# Understanding the Standards – Grade 3

Developing literacy skills continues to be a priority in third grade with an emphasis on reading grade level texts with prosody, accuracy, and appropriate rate. The student will read a variety of literary and informational texts. With a focus on folk tales and myths across cultures, the student will read a variety of genres. Through purposeful text selection, the student will continue to build their background world and word knowledge. The student will expand their vocabulary while reading by using word analysis skills. The student will continue to use comprehension strategies to monitor their understanding while reading. The student will continue to expand their comprehension of literary and informational texts through collaborative discussions and writing about texts. The student will use the writing process to plan, draft, revise, and edit writing for a variety of purposes and in a variety of forms. The student will write legibly in cursive. The student will continue to identify and use appropriate resources to complete a research product and will understand plagiarism to report information using their own words. The student will use effective communication skills to participate in collaborative activities and will give oral presentations.

## Foundations for Reading

### 3.FFR.3 Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.

1. Decode and encode words with vowel teams and r-controlled vowels.
2. Use knowledge of syllabication and syllable types to decode and encode words.
3. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words.
4. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy.

|  |
| --- |
| **3.FFR.3 Phonics and Word Recognition: The student will apply grade level phonics and word analysis skills to decode (read) unfamiliar words in grade level text.**  |
| * ***Phonics is the instruction in the relationship between letters and the sounds they represent. (Honig, pg. 170)***
* ***The purpose of phonics and word analysis is to allow students to read grade level text fluently.  See 3.DSR for additional information.***
* Phonetic principles include decoding (reading) and encoding (spelling).
	+ Decoding is the ability to read a word from print to speech using grapheme-phoneme (letter to sound) correspondences.
	+ Encoding is the ability to spell a word from speech to print using phoneme-grapheme (sound-letter) correspondences.
* Third grade students should be able to decode (read) and encode (spell) vowel teams in grade level words.
	+ Vowel Teams- a combination of two, three, or four letters that stand for a vowel sound *e.g., br****ead****, sn****ai****l, fl****oa****t, fr****ui****t, n****oise****, sh****ou****t, sh****oo****k*
* Third grade students should be able to decode (read) and encode (spell) r-controlled vowels.
	+ R-Controlled Vowels- a single vowel letter followed by r that stands for a unique vowel sound, *e.g., st****art****, sh****or****t, st****eer****, n****ear****, h****ur****t*
* Word Analysis in third grade includes multiple strategies. Strategies for reading multisyllabic words may include:
	+ Review the word for affixes.
		- Affixes (prefixes/suffixes)
			* Prefix – added to the beginning of the word to make a new word.
			* Suffix – added to the end of the word to change the meaning, or grammatical function of the word.
	+ Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound.
		- In third grade, students should be able to decode words by recognizing syllables within multisyllabic words and being able to flex vowel sounds according to syllable type to determine pronunciation.
	+ Review the word for vowels and count the number of syllables. Use knowledge of syllable types to predict vowel sound.
	+ Recognize syllable types:
		- Closed syllables end in a consonant(s) and the vowel sound is short.  (e.g. ***hap\**-*pen\**, *tab\**-*let\****)
		- Open syllables end in a single vowel letter and the vowel sound is long. (e.g. – ***o\****-*pen*, ***mo\****-*tion*)
		- Vowel-Consonant-e syllables contains a long vowel sound, spelled with one vowel letter followed by one consonant and a silent e.   (e.g. ***while\****, *com*-***plete***\*)
		- Vowel Team syllables can contain long vowel sounds, short vowel sounds, and diphthong sound spelled with a vowel combination (e.g. ***chief\****, *pur*-***suit\****, ***crawl***\*, ***play\****-*ing*)
		- Vowel R syllables contains a letter combination made up of a vowel followed by the letter –r that stands for a unique vowel sound (e.g. ***mir\****-***ror\****, ***far\*****-****ther\****, ***start\****, ***cir\****-**cus**)
		- Clesyllables contains a final, separate syllable containing a consonant followed by the letters le (e.g. **ta**-***ble\****, *bi*-*cy*-***cle***\*)
* The process that students use to learn to read phonetically regular words is the same process that students learn to read phonetically irregular words.  The careful analysis of each letter-sound correspondence is necessary for students to read grade-level, high frequency words accurately and automatically.
	+ Regular words are words that have a predictable grapheme-phoneme correspondence.
	+ Irregular words are those that cannot be readily decoded because they contain a grapheme-phoneme correspondence that is unique to that word or a few words. Some words are permanently irregular such as ***their,*** ***said***.
 |

