West Virginia English Language Arts

Grade 3

Adopted 2020

Literacy Foundations

Fluency

I. Read with sufficient accuracy and fluency to support comprehension. ELA.3.I

- a. Read grade-level text with purpose and understanding. ELA.3.I.A
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ELA.3.I.B
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ELA.3.I.C

Phonics and Word Recognition

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

- a. Identify and know the meaning of the most common prefixes and derivational suffixes. ELA.3.II.A
- b. Decode words with common Latin suffixes. ELA.3.II.B
- c. Decode multi-syllable words. ELA.3.II.C
- d. Read grade-appropriate irregularly spelled words. ELA.3.II.D

Handwriting

III. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. ELA.3.III

Reading

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a literary text, referring explicitly to the text as the basis for the answers. ELA.3.1
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central idea, lesson, or moral and explain how it is conveyed through key details in the literary text. ELA.3.2
3. Describe characters in a literary story and explain how their actions contribute to the sequence of events. ELA.3.3
4. Ask and answer questions to demonstrate understanding of an informational text, referring explicitly to the text as the basis for the answers. ELA.3.4

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Determine the main idea of an informational text; recount the key details and explain how they support the main idea. ELA.3.5

6. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect. ELA.3.6

Craft and Structure

7. Determine the meaning of words and phrases as they are used in a literary text, distinguishing literal from nonliteral language. ELA.3.7
8. Refer to parts of stories, dramas, and poems when writing or speaking about a literary text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ELA.3.8
9. Distinguish one's point of view from that of the narrator or those of the characters in a literary text. ELA.3.9
10. Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 3 topic or subject area. ELA.3.10
11. Use informational text features and search tools to locate information relevant to a given topic efficiently ELA.3.11
12. Distinguish one's own point of view from that of the author of an informational text. ELA.3.12

Integration of Knowledge and Ideas

13. Explain how specific aspects of a literary text's illustrations contribute to what is conveyed by the words in a story. ELA.3.13
14. Compare and contrast the themes, settings, and plots of literary stories written by the same author about the same or similar characters. ELA.3.14
15. Use information gained from illustrations and the words in an informational text to demonstrate understanding of the text. ELA.3.15
16. Describe the logical connection between particular sentences and paragraphs in an informational text. ELA.3.16
17. Compare and contrast the most important points and key details presented in two informational texts on the same topic. ELA.3.17

Range of Reading and Text Complexity

18. By the end of the year, read and comprehend literary texts at the high end of the grades 2-3 text complexity range independently and proficiently. ELA.3.18
19. By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 2-3 text complexity range independently and proficiently. ELA.3.19

Writing

Text Types and Purposes

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20. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text being discussed, state an opinion, and create an organizational structure that lists reasons.
Provide reasons that support the opinion.
Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. ELA.3.20
21. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
Develop the topic with facts, definitions, and details.
Use linking words and phrases to connect ideas within categories of information.
Provide a concluding statement or section. ELA.3.21
22. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Use transitional words and phrases to signal event order. Provide a sense of closure. ELA.3.22

Production and Distribution of Writing

23. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ELA.3.23
24. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing to demonstrate command of Language standards up to and including grade 3. ELA.3.24
25. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. ELA.3.25

Research to Build and Present Knowledge

26. Conduct short research projects that build knowledge about a topic. ELA.3.26
27. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ELA.3.27
28. Begins in grade 4. ELA.3.28

Range of Writing

29. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. ELA.3.29

Speaking & Listening

Comprehension and Collaboration

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30. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led on grade 3 topics and texts, building on others' ideas and expressing ideas clearly. ELA.3.30

    a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ELA.3.30.A

    b. Follow agreed-upon rules for discussions. ELA.3.30.B

    c. Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. ELA.3.30.C

    d. Explain ideas and understanding in light of the discussion. ELA.3.30.D

31. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ELA.3.31

32. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ELA.3.32

Presentation of Knowledge and Ideas

33. Report on a topic or text; tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherently. ELA.3.33

34. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visuals when appropriate to emphasize or enhance certain facts or details. ELA.3.34

35. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ELA.3.35

Language

Conventions of Standard English

36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ELA.3.36

    a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELA.3.36.A

    b. Form and use regular and irregular plural nouns. ELA.3.36.B

    c. Use abstract nouns. ELA.3.36.C

    d. Form and use regular and irregular verbs. ELA.3.36.D

    e. Form and use the simple verb tenses. ELA.3.36.E

    f. Ensure subject-verb and pronoun-antecedent agreement. ELA.3.36.F

    g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ELA.3.36.G

    h. Use coordinating and subordinating conjunctions. ELA.3.36.H

    i. Produce simple, compound, and complex sentences. ELA.3.36.I

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37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Capitalize appropriate words in titles.
Use commas in addresses.
Use commas and quotation marks in dialogue.
Form and use possessives.
Use conventional spelling for high-frequency words and for adding suffixes to base words.
Use spelling patterns and generalizations in writing words.
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ELA.3.37

Knowledge of Language

38. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Choose words and phrases for effect.
Recognize and observe differences between the conventions of spoken and written Standard English. ELA.3.38

Vocabulary Acquisition and Use

39. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ELA.3.39
    a. Use sentence-level context as a clue to the meaning of a word or phrase. ELA.3.39.A
    b. Determine the meaning of the new word formed when a known affix is added to a known word. ELA.3.39.B
    c. Use a known root word as a clue to the meaning of an unknown word with the same root. ELA.3.39.C
    d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ELA.3.39.D
40. Demonstrate understanding of word relationships and nuances in word meanings. ELA.3.40
    a. Distinguish the literal and nonliteral meanings of words and phrases in context. ELA.3.40.A
    b. Identify real-life connections between words and their use. ELA.3.40.B
    c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered). ELA.3.40.C
41. Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and transitional relationships. ELA.3.41

College- and Career-Readiness Standards for Library Media

Information Literacy

1. Acquire and accurately use grade-appropriate library and book terms. LM.3-5.1

   Apply number sense and knowledge of alphabetical order to locate books and other resources independently and efficiently. LM.3-5.2

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3. Demonstrate understanding of the process of selecting, checking out, and returning library materials. LM.3-5.3
4. Use a visual or keyword search to find materials and information on topics of personal and academic interest in a variety of databases or an online public access catalog. LM.3-5.4
5. Explain the role of the school/public library and librarians as community resources for free and open access to information. LM.3-5.5

Independent Learning

6. Compare and contrast the characteristics of award winning works, including print, non-print, and digital to encourage the growth of life-long independent reading. LM.3-5.6
7. Identify and explore a variety of tools and strategies to navigate personal and academic reading tasks. LM.3-5.7
8. Independently identify and investigate areas of personal or academic interest and answer self-generated questions using a variety of print, non-print, and digital resources. LM.3-5.8
9. Gather information in a timely, safe, and responsible manner from a variety of print, non- print, and digital resources; with guidance and support, validate sources based on relevancy, appropriateness, currency, authority, and bias. LM.3-5.9
10. Act on the feedback of others, solicited and unsolicited, to make adjustments or improvements on a selection, product, or approach. LM.3-5.10
11. Craft and deliver constructive feedback to help others make adjustments or improvements on a selection, product, or approach. LM.3-5.11
12. Construct and answer questions related to diverse cultures using library resources. LM.3-5.12

Social Responsibility

13. Explain and demonstrate understanding of the importance of safe, legal and responsible use of technology; identify potential consequences of unethical, unsafe, and inappropriate behavior. LM.3-5.13
14. Respectfully acknowledge ownership of work created by self and others (e.g. list bibliographical information when referring to another's work, craft bibliographical information for own work). LM.3-5.14
15. Demonstrate understanding of copyright and acceptable use. LM.3-5.15
16. Acknowledge and respect the rights of others (locally and globally) to express their views and perspectives and have free access to information through library materials. LM.3-5.16