

Grade 3 ELA - Critical Standards

Defined by the ALSDE Academic Continuity Plan

Standard

Reading Structures for Literature

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]
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.3.2]
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]

Integration of Knowledge and Ideas

8. 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). [RL.3.9]

Reading Standards for Informational Text

Key Ideas and Details

10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]
11. Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]
12. 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 and effect. [RI.3.3]

Craft and Structure

13. 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.3.4]
14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]

Integration of Knowledge and Ideas

16. 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.3.7]
18. Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]
- Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]
 - Decode words with common Latin suffixes. [RF.3.3b]
 - Decode multisyllable words. [RF.3.3c]
 - Read grade-appropriate irregularly spelled words. [RF.3.3d]

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]
- Read on-level text with purpose and understanding. [RF.3.4a]
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]

Writing Standards

Text Types and Purposes

22. Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1]
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [W.3.1a]
 - Provide reasons that support the opinion. [W.3.1b]
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. [W.3.1c]
 - Provide a concluding statement or section. [W.3.1d]
23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a]
 - Develop the topic with facts, definitions, and details. [W.3.2b]
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. [W.3.2c]
 - Provide a concluding statement or section. [W.3.2d]
24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.3.3]
- Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. [W.3.3a]
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [W.3.3b]
 - Use temporal words and phrases to signal event order. [W.3.3c]
 - Provide a sense of closure. [W.3.3d]

Production and Distribution of Writing

26. 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 the first three Language standards in Grades K-3.) [W.3.5]

Speaking and Listening Standards

Comprehension and Collaboration

31. 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. [SL.3.1]
- 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. [SL.3.1a]
 - 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). [SL.3.1b]
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c]
 - d. Explain their own ideas and understanding in light of the discussion. [SL.3.1d]

32. 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.3.2]

Language Standards

Conventions of Standard English

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.3.1]
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]
 - b. Form and use regular and irregular plural nouns. [L.3.1b]
 - c. Use abstract nouns (e.g., childhood). [L.3.1c]
 - d. Form and use regular and irregular verbs. [L.3.1d]
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [L.3.1e]
 - f. Ensure subject-verb and pronoun-antecedent agreement.* [L.3.1f]
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]
 - h. Use coordinating and subordinating conjunctions. [L.3.1h]
 - i. Produce simple, compound, and complex sentences. [L.3.1i]
38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.3.2]
- a. Capitalize appropriate words in titles. [L.3.2a]
 - b. Use commas in addresses. [L.3.2b]
 - c. Use commas and quotation marks in dialogue. [L.3.2c]
 - d. Form and use possessives. [L.3.2d]
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [L.3.2e]
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [L.3.2f]
 - g. Write legibly in cursive.
 - h. Consult reference materials, including beginning dictionaries, as needed to check and correct

spellings. [L.3.2g]

Knowledge of Language

39. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[L.3.3]

- a. Choose words and phrases for effect.* [L.3.3a]
- b. Recognize and observe differences between the conventions of spoken and written Standard English. [L.3.3b]

Vocabulary Acquisition and Use

40. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. [L.3.4]

- a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]
- 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). [L.3.4b]
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [L.3.4c]
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]

41. Demonstrate understanding of word relationships and nuances in word meanings. [L.3.5]

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [L.3.5a]
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [L.3.5b]
- 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.3.5c]