Ballston Spa Central School District
The Common Core State Standards in Our Schools

Third Grade ELA

Standard	In school, I am learning to…
Reading: Foundational Skills	
Phonics & Word Recognition	
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	• identify and know meanings of common prefixes and suffixes. • decode words with common Latin suffixes. • decode multi-syllable words. • read third grade irregularly-spelled words.
Fluency	
RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	• read third grade text with purpose and understanding. • read third grade text aloud with accuracy, expression, and appropriate rate. • use strategies to understand unknown words.

Standard	In school, I am learning to…
Reading: Literature	
Key Ideas and Details	
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **RL.3.3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• ask and answer questions, using the text for support, to show my understanding. • retell a story. • tell the central message of a story, and identify how the message is conveyed. • describe the characters in a story and explain how their actions contribute to the events of the story.
Craft and Structure	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RL.3.5.** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. **RL.3.6.** Distinguish their own point of view from that of the narrator or those of the characters.	• determine the literal and figurative meaning of words an author uses. • use specific terms (chapter, stanza, etc.) when discussing a story or text. • explain how parts of text (chapters, stanza, etc.) are connected. • describe when there are different characters telling a story.
Integration of Knowledge and Ideas	
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **RL.3.9.** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	• explain how the illustrations of a text contribute to the mood or story being told. • compare and contrast themes, characters, and plots of two stories by the same author.
Range of Reading and Level of Text Complexity	
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	• read and comprehend literature appropriate for third grade.

Responding to Literature	
RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences.	• Make connections between texts, ideas, events, and situations • Choose my own text based on interest and my preferences
Standard	**In school, I am learning to…**
READING: INFORMATIONAL TEXT	
Key Ideas and Details	
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• ask and answer questions, using the text for support, to show my understanding. • determine the main idea and supporting details of a text. • explain how the supporting details specifically relate to the main idea. • use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure.
Craft and Structure	
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **RI.3.6.** Distinguish their own point of view from that of the author of a text.	• determine the meaning of words or phrases I don't know. • use various text features to locate information. • tell the difference between my point of view and the author's point of view.

Integration of Knowledge and Ideas	
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **RI.3.8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **RI.3.9.** Compare and contrast the most important points and key details presented in two texts on the same topic.	• explain how charts, diagrams, or illustrations are helpful in clarifying text. • explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing. • compare and contrast important points, on a specific topic, from different texts.
Range of Reading and Level of Text Complexity	
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	• read and comprehend informational text appropriate for third grade.
Standard	**In school, I am learning to…**
WRITING	
Text Types and Purposes	
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	write an opinion piece where I: • introduce a topic or name of a book, state an opinion, and create an organizational structure, • provide reasons that support their opinion, • use linking words to give a reason to support my opinion, • provide a concluding section or statement.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	write an informative piece where I: • introduce a topic and group related information, • use facts, definitions, and details to develop a point, • use linking words to connect ideas, • provide a concluding statement or section.
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	write a narrative piece where I: • establish a situation and introduce a narrator, • use dialogue and descriptions to develop events, • use temporal words and phrases to signal order, • provide some sense of closure.
Production and Distribution of Writing	
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **W.3.6.** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	• produce piece of writing that are appropriate for third grade tasks and purposes. • use guidance from my peers to plan, revise, and edit my writing. • use digital tools to produce and publish my work.
Research to Build and Present Knowledge	
W.3.7. Conduct short research projects that build knowledge about a topic. **W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	• conduct a short research project to build knowledge about a topic. • use provided sources to find information, take notes on sources, and categorize my notes.
Range of Writing	
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• write for a range of time and tasks.

Responding to Literature	
W.3.11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.	• Use my own creativity to respond to texts I read and concepts I learn about.
Standard	**In school, I am learning to…**
SPEAKING & LISTENING	
Comprehension & Collaboration	
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. 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. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. e. Seek to understand and communicate with individuals from different cultural backgrounds. **SL.3.2.** 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. **SL.3.3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	• prepare for a class discussion and participate by responding to things others say. • follow agreed-upon rules for class discussions. • ask questions to clear up my confusion about a presentation. • explain my own ideas and understanding as they connect to the discussion. • show I understand what I read, hear, and/or see by retelling and describing key details. • ask and/or answer questions of a speaker to clarify/deepen my understanding.
Presentation of Knowledge and Ideas	
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **SL.3.5.** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	• speak clearly and audibly while reporting on a topic, telling a story or experience. • create audio recordings of stories or poems. • add drawings or details to a description to provide information. • use complete sentences when appropriate.

Standard	In school, I am learning to…
LANGUAGE	
Conventions of Standard English	
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. **L.3.2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	• explain the functions of nouns, verbs, pronouns, adjectives, and adverbs. • use regular and irregular plural nouns. • use abstract nouns. • use regular and irregular verbs. • use simple verb tenses. • write sentences with subject-verb agreement. • use comparative and superlative adjectives and adverbs appropriately. • use coordinating and subordinating conjunctions. • produce all types of sentences. • 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 and other words I've studied. • use spelling patterns and generalizations in my writing. • use reference materials to find correct spellings.
Knowledge of Language	
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	• choose words and phrases for effect. • compare differences in spoken and written English.

Vocabulary Acquisition & Use	
L.3.4. 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). **L.3.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	• use context clues to figure out word meanings. • determine the meaning of a word by using the prefix or suffix. • determine the meaning of a word by using its root word. • use glossaries and dictionaries to determine the meanings of words. • distinguish between literal and figurative meanings of words. • identify a real-life application of a word. • distinguish shades of meaning between words. • use words and phrases that I learn through listening and reading.