

Grade 3

Foundational Skills

1 Learning and Applying Foundational Reading Skills [ELA.3.F.1](#)

3 Phonics and Word Analysis: Use knowledge of grade-level phonics and word-analysis skills to decode words. [ELA.3.F.1.3](#)

a Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2) [ELA.3.F.1.3.A](#)

b Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). [ELA.3.F.1.3.B](#)

c Decode multisyllabic words. [ELA.3.F.1.3.C](#)

Clarification 1 See Common Greek and Latin Roots 3-5 and Affixes.

Clarification 2 See Affixes and the Parts of Speech They Form.

4 Fluency: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. [ELA.3.F.1.4](#)

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Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Clarification 2 Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.

Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and

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Reading

1 Reading Prose and Poetry ELA.3.R.1

- 1 Literary Elements: Explain how one or more characters develop throughout the plot in a literary text. ELA.3.R.1.1
 - 2 Theme: Explain a theme and how it develops, using details, in a literary text. ELA.3.R.1.2
 - 3 Perspective and Point of View: Explain different characters' perspectives in a literary text. ELA.3.R.1.3
 - 4 Poetry: Identify types of poems: free verse, rhymed verse, haiku, and limerick. ELA.3.R.1.4
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2 Reading Informational Text ELA.3.R.2

- 1 Structure: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts. ELA.3.R.2.1
 - 2 Central Idea: Identify the central idea and explain how relevant details support that idea in a text. ELA.3.R.2.2
 - 3 Purpose and Perspective: Explain the development of an author's purpose in an informational text. ELA.3.R.2.3
 - 4 Argument: Identify an author's claim and explain how an author uses evidence to support the claim. ELA.3.R.2.4
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3 Reading Across Genres ELA.3.R.3

- 1 Interpreting Figurative Language: Identify and explain metaphors, personification, and hyperbole in text(s). ELA.3.R.3.1
- 2 Paraphrasing and Summarizing: Summarize a text to enhance comprehension. ELA.3.R.3.2
 - a Include plot and theme for a literary text. ELA.3.R.3.2.A
 - b Use the central idea and relevant details for an informational text. ELA.3.R.3.2.B

Clarification 1 Most grade-level texts are appropriate for this benchmark.

- 3 Comparative Reading: Compare and contrast how two authors present information on the same topic or theme. ELA.3.R.3.3
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For examples of these forms, see Appendix B.

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See Elementary Figurative Language.

Clarification 2 See Elementary Figurative Language.

Communication

1 Communicating Through Writing ELA.3.C.1

- 1 Handwriting: Write in cursive all upper- and lowercase letters. ELA.3.C.1.1
- 2 Narrative Writing: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending. ELA.3.C.1.2
- 3 Argumentative Writing: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion. ELA.3.C.1.3
- 4 Expository Writing: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. ELA.3.C.1.4
- 5 Improving Writing: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. ELA.3.C.1.5

2 Communicating Orally ELA.3.C.2

- 1 Oral Presentation: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. [ELA.3.C.2.1](#)

3 Following Conventions [ELA.3.C.3](#)

- 1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. [ELA.3.C.3.1](#)

4 Researching [ELA.3.C.4](#)

- 1 Researching and Using Information: Conduct research to answer a question, organizing information about the topic from multiple sources. [ELA.3.C.4.1](#)

5 Creating and Collaborating [ELA.3.C.5](#)

- 1 Multimedia: Use two or more multimedia elements to enhance oral or written tasks. [ELA.3.C.5.1](#)
- 2 Technology in Communication ELA.3.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing. [ELA.3.C.5.2](#)

See Writing Types.

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See Writing Types and Elaborative Techniques.

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Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be

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For further guidance, see the Elementary Oral Communication Rubric.

Clarification 2 For further guidance, see the Elementary Oral Communication Rubric.

Skills to be mastered at this grade level are as follows:

Clarification 1a Skills to be mastered at this grade level are as follows:

Conjugate regular and irregular verb tenses.

1 Conjugate regular and irregular verb tenses.

Form and use regular and frequently occurring irregular plural nouns.

2 Form and use regular and frequently occurring irregular plural nouns.

Form and use the past tense of frequently occurring irregular verbs.

3 Form and use the past tense of frequently occurring irregular verbs.

Maintain consistent verb tense across paragraphs.

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Form and use irregular plural nouns.

5 Form and use irregular plural nouns.

Form and use the progressive and perfect verb tenses.

6 Form and use the progressive and perfect verb tenses.

Use simple modifiers.

7 Use simple modifiers.

Use prepositions and prepositional phrases.

8 Use prepositions and prepositional phrases.

Form and use compound sentences.	9 Form and use compound sentences.
Use quotation marks with dialogue and direct quotations.	10 Use quotation marks with dialogue and direct quotations.
Use commas to indicate direct address.	11 Use commas to indicate direct address.
Skills to be implemented but not yet mastered are as follows:	Clarification 1b Skills to be implemented but not yet mastered are as follows:
Use subject-verb agreement with intervening clauses and phrases.	1 Use subject-verb agreement with intervening clauses and phrases.
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	2 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
Use conjunctions.	3 Use conjunctions.
Use principal modals to indicate the mood of a verb.	4 Use principal modals to indicate the mood of a verb.
Use appositives, main clauses, and subordinate clauses.	5 Use appositives, main clauses, and subordinate clauses.
See Conventions Progression by Grade Level for more information.	Clarification 2 See Conventions Progression by Grade Level for more information.
While the benchmark does require that students consult multiple sources, there is no requirement that	Clarification 1 While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

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Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.

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Vocabulary

1 Finding Meaning ELA.3.V.1

- 1 Academic Vocabulary: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.3.V.1.1
 - 2 Morphology: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. ELA.3.V.1.2
 - 3 Context and Connotation: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. ELA.3.V.1.3
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See Context Clues and
Word Relationships.

Clarification 2 See Context Clues and Word Relationships.

See 3.R.3.1 and
Elementary Figurative
Language.

Clarification 3 See 3.R.3.1 and Elementary Figurative Language.