Missouri English Language Arts

Grade 3

Adopted 2016

Reading R

1. **Develop and apply skills to the reading process.** R.1

   A. Comprehension R.1.A

      A. Develop and demonstrate reading skills in response to text by: 3.R.1.A

         a. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. 3.R.1.A.A

         b. Draw conclusions and support with textual evidence. 3.R.1.A.B

         c. Summarizing a story's beginning, middle, and end, determining their central message, lesson or moral. 3.R.1.A.C

         d. Monitoring comprehension and making corrections and adjustments when understanding breaks down. 3.R.1.A.D

   B. Vocabulary R.1.B

      B. Develop an understanding of vocabulary by: 3.R.1.B

         a. Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words. 3.R.1.B.A

         b. Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words. 3.R.1.B.B

         c. Using homographs and homophones. 3.R.1.B.C

         d. Distinguishing the literal and non-literal meanings of words and phrases in context. 3.R.1.B.D

         e. Determine the meaning of the new word formed when a known affix is added to a known base word. 3.R.1.B.E

         f. Using a dictionary or a glossary to determine the meanings, syllabications, and pronunciation of unknown words. 3.R.1.B.F

         g. Discussing analogies. 3.R.1.B.G

         h. Determining the meaning of the author's use of similes and metaphors to produce imagery. 3.R.1.B.H

         i. Using conversational, general academic, and domain specific words and phrases. 3.R.1.B.I

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C. Making Connections R.1.C

C. Explain relevant connections between: 3.R.1.C

a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast). 3.R.1.C.A

b. Text to world (text ideas to experiences in the world). 3.R.1.C.B

D. Independent Text R.1.D

D. Read independently for multiple purposes over sustained periods of time by: 3.R.1.D

a. Reading text that is developmentally appropriate. 3.R.1.D.A

b. Producing evidence of reading. 3.R.1.D.B

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2. **Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.** R.2

A. Fiction R.2.A

A. Read, infer, analyze, and draw conclusions to: 3.R.2.A

a. Summarize and sequence the events/plot and explain past events impact future events. 3.R.2.A.A

b. Describe the personality traits of characters from the thoughts, words, and actions. 3.R.2.A.B

c. Describe the interaction of characters including relationships and how they change. 3.R.2.A.C

d. Paraphrase the big idea/themes and supporting details of texts. 3.R.2.A.D

e. Compare and contrast the key elements in various types of fiction. 3.R.2.A.E

f. Explain cause and effect relationships. 3.R.2.A.F

g. Distinguish their own point of view from that of the narrator or those of the characters. 3.R.2.A.G

B. Poetry R.2.B

B. Read, infer and draw conclusions to: 3.R.2.B

a. Use examples of alliteration. 3.R.2.B.A

b. Identify basic forms of poetry. 3.R.2.B.B

C. Drama R.2.C

C. Read, infer and draw conclusions to: 3.R.2.C

a. Explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed. 3.R.2.C.A

b. Identify and describe language that creates a graphic visual experience and appeals to the senses. 3.R.2.C.B

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3. **Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.** R.3

   A. Text Features R.3.A

      A. Read, infer and draw conclusions to: 3.R.3.A

         a. Explain the author's purpose. 3.R.3.A.A

         b. Explain using details or facts that support the main idea. 3.R.3.A.B

         c. Use text features and graphic features to locate information and to make and verify predictions. 3.R.3.A.C

         d. Follow and explain a set of written multi-step directions. 3.R.3.A.D

         e. Describe relationship between events, ideas, concepts or steps. 3.R.3.A.E

   B. Literary Techniques R.3.B

      B. Read, infer and draw conclusions to: 3.R.3.B

         a. Distinguish difference between biography and autobiography. 3.R.3.B.A

         b. Distinguish fact from opinion. 3.R.3.B.B

         c. Distinguish point of view to what the author is trying to persuade the reader to think or do. 3.R.3.B.C

         d. Explain examples of sound devices, literal and nonliteral meanings, and figurative language. 3.R.3.B.D

   C. Text Structures R.3.C

      C. Read, infer and draw conclusions to: 3.R.3.C

         a. Describe relationships among events, ideas, concepts, and cause and effect in texts. 3.R.3.C.A

         b. Describe and explain the relationship between problems and solutions. 3.R.3.C.B

         c. Use information gained from illustrations and words to demonstrate understanding of the text. 3.R.3.C.C

         d. Explain author's purpose. 3.R.3.C.D

         e. Compare and contrast the most important points and key details presented in texts on the same topic. 3.R.3.C.E

