



READING STANDARDS: LITERATURE

<input type="checkbox"/>	Number	Standard						
<b>Key Ideas and Details</b>								
<input type="checkbox"/>	3RL 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						
<input type="checkbox"/>	3RL 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.						
<input type="checkbox"/>	3RL 3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.						
<b>Craft and Structure</b>								
<input type="checkbox"/>	3RL 4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <u>See grade 3 Language Standards 4-6 for additional expectations.</u>						
<input type="checkbox"/>	3RL 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.						
<input type="checkbox"/>	3RL 6.	Distinguish their own point of view from that of the narrator or those of the characters.						
<b>Integration of Knowledge and Ideas</b>								
<input type="checkbox"/>	3RL 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).						
<input type="checkbox"/>	3RL 8.	(Not applicable to literature)						
<input type="checkbox"/>	3RL 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).						
<b>Range of Reading and Level of Text Complexity</b>								
<input type="checkbox"/>	3RL 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.						

Informational Text



READING STANDARDS: INFORMATIONAL TEXT

<input type="checkbox"/>	Number	Standard						
<b>Key Ideas and Details</b>								
<input type="checkbox"/>	3RI 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						
<input type="checkbox"/>	3RI 2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.						
<input type="checkbox"/>	3RI 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.						
<b>Craft and Structure</b>								
<input type="checkbox"/>	3RI 4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . <u>(See grade 3 Language standards 4-6 for additional expectations.)</u>						
<input type="checkbox"/>	3RI 5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.						
<input type="checkbox"/>	3RI 6.	Distinguish their own point of view from that of the author of a text.						
<b>Integration of Knowledge and Ideas</b>								
<input type="checkbox"/>	3RI 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).						
<input type="checkbox"/>	3RI 8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						
<input type="checkbox"/>	3RI 9.	Compare and contrast the most important points and key details presented in two texts on the same topic.						
<b>Range of Reading and Level of Text Complexity</b>								
<input type="checkbox"/>	3RI 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.						

Foundational Skills



FOUNDATIONAL SKILLS STANDARDS

<input type="checkbox"/>	Number	Standard						
<b>Phonics and Word Recognition</b>								
<input type="checkbox"/>	3RF 3	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text</u>						
<input type="checkbox"/>	3RF 3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.						
<input type="checkbox"/>	3RF 3b.	Decode words with common Latin suffixes.						
<input type="checkbox"/>	3RF 3c.	Decode multisyllable words.						
<input type="checkbox"/>	3RF 3d.	Read grade-appropriate irregularly spelled words.						
<b>Fluency</b>								
<input type="checkbox"/>	3RF 4	Read with sufficient accuracy and fluency to support comprehension.						
<input type="checkbox"/>	3RF 4a.	Read on-level text with purpose and understanding.						
<input type="checkbox"/>	3RF 4b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression <u>on successive readings</u> .						
<input type="checkbox"/>	3RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.						

Opinion/Argument



WRITING STANDARDS: OPINION/ARGUMENT WRITING

<input type="checkbox"/>	Number	Standard						
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	3W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons.						
<input type="checkbox"/>	3W 1a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.						
<input type="checkbox"/>	3W 1b.	Provide reasons that support the opinion.						
<input type="checkbox"/>	3W 1c.	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.						
<input type="checkbox"/>	3W 1d.	Provide a concluding statement or section.						

Informative/Explanatory



WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

<input type="checkbox"/>	Number	Standard						
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	3W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.						
<input type="checkbox"/>	3W 2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.						
<input type="checkbox"/>	3W 2b.	Develop the topic with facts, definitions, and details.						
<input type="checkbox"/>	3W 2c.	Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.						
<input type="checkbox"/>	3W 2d.	Provide a concluding statement or section						

Narrative



WRITING STANDARDS: NARRATIVE WRITING

<input type="checkbox"/>	Number	Standard						
<b>Text Types and Purposes</b>								
<input type="checkbox"/>	3W 3	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>						
<input type="checkbox"/>	3W 3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.						
<input type="checkbox"/>	3W 3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.						
<input type="checkbox"/>	3W 3c.	Use temporal words and phrases to signal event order.						
<input type="checkbox"/>	3W 3d.	Provide a sense of closure.						

