

GRADE 3 ENGLISH/LANGUAGE ARTS AERO STANDARDS

READING

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text. Fluency is defined as the ability to read with speed, accuracy, and proper expression.

In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluent reading encompasses three key elements: *accurate* reading of connected text at a conversational *rate* with appropriate expression (Hudson, Mercer, & Lane, 2000). Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

READING LITERATURE - RL

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Key Ideas and Details

RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade 3

a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade 3

a. Recount stories, including fables, folktales, and myths from diverse cultures.

b. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 3

a. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade 3

a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 3

a. 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.6 Assess how point of view or purpose shapes the content and style of a text.

Grade 3

a. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

Grade 3

a. 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.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade 3

(Not applicable to literature)

RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade 3

a. 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).

Range of Reading and Level of Text Complexity

RL.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade 3

a. By the end of the year, read independently and proficiently and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band.

READING INFORMATIONAL TEXTS - RI

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Key Ideas and Details

RI.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade 3

a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade 3

a. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 3

a. 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.

Craft and Structure

RI.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grade 3

a. 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.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 3

a. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.6 Assess how point of view or purpose shapes the content and style of a text.

Grade 3

a. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

RI.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

Grade 3

a. 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.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Grade 3

a. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade 3

a. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

RI.10 Read and comprehend complex literary and informational texts independently and proficiently.

Grade 3

a. 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.

READING FOUNDATIONAL SKILLS - RF

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Print Concepts

RF.1 Demonstrate understanding of the organization and basic features of print.

Grade 3

NA

Phonological Awareness

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **Grade 3**

NA.

Phonics and Word Recognition

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

Grade 3

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

Fluency

RF.4 Read with sufficient accuracy and fluency to support comprehension.

Grade 3

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

WRITING

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about

themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

WRITING - W

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Text Type and Purposes

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade 3

a. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.

W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade 3

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.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade 3

- 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.

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade 3

- a. 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.)

Production and Distribution of Writing

W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade 3

- a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Foundation standards 1–3 up to and including grade 3.)

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade 3

- a. 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.

W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grade 3

- a. Conduct short research projects that build knowledge about a topic.

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grade 3

a. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 3

Begins in Grade 4

Range of Writing

W.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 tasks, purposes, and audiences.

Grade 3

a. 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.

LISTENING AND SPEAKING

Besides being an essential aspect of communication, listening and speaking are necessary fundamentals of reading and writing.

Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate, and

present increasingly complex information, ideas, and evidence through listening and speaking. Listening and speaking skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of listening and speaking is performance in diverse academic settings—including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are critical as well.

LISTENING AND SPEAKING - LS

Students use speaking, listening, and information literacy to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Comprehension and Collaboration

LS.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grade 3

- a. 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.
- 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.
 - 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).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.

LS.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 3

- a. 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.

LS.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Grade 3

- a. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grade 3

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.

LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Grade 3

a. 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.

LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade 3

a. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Foundations standards 1 and 3 for specific expectations.)

LANGUAGE FOUNDATION

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.

The Language strand includes the essential “rules” of standard written and spoken English. To ensure development of effective reading and writing, students must gain an understanding of the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read and to be able to use language to make meaning as they write. Knowledge about the conventions of language is critical and must be supported by practical implementation of students' knowledge and skills as they construct meaning.

Language skills are essential tools not only because they serve as the necessary basis for further learning but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

LANGUAGE FOUNDATIONS - L

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Conventions of Standard English

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade 3

- 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.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Grade 3

- 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.

Knowledge of Language

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade 3

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grade 3

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.

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.5 Demonstrate understanding of word relationships and nuances in word meanings.

Grade 3

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.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 3

- a. 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*).