Arkansas English Language Arts

Grade 3

Adopted 2023

Foundational Reading

Phonics Decoding (Word Reading)

PD. Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey). 3.FR.1.PD

PD. Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest). 3.FR.2.PD

PD. Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes. 3.FR.3.PD

Phonics Encoding (Word Writing)

PE. Encode two-syllable words with double letter endings (e.g., repel vs. confess). 3.FR.4.PE

PE. Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech). 3.FR.5.PE

PE. Encode two-syllable words with medial long vowel teams (e.g., complain, canteen). 3.FR.6.PE

PE. Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard). 3.FR.7.PE

PE. Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes. 3.FR.8.PE

Handwriting

H. Write legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness. 3.FR.9.H

H. Produce cursive writing with accuracy and automaticity. 3.FR.10.H

Fluency

F. Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary. 3.FR.11.F

Reading Comprehension

Reading Fundamentals

RF. Ask questions about key details in a text. 3.RC.1.RF

RF. Answer questions about key details in a text. 3.RC.2.RF

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RF. Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic. 3.RC.3.RF

RF. Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing. 3.RC.4.RF

RF. Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text. 3.RC.5.RF

RF. Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. 3.RC.6.RF

Reading Literature

RL. Describe how characters respond to major events and challenges. 3.RC.7.RL

RL. Describe the main story elements (plot), including characters, setting, events, problem, and solution. 3.RC.8.RL

RL. Compare and contrast stories from the same author with the same or similar characters. 3.RC.9.RL

RL. Explain how information gained from visual images in a text contributes to understanding the text. 3.RC.10.RL

RL. Distinguish the reader's perspective from that of the author, narrator, or character(s). 3.RC.11.RL

RL. Describe the major differences in the structural elements of poems, dramas, and stories. 3.RC.12.RL

Reading Information

RI. Explain how an author uses reasons and evidence to support specific points in a text. 3.RC.13.RI

RI. Compare and contrast two texts on the same topic, identifying key details from each text. 3.RC.14.RI

RI. Describe how each successive part or paragraph builds on earlier sections. 3.RC.15.RI

RI. Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic. 3.RC.16.RI

RI. Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text. 3.RC.17.RI

RI. Distinguish the reader's perspective from that of the author of the text. 3.RC.18.RI

Vocabulary

1. Determine or clarify the meaning of words and phrases in a text read aloud or independently. 3.V.1

2. Use context clues to identify the meaning of words or phrases. 3.V.2

Generate synonyms and antonyms for common nouns, verbs, and adjectives. 3.V.3

Distinguish shades of meaning among related words. 3.V.4

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5. Distinguish the literal and nonliteral meanings of words and phrases in context. 3.V.5

6. Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable, comfortable/uncomfortable; company/companion). 3.V.6

Writing

Style

S. Write an opinion to convince the reader to take an action or adopt a position with logical reasons supported by evidence from various sources. 3.W.1.S

S. Write informative or explanatory pieces about a topic, using sources. 3.W.2.S

S. Write a narrative with a logical plot (sequence of events, characters, and setting). 3.W.3.S

Production

P. Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions. 3.W.4.P

P. Organize writing logically, constructing an introduction, body, and conclusion. 3.W.5.P

P. Use transitional words and phrases to connect ideas. 3.W.6.P

P. Plan and revise writing, using words, phrases, and sentences for effect. 3.W.7.P

P. Edit writing to include K-3 language conventions for publishing. 3.W.8.P

P. Conduct short research by gathering information from relevant experiences and/or print and digital sources to produce a response. 3.W.9.P

P. Take notes from sources and sort evidence into categories. 3.W.10.P

Collaborative Communication

Oral Language

OL. Participate in collaborative conversations following class created discussion guidelines to expand upon conversations. 3.CC.1.OL

OL. Ask and answer questions about what a speaker says to gather additional information and clarify understanding. 3.CC.2.OL

Presentation

P. Use relevant, descriptive details to orally report on a topic or text, tell a story, or recount an experience, speaking clearly at an understandable pace. 3.CC.3.P

P. Use visual displays and/or audio appropriately to emphasize or enhance certain facts or details when presenting. 3.CC.4.P

P. Speak audibly in collaborative communication and presentations. 3.CC.5.P

Language

Structures

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Use abstract nouns (e.g., justice, freedom). 3.L.1.S

S. Use collective nouns (e.g., group, flock, herd). 3.L.2.S

S. Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house). 3.L.3.S

S. Use indefinite pronouns (e.g., all, any, many, each). 3.L.4.S

S. Use object pronouns (e.g., me, him, her). 3.L.5.S

S. Use possessive pronouns (e.g., their, whose). 3.L.6.S

S. Use pronoun/antecedent agreement. 3.L.7.S

S. Use proper adjectives (e.g., French, Spanish). 3.L.8.S

S. Use comparative and superlative adjectives (e.g., larger, largest). 3.L.9.S

S. Use regular and irregular verbs in past and present tenses. 3.L.10.S

S. Use subject/verb agreement. 3.L.11.S

S. Use adverbs. 3.L.12.S

S. Use coordinating conjunctions (FANBOYS). 3.L.13.S

S. Use interjections (e.g., ouch, boo). 3.L.14.S

S. Use prepositional phrases. 3.L.15.S

S. Form contractions, using an apostrophe. 3.L.16.S

S. Create, expand, and combine independent clauses to create compound sentences. 3.L.17.S

Conventions

C. Capitalize words in titles. 3.L.18.C

C. Capitalize proper adjectives. 3.L.19.C

C. Capitalize geographic names. 3.L.20.C

C. Use commas in items in a series. 3.L.21.C

C. Use commas in addresses. 3.L.22.C

C. Use a comma before a coordinating conjunction in a compound sentence. 3.L.23.C