# GRADE 3 STUDENT CHECKLIST

California Common Core Standards English Language Arts



Opinion/Argument

Informative/Explanatory

Narrative



## WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard							
<b>Production and Distribution of Writing</b>									
<input type="checkbox"/>	3W 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.)							
<input type="checkbox"/>	3W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>Editing from conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.</u>							
<input type="checkbox"/>	3W 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.							
<b>Research to Build and Present Knowledge</b>									
<input type="checkbox"/>	3W 7.	Conduct short research projects that build knowledge about a topic.							
<input type="checkbox"/>	3W 8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.							
<input type="checkbox"/>	3W 9.	(Begins in grade 4)							
<b>Range of Writing</b>									
<input type="checkbox"/>	3W 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.							

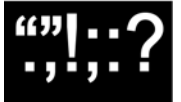
## Speaking & Listening



## SPEAKING AND LISTENING STANDARDS

<b>Comprehension and Collaboration</b>									
<input type="checkbox"/>	3SL 1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.							
<input type="checkbox"/>	3SL 1a.	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.							
<input type="checkbox"/>	3SL 1b.	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).							
<input type="checkbox"/>	3SL 1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.							
<input type="checkbox"/>	3SL 1d.	Explain their own ideas and understanding in light of the discussion.							
<input type="checkbox"/>	3SL 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.							
<input type="checkbox"/>	3SL 3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.							
<b>Presentation of Knowledge and Ideas</b>									
<input type="checkbox"/>	3SL 4.a	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. <u>Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</u>							
<input type="checkbox"/>	3SL 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.							
<input type="checkbox"/>	3SL 6.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. See grade 3 Language Standards 1 and 3 for specific expectations.							

## Language



## LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY

<b>Conventions of Standard English</b>									
<input type="checkbox"/>	3L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
<input type="checkbox"/>	3L 1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.							
<input type="checkbox"/>	3L 1b.	Form and use regular and irregular plural nouns.							
<input type="checkbox"/>	3L 1c.	Use abstract nouns (e.g., <i>childhood</i> ).							
<input type="checkbox"/>	3L 1d.	Form and use regular and irregular verbs.							
<input type="checkbox"/>	3L 1e.	Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses.							
<input type="checkbox"/>	3L 1f.	Ensure subject-verb and pronoun-antecedent agreement.							
<input type="checkbox"/>	3L 1g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.							
<input type="checkbox"/>	3L 1h.	Use coordinating and subordinating conjunctions.							
<input type="checkbox"/>	3L 1i.	Produce simple, compound, and complex sentences.							
<input type="checkbox"/>	3L 1j.	<u>Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</u>							
<input type="checkbox"/>	3L 1k.	<u>Use reciprocal pronouns correctly.</u>							
<input type="checkbox"/>	3L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
<input type="checkbox"/>	3L 2a.	Capitalize appropriate words in titles.							
<input type="checkbox"/>	3L 2b.	Use commas in addresses.							
<input type="checkbox"/>	3L 2c.	Use commas and quotation marks in dialogue.							
<input type="checkbox"/>	3L 2d.	Form and use possessives.							
<input type="checkbox"/>	3L 2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i> ).							
<input type="checkbox"/>	3L 2f.	Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.							
<input type="checkbox"/>	3L 2g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.							
<b>Knowledge of Language</b>									
<input type="checkbox"/>	3L 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
<input type="checkbox"/>	3L 3a.	Choose words and phrases for effect.							
<input type="checkbox"/>	3L 3b.	Recognize and observe differences between the conventions of spoken and written standard English.							
<b>Vocabulary Acquisition and Use</b>									
<input type="checkbox"/>	3L 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.							
<input type="checkbox"/>	3L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.							
<input type="checkbox"/>	3L 4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).							
<input type="checkbox"/>	3L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).							
<input type="checkbox"/>	3L 4d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <i>in all content areas</i> .							
<input type="checkbox"/>	3L 5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.							
<input type="checkbox"/>	3L 5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).							
<input type="checkbox"/>	3L 5b.	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).							
<input type="checkbox"/>	3L 5c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).							
<input type="checkbox"/>	3L 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., <i>After dinner that night we went looking for them</i> ).							