

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

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](#)

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](#)

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**

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](#)

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](#)

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](#)

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](#)

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](#)

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**

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**

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

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](#)

