texts on the same topic.	I can compare and contrast the main points and key details from two informational texts on the same topic.
3.RI.10-	____ 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.	By the end of the year, I can comprehend grade level informational text proficiently.  By the end of the year, I can read grade level informational text independently and proficiently.

# Reading Standards Foundational Skills

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**3.RF.3-**

\_\_\_\_ 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 multi-syllable words.

\_\_\_\_ d. Read grade-appropriate irregularly spelled words.

(note: RF 1-2 N/A in 3<sup>rd</sup> grade)

I can identify the most common prefixes.  
(in-, im-, il-, ir-, mis-, non-, pre-, anti-, de-, semi-, sub-, fore-)

I can identify the most common suffixes.  
Derivational: -able, -ible, -al, -ial, -er, -ful, -tion, -ly, -ment, -ness, -y  
Common Lation: -able, -ible, -ation, -fy, -ify, -ment, -ty, -ity

I know the meaning of the most common prefixes.  
(in-, im-, il-, ir-, mis-, non-, pre-, anti-, de-, semi-, sub-, fore-)

I know the meaning of the most common suffixes.  
Derivational: -able, -ible, -al, -ial, -er, -ful, -tion, -ly, -ment, -ness, -y  
Common Lation: -able, -ible, -ation, -fy, -ify, -ment, -ty, -ity

I can decode words with common suffixes.

I can decode words with more than one syllable.

I can read third grade sight words.

**3.RF.4-**

\_\_\_\_ 4. Read with sufficient accuracy and fluency to support comprehension.

\_\_\_\_ a. 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.

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

I can read a variety of text with accuracy, rate, and expression on repeated readings. (on level)

I can use context clues to know if what I am reading makes sense.

I can use context clues to know if I am reading words correctly by rereading and self-correcting when needed.

# Writing Standards

## Teacher Talk

## Kid Friendly

<p><b>3.W.1-</b></p>	<p>____ 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>____ a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>____ b. Provide reasons that support the opinion.</p> <p>____ c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>____ d. Provide a concluding statement or section.</p>	<p>I can write an opinion piece on a topic or text supporting a point of view. This means I will:</p> <ul style="list-style-type: none"> <li>-Write about a topic stating my opinion.</li> <li>-Create a way to organize my reasons in a clear way (lists, bullets, sentences)</li> <li>-Support the opinion with details.</li> <li>-Use linking words to connect opinions and reasons. (because, therefore, since, for example)</li> <li>-Write a concluding statement(s).</li> </ul>
<p><b>3.W.2</b></p>	<p>____ 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>____ a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>____ b. Develop the topic with facts, definitions, and details.</p> <p>____ c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>____ d. Provide a concluding statement or section.</p>	<p>I can write an informational piece about a topic with related details. This means I will:</p> <ul style="list-style-type: none"> <li>-Stick to the topic I have chosen.</li> <li>-Use facts about the topic.</li> <li>-Use definitions.</li> <li>-Use linking words.</li> <li>-Use illustrations when needed.</li> <li>-Write a concluding statement(s).</li> </ul>
<p><b>3.W.3-</b></p>	<p>____ 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>____ a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>____ b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>____ c. Use temporal words and phrases to signal event orders.</p> <p>____ d. Provide a sense of closure.</p>	<p>I can write a narrative piece about something real or imagined. This means I will:</p> <ul style="list-style-type: none"> <li>- Create a problem.</li> <li>-Introduce characters.</li> <li>-Organize events in sequence.</li> <li>-Use dialogue and details to show thoughts and feelings of the characters throughout the story.</li> <li>-Use words to show event order (the next day, before, tomorrow).</li> <li>-Write a concluding statement(s).</li> </ul>



## Teacher Talk

## Kid Friendly

<b>3.W.4-</b>	____ 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.)	I can write with a purpose. (with help from adults) I can organize my thoughts. (with help from adults) I can produce a finished piece of writing. (with help from adults)
<b>3.W.5-</b>	____ 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.)	I can plan my piece of writing. (with help from adults and peers) I can revise my piece of writing. (with help from adults and peers) I can edit my piece of writing. (with help from adults and peers)
<b>3.W.6-</b>	____ 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.	I can use technology to produce and publish writing using keyboard skills.(with or without help from others)
<b>3.W.7-</b>	____ 7. Conduct short research projects that build knowledge about a topic.	I can gather information about a topic by researching it to learn more.
<b>3.W.8-</b>	____ 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (note: W.9 begins in 4 <sup>th</sup> grade)	I can use information from my experiences or gather information from other sources. (print or digital) I can take notes on information gathered. I can sort the information I've gathered into categories provided by the teacher.
<b>3.W.10-</b>	____ 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.	I can write until I complete a piece for different tasks, audiences and purposes.