## Developing Skilled Readers and Building Reading Stamina

### 3.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

1. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12).**
2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) **(Text Complexity, 2-12).**
3. When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).**
4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary K-12).**
5. Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).**

**\*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.**

|  |
| --- |
| **3.DSR The student will build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts and reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.** |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for both sides of the SVR equation.
* This standard is intended to acknowledge the complex nature of comprehension.  Reading comprehension is not a single ability (Catts and Kamhi, 2017).
* Comprehension is the combination of three factors: the reader, the text, and the activity. (RAND 2002)
	+ The ‘reader’ brings a set of skills such as prior knowledge and experiences. They also bring their word reading ability and their language ability. Before reading, students can activate their prior knowledge. If prior knowledge is lacking, teachers can build background knowledge to facilitate the ability to link knowledge to events represented in the text.
	+ The ‘text’ includes factors that can affect understanding such as the subject matter, text complexity, structure, and clarity of text coherence, how the ideas within the text fit together. When students know the structure of a text, they are able to utilize the predictable patterns to retain key details for later recall.
	+ The ‘activity’ refers to the purpose for reading. Why are we reading? Is it to learn, to enjoy a story, or to strengthen an opinion? Before reading, teachers can provide a purpose or help students set a purpose for reading to help make sense of text and retain details for later recall.
* Fluency is the ability to read a text reasonably accurate, at an appropriate rate with suitable expression that leads to accurate and deep comprehension and motivation. (Hasbrouck & Glaser, 2019)
	+ Reasonably accurate means that the student should be able to read 95%-98% of the words correctly. (Hasbrouck, 2024)
	+ Appropriate rate means students reading should sound like speech, (Stahl and Kuhn, 2002)
	+ Suitable expression means the student’s reading should sound like speech with pitch, tone, volume, phrasing, etc. (Stahl and Kuhn, 2002)
* There are two types of text students in third grade should be exposed to. Each has as specific purpose and goal for reading development.
	+ *Read Alouds* are texts that are above a student’s grade level and are used to stretch students’ listening comprehension.  They support growth in complex sentence structure and vocabulary.
	+ *Grade level* texts are texts that fall within the grade 3 text complexity band. Teachers should refer to the Quantitative and Qualitative Analysis charts in the Appendix for the grades 2-3 band. Engaging with complex texts is important for students learning new concepts and increase exposure to high level vocabulary, language, and content. Students may have differing levels of readiness for grade-level, complex texts. Teachers can provide scaffolds as needed to support all students reading grade level texts.
* Third grade students should be introduced to wide reading across text sets centered on a topic and containing different genres. Focus on one topic across multiple genres will allow students to build background knowledge, strengthen vocabulary and deepen their understanding of the topic through exposure to related vocabulary, and topic related texts.
* Third grade students should be taught to use reading (*sense-making*) strategies (e.g. comprehension monitoring, predicting, visualizing, questioning, making connections) through well planned explicit instruction by the teacher. Teachers can encourage students to monitor breakdowns in their comprehension by modeling how to pay attention and react to the text, as well as the text structure, when the text is not making sense.
	+ Strategies should not be isolated from the text reading and lesson, but rather incorporated to encourage students actively thinking while reading.
	+ “Strategy instruction must be incremental and follow a series of steps that result in a gradual release of responsibility” (Shanahan, 2010)
 |

## Reading and Vocabulary

**3.RV The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.**

### 3.RV.1 Vocabulary Development and Word Analysis

1. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area.
2. Discuss meanings of complex words and phrases acquired through conversations and literature.
3. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s, -ing, -ed*).
4. Use the context of a sentence to apply knowledge of homophones.
5. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
6. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
7. Distinguish shades of meaning among verbs and adjectives.
8. Use strategies to infer word meanings.
9. Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
10. Use newly learned words and phrases in discussions and speaking activities.

