Washington English Language Arts

3rd Grade

Reading	**Reading3rd.**	**Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world.** WA.ELA-LITERACY.READING3RD

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Print Environment and Foundational Skills

1. Students interact with and explore texts in a language-rich environment. WA.ELA-LITERACY.R3RD.1
   a. Select texts that interest them and/or that are recommended by peers and adults. WA.ELA-LITERACY.R3RD.1.A
   b. Spend time exploring, viewing, reading and/or listening to texts. WA.ELA-LITERACY.R3RD.1.B
   c. Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. WA.ELA-LITERACY.R3RD.1.C
2. Students know and apply the basic features of print and how it is organized. WA.ELA-LITERACY.R3RD.2
   a. Recognize the distinguishing features of a paragraph (e.g., indentation, capitalization, spacing, punctuation). WA.ELA-LITERACY.R3RD.2.A
   b. Recognize the distinguishing visual features of fiction and poetry. WA.ELA-LITERACY.R3RD.2.B
3. Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity. WA.ELA-LITERACY.R3RD.3
4. Students decode words with accuracy and fluency using grade-level word analysis skills. WA.ELA-LITERACY.R3RD.4
   a. Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context. WA.ELA-LITERACY.R3RD.4.A
   b. Decode, identify, and know the meaning of the most common prefixes and suffixes. WA.ELA-LITERACY.R3RD.4.B
   c. Decode and recognize homonyms and other frequently confused words correctly. WA.ELA-LITERACY.R3RD.4.C
   d. Read paragraphs within a text with increasing accuracy and fluency. WA.ELA-LITERACY.R3RD.4.D

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Comprehending and Interpreting Texts

5 Students comprehend and interpret texts using a variety of strategies. WA.ELA-LITERACY.R3RD.5

- a Reflect on their purpose for reading. WA.ELA-LITERACY.R3RD.5.A
- b Preview the text by noting author, illustrator, topic, genre, images, and text structures. WA.ELA-LITERACY.R3RD.5.B
- c Use personal connections and content knowledge to visualize and make sense of the text. WA.ELA-LITERACY.R3RD.5.C
- d Make predictions and check them against what's in the text. WA.ELA-LITERACY.R3RD.5.D
- e Use a variety of strategies that encourage and maintain motivation to engage with a text. WA.ELA-LITERACY.R3RD.5.E
- f Re-connect when the flow of reading is interrupted using a variety of strategies. WA.ELA-LITERACY.R3RD.5.F
- g Explain how the visual elements in a text represent and/or add to its meaning. WA.ELA-LITERACY.R3RD.5.G
- h Ask and answer questions about a text, referring to key details in the text. WA.ELA-LITERACY.R3RD.5.H
- i Describe a story's structure, setting, major events, narrators, and characters, including their point of view and how their actions contribute to the events. WA.ELA-LITERACY.R3RD.5.I
- j Retell a story in their own words and/or say what they learned from a text. WA.ELA-LITERACY.R3RD.5.J

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Analyzing, Evaluating and Using Texts

6 Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. WA.ELA-LITERACY.R3RD.6

- a Describe what the text makes them feel, think, and/or want to do and why. WA.ELA-LITERACY.R3RD.6.A
- b Explain the impact of images and specific words on the reader's understanding. WA.ELA-LITERACY.R3RD.6.B
- c Describe text features used in a genre and explain what they help the reader do or know. WA.ELA-LITERACY.R3RD.6.C
- d Compare and contrast the ideas, characters, settings, and plots of stories written by the same or different authors. WA.ELA-LITERACY.R3RD.6.D

7 Students evaluate texts. WA.ELA-LITERACY.R3RD.7

- a Explain what they may or may not like about a topic, character, or event and why. WA.ELA-LITERACY.R3RD.7.A
- b Explain how the author, narrator, and/or character's point of view is the same as or different from their own. WA.ELA-LITERACY.R3RD.7.B

8 Students use texts they have read for purposes relevant to them. WA.ELA-LITERACY.R3RD.8

- a To better understand themselves and others, explore characters' thoughts and feelings. WA.ELA-LITERACY.R3RD.8.A
- b To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts. WA.ELA-LITERACY.R3RD.8.B
- c Use information or examples from texts for discussions and projects. [See W3rd.3 and SLDF3rd.3.] WA.ELA-LITERACY.R3RD.8.C
- d Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W3rd.4b.] WA.ELA-LITERACY.R3RD.8.D

