Ohio English Language Arts

Grade 3

Reading Literature RL

1 **Demonstrate understanding of a literary text (story, drama, or poem).** RL.3.1

- a Ask questions to self-monitor comprehension. RL.3.1.A
- b Use text evidence to respond to questions. RL.3.1.B

2 **Describe the development of a literary text.** RL.3.2

- a Retell stories, including fables, folktales, and myths from diverse cultures. RL.3.2.A
- b Determine a theme and its meaning, describing how it develops using supporting details from the text. RL.3.2.B

3 **Describe the characters in a literary text.** RL.3.3

- a Identify the characters' actions, feelings, and traits. RL.3.3.A
- b Describe the characters' perspectives using details from the text. RL.3.3.B
- c Explain how their actions influence the sequence of events in the literary text. RL.3.3.C

4 **Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.** RL.3.4

5 **Describe the major differences in the structural elements of stories, dramas, and poems, using terms such as chapters, scenes, and stanzas.** RL.3.5

6 **Distinguish between first- and third-person point of view using text evidence.** RL.3.6

7 **Explain how specific aspects of a text's illustrations support or expand a literary text (e.g., emphasize aspects of a character or setting).** RL.3.7

8 **(Not applicable to literature)** RL.3.8

9 **Compare and/or contrast the themes, settings, and plots of literary texts by the same author or written about similar characters.** RL.3.9

10 **Read and comprehend grade-level literary text, with scaffolding as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.** RL.3.10

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emonstrate understanding of an informational text (e.g., historical, scientific, or echnical texts). RI.3.1

a Ask questions to self-monitor comprehension. RI.3.1.A

b Use text evidence to respond to questions. RI.3.1.B

2 **Describe the development of an informational text.** RI.3.2

a Determine the main idea of a text. RI.3.2.A

b Identify key details and explain how they support the main idea. RI.3.2.B

3 **Explain how the text structure contributes to the meaning of the text.** RI.3.3

a Describe how a series of historical events, the development of scientific concepts, and/or a series of steps support the meaning. RI.3.3.A

b Use language that pertains to time, sequence, or cause and effect when writing or discussing text structure. RI.3.3.B

4 **Determine the meaning of general academic or domain-specific words and phrases in an informational text.** RI.3.4

5 **Use text features (such as headings, labels, charts, graphs, legends, key words, sidebars, and hyperlinks) to locate information.** RI.3.5

a Explain how text features support details in the text. RI.3.5.A

b Interpret text features used in print and digital formats. RI.3.5.B

6 **Identify perspectives in the text.** RI.3.6

a Identify the author's perspective in the text. RI.3.6.A

b Compare the author's perspective with their own perspective. RI.3.6.B

c Determine whether the author of a text would agree or disagree with a stated perspective. RI.3.6.C

7 **Use information gained from nonfiction text features (e.g., table of contents, maps, illustrations, index, and glossary) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).** RI.3.7

8 **Describe the connection between the points the author makes, and the evidence provided to support those points.** RI.3.8

9 **Compare and/or contrast the most important points and key details presented in two texts on the same topic.** RI.3.9

10 **Read and comprehend grade-level informational texts, with scaffolding and support as needed. Use prior knowledge and previous experiences to make text-to-self or text-to-text connections and comparisons.** RI.3.10

Reading Foundations RF

4 **Read texts with sufficient fluency to support comprehension.** RF.3.4

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a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text. RF.3.4.A

b Orally read a variety of grade-level texts with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from the text, targeting 112 words correct per minute (wcpm) by the end of third grade. RF.3.4.B

c Self-monitor word recognition and understanding, rereading as necessary. RF.3.4.C

Decode words based on syllable type, aligned with scope and sequence of adopted HQIM, such as: RF.3.3.A

1 **One-syllable words with diphthongs** RF.3.3.A.1

2 **Multisyllabic words with vowel teams (long vowel, short vowel, diphthong)** RF.3.3.A.2

3 **Consonant -le syllable type** RF.3.3.A.3

4 **Multisyllabic words by division type: VC/CV, V/CV, VC/V, CV/VC** RF.3.3.A.4

5 **Multisyllabic words with schwa** RF.3.3.A.5

Decode words based on morphological structure, aligned with scope and sequence of adopted HQIM, such as: RF.3.3.B