|  |
| --- |
| **3.RV The student will systematically build vocabulary and word knowledge based on grade-three content and texts read or heard.**  |
| * Reading comprehension is the product of listening comprehension and decoding, otherwise known as The Simple View of Reading, SVR (Gough and Tunmer, 1986). This standard addresses competencies for the language comprehension side of the SVR equation.
* Vocabulary is the single most important indicator of later reading success, once children have learned decoding. (Moats & Tolman, 2019) The richer a student’s vocabulary, the richer their reading comprehension.
* As stated in Standard 3.DSR, reading multiple texts centered around a topic, or a text set, allows students to build knowledge and vocabulary.  Text sets also allow student multiple opportunities to hear related words and build knowledge networks. This is essential for students’ long term comprehension success.
* Grade three content corresponds with the social studies and science standards in third grade. Teachers can leverage texts in these areas to reinforce vocabulary and build knowledge.
* Word learning happens both incidentally and explicitly.
	+ Vocabulary can be acquired incidentally, or through indirect exposure to words, by engaging in rich oral language experiences, read alouds, and students’ reading.
	+ An important component of third grade is explicit vocabulary instruction. The first step is selecting words that are critical to the understanding of the texts. This instruction includes giving a student friendly definition, providing examples and non-examples of the word in context, and allowing students to use the word in speaking and writing.
* Teachers should be intentional about which words they select to explicitly teach.  These could include general academic language, and content-specific vocabulary words.
	+ *General Academic Language –* words that are not necessarily common in conversational language, but more likely to be used in the classroom in academic reading, writing and conversation (*e.g. summarize, evaluate*).
	+ *Content-Specific Vocabulary –* words that are unique to the content being covered and require explicit instruction in order for content understanding to be obtained (e.g. *migration, hibernation*).
* Third grade students should be able to understand the meaning of unknown words by using words parts and morphology to understand word relationships (e.g. *root words, inflectional endings, homophones, synonyms, antonyms*).
	+ Root words *-* the most basic form of a word from which other words are formed.  Many English words are derived from Greek and Latin roots (e.g. – *struct – to build, and form – to shape)*
	+ Inflectional endings – a morpheme added to a word to change the grammatical meaning (*e.g. adding -ed which means the action occurred in the past*).
	+ *Affix-* a morpheme (prefix/suffix) added to a root word that changes its meaning
		- *Prefixes* are meaningful word parts that come at the beginning of a word.  For example, how the prefix *dis-* changes the meaning in the word *dislike*.
		- *Suffixes* are meaningful word parts that come at the end of a word.  For example, how the suffix *-less* changes the meaning in the word *useless*.
	+ *Homophones –* words that have the same pronunciation, but different meanings (*e.g. flu, flew*).
	+ *Synonyms –* words that have similar meanings, (*e.g. sad/gloomy*).
		- Synonyms allow students to discuss shades of meaning, allowing them to build word gradients to determine complex word meanings and develop richer vocabulary (*e.g. eat, consume, gobble, devour*).
	+ *Antonyms –* words that have opposite meanings (e.g. *quiet/noisy*)
		- Antonyms allow students to discuss degrees of meaning, allowing them to place words in a continuum (*e.g. enormous, large, average, small, tiny*).
* Third grade students can use their knowledge of word relationships when inferring the meaning of complex words.
* Infer – to make a well-informed guess using surrounding clues, or hints about the meaning of the word.
* When students use vocabulary in their speaking and writing, knowledge of the word is solidified.
 |

## Reading Literary Text

**3.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, biography, autobiography, and folklore/tall tales, with a focus on folktale and tall tales.**

### 3.RL.1 Key Ideas and Plot Details

A. Identify thematic topics of stories (e.g., friendship, survival, determination) and the lesson learned.

B. Identify the central conflict and resolution using events from the plot to summarize the text.

C. Describe a character’s attributes, including their traits, motivations, or feelings and how they develop throughout the text.

|  |
| --- |
| **3.RL.1 Key Ideas and Plot Details**  |
| * Recognizing theme enriches comprehension and appreciation of literature, strengthens understanding of plot, and fosters critical thinking and effective communication skills. In third grade students will learn the term theme, or the lesson an author intends for the reader to learn, and thematic topic, or one-word generalizations of the lesson. This builds off the foundation set in previous grades around a central message, lesson or moral (See 2.RL.1A) Third grade students are expected to apply their understanding of these new terms in order to identify the theme and thematic topic of a story. Students need to understand that theme is revealed by examining the conflict and how the characters respond, whether successfully or unsuccessfully, to the challenges they face throughout the story.
* During second grade, students learned to identify the central conflict of a story using events from the plot as evidence (See 2.RL.1.B). Third graders will continue to practice this skill. In third grade, students expand this understanding to identify the resolution of the central conflict using plot events as evidence. Students will understand that not all stories have a positive resolution in that some stories do not contain a true solution to the central conflict.
* In third grade, students will expand their ability to describe characters by examining their words, actions, and thoughts to include describing how the character develops, or changes, throughout the story. Third graders should recognize that the character will likely change, or evolve, throughout the story. In their descriptions of characters, students should identify which attributes change or remain static from the beginning to the end of the story.
 |

### 3.RL.2 Craft and Style

A. Discuss how an author uses characters and settings to advance the plot.

B. Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader’s understanding of characters, settings, and plot events.