Writing

Writing3rd. Students compose multimodal texts in a variety of genres in the context of grade-level content. WA.ELA-LITERACY.WRITING3RD

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Writing Purposes and Products

1. Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W3rd.1 must be taken through W3rd.2 – W3rd.10.] WA.ELA-LITERACY.W3RD.1
2. Students compose multimodal texts in a variety of genres to communicate with others. WA.ELA-LITERACY.W3RD.2
   a. Describe experiences, ideas, and imaginings, using sensory details. WA.ELA-LITERACY.W3RD.2.A
   b. Inform others about their observations and explanations of the world. WA.ELA-LITERACY.W3RD.2.B
   c. Express their opinions and/or preferences. WA.ELA-LITERACY.W3RD.2.C
   d. Persuade others to consider new options, resolve conflicts, and create and strengthen communities. WA.ELA-LITERACY.W3RD.2.D
   e. Tell stories and narratives. WA.ELA-LITERACY.W3RD.2.E

Plan and Generate Ideas

3. Students plan and complete writing projects. WA.ELA-LITERACY.W3RD.3
   a. Connect the prompt to their interests, perspectives, and/or experiences. WA.ELA-LITERACY.W3RD.3.A
   b. Determine the process or steps needed to complete the project. WA.ELA-LITERACY.W3RD.3.B
4. Students generate and gather ideas, including appropriate use of tools. WA.ELA-LITERACY.W3RD.4
   a. Generate topics from experience, imagination, reading, research (see RML3.4) media, conversations, products from W3rd.1, and/or desire to communicate. WA.ELA-LITERACY.W3RD.4.A
   b. Determine which features and/or genre conventions to follow or adapt from mentor texts. WA.ELA-LITERACY.W3RD.4.B
   c. Answer questions about what the writer knows that the audience does not. WA.ELA-LITERACY.W3RD.4.C
   d. Choose material from research (see RML3rd.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others. WA.ELA-LITERACY.W3RD.4.D

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Draft and Establish Voice

5 Students draft content within the genre to develop ideas, express voice, and engage the audience. WA.ELA-LITERACY.W3RD.5

- a Develop points and ideas with facts, definitions, concrete details, examples, and/or quotations, using linking words to connect ideas. WA.ELA-LITERACY.W3RD.5.A
- b Support an opinion with reasons, using linking words. WA.ELA-LITERACY.W3RD.5.B
- c Develop an event sequence for stories, using details to elaborate a single string of events and describe actions, thoughts, and feelings, using dialogue when appropriate, showing characters' response to events, and using temporal words to signal order. WA.ELA-LITERACY.W3RD.5.C
- d Determine which features and/or formatting to follow or adapt from mentor texts such as titles, labels, illustrations, greetings, the formatting of dialogue, etc. WA.ELA-LITERACY.W3RD.5.D
- e Identify who deserves credit for information or media used from a source. WA.ELA-LITERACY.W3RD.5.E

6 Students compose introductions and conclusions within the genre to express voice, engage the audience, and support the development of content in the text. WA.ELA-LITERACY.W3RD.6

- a Introduce topics and opinions. WA.ELA-LITERACY.W3RD.6.A
- b Establish a situation for stories and introduce a narrator and/or characters. WA.ELA-LITERACY.W3RD.6.B
- c Provide a sense of closure for stories. WA.ELA-LITERACY.W3RD.6.C
- d Compose a concluding statement or section for informational texts and opinions. WA.ELA-LITERACY.W3RD.6.D

7 Students organize content by using or adapting the genre's structure. WA.ELA-LITERACY.W3RD.7

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Revise and Edit

8 Students evaluate their drafts. WA.ELA-LITERACY.W3RD.8

- a Re-read to determine whether the draft says what they want it to say. WA.ELA-LITERACY.W3RD.8.A
- b Describe what their composition means and/or represents to an adult or peer. WA.ELA-LITERACY.W3RD.8.B
- c Gather feedback and determine whether it improves readers' understanding and/or experience. WA.ELA-LITERACY.W3RD.8.C

9 Students revise and edit their compositions. WA.ELA-LITERACY.W3RD.9

- a Use what they learned from re-reading and feedback to revise. WA.ELA-LITERACY.W3RD.9.A
- b Edit for conventions and consistency of text features. [Demonstrate command of Language standards K–3.] WA.ELA-LITERACY.W3RD.9.B

