Wisconsin English Language Arts

Essential Elements: Grade 3

Reading Foundational Skills

Phonics & Word Recognition

3 Use letter-sound knowledge to read words. EE.RF.3.3

- a In context, demonstrate basic knowledge of letter-sound correspondences. EE.RF.3.3.A
- b With models and supports, decode and encode, in the way the child is able, single syllable words with common spelling patterns (consonant-vowel-consonant[CVC] or high frequency rimes). EE.RF.3.3.B
- c Not applicable EE.RF.3.3.C
- d Recognize40or more written words. EE.RF.3.3.D
- e Not applicable EE.RF.3.3.E

Fluency

4 Read words intext. Read familiar text comprised of known words. EE.RF.3.4

- a With guidance and support, use features of print to identify or verbalize appropriate expression while reading familiar texts. EE.RF.3.4.A
- b Use context to determine missing words that impede comprehension in familiar texts. EE.RF.3.4.B

Reading

Key Ideas & Details

1 Answer who and what questions to demonstrate understanding of details in a text. (RI&RL) EE.R.3.1

2 Identify details of a text. (RI&RL) EE.R.3.2

3 Identify the feelings of characters in a story. (RL) Order two events from a text as “first” and “next. (RI) EE.R.3.3

Craft & Structure

4 Determine words and phrases that complete literal sentences in a text. (RI&RL) EE.R.3.4

5 With guidance and support, determine the beginning, middle, and end of a familiar story with a logical order (RL) and use text features including headings and key words to locate information in a text (RI). EE.R.3.5

Identify personal point of view about a text. (RI&RL) EE.R.3.6

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tegration of Knowledge & Ideas

7 Identify parts of illustrations or tactual information that depict story elements. (RI&RL) EE.R.3.7

8 Identify two related points the author makes in text. (RI) EE.R.3.8

9 Identify similarities between two texts and recognize that texts reflect one's own and others' culture. (RI&RL) EE.R.3.9

Writing

Text Types & Purposes

1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low-stakes purposes. EE.W.3.1

2 With guidance and support, use writing, dictation and/or drawing to compose: EE.W.3.2

- a Opinion pieces in which they state an opinion about a topic or text and include at least one reason to support that opinion. EE.W.3.2.A
- b Informative/Explanatory text in which they provide at least 2 facts about a predetermined or self chosen topic. EE.W.3.2.B
- c Convey events, real or imagined and narrate a single event or several loosely linked events. Include some details regarding what happened and tell about the events in the order in which they occurred. EE.W.3.2.C

3 With guidance and support, use a combination of drawing, dictating and writing to create a text that uses words familiar to the student, temporal words to signal event order, and a beginning, middle, and end. EE.W.3.3

Production & Distribution of Writing

4 With guidance and support, produce writing that is appropriate for an explicitly stated task, and expresses more than one idea. EE.W.3.4

5 With guidance and support from adults and peers, including questions or suggestions, revise their own writing, dictation, or pictures. EE.W.3.5

6 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others. Learn to produce writing through printing. EE.W.3.6

Inquiry to Build & Present Knowledge

7 With guidance and support, identify information about a shared or independent inquiry topic. EE.W.3.7

8 Sort information on a topic or personal experience into two provided categories and write or draw about each one. EE.W.3.8

9 With guidance and support from adults, recall key details from literary or informational texts and generate reflection or inquiry questions based on a reading of a literary or informational text. EE.W.3.9

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omprehension & Collaboration

1 Engage in collaborative discussions. EE.SL.3.1

- a Engage in collaborative interactions about texts, pulling from prior experiences. EE.SL.3.1.A
- b Listen to others' ideas before responding. EE.SL.3.1.B
- c Indicate confusion or lack of understanding about information presented. EE.SL.3.1.C
- d Express ideas clearly. EE.SL.3.1.D

2 Identify details in a text read aloud or information presented orally or through other media. EE.SL.3.2

3 Ask or answer questions about the details provided by the speaker. EE.SL.3.3

Presentation of Knowledge & Ideas

4 Recount a personal experience, story, poem, or topic including details. EE.SL.3.4

5 Create a multimedia presentation of a story or poem. EE.SL.3.5

Language

Knowledge of Language

1 Use language to achieve desired outcomes when communicating. EE.L3.1

- a Use language to make simple requests, comment, or share information. EE.L3.1.A
- b Not applicable EE.L3.1.B
- c Identify key words. EE.L3.1.C

Vocabulary Acquisition & Use

2 Demonstrate knowledge of word meanings. EE.L3.2

- a With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud. EE.L3.2.A
- b With guidance and support, identify the temporal meaning of words when common affixes (-ing, - ed) are added to common verbs. EE.L3.2.B
- c Not applicable EE.L3.2.C

3 Demonstrate understanding of word relationships and use. EE.L3.3

- a Determine the literal meaning of words and phrases in context. EE.L3.3.A
- b Identify real-life connections between words and their use (e.g., happy: "I am happy."). EE.L3.3.B
- c Identify words that describe personal emotional states. EE.L3.3.C

4 Use words acquired through conversations, being read to, and during shared reading activities. EE.L3.4

- a Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later). EE.L3.4.A

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5 Demonstrate standardized English grammar and usage when communicating. EE.L3.5

- a Use regular plural nouns in communication. EE.L3.5.A
- b Use present and past tense verbs. EE.L3.5.B
- c Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. EE.L3.5.C
- d Not applicable EE.L3.5.D
- e Notice easily confused words. EE.L3.5.E

6 Demonstrate understanding of conventions of standardized English. EE.L3.6

- a Capitalize the first letter of familiar names. EE.L3.6.A
- b During shared writing, indicate the need to add a period at the end of a sentence. EE.L3.6.B
- c Not applicable EE.L3.6.C
- d Not applicable EE.L3.6.D
- e Use resources as needed to spell common high frequency words accurately. EE.L3.6.E
- f Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. EE.L3.6.F
- g Consult print in the environment to support reading and spelling. EE.L3.6.G