Wisconsin English Language Arts

Grade 3

Adopted 2020

Reading Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3
   a. Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.A
   b. Decode words with common Latin suffixes. RF.3.3.B
   c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets). RF.3.3.C
   d. Read grade-appropriate irregularly spelled words. RF.3.3.D
   e. Apply common encoding rules. RF.3.3.E
   f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word). RF.3.3.F
   g. Know when to double the final consonant when adding a suffix. RF.3.3.G

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. RF.3.4
   a. Read grade-level text with purpose and understanding. RF.3.4.A
   b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.B
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.3.4.C

Reading

Key Ideas and Details

1. Develop and answer questions to l Locate relevant and specific details in a text to support an answer or inference. R.3.1
2. Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. R.3.2
3. Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. R.3.3

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Craft and Structure

4. Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. R.3.4
5. Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza.
Identify and use text features to build comprehension. R.3.5
6. Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. R.3.6

Integration of Knowledge and Ideas

7. Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). R.3.7
8. Explain how claims in a text are supported by relevant reasons and evidence. R.3.8
9. Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. R.3.9

Writing

Text Types and Purposes

1. Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. W.3.1
2. Write text in a variety of modes: W.3.2
    a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion. W.3.2.A
    b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. W.3.2.B
    c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations. W.3.2.C
3. Create writing that utilizes: W.3.3
    a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing. W.3.3.A
    b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events. W.3.3.B
    c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning. W.3.3.C

Production and Distribution of Writing

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4. With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. W.3.4
5. With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing. W.3.5
6. With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. W.3.6

Inquiry to Build and Present Knowledge

7. Conduct short inquiry projects that build knowledge about a topic. W.3.7
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.8
9. Recall facts from literary or informational texts to support reflection, and inquiry. W.3.9

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly. SL.3.1
   a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. SL.3.1.A
   b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). SL.3.1.B
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. SL.3.1.C
   d. Explain their own ideas and understanding in light of the discussion. SL.3.1.D
2. Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats. SL.3.2
3. Ask and answer questions about information from a speaker, offering elaboration and detail. SL.3.3

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.4

   Include digital media and visual displays in presentations to enhance certain facts and details. SL.3.5

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Language

Knowledge of Language

1. Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. L.3.1
   a. Compare and contrast the ways in which language is used in familiar contexts (e.g., at home, in the community, in peer and professional writing/speaking). L.3.1.A
   b. Recognize differences between the conventions of written and spoken English. L.3.1.B
   c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking. L.3.1.C

Vocabulary Acquisition and Use

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. L.3.2
   a. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.2.A
   b. Determine the meaning of new words when a suffix or prefix is added. L.3.2.B
   c. Use resources to determine word meanings. L.3.2.C
3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.3.3
   a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language. L.3.3.A
   b. Distinguish shades of meaning among words describing degrees of certainty (e.g., knew, believed, suspected). L.3.3.B
   c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words). L.3.3.C
4. Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. L.3.4
   a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them.). L.3.4.A

Conventions of Standardized English

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5. Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: L.3.5
    a. Irregular and regular nouns and verbs. L.3.5.A
    b. Simple verb tenses. L.3.5.B
    c. Subject-verb agreement. L.3.5.C
    d. Simple and compound sentences. L.3.5.D
    e. Easily confused words (e.g.,. to, too, two). L.3.5.E
6. Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English Appropriately use and explain the intended purpose in conventions with: L.3.6
    a. Titles. L.3.6.A
    b. Quotation marks for speech. L.3.6.B
    c. Possessives. L.3.6.C
    d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. L.3.6.D
    e. Use conventional spelling for high frequency words. L.3.6.E
    f. Use conventional spelling for adding suffixes to basic words. L.3.6.F
    g. Use learned syllable patterns and reference materials to solve and write unknown words. L.3.6.G