C. Identify the narrator of a story and the speaker of a poem.

D. Identify the characteristics of different genres.

|  |
| --- |
| **3.RL.2 Craft and Style**  |
| Note: Third grade is when the Craft and Style (RL.2) standards progression begins.  * Third grade students will begin to examine how changes in character’s traits, motivations, and feelings, and changes to the setting (time and place) impact the advancement of plot.
* In third grade, students begin to identify and explain how the author uses sensory language to impact a reader’s understanding of characters, settings, and plot events. Students should recognize that an author’s choice of descriptive language may evoke a sensory response (e.g., sights, sounds, smells, and tastes) in the reader. Third grade students should understand and describe how an author’s use of language can reveal a character’s traits, motivations, and feelings; help the reader better understand the setting(s) of the story; and impact the advancement of plot events.
* Third grade students begin to identify the narrator of a story and the speaker of a poem. Students are expected to recognize from which character’s perspective a story is being told, which includes a specific character by name or an unknown narrator/speaker. Third grade students need to be able to articulate how they determined the narrator/speaker referencing specific details from the text.
* While all narrative texts contain plot, different genres of literary texts contain different characteristics. Third graders need to apply this understanding when identifying the differences between genres of literary texts using these differing characteristics as supporting evidence.
 |

### 3.RL.3 Integration of Concepts

A. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge.

B. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events.

C. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

|  |
| --- |
| **3.RL.3 Integration of Concepts**  |
| * Third grade students should always have a purpose for reading. Students can be provided with a purpose or set a purpose for themselves. Teachers and students should consider using illustration as well as prior and background knowledge when setting a reading purpose. When experiencing multiple interactions with a single text, students should recognize how their purpose for reading may change, which impacts their comprehension.
* During second grade, students compare and contrast two versions of the same story from different cultures (See 2.RL.3.C). In third grade, students expand their understanding of comparing and contrasting details between texts by expanding to paired literary and information nonfiction texts. Third graders will examine similarities (comparisons) and differences (contrasts) in how these paired passages treat a shared theme, topic, or pattern of events.
* In third grade, students expand their understanding of comparing and contrasting characters, settings, and plots by using paired texts from the same author that share the same or similar characters.
 |

## Reading Informational Text

**3.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.**

### 3.RI.1 Key Ideas and Confirming Details

A. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them.

B. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures.

C. Identify and explain how an author uses reasons and evidence to support specific points in texts.

|  |
| --- |
| **3.RI.1 Key Ideas and Confirming Details**  |
| * Students in third grade will focus on determining the main idea of texts. Students need to have experiences with identifying the main idea of an entire multi-paragraph text, multiple paragraphs within a text, or a specific paragraph from a text. As texts become more complex, students will be required to identify an implied main idea. Success with identifying an implied main idea of texts requires students to be able to recognize the relationships between the supporting evidence, or key details.
* In third grade, students shift to summarizing texts. In order to summarize texts, students must determine and succinctly articulate (say or write) the most important information. When summarizing historical events, scientific ideas, and technical procedures, third grade students should use language pertaining to time, cause and effect, or sequence based on what and how information was presented.
* In third grade, students will expand on this knowledge of facts and opinions, in order to identify and explain how an author uses reasons and evidence to support specific points in texts. Third graders should recognize that the reason and evidence authors provide in informational texts tend to be facts.
 |

### 3.RI.2 Craft and Style

A. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader’s understanding of the text.