Share and Publish

10 Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. WA.ELA-LITERACY.W3RD.10

- a who might be able to access compositions and how it might make them feel. WA.ELA-LITERACY.W3RD.10.A

Speaking, Listening, and Digital Forums	**SpeakingListeningDigitalForums3rd.**	**Students comprehend, engage in, and learn from collaborative discussions and presentations in a variety of genres in the context of grade-level content, in person and/or through teachermoderated digital forums.** WA.ELA-LITERACY.SPEAKINGLISTENINGDIGITALFORUMS3RD

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Discussion

1 Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDF3RD.1

   a Discuss expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF3RD.1.A

   b Review previous conversations when continuing a discussion. WA.ELA-LITERACY.SLDF3RD.1.B

   c Ask questions about the topic and others' observations and opinions. WA.ELA-LITERACY.SLDF3RD.1.C

   d Draw on experience, prior knowledge, and/or research to contribute. WA.ELA-LITERACY.SLDF3RD.1.D

   e Explain what they understood from others' contributions and ask for clarification or more information to build common understanding. WA.ELA-LITERACY.SLDF3RD.1.E

   f Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDF3RD.1.F

   g Identify points of agreement or disagreement. WA.ELA-LITERACY.SLDF3RD.1.G

   h Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended. WA.ELA-LITERACY.SLDF3RD.1.H

   i Identify when and how opinions or understandings have changed. WA.ELA-LITERACY.SLDF3RD.1.I

   j Review memorable and/or important moments or ideas. WA.ELA-LITERACY.SLDF3RD.1.J

2 Students prepare for planned discussions by thinking, reading, and/or researching the topic. WA.ELA-LITERACY.SLDF3RD.2

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Collaboration

3 Students collaborate on projects or tasks. WA.ELA-LITERACY.SLDF3RD.3

- a Discuss expectations, roles, and timelines, changing them when needed. WA.ELA-LITERACY.SLDF3RD.3.A
- b Connect the project or prompt to their interests, experiences, and/or community needs. WA.ELA-LITERACY.SLDF3RD.3.B
- c Prepare for meetings by completing portions of the project as agreed. WA.ELA-LITERACY.SLDF3RD.3.C
- d Review progress and discuss what needs to happen next. WA.ELA-LITERACY.SLDF3RD.3.D

Public Speaking and Presentations

4 Students present experience, positions, ideas, findings, and creative work such that listeners are engaged and/or can follow the line of reasoning. WA.ELA-LITERACY.SLDF3RD.4

- a Identify topics from the situation, experience, imagination, reading, research (see RML3rd.4) media, conversations, and/or products from W3rd.1. WA.ELA-LITERACY.SLDF3RD.4.A
- b Develop content by considering what they want to communicate within the situation and what the audience already knows. WA.ELA-LITERACY.SLDF3RD.4.B
- c Use images, media, and artifacts in presentations to clarify content and support the audience's engagement. WA.ELA-LITERACY.SLDF3RD.4.C

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Voice

5 Students determine how to present themselves and their ideas. WA.ELA-LITERACY.SLDF3RD.5

a Express voice by building on strengths, experiences, and personality. WA.ELA-LITERACY.SLDF3RD.5.A

b Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. WA.ELA-LITERACY.SLDF3RD.5.B

c Determine which language and/or languages support their purpose. WA.ELA-LITERACY.SLDF3RD.5.C

d Determine what they want or do not want to share and why. WA.ELA-LITERACY.SLDF3RD.5.D

6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. WA.ELA-LITERACY.SLDF3RD.6

Language **Language3rd.** **Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing.** WA.ELA-LITERACY.LANGUAGE3RD

Knowledge of Language

1 Students notice when and why language is used differently according to the setting. WA.ELA-LITERACY.L3RD.1

a Compare formal and informal uses of language and the contexts in which they occur. WA.ELA-LITERACY.L3RD.1.A

b Distinguish literal, figurative and colloquial meanings of words and phrases. WA.ELA-LITERACY.L3RD.1.B

2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. WA.ELA-LITERACY.L3RD.2

a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. WA.ELA-LITERACY.L3RD.2.A

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Structure and Function of English

3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and third grade content. WA.ELA-LITERACY.L3RD.3

