Pennsylvania English Language Arts

Grade 3

Adopted 2014

Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.1

Phonics and Word Recognition

D. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
Decode words with common Latin suffixes. Decode multisyllable words.
Read grade-appropriate irregularly spelled words. CC.1.1.3.D

Fluency

E. Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.1.1.3.E

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. CC.1.2

Key Ideas and Details - Main Idea

A. Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.2.3.A

Key Ideas and Details - Text Analysis

B. Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.B

C. Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.2.3.C

Craft and Structure - Point of View

D. Explain the point of view of the author. CC.1.2.3.D

Craft and Structure - Text Structure

E. Use text features and search tools to locate and interpret information. CC.1.2.3.E

Craft and Structure - Vocabulary

F. Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. CC.1.2.3.F

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G. Use information gained from text features to demonstrate understanding of a text. CC.1.2.3.G

Integration of Knowledge and Ideas - Evaluating Arguments

H. Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.H

Integration of Knowledge and Ideas - Analysis Across Texts

I. Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.2.3.I

Vocabulary Acquisition and Use

J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.2.3.J

K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.3.K

Range of Reading

L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.2.3.L

Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. CC.1.3

Key Ideas and Details - Theme

A. Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.A

Key Ideas and Details - Text Analysis

B. Ask and answer questions about the text and make inferences from text, referring to text to support responses. CC.1.3.3.B

Key Ideas and Details - Literary Elements

C. Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.C

Craft and Structure - Point of View

D. Explain the point of view of the author. CC.1.3.3.D

Craft and Structure - Text Structure

E. Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. CC.1.3.3.E

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raft and Structure - Vocabulary

F. Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. CC.1.3.3.F

Integration of Knowledge and Ideas - Sources of Information

G. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.1.3.3.G

Integration of Knowledge and Ideas - Text Analysis

H. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.3.3.H

Vocabulary Acquisition and Use - Strategies

I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.3.I

Vocabulary Acquisition and Use

J. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. CC.1.3.3.J

Range of Reading

K. Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.3.K

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4

Informative/Explanatory

A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.A

Informative/Explanatory - Focus

B. Identify and introduce the topic. CC.1.4.3.B

Informative/Explanatory - Content

C. Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.C

Informative/Explanatory - Organization

D. Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.D

Informative/Explanatory - Style

Choose words and phrases for effect. CC.1.4.3.E

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Informative/Explanatory - Conventions of Language

F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.F

Opinion/Argumentative

G. Write opinion pieces on familiar topics or texts. CC.1.4.3.G

Opinion/Argumentative - Focus

H. Introduce the topic and state an opinion on the topic. CC.1.4.3.H

Opinion/Argumentative - Content

I. Support an opinion with reasons. CC.1.4.3.I

Opinion/Argumentative - Organization

J. Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.J

Opinion/Argumentative - Style

K. Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.K

Opinion/Argumentative - Conventions of Language

L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.L

Narrative

M. Write narratives to develop real or imagined experiences or events. CC.1.4.3.M

Narrative - Focus

N. Establish a situation and introduce a narrator and/or characters. CC.1.4.3.N

Narrative - Content

O. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.1.4.3.O

Narrative - Organization

P. Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.P

Narrative - Style

Q. Choose words and phrases for effect. CC.1.4.3.Q

Narrative - Conventions of Language

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Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.3.R

Response to Literature

S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. CC.1.4.3.S

Production and Distribution of Writing - Writing Process

T. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. CC.1.4.3.T

Technology and Publication

U. With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. CC.1.4.3.U

Conducting Research

V. Conduct short research projects that build knowledge about a topic. CC.1.4.3.V

Credibility, Reliability, and Validity of Sources

W. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.1.4.3.W

Range of Writing

X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.1.4.3.X

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5

Comprehension and Collaboration - Collaborative Discussion

A. Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. CC.1.5.3.A

Comprehension and Collaboration - Critical Listening

B. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. CC.1.5.3.B

Comprehension and Collaboration - Evaluating Information

C. Ask and answer questions about information from a speaker, offering appropriate detail. CC.1.5.3.C

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

D. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation. CC.1.5.3.D

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E. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.3.E

Integration of Knowledge and Ideas - Multimedia

F. Create engaging audio 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. CC.1.5.3.F

Conventions of Standard English

G. Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content. CC.1.5.3.G