B. Use text features and search tools (e.g., sidebars, hyperlinks) to locate and gain information efficiently.

C. Identify the author’s purpose for writing, including what the author wants to answer, explain, or describe.

|  |
| --- |
| **3.RI.2 Craft and Style**  |
| * Third graders will begin describing major structural differences between organizational patterns used in informational texts. These organizational patterns include cause/effect, compare/contrast, problem/solution, description, sequence, and chronological order. Students will understand that organizational patterns show how information is related or connected throughout a text. Third grade students will be able to articulate the differences between these organizational patterns and recognize how the use of these differing text structures present information differently in texts, including between texts of shared topics.
* Third graders continue to use text features to locate and gain information. Third grade students expand their understanding and use of text features to include search tools embedded within digital texts, such as hyperlinks. Students will understand how the use of text features and search tools allow readers to locate and gain information more efficiently.
* During second grade, students identified the main purpose of a text, which included what the author wanted to answer, explain, or describe (See 2.RI.2.B). Third graders will continue to practice this skill. Students will understand that author’s write informational texts in order to answer, explain, or describe a topic.
 |

### 3.RI.3 Integration of Concepts

A. Use prior (experience) and background (content) knowledge as context for new learning.

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

C. Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

D. Demonstrate comprehension by writing about what is read using the text for support.

|  |
| --- |
| **3.RI.3 Integration of Concepts**  |
| * Students need to know that when reading informational texts, the purpose is to expand their knowledge of topics.
* Third graders will continue to practice comparing and contrasting (See 2.RI.3B) how the most important points are presented in two texts of a shared topic, examining similarities (comparisons) and differences (contrasts) of presented key details in the paired passages. Students will recognize the reliability of information presented in an informational text by comparing and contrasting the same points and details between texts.
* Third graders will expand on this learning by describing the connections, or relationships, between a series of historical events, scientific ideas or concepts, or steps in a technical procedure presented in a text.
* Third grade students need opportunities to demonstrate their comprehension about what is read. Students should be allowed to write in response to text in multiple ways (i.e., RAFT, summarizing, short answer responses to questions or prompts, etc.). Students need to use textual evidence within their writing as support.
 |

## Foundations for Writing

**3.FFW The student will print legibly in manuscript and cursive while applying grade level word knowledge to spell words correctly.**

### 3.FFW.1 Handwriting

1. Maintain legible printing.
2. Write capital and lowercase letters of the alphabet using correct letter formation in cursive.
3. Sign his/her first and last name.
4. Form cursive letters with flow from one letter to the next within names and words.

|  |
| --- |
| **3.FFW.1 Handwriting**  |
| * In order for students to be effective writers they must master foundational writing skills such as handwriting. When foundational writing skills are fluent it allows students to focus on communicating their message with their readers.
* Handwriting is linked to basic reading and spelling achievement.
* To become proficient in the task of writing in cursive, students need explicit instruction in letter formation with plenty of guided practice and teacher feedback (Wolf, 2005).
* Students need to learn cursive letter formation that is efficient and effective, while maintaining legible manuscript.
 |

### 3.FFW.2 Spelling

1. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words.
2. Use common affixes to encode (spell) words.
3. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy.

|  |
| --- |
| **3.FFW.2 Spelling**  |
| * Spelling is an essential component for students’ literary success and supports students’ development in both reading and writing.  When students are learning to read words with specific phonics features, they should also practice using the same phonics features for spelling words.  Due to the reciprocal relationship between decoding (reading) and encoding (spelling) teachers can leverage instruction in both to support foundational literacy skills.
* Teachers can leverage students' understanding of spelling single syllable words, to spell multisyllable words. Teachers can reinforce the reciprocal nature of decoding and encoding by using similar strategies to spell multisyllabic words.
* Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound.
	+ Syllable Types - The first five syllable types are all found in single syllable words.
		- Closed syllables end in a consonant or consonant cluster and the vowel sound is short *e.g., bra****g****, ju****mp****,* ***pic\*nic\****
		- Open syllables end in asingle vowel and the vowel sound is long *e.g. h****e****, h****i****, b****a****\*b****y***
		- Vowel- Consonant-e syllables contain a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e, *e.g. pro****vide\*,*** *tad****pole\****
		- R-Controlled syllables contain a letter combination made up of a vowel followed by the letter -r that stands for a unique vowel sound, *e.g.-* ***per\*****fect,* ***snor\*****kel.*
		- Vowel Team syllables can contain a short vowel, long vowel, or diphthong sound spelled with a vowel combination*, e.g. can****teen\*****,* ***poi\*****son, com****plain\*****.*
		- Consonant-le syllables are a final, separate syllable containing a consonant followed by the letters le*, ap****ple\*****, ta****ble\**** *.  This is the only syllable type that cannot be in single syllable words.*
* Students should use their knowledge of affixes when spelling multisyllabic words.
* Third grade students also need support with spelling multisyllabic words when adding suffixes. Refer to Foundations for Reading 3.FFR.3.
* There are three multisyllabic spelling rules. These include:
	+ Dropping the final e with adding a suffix that starts with a vowel, e.g. *bake* and *baking*.
	+ Changing the y to an i, e.g., *cry-->cried, busy-->busiest, ugly-->uglier*
	+ Doubling the consonant in a CVC word, e.g., run-->running, skip-->skipped
* Through careful analysis of phoneme-grapheme correspondences, students are able to recognize and apply known phonics patterns to unknown words.
* Irregular words are those that are not readily spelled because they contain a phoneme-grapheme correspondence that is unique to that word or a few words.  Some words are permanently irregular such as *Wednesday, said, their.*
 |