4. **Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** R.4

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A. Digital and Media Literacy R.4.A

A. Read to develop an understanding of media and its components by: 3.R.4.A

a. Understanding how communication changes when moving from one genre of media to another. 3.R.4.A.A

b. Explaining how various design techniques used in media influence the message. 3.R.4.A.B

c. Comparing various written conventions used for digital media. 3.R.4.A.C

d. Identifying text structures and graphics features of a web page. 3.R.4.A.D

Reading Foundations RF

1. Understand how English is written and read. RF.1

A. Print Awareness RF.1.A

A. No expectations for grade 3. 3.RF.1.A

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2. Understand how English is written and read. RF.2

A. Phonemic Awareness RF.2.A

A. No expectations for grade 3. 3.RF.2.A

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3. Understand how English is written and read. RF.3

A. Phonics RF.3.A

A. Develop phonics in the reading process by: 3.RF.3.A

a. Decoding multisyllabic words in context by applying common spelling patterns. 3.RF.3.A.A

b. Decoding words that double final consonants when adding an ending. 3.RF.3.A.B

c. Using the meaning of common prefixes and suffixes. 3.RF.3.A.C

d. Using the meaning of homophones. 3.RF.3.A.D

e. Decoding known and unknown words by spelling patterns. 3.RF.3.A.E

f. Reading irregularly spelled high frequency words. 3.RF.3.A.F

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4. Understand how English is written and read. RF.4

A. Fluency RF.4.A

A. Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. 3.RF.4.A

a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 3.RF.4.A.A

Writing W

1. Apply writing process to develop a text for audience and purpose. W.1

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A. Prewriting W.1.A

A. Follow a writing process to plan a first draft by: 3.W.1.A

a. Using a simple pre-writing strategy when given the purpose and the intended audience. 3.W.1.A.A

B. Draft W.1.B

B. Appropriate to genre type, develop a draft from prewriting by: 3.W.1.B

a. Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory. 3.W.1.B.A

b. Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate). 3.W.1.B.B

c. Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end. 3.W.1.B.C

d. Addressing an appropriate audience. 3.W.1.B.D

C. Revise/Edit W.1.C

C. Reread, revise and edit drafts with assistance from adults/peers, to: 3.W.1.C

a. Develop and strengthen writing by revising main idea sequence (ideas) focus beginning/middle/end details/facts (from sources, when appropriate) word choice (related to the topic) sentence structure
transitions audience/purpose voice. 3.W.1.C.A

b. Edit for language conventions. 3.W.1.C.B

D. Produce/Publish and Share Writing W.1.D

D. With assistance from adults/peers: 3.W.1.D

a. Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others. 3.W.1.D.A

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2. **Compose well-developed writing texts for audience and purpose.** W.2

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A. Opinion/Argumentative W.2.A

A. Write opinion texts that: 3.W.2.A

a. Introduce a topic or text being studied, using connected sentences. 3.W.2.A.A

b. State an opinion or establish a position and provide reasons for the opinion/position. 3.W.2.A.B

c. Use specific and accurate words that are related to the topic, audience, and purpose. 3.W.2.A.C

d. Contain information using student's original language, except when using direct quotation from a source. 3.W.2.A.D

e. Reference the name of the author(s) or name of the source used for details or facts included in the text. 3.W.2.A.E

f. Use transitions to connect opinion and reason. 3.W.2.A.F

g. Provide clear evidence of a beginning, middle and a concluding statement or paragraph. 3.W.2.A.G

B. Informative/Explanatory W.2.B

B. Write informative/explanatory texts that: 3.W.2.B

a. Introduce a topic or text being studied. 3.W.2.B.A

b. Develop the topic with simple facts, definitions, details, and explanations. 3.W.2.B.B

c. Use specific and relevant words that are related to the topic, audience and purpose. 3.W.2.B.C

d. Uses the student's original language, except when quoting from a source. 3.W.2.B.D

e. Use transition words to connect ideas within categories of information. 3.W.2.B.E

f. Create a concluding statement or paragraph. 3.W.2.B.F

C. Narrative/Literary W.2.C

C. Write fiction or non-fiction narratives and poems that: 3.W.2.C

a. Stablish a setting, situation/topic and introduce a narrator and/or characters. 3.W.2.C.A

b. Use narrative techniques, such as dialogue and descriptions. 3.W.2.C.B

c. Organize an event sequence to establish a beginning/middle/end. 3.W.2.C.C

d. Use transition words and phrases to signal event order. 3.W.2.C.D

e. Use specific and relevant words that are related to the topic, audience, and purpose. 3.W.2.C.E

