

Grade 3
Reading English Language Arts
End of Year Competencies

FOUNDATIONAL SKILLS

Phonics and Word Recognition

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

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

READING LITERATURE

Key Ideas & Details

- ❖ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers and when drawing inferences from the text.
- ❖ Recount stories determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- ❖ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft & Structure

- ❖ Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral language as well as shades of meaning among related words.
- ❖ Refer to parts of the texts when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
- ❖ Distinguish their own point of view from that of the narrator or those of the characters.
- ❖ Explain the point of view of the author.

Integration of Knowledge

- ❖ Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize particular aspects of characters or setting).
- ❖ 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).

READING INFORMATIONAL TEXT

Key Ideas & Details

- ❖ Ask and answer questions to demonstrate understanding and to make inferences from the text, referring explicitly to the text as the basis for the answers.
- ❖ Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ❖ Describe the relationship between a series of events, ideas or concepts, or steps in procedures, using language that pertains to time, sequence, and cause/effect.
- ❖ Explain events, procedures, ideas, or concepts in a text, including what happened and why based on specific information in the text.

Craft & Structure

- ❖ Determine the meaning of general academic and domain-specific words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
- ❖ Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate and interpret information relevant to a given topic efficiently.
- ❖ Distinguish their own point of view from that of the author of a text.
- ❖ Explain the point of view of the author.

Integration of Knowledge

- ❖ Use information gained from text features and the words in a text to demonstrate understanding of the text.
- ❖ Describe the logical connection between particular sentences and paragraphs in a text. (e.g., comparison, cause/effect, first/second/third in a sequence)
- ❖ Describe how an author connects sentences and paragraphs in a text to support particular points.
- ❖ Compare and contrast the most important points and key details presented in two texts on the same topic.

SPEAKING AND LISTENING

Comprehension & Collaboration

Engage effectively in a range of collaborative discussions 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.
- ❖ Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- ❖ Ask and answer questions about information from a speaker's, offering appropriate elaboration and detail.

Presentation of Knowledge & Ideas

- ❖ 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.
- ❖ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

WRITING

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

- ❖ **Focus:** Introduce the topic and state an opinion.
- ❖ **Content:** Provide reasons that support the opinion.
- ❖ **Organization:** Create an organizational structure that includes related ideas grouped to support the author's purpose and linked in logical order.
Use linking words and phrases to connect opinion and reasons.
Provide a concluding statement or section.
- ❖ **Style:** Use a variety of words and sentence types to appeal to the audience.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- ❖ **Focus:** Identify and introduce a topic.
- ❖ **Content:** Develop the topic with facts, definitions, details, quotations or other information and examples related to the topic.
- ❖ **Organization:** Create an organizational structure that includes information grouped and connected logically.
Use linking words and phrases to connect ideas within categories of information
Provide a concluding statement or section.
- ❖ **Style:** Choose words and phrases for effect.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- ❖ **Focus:** Establish a situation and introduce a narrator and/or characters
- ❖ **Content:** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- ❖ **Organization:** Organize an event sequence that unfolds naturally using temporal words and phrases to signal event order.
Provide a sense of closure.
- ❖ **Style:** Choose words and phrases for effect.

Production and Distribution of Writing

- ❖ With guidance and support from adults
 - produce writing in which the development and organization are appropriate to task and purpose.
 - develop and strengthen writing as needed by planning, revising, and editing.
 - use technology to produce and publish writing as well as to interact and collaborate with others.
- ❖ 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.

Research To Build & Present Knowledge

- ❖ Conduct short research projects that build knowledge about a topic.
- ❖ Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort
- ❖ Draw evidence from literary or informational texts to support analysis, reflection, and research.

LANGUAGE

Conventions of Standard English

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- ❖ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- ❖ Form and use regular and irregular plural nouns.
- ❖ Use abstract nouns (e.g., childhood).
- ❖ Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- ❖ Ensure subject-verb and pronoun-antecedent agreement.
- ❖ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- ❖ Use coordinating and subordinating conjunctions.
- ❖ Produce simple, compound, and complex sentences

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- ❖ Capitalize important 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 studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- ❖ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- ❖ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- ❖ Use language to achieve particular effects when writing or speaking.

Vocabulary Acquisition and Use

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.

- ❖ Use sentence-level context as a clue to the meaning of a word or phrase.
- ❖ Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, care/careless)
- ❖ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- ❖ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

- ❖ Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- ❖ Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- ❖ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).

Acquire and use accurately grade-appropriate conversational, general academic and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.