Idaho English Language Arts/Literacy

Grade 3

Adopted 2022

Foundational Reading

Phonics and Decoding

3. Use knowledge of grade-level phonics and word analysis skills to decode words. 3.FR.3
   a. Decode words when known affixes are added to a known word (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful). 3.FR.3.A
   b. Decode words with common Greek and Latin roots (e.g., trans, port, bio). 3.FR.3.B
   c. Decode multisyllable words. 3.FR.3.C
   d. Read grade-appropriate irregularly spelled words (e.g., come, friend, today). 3.FR.3.D

Reading Comprehension

Text Complexity

1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. 3.RC.1

Volume of Reading to Build Knowledge

2. Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary. 3.RC.2

Textual Evidence

3. Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers. 3.RC.3

Reading Fluency

4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension. 3.RC.4

Literature

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5. Use evidence from literature to demonstrate understanding of grade-level texts. 3.RC.5

   a. Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme. 3.RC.5.A

   b. Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text. 3.RC.5.B

   c. Explain major structural differences between poems, plays, and prose. 3.RC.5.C

   d. Explain the difference between a narrator's point of view and various characters' perspectives in stories. 3.RC.5.D

   e. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. 3.RC.5.E

Nonfiction Text

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. 3.RC.6

   a. Describe key details from texts and explain how they support the central idea. 3.RC.6.A

   b. Describe the relationship between a series of events, concepts, steps, or procedures in historical, scientific, or technical texts, using words that pertains to comparison, sequence, or cause/effect. 3.RC.6.B

   c. Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect). 3.RC.6.C

   d. Explain the logical connection between particular facts and reasons in texts. 3.RC.6.D

   e. Compare and contrast important points and key supporting details presented in two texts on the same topic. 3.RC.6.E

Vocabulary Development

Word Building

1. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing flexibly from a range of strategies. 3.VD.1

   a. Use sentence-level context as clues to the meaning of words or phrases. 3.VD.1.A

   b. Determine the meaning of new words formed when known affixes are added to a known word (e.g., expensive/ inexpensive, lock/unlock, help/helpless, care/ careless). 3.VD.1.B

   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., transport, portable). 3.VD.1.C

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   d. Use glossaries or beginning dictionaries, print or digital, to clarify the precise meaning of key words and phrases. 3.VD.1.D

2. Determine how words and phrases provide meaning and nuance to grade-level texts. 3.VD.2

   a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 3.VD.2.A

   b. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 3.VD.2.B

Academic Vocabulary

3. Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing. 3.VD.3

Research Strand

Inquiry Process to Build, Present, and Use Knowledge

1. Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently. 3.RS.1

Deep Reading on Topics to Build Knowledge

2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) 3.RS.2

Writing Strand

Range of Writing

1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc. 3.W.1
2. Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement. 3.W.2
3. Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement. 3.W.3
4. Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure. 3.W.4
5. Group related information within a paragraph, using common linking words and phrases to connect ideas and information. 3.W.5
6. With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.) 3.W.6

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andwriting and Keyboarding

7. Write legibly in cursive, leaving space between letters in a word, in a sentence, and at the edges of the paper. 3.W.7
8. Use keyboarding skills to produce and publish writing. 3.W.8

Oral and Digital Communications Strand

Oral Communications

1. Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed. 3.ODC.1
2. Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media (audio, visual, and quantitative). 3.ODC.2
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 3.ODC.3
4. Report orally 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.ODC.4

Digital Communications

5. With support, evaluate whether a digital source is factual or not by considering its use of evidence. 3.ODC.5
6. Use information gained digitally to determine where, when, why, and how key events occur. 3.ODC.6

Grammar and Conventions

Grammar and Usage

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking. 3.GC.1
   a. Form and use the progressive and perfect verb tenses. 3.GC.1.A
   b. Form and use comparative and superlative adjectives and adverbs. 3.GC.1.B
   c. Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms. 3.GC.1.C
   d. Form and use regular and irregular plural nouns (e.g., fish, teeth). 3.GC.1.D
   e. Use common, proper, and possessive nouns. 3.GC.1.E
   f. Use coordinating and subordinating conjunctions. 3.GC.1.F
   g. Produce, expand, and rearrange simple and compound sentences. 3.GC.1.G
   h. Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification. 3.GC.1.H

Mechanics

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2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning. 3.GC.2
    a. Commas in addresses and dates. 3.GC.2.A
    b. Commas and quotation marks in dialogue. 3.GC.2.B
    c. Forming and using possessives. 3.GC.2.C
    d. Capitalize appropriate words in titles. 3.GC.2.D
3. Use knowledge of spelling in writing. 3.GC.3
    a. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. 3.GC.3.A
    b. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words. 3.GC.3.B
    c. Spell high-frequency irregular words correctly (e.g., who, what, why). 3.GC.3.C
    d. Consult reference materials to check and correct spelling. 3.GC.3.D