- a Produce, expand, and combine simple, compound, and complex sentences using coordinating and subordinating conjunctions with appropriate punctuation. WA.ELA-LITERACY.L3RD.3.A
- b Give more detail or enhance descriptions by using comparative and superlative adjectives and adverbs. WA.ELA-LITERACY.L3RD.3.B
- c Form and use simple verb tenses with subject-verb and pronoun-antecedent agreement. WA.ELA-LITERACY.L3RD.3.C
- d Capitalize the appropriate words in titles. WA.ELA-LITERACY.L3RD.3.D
- e Use commas in addresses. WA.ELA-LITERACY.L3RD.3.E
- f Use commas and quotation marks in dialogue. WA.ELA-LITERACY.L3RD.3.F

4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. WA.ELA-LITERACY.L3RD.4

- a Determine or clarify the meaning of new and multiple-meaning words and phrases. WA.ELA-LITERACY.L3RD.4.A
- b Identify and use abstract and concrete nouns and the words that describe them. WA.ELA-LITERACY.L3RD.4.B

5 Students explore word relationships and distinguish shades of meaning in the context of third grade conversations and reading. WA.ELA-LITERACY.L3RD.5

- a Use root words, prefixes, and suffixes as clues to the meaning of an unknown word. WA.ELA-LITERACY.L3RD.5.A
- b Use sentence-level context as a clue to the meaning of a word or phrase. WA.ELA-LITERACY.L3RD.5.B
- c Distinguish shades of meaning among words that describe states of mind or degrees of certainty. WA.ELA-LITERACY.L3RD.5.C

Research and Media Literacy

Research3rd . Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning. WA.ELA-LITERACY.RESEARCH3RD

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MediaLiteracy3rd. Students identify the effects, purposes, and parts of media messages, people who provide information, and options for

engaging with media messages. WA.ELA-LITERACY.MEDIALITERACY3RD

Research and Inquiry

1. Students ask questions about things that make them curious and refine their questions as they learn new things about a topic. WA.ELA-LITERACY.RML3RD.1
2. Students seek answers from information sources. WA.ELA-LITERACY.RML3RD.2
    a. Generate ideas for where they might find information based on what they and/or others know about the topic. WA.ELA-LITERACY.RML3RD.2.A
    b. Select and access a variety of relevant print and digital information sources, including by navigating libraries. WA.ELA-LITERACY.RML3RD.2.B
    c. Use different technologies and different search terms to generate different results when using teacher-moderated digital search tools. WA.ELA-LITERACY.RML3RD.2.C
    d. Talk with adults or peers with relevant experience or knowledge. WA.ELA-LITERACY.RML3RD.2.D
3. Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML3RD.3
4. Students use and/or share new learning. WA.ELA-LITERACY.RML3RD.4

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Media Literacy and Critical Thinking

5 Students identify the effects of media messages. WA.ELA-LITERACY.RML3RD.5

- a Identify how media messages make them feel and what these emotions may make them want to say or do. WA.ELA-LITERACY.RML3RD.5.A
- b Identify reasons people are more or less likely to change their minds about something when they encounter a media message. WA.ELA-LITERACY.RML3RD.5.B

6 Students identify the purposes of media messages and how those purposes are achieved. WA.ELA-LITERACY.RML3RD.6

- a Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun. WA.ELA-LITERACY.RML3RD.6.A

7 Students compare different parts of media messages. WA.ELA-LITERACY.RML3RD.7

- a Determine whether statements in media messages express an opinion or can be verified as true or false. WA.ELA-LITERACY.RML3RD.7.A
- b Compare and contrast information on the same topic in two or more media messages from different sources. WA.ELA-LITERACY.RML3RD.7.B
- c Describe how changing an image or the words used to describe an image can change the meaning of a media message. WA.ELA-LITERACY.RML3RD.7.C

8 Students identify people who provide information. WA.ELA-LITERACY.RML3RD.8

- a Determine whether an individual, an organization, or both can be considered responsible for the content of an information source. WA.ELA-LITERACY.RML3RD.8.A
- b Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it. WA.ELA-LITERACY.RML3RD.8.B

9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. WA.ELA-LITERACY.RML3RD.9

- a Identify how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. WA.ELA-LITERACY.RML3RD.9.A
- b Identify how media messages capture their attention, so people or organizations benefit. WA.ELA-LITERACY.RML3RD.9.B

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