1 **Common prefixes (e.g., undo)** RF.3.3.B.1

2 **Common inflectional suffixes (e.g., walking)** RF.3.3.B.2

3 **Common derivational suffixes (e.g., teacher)** RF.3.3.B.3

4 **Common Latin roots (e.g., eject)** RF.3.3.B.4

Decode common high-frequency words with automaticity, aligned with the adopted HQIM, such as: RF.3.3.C

1 **Phonetically regular words** RF.3.3.C.1

2 **Partially regular words** RF.3.3.C.2

3 **Irregular words** RF.3.3.C.3

Writing Foundations WF

1 **Write legibly in manuscript and/or cursive.** WF.3.1

a Write letters legibly to focus attention on composing ideas rather than forming letters. WF.3.1.A

b Write legibly at a pace that supports sustained composition and notetaking across sentences and paragraphs. WF.3.1.B

2.a Encode words, aligned with scope and sequence of adopted HQIM, such as: WF.3.2.A

1 Multisyllabic words using knowledge of syllable types, including open, closed, vowelconsonant -e, vowel teams (including diphthongs), vowelr, consonant -le, and schwa WF.3.2.A.1

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2 High-frequency words using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity WF.3.2.A.2

2b Encode words with patterns, aligned with scope and sequence of adopted HQIM, such as: WF.3.2.B

1 Two- to three-consonant blends, including those containing digraphs WF.3.2.B.1

2 Consonant digraphs, trigraphs, and silent letter combinations WF.3.2.B.2

3 Common prefixes (e.g., undo) WF.3.2.B.3

4 Common inflectional suffixes (e.g., walking) WF.3.2.B.4

5 Common derivational suffixes (e.g., teacher) WF.3.2.B.5

6 Consonant doubling for suffix addition WF.3.2.B.6

7 Drop the silent e for suffix addition WF.3.2.B.7

8 Change y to i for suffix addition WF.3.2.B.8

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3 Write complete sentences that demonstrate knowledge of conventions. WF.3.3

a Include the parts of a complete sentence (subject and predicate). WF.3.3.A

b Identify and correct sentence fragments and run-on sentences. WF.3.3.B

c Use articles a, an, and the correctly. WF.3.3.C

d Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names. WF.3.3.D

Writing W

1 Write opinion pieces that include: W.3.1

a An introduction with a clear topic sentence; W.3.1.A

b A stated opinion; W.3.1.B

c Reasons that support a point of view with evidence or examples; W.3.1.C

d A concluding statement or section; W.3.1.D

e Organizational structure; W.3.1.E

f Linking words and phrases; W.3.1.F

g Relevant vocabulary; W.3.1.G

h Complete sentences; and W.3.1.H

i Grade-level phonics-based spelling. W.3.1.I

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2 Write informative/explanatory pieces that include: W.3.2

a An introduction with a clear topic sentence; W.3.2.A

b Facts, definitions, and/or details to develop the topic; W.3.2.B

A concluding statement or section; W.3.2.C

Organizational structure; W.3.2.D

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e Linking words and phrases; W.3.2.E

f Relevant vocabulary; W.3.2.F

g Complete sentences; and W.3.2.G

h Grade-level phonics-based spelling. W.3.2.H

3 **Write narratives that develop real or imagined sequenced events including:** W.3.3

a An introduction; W.3.3.A

b A situation with a narrator and/or characters; W.3.3.B

c Dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events; W.3.3.C

d A conclusion; W.3.3.D

e Organizational structure; W.3.3.E

f Temporal words and phrases; W.3.3.F

g Descriptive details; W.3.3.G

h Complete sentences; and W.3.3.H

i Grade-level phonics-based spelling. W.3.3.I

4 **With gradually fading adult support, produce writing, collaboratively and independently, in which the development and organization are appropriate to task, purpose, and audience.** W.3.4

5 **With gradually fading adult support, plan, revise, and edit writing to improve clarity, organization, and conventions (e.g., capitalization, punctuation, spelling), using feedback from adults or peers.** W.3.5