# Writing Standards

# Speaking and Listening

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<p><b>3.SL.1-</b></p>	<p>_____ 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.</p> <p>_____ a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.</p> <p>_____ 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).</p> <p>_____ c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>_____ d. Explain their own ideas and understanding in light of the discussion.</p>	<p>I can read and study about a topic before I participate in a group discussion.</p> <p>I can follow the agreed upon rules determined by the members in a group discussion.</p> <p>I can ask questions in a group to better understand the topic.</p> <p>I can stay on topic in a group discussion.</p> <p>I can connect my comments to other comments made in the group.</p> <p>At the end of the group discussion, I can explain my ideas and understanding of the topic.</p>
<p><b>3.SL.2-</b></p>	<p>_____ 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.</p>	<p>I can determine the main idea of a text read aloud or information I hear from a speaker or other sources.</p> <p>I can determine supporting details of a text read aloud or information I hear from a speaker or other sources.</p>
<p><b>3.SL.3-</b></p>	<p>_____ 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>I can ask questions about information from a speaker using appropriate details.</p> <p>I can answer questions about information from a speaker using appropriate details.</p>
<p><b>3.SL.4-</b></p>	<p>_____ 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.</p>	<p>I can give an oral report about a topic, text, or experience.</p> <p>I will:</p> <ul style="list-style-type: none"> <li>-Speak clearly at an understandable pace.</li> <li>-Use facts and details related to the topic.</li> </ul>
<p><b>3.SL.5-</b></p>	<p>_____ 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.</p>	<p>I can create an interesting audio recording. It will include:</p> <ul style="list-style-type: none"> <li>-Fluent reading of a story or poem at an understandable pace.</li> <li>-Visual displays when appropriate to highlight certain facts or details.</li> </ul>
<p><b>3.SL.6-</b></p>	<p>_____ 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 for specific expectations.)</p>	<p>I can speak in complete sentences to provide details or explanations.</p>

# Language Standards

## Teacher Talk

## Kid Friendly

3.L.1-

\_\_\_\_ 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.

I can form regular plural nouns. (s, es, ies)

I can form irregular plural nouns. (nouns that do not change spelling, end in f or fe, change spelling)

I can form regular verbs.

I can form irregular verbs.

I can form simple verb tenses.

I can form adjectives that compare two things using the ending -er or the word more. (comparative adjectives)

I can form adjectives that compare more than two things with the ending -est or the word most. (superlative adjectives)

I can form comparative adverbs.

I can form superlative adverbs.

I can explain the function (job) of a noun as a word and in sentences.

I can explain the function (job) of a pronoun as a word and in sentences.

I can explain the function (job) of a verb as a word and in sentences.

I can explain the function (job) of an adjective as a word and in sentences.

I can explain the function (job) of an adverb as a word and in sentences.

I can use regular plural nouns. (s, es, ies)

I can use irregular plural nouns. (nouns that do not change spelling, end in f or fe, change spelling)

I can use nouns that deal with emotions or ideas – such as joy, love, law, justice. (abstract nouns)

I can use regular verbs.

I can use irregular verbs.

I can use simple verb tenses.

I can use adjectives that compare two things using the ending -er or the word more. (comparative adjectives)

I can use adjectives that compare more than two things with the ending -est or the word most. (superlative adjectives)

I can use comparative adverbs.

I can use superlative adverbs.

I can use the conjunctions – and, but, or, yet, so. (coordinating conjunctions)

I can use the conjunctions – because, before, but, since, while. (subordinating conjunctions)

I can make sure my subject and verbs agree.

I can make sure my pronoun-antecedents agree.

I can produce simple sentences. (subject, verb, and expresses complete thought)

I can produce compound sentences. (joining two independent clauses with a coordinating conjunction)

I can produce complex sentences. (an independent clause joined by one or more dependent clause(s) with a subordinating conjunction)

# Language Standards

<p><b>3.L.2-</b></p>	<p>___ 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>___ a. Capitalize appropriate words in titles.</p> <p>___ b. Use commas in addresses.</p> <p>___ c. Use commas and quotation marks in dialogue.</p> <p>___ d. Form and use possessives.</p> <p>___ e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>___ f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>___ g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>I can form possessives.</p> <p>I can correctly spell. (high-frequency words)</p> <p>I can correctly spell previously tested words.</p> <p>I can capitalize appropriate words in titles.</p> <p>I can use commas in addresses.</p> <p>I can use possessives.</p> <p>I can correctly spell base words when adding suffixes.</p> <p>I can use spelling patterns and spelling rules when writing words.</p> <p>I can use commas and quotation marks in dialogue.</p> <p>I can use a dictionary, computer or other resources to check for correct spelling.</p>
<p><b>3.L.3-</b></p>	<p>___ 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>___ a. Choose words and phrases for effect.</p> <p>___ b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>I can choose words and phrases for effect (to keep my reader's interest).</p> <p>I can recognize the differences in written and spoken language.</p>
<p><b>3.L.4-</b></p>	<p>___ 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.</p> <p>___ a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>___ 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).</p> <p>___ c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>___ d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>I can use context clues to determine the meaning of a word or phrase in sentences.</p> <p>I can determine the meaning of the words when an affix (prefix/suffix) is added.</p> <p>I can use a root/base word I know to figure out a word I do not know with the same root/base.</p> <p>I can use print and digital glossaries and dictionaries to better understand the exact meaning of words or phrases.</p>
<p><b>3.L.5-</b></p>	<p>___ 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>___ a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>___ b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>___ c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty e.g., knew, believed, suspected, heard, wondered).</p>	<p>I can use figurative language (similes, metaphors, personification, hyperbole)</p> <p>I can distinguish the literal and non-literal meaning of words and phrases in context.</p> <p>I can identify connections between words and their use. This means I can identify words that are appropriate to describe a word.</p> <p>I can distinguish slight differences in meaning between synonyms. (states of mind)</p>
<p><b>3.L.6-</b></p>	<p>___ 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).</p>	<p>I can find words and phrases that accurately show time and place.</p> <p>I can use words and phrases accurately to show time and place.</p>





Third Grade  
Common Core  
ELA Standards