New York English Language Arts - Next Generation

Grade 3

Adopted 2017

Reading Standards

Literary and Informational Text

Key Ideas and Details

3R1. Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. 3R1

3R2. Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. 3R2

3R3. In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. 3R3

Craft and Structure

3R4. Determine the meaning of words, phrases, figurative language, and academic and content-specific words. 3R4

3R5. In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension. 3R5

3R6. Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. 3R6

Integration of Knowledge and Ideas

3R7. Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). 3R7

3R8. Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) 3R8

3R9. Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. 3R9

Foundational Skills

Print Concepts

3RF1. There is not a grade 3 standard for this concept. 3RF1

Phonological Awareness

3RF2. There is not a grade 3 standard for this concept. Please see preceding grades for more information. 3RF2

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Phonics and Word Recognition

3RF3. Know and apply grade-level phonics and word analysis skills in decoding words. 3RF3

a. Identify and know the meaning of the most common prefixes and suffixes. 3RF3.A

b. There is not a grade 3 standard for this concept. 3RF3.B

b. Decode multi-syllabic words. 3RF3.B

c. Identify, know the meanings of, and decode words with suffixes. 3RF3.C

d. Recognize and read grade-appropriate irregularly spelled words. 3RF3.D

Fluency

3RF4. Read grade-level text with sufficient accuracy and fluency to support comprehension. 3RF4

a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 3RF4.A

b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 3RF4.B

Writing Standards

Text Types and Purposes

3W1. Write an argument to support claim(s), using clear reasons and relevant evidence. 3W1

a. Introduce a claim, supported by details, and organize the reasons and evidence logically. 3W1.A

b. Use precise language and content-specific vocabulary. 3W1.B

c. Use linking words and phrases to connect ideas within categories of information. 3W1.C

d. Provide a concluding statement or section. 3W1.D

3W2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 3W2

a. Introduce a topic and organize related information together. 3W2.A

b. Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. 3W2.B

c. Use precise language and content-specific vocabulary. 3W2.C

d. Use linking words and phrases to connect ideas within categories of information. 3W2.D

e. Provide a concluding statement or section. 3W2.E

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3W3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. 3W3

a. Establish a situation and introduce a narrator and/or characters. 3W3.A

b. Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 3W3.B

c. Use temporal words and phrases to signal event order. 3W3.C

d. Provide a conclusion. 3W3.D

3W4. Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other). 3W4

3W5. Begins in grade 4. 3W5

Research to Build and Present Knowledge

3W6. Conduct research to answer questions, including self-generated questions, and to build knowledge. 3W6

3W7. Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. 3W7

Speaking and Listening

Comprehension and Collaboration

3SL1. Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. 3SL1

a. Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. 3LS1.A

b. Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. 3SL1.B

c. Ask questions to check understanding of information presented and link comments to the remarks of others. 3SL1.C

d. Explains their own ideas and understanding of the discussion. 3SL1.D

e. Consider individual differences when communicating with others. 3SL1.E

3SL2. Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral). 3SL2

3SL3. Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail. 3SL3

Presentation of Knowledge and Ideas

3SL4. 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. 3SL4

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3SL5. Include digital media and/or visual displays in presentations to emphasize certain facts or details. 3SL5

3SL6. Identify contexts that call for academic English or informal discourse. 3SL6

Language Standards

Knowledge of Language

3L3. Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. 3L3

a. Choose words and phrases for effect. 3L3.A

b. Recognize and observe differences between the conventions of spoken and written standard English. 3L3.B

Vocabulary Acquisition and Use

3L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies, including, but not limited to the following. 3L4

a. Use sentence-level context as a clue to the meaning of a word or phrase. 3L4.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). 3L4.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). 3L4.C

d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. 3L4.D

3L5. Demonstrate understanding of word relationships and nuances in word meanings. 3L5

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 3L5.A

b. Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful). 3L5.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). 3L5.C

3L6. Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). 3L6

Conventions of Academic English/Language for Le

Core Conventions

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1. Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. L.1
    16. Produce simple, compound, and complex sentences. L.1.16
    17. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. L.1.17
    18. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). L.1.18
    19. Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. L.1.19
    20. Form and use regular and irregular plural nouns. L.1.20
    21. Use abstract nouns. L.1.21
    22. Form and use regular and irregular verbs. L.1.22
    23. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). L.1.23
    24. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). L.1.24
    25. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). L.1.25
    26. Use verb tense to convey various times, sequences, states, and conditions. L.1.26
    27. Recognize and correct inappropriate shifts in verb tense. L.1.27
    28. Ensure subject-verb and pronoun-antecedent agreement. L.1.28
    29. Use coordinating and subordinating conjunctions. L.1.29
    30. Use and identify prepositional phrases. L.1.30
    31. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.1.31
    32. Correctly use frequently confused words (e.g., to, too, two; there, their). L.1.32

Core Punctuation and Spelling

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

    9. Capitalize appropriate words in titles. L.2.9

    10. Use correct capitalization. L.2.10

    11. Use commas in addresses. L.2.11

    12. Use commas and quotation marks in dialogue. L.2.12

        a. Use commas and quotation marks to mark direct speech and quotations from a text. L.2.12.A

    13. Use a comma before a coordinating conjunction in a compound sentence. L.2.13

    14. Use a comma to separate an introductory element from the rest of the sentence. L.2.14

    15. Use punctuation to separate items in a series. L.2.15

    16. Form and use possessives. L.2.16

    17. Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). L.2.17

    18. Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.2.18

    a. Spell grade-appropriate words correctly, consulting references as needed. L.2.18.A

    19. Use quotation marks or italics to indicate titles of works. L.2.19