6 **With gradually fading adult support, use a variety of digital skills (e.g., keyboarding) and tools (e.g., multimedia platforms) to produce and publish writing.** W.3.6

7 **Engage in brief research projects, collaboratively and independently, by:** W.3.7

a Gathering information from a variety of sources on a topic; W.3.7.A

b. Recording observations; and W.3.7.B

c Composing short reports using gradelevel vocabulary and sentence structure. W.3.7.C

8 **Recall information from personal experiences or gather information from sources to:** W.3.8

a Take brief notes; W.3.8.A

b Sort evidence into focused categories; and W.3.8.B

` Answer a specific question in writing. W.3.8.C

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Begins in Grade 4) W.3.9

10 **Write routinely in a single session and/or over multiple sessions; engage in planning, drafting, editing, and revising for a range of discipline-specific tasks, purposes, and audiences.** W.3.10

Speaking and Listening SL

1 **Participate in discussions about third grade topics and texts in pairs, small groups, or whole-class settings.** SL.3.1

- a Come to discussions prepared (having read and/or studied materials). SL.3.1.A
- b Explicitly use the information known about the topic. SL.3.1.B
- c Follow agreed-upon rules for discussion, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. SL.3.1.C
- d Make comments that link to the remarks of others. SL.3.1.D
- e Ask for clarification and further explanation as needed. SL.3.1.E

2 **After a presentation (i.e., read-aloud, multimedia, oral), use speaking or writing to identify the main ideas and key details, including information shown in text features such as charts, diagrams, graphs, tables, or images.** SL.3.2

3 **Ask and/or answer questions about what a speaker says to request and provide elaboration and detail.** SL.3.3

4 **Tell a story, give a report, or recount an experience with appropriate facts and relevant, descriptive details, while speaking clearly at an understandable pace.** SL.3.4

5 **Create multimedia presentations of stories or poems; add visual displays when appropriate to emphasize the development of main ideas or themes.** SL.3.5

6 **Identify formal language versus informal language used in various speaking or listening situations or contexts.** SL.3.6

Language L

1 **Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** L.3.1

- a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences. L.3.1.A
- b. Form and use regular (duck → ducks) and irregular plural nouns (woman → women). L.3.1.B
- c Use abstract nouns (e.g., childhood). L.3.1.C
- d Form and use regular (play/playing/played) and irregular verbs (swim/swimming/swam). L.3.1.D
- e Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). L.3.1.E

Ensure subject-verb and pronoun antecedent agreement. L.3.1.F

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g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. L.3.1.G

h Use coordinating (for, and, nor, but, or, yet, so) and subordinating (although, because, since, etc.) conjunctions. L.3.1.H

i Produce simple, compound, and complex sentences. L.3.1.I

2 Know and apply the conventions of formal American English capitalization, punctuation, and spelling when writing. L.3.2

a Capitalize appropriate words in titles. L.3.2.A

b Use commas in addresses. L.3.2.B

c Use commas and quotation marks in dialogue. L.3.2.C

d Form and use possessive nouns. L.3.2.D

e Spell words accurately using gradelevel spelling patterns (phonics) and meaningful word parts (morphology), consulting print and/or digital resources as needed. L.3.2.E

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

a Choose words and phrases that convey specific ideas. L.3.3.A

b. Identify the difference between the conventions of spoken and written formal American English. L.3.3.B

4 Use word analysis skills to break down and build grade-appropriate words to understand their meaning. L.3.4

a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiplemeaning words and phrases. L.3.4.A

b Determine the meaning of a new word when a known affix is added to a known word (e.g., agree/disagreeable). L.3.4.B

c Apply knowledge of the changes in tense (-ed), number (-s), and degree (- er and - est) signified by inflected endings to determine the meaning of a word. L.3.4.C

d Identify common Latin and Greek affixes and roots and use them to determine the meaning of unfamiliar words (e.g., bicycle, tricycle). L.3.4.D

5 Demonstrate understanding of word relationships and nuances in word meanings. L.3.5

a Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). L.3.5.A

b Distinguish shades of meaning among related words (e.g., big, large, huge, gigantic). L.3.5.B

6 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through conversations, reading, and read-alouds,

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including those that signal feelings and actions (e.g., He felt proud when he finished his difficult homework assignment). L.3.6