Maine English Language Arts and Literacy Standards

Grade 3

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1

- **a.** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.1.3.A
- **b.** Form and use regular and irregular plural nouns. L.1.3.B
- **c.** Use abstract nouns (e.g., childhood). L.1.3.C
- **d.** Form and use regular and irregular verbs. L.1.3.D
- **e.** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.1.3.E
- **f.** Ensure subject-verb and pronoun-antecedent agreement. L.1.3.F
- **g.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.1.3.G
- **h.** Use coordinating and subordinating conjunctions. L.1.3.H
- **i.** Produce simple, compound, and complex sentences. L.1.3.I

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2

- **a.** Capitalize appropriate words in titles. L.2.3.A
- **b.** Use commas in addresses. L.2.3.B
- **c.** Use commas and quotation marks in dialogue. L.2.3.C
- **d.** Form and use possessives. L.2.3.D
- **e.** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). L.2.3.E
- **f.** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.2.3.F
- **g.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.3.G

Apply knowledge of lar ho

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3

- a. Choose words and phrases for effect. L.3.3.A

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in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.3	b. Recognize and observe differences between the conventions of spoken and written standard English. L.3.3.B
Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. L.4	**L.4.3 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.** L.4.3 a. Use sentence-level context as a clue to the meaning of a word or phrase. L.4.3.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). L.4.3.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). L.4.3.C d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L.4.3.D
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. L.5	**L.5.3 Demonstrate understanding of word relationships and nuances in word meanings.** L.5.3 a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). L.5.3.A b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). L.5.3.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). L.5.3.C
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term im co expression. L.6	**L.6.3 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).** L.6.3

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Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own. SL.1	**SL.1.3 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.** SL.1.3 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. SL.1.3.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). SL.1.3.B c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.1.3.C d. Explain their own ideas and understanding in light of the discussion. SL.1.3.D
Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. SL.2	**a. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.** SL.2.3.A **b. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.** SL.2.3.B
Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. SL.3	**a. 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.3.3.A **b. Create audio/video 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.3.3.B
Adapt speech to a variety of contexts, audiences, and communicative tasks. SL.4	**SL.4.3 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** SL.4.3
Demonstrate understanding of the organization and basic features of print. R.1	**R.1.3 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency.** R.1.3
De un Skip to main content	**.3 Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs,**

syllables, and sounds (phonemes). R.2	teachers should • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency. R.2.3
Know and apply grade-level phonics and word analysis skills when decoding words. R.3	a. Identify and know the meaning of the most common prefixes and derivational suffixes. R.3.3.A
	b. Decode words with common Latin suffixes. R.3.3.B
	c. Decode multisyllabic words. R.3.3.C
	d. Read grade-appropriate irregularly spelled words. R.3.3.D
Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. R.4	R.4.3 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. R.4.3
Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. R.5	a. Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported. R.5.3.A
	b. Explain how the key details support the central idea of a text. R.5.3.B
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R.6	a. Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). R.6.3.A
	b. Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text. R.6.3.B
Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word ch or	a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. R.7.3.A
	b. Use provided resources to determine the meaning of domain-specific words and phrases. R.7.3.B

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Analyze the structure of various texts, including how the features and components relate to each other and the whole. R.8	**a.** Refer to parts of a text (e.g. chapters, scenes, or stanzas) and explain how each successive part builds on earlier sections. R.8.3.A
	b. Use various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) to locate key facts or information in a text efficiently. R.8.3.B
Assess how perspective or purpose shapes the content and style of a text. R.9	**a.** Distinguish the reader's personal point of view from that of the narrator or those of the characters. R.9.3.A
	b. Distinguish the reader's personal point of view from that of the author of a text. R.9.3.B
Evaluate the argument and specific claims in various texts. R.10	**R.10.3** Explain how an author or character uses reasons and evidence to support a claim in a text. R.10.3
Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological). R.11	**a.** Explain how specific aspects of a text's illustrations contribute to the meaning of a text (e.g., create mood, emphasize aspects of a character or setting). R.11.3.A
	b. Compare and contrast themes, settings, characters, and plots of stories. R.11.3.B
	c. Use information gained from the text features and the words within to demonstrate an understanding of the whole text. R.11.3.C
	d. Compare and contrast the key details presented in two texts on the same topic R.11.3.D
Read with sufficient accuracy and fluency to support comprehension R.12	**a.** Read various on-level text with purpose and understanding. R.12.3.A
	b. Read various on-level text with accuracy, appropriate rate, and expression on successive readings. R.12.3.B
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. R.12.3.C
Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions ab in av	**a.** Investigate questions by participating in research that builds knowledge about a topic. W.1.3.A
	b. Gather information from a variety of sources and/or recall information from experiences in order to answer questions. W.1.3.B
	c. Take brief notes on sources and sort information into provided categories. W.1.3.C

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Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology. W.2	**a.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.2.3.A
	b. With guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others. W.2.3.B
	c. Develop keyboarding skills. W.2.3.C
Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose W.3	**a.** Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions. W.3.3.A
	b. Develop the topic with relevant supporting details. W.3.3.B
	c. Use developmentally appropriate linking words and phrases. W.3.3.C
	d. Use precise vocabulary/word choice. W.3.3.D
	e. Provide a sense of closure that is related to the ideas presented. W.3.3.E