Hawaii English Language Arts

3rd Grade

Reading Foundations

Print Concepts

1 (Not addressed in 3rd grade) 3.RF.1

Phonological Awareness

2 (Not addressed in 3rd grade) 3.RF.2

Phonics and Word Recognition

3 Know and apply grade-level phonics and word analysis skills to read: 3.RF.3

- a Read regularly spelled single-syllable and multisyllabic words in isolation and in text, including: 3.RF.3.A
  - 1 Multisyllabic words with the patterns: VC/CV, V/CV, VC/V, and CV/VC 3.RF.3.A.1
  - 2 Possessives and Plurals 3.RF.3.A.2
  - 3 Irregular Past Tense and Plurals 3.RF.3.A.3
  - 4 Common Latin Affixes and Roots 3.RF.3.A.4
- b Demonstrate and apply knowledge of syllable division and morpheme meaning when reading multisyllabic words. 3.RF.3.B
- c Read common grade appropriate decodable and irregular high frequency words. 3.RF.3.C

Fluency

4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms. 3.RF.4

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Reading Informational

Key Ideas and Details

1 Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers. 3.RI.1

2 Analyze informational text development: 3.RI.2

- a Determine the main/central idea of a text. 3.RI.2.A
- b Recount the key details and explain how they support the main/central idea. 3.RI.2.B

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. 3.RI.3

Craft and Structure

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. 3.RI.4

5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 3.RI.5

6 Distinguish their own point of view/perspective from that of the author of a text. 3.RI.6

Integration of Knowledge and Ideas

7 Use information gained from visual aids (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). 3.RI.7

8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 3.RI.8

9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RI.9

Range of Reading and Level of Text Complexity

10 Read and comprehend informational texts appropriately complex for grade 3. 3.RI.10

Reading Literature

Key Ideas and Details

1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RL.1

2 Analyze literary text development: 3.RL.2

- a Determine a theme and explain how it is conveyed through key details in the text. 3.RL.2.A
- b Retell stories, including fables, folktales, and myths from diverse cultures. 3.RL.2.B

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3 Describe story elements: 3.RL.3

a Using key details, describe characters in a story, including their traits, motivations, and feelings, and explain how their actions contribute to the sequence of events. 3.RL.3.A

Craft and Structure

4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 3.RL.4

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. 3.RL.5

6 Distinguish their own perspectives from that of the narrator or those of the characters, including identifying the point of view of the narrator. 3.RL.6

Integration of Knowledge and Ideas

7 Explain how specific aspects of a print or digital 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). 3.RL.7

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). 3.RL.9

Range of Reading and Level of Text Complexity

10 Read and comprehend literary texts appropriately complex for grade 3. 3.RL.10

Writing Foundations

Handwriting, Spelling, and Sentence Formation

1 Demonstrate and apply correct handwriting skills: 3.WF.1

a Legibly and fluently write in manuscript to produce grade-appropriate tasks. 3.WF.1.A

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2 Know and apply phonics and word analysis skills when encoding words: 3.WF.2

a Spell single-syllable words with: 3.WF.2.A

1 Less common, complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families) 3.WF.2.A.1

2 Complex Vowel-r Combinations (e.g., are, air, our, ore, ear, eer, ure, etc.) 3.WF.2.A.2

b Spell regular two-and three-syllable words that: 3.WF.2.B

1 Combine all basic syllable types (closed, VCe, open, vowel team, vowel-r, and consonant -le) 3.WF.2.B.1

2 Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion) 3.WF.2.B.2

c Spell singular and plural possessives (e.g., teacher's, teachers'). 3.WF.2.C

d Identify language of origin for words, as noted in dictionaries. 3.WF.2.D

e Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words. 3.WF.2.E

f Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 3.WF.2.F

3 Demonstrate command of the conventions of English when writing, including multi-paragraph texts: 3.WF.3

a Produce simple, compound, and complex sentences . 3.WF.3.A

b Capitalize appropriate words in titles. 3.WF.3.B

c Use commas in addresses. 3.WF.3.C

d Use commas and quotation marks in dialogue. 3.WF.3.D

e Form and use possessives. 3.WF.3.E

Writing

Text Types and Purposes

1 Write opinion pieces on topics or texts, supporting a claim with reasons: 3.W.1

a Introduce the topic or text they are writing about, state a claim, and create an organizational structure that lists reasons. 3.W.1.A

b Provide reasons that support the claim. 3.W.1.B

c Use linking words and phrases (e.g., because, therefore, since, for example) to connect the claim and reasons. 3.W.1.C

d Provide a conclusion that follows from the argument presented, as appropriate to the task. 3.W.1.D

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2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly: 3.W.2

- a Introduce a topic and organize related information together; include illustrations when useful to aid comprehension. 3.W.2.A
- b Develop the topic with facts, definitions, and details. 3.W.2.B
- c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. 3.W.2.C
- d Provide a concluding statement or section. 3.W.2.D

3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: 3.W.3

- a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 3.W.3.A
- b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3.W.3.B
- c Use temporal words and phrases to signal event order. 3.W.3.C
- d Provide a sense of closure. 3.W.3.D

Production and Distribution of Writing

4 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 related Writing Foundations and Language standards.) 3.W.4

5 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. 3.W.5

Research to Build and Present Knowledge

6 Conduct short research projects that build knowledge about a topic: 3.W.6

- a Write brief notes on information collected from experiences and/or print and digital sources, and sort into provided categories. 3.W.6.A
- b Draw evidence from literary or informational texts to support analysis, reflection, and research. 3.W.6.B

Speaking and Listening **Comprehension and Collaboration**

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1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly: 3.SL.1

- 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. 3.SL.1.A
- 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). 3.SL.1.B
- c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 3.SL.1.C
- d Explain their own ideas and understanding in light of the discussion. 3.SL.1.D

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. 3.SL.2

3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 3.SL.3

Presentation of Knowledge and Ideas

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. 3.SL.4

5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills. 3.SL.5

Language

Conventions of English

1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: 3.L.1

- a Use and explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 3.L.1.A
- b Use regular and irregular plural nouns. 3.L.1.B
- c Use abstract nouns (e.g., childhood). 3.L.1.C
- d Use regular and irregular verbs. 3.L.1.D
- e Use the simple (e.g., I walked; I walk; I will walk) verb tenses. 3.L.1.E
- f Ensure subject-verb and pronoun-antecedent agreement. 3.L.1.F
- g Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 3.L.1.G
- h Use coordinating and subordinating conjunctions. 3.L.1.H
- i Produce simple, compound, and complex sentences. 3.L.1.I

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(Addressed in Writing Foundations) 3.L.2

Vocabulary Acquisition and Use

3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: 3.L.3

- a Use sentence-level context as a clue to the meaning of a word or phrase. 3.L.3.A
- 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). 3.L.3.B
- c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 3.L.3.C
- d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 3.L.3.D

4 Demonstrate understanding of word relationships and nuances in word meanings: 3.L.4

- a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 3.L.4.A
- b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). 3.L.4.B
- c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 3.L.4.C

5 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). 3.L.5