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Gather, analyze, evaluate and use information from a variety of sources. W.3

A. Research Process W.3.A

A. Apply research process to: 3.W.3.A

a. Generate a list of subject appropriate topics. 3.W.3.A.A

b. Create an individual question about a topic. 3.W.3.A.B

c. Decide what sources of information might be relevant to answer these questions. 3.W.3.A.C

d. Locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts. 3.W.3.A.D

e. Determine the accuracy and relevance of the information related to a selected question. 3.W.3.A.E

f. Take simple notes in own words and sort evidence into provided categories or organizer. 3.W.3.A.F

g. Use quotation marks to denote direct quotations when recording specific words and sentences from a source. 3.W.3.A.G

h. Create a resource page from notes. 3.W.3.A.H

i. Present and evaluate the information in a report or annotated display, using previously established teacher/student criteria. 3.W.3.A.I

Language L

1. Communicate using conventions of English language. L.1

A. Grammar L.1.A

A. In speech and written form, apply standard English grammar to: 3.L.1.A

a. Use regular and irregular verbs and simple verb tenses. 3.L.1.A.A

b. Use helping verbs with irregular verbs. 3.L.1.A.B

c. Use complete subject and complete predicate in a sentence. 3.L.1.A.C

d. Use comparative, demonstrative and superlative adjectives and adverbs. 3.L.1.A.D

e. Use subject/verb agreement in sentences. 3.L.1.A.E

f. Produce simple and compound imperative, exclamatory, declarative, interrogative sentences. 3.L.1.A.F

g. Use 1st, 2nd, and 3rd person pronouns and their antecedents. 3.L.1.A.G

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B. Punctuation, Capitalization, Spelling L.1.B

B. In written text: 3.L.1.B

a. Write legibly (print and cursive). 3.L.1.B.A

b. Use an apostrophe to form possessives. 3.L.1.B.B

c. Demonstrate and use commas and quotation marks in dialogue. 3.L.1.B.C

d. Capitalize dialogue correctly. 3.L.1.B.D

e. Use commas for greeting and closing of a friendly letter. 3.L.1.B.E

f. Capitalize names of places. 3.L.1.B.F

g. Capitalize titles of books, stories, and songs. 3.L.1.B.G

h. Use spelling patterns and generalizations to spell compound words. 3.L.1.B.H

i. Spell words that double the consonant. 3.L.1.B.I

j. Spell plural words that change 'y' to 'ies'. 3.L.1.B.J

k. Consult reference materials to check and correct spellings. 3.L.1.B.K

l. Arrange words in alphabetical order, to the third letter. 3.L.1.B.L

Speaking/Listening SL

1. Listen for a purpose. SL.1

A. Purpose SL.1.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 3.SL.1.A

a. Following classroom listening rules. 3.SL.1.A.A

b. Ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others. 3.SL.1.A.B

c. Following three-step instructions, according to classroom expectations. 3.SL.1.A.C

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2. Listen for entertainment. SL.2

A. Entertainment SL.2.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 3.SL.2.A

a. Demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations. 3.SL.2.A.A

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3. Speak effectively in collaborative discussions. SL.3

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A. Collaborative Discussions SL.3.A

A. Speak clearly and to the point, using conventions of language when presenting individually or with a group by: 3.SL.3.A

a. Come to discussions prepared having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 3.SL.3.A.A

b. Responding appropriately to discussion in a variety of settings, according to classroom expectations. 3.SL.3.A.B

c. Expressing opinion of read-alouds and independent reading topics. 3.SL.3.A.C

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4. Speak effectively when presenting. SL.4

A. Presenting SL.4.A

A. Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: 3.SL.4.A

a. Using presentation skills and/or appropriate technology. 3.SL.4.A.A

b. Presenting information with clear ideas and details speaking clearly at an understandable pace. 3.SL.4.A.B

c. Giving an informal presentation, using a variety of media. 3.SL.4.A.C

d. Using academic language and conventions. 3.SL.4.A.D

e. Choosing words and phrases for effect (adjectives, action verbs, figurative language). 3.SL.4.A.E