

**Third Grade ELA State Standards
Approved for Rocketoons**

READING INFORMATIONAL TEXT (RI)

- **Key Ideas and Details**
 - **RI.3.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - **RI.3.2** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - **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.
- **Craft and Structure**
 - **RI.3.4** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
 - **RI.3.5** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - **RI.3.6** - Distinguish their own point of view from that of the author of a text.
- **Integration of Knowledge and Ideas**
 - **RI.3.7** - 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).
 - **RI.3.8** - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
 - **RI.3.9** - Compare and contrast the most important points and key details presented in two texts on the same topic.
- **Range of Reading and Level of Text Complexity**
 - **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 the grades 2-3 text complexity band independently and proficiently.

WRITING (W)

- **Text Types and Purposes**
 - **W.3.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b) Provide reasons that support the opinion.
 - c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - d) Provide a concluding statement or section.

- **W.3.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - e) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - f) Develop the topic with facts, definitions, and details.
 - g) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - h) Provide a concluding statement or section.
- **W.3.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - i) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - j) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - k) Use temporal words and phrases to signal event order.
 - l) Provide a sense of closure.
- **Production and Distribution of Writing**
 - **W.3.4** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
 - **W.3.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - **W.3.6** - 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.
- **Research to Build and Present Knowledge**
 - **W.3.7** - Conduct short research projects that build knowledge about a topic.
 - **W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **Range of Writing**
 - **W.3.10** - 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.

SPEAKING AND LISTENING (SL)

- **Comprehension and Collaboration**
 - **SL.3.1** - 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.
 - 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.

- 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).
 - 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.
- **SL.3.2** - 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.
- **SL.3.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **Presentation of Knowledge and Ideas**
 - **SL.3.4** - 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.
 - **SL.3.5** - 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.
 - **SL.3.6** - 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 on pages 28 and 29 for specific expectations.)

LANGUAGE (L)

- **Conventions of Standard English**
 - **L.3.1** - 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.
 - **L.3.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- j) Capitalize appropriate words in titles.
- k) Use commas in addresses.
- l) Use commas and quotation marks in dialogue.
- m) Form and use possessives.
- n) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- o) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- p) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- **Knowledge of Language**

- **L.3.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a) Choose words and phrases for effect.*

- **Vocabulary Acquisition and Use**

- **L.3.4** - 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.
 - 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 (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.3.5** - Demonstrate understanding of word relationships and nuances in word meanings.
 - e) Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - f) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

- g) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- **L.3.6** - 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).