## Writing

 **3.W The student will compose various works for diverse audiences and purposes, linked to grade three content and texts.**

### 3.W.1 Modes and Purposes for Writing

A. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose.

B. Write personal or fictional narratives that organize event sequences that unfold naturally.

C. Write informative/explanatory texts to examine a topic that develops the topic with facts and details.

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

E. Write in response to text(s) read or heard to share thinking using supporting details from the text.

|  |
| --- |
| **3.W.1 Modes and Purposes for Writing**  |
| * Teachers should leverage the reciprocal nature of reading and writing (e.g. reading mentor texts, examining characteristics of exemplars). By writing in response to grade level content and texts, third grade students continue to develop writing skills by writing narrative, expository, and opinion compositions.  This will allow them to develop communication and critical thinking skills while deepening their knowledge of the various types and purposes for writing.
* Recognizing text structure is one comprehension strategy that can help students understand what they are reading. When students apply this knowledge to their writing, it helps them clearly express their ideas to the audience of the piece.
* Students should identify different forms of writing based on their distinctive patterns of organization.
	+ Narrative texts are organized in a pattern around a central problem or conflict.
		- Students should write narratives that entertain, share a personal experience, or alter an existing story by developing characters, plot and experiences.
		- Personal narratives tell a story about events from students’ lives. Fictional narratives tell a story about characters, events or places that are imaginary.
	+ Expository texts examine a topic that includes facts, details and other information.
		- Expository texts follow a variety of structures (e.g. compare and contrast, cause and effect, problem and solution, etc.) See 3.RI
		- Students write expository texts to examine a concept, focusing on explaining idea and information logically using text structures.
	+ Opinion texts express a clear opinion supported by facts, details, and reasons.
	+ Students should also write in response to text to demonstrate their comprehension.  Students should use the text as evidence for their thinking.
 |

### 3.W.2 Organization and Composition

A. Engage in writing as a process to compose a well-developed paragraph. This includes:

i.   Writing a clear topic sentence focusing on a main idea.

ii.  Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.

iii. Elaborating writing by including supporting details.

iv. Using transition words to vary sentence structure.

v.  Providing a concluding statement.

|  |
| --- |
| **3.W.2 Organization and Composition**  |
| * As students generate and organize ideas using the writing process (e.g., planning, drafting, revising, editing), they learn to develop and organize their ideas. Students should be given a variety of opportunities to plan (e.g., outline, brainstorm), draft (e.g., compose a written first draft anticipating mistakes and corrections), revise (e.g., add, remove, or rearrange ideas), and edit (e.g., proofread for grammar, punctuation, and spelling).
* In third grade, students should generate ideas, organize, write, and refine texts, with a focus on elaboration and unity. Students should compose a clear topic sentence that focuses their topic by expressing the purpose of the text and establishing a central idea.  Students should elaborate clearly with supporting details.
	+ Students need to use transition words to vary sentence structure.
		- Transition words (e.g. however, otherwise, in contrast, etc.) help provide sentence variety.
* Third graders should include a concluding statement or conclusion paragraph that enhances the central idea by summarizing main points and adding closure for the reader.
 |

###  3.W.3 Usage and Mechanics

A. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice.

B. With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations.)

|  |
| --- |
| **3.W.3 Usage and Mechanics**  |
| * Third grade students should continue to use guidance from peers and adults to support them in revising their writing. Students will focus on the following:
	+ Word choice is the specific selection of words and phrases in writing that helps to convey a specific message and/or tone.
	+ Sentence fluency is the way that words and phrases flow together cohesively. Students should expand, combine, and reduce sentences for meaning, audience, and style (see 3.LU.1)
* Students should receive guidance from adults to edit writing for appropriate conventions (See 3.LU).
 |

## Language Usage

**3.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.**

### 3.LU.1 Grammar

A. Produce, expand, and rearrange simple and compound sentences when speaking and writing.

B. Distinguish between complete and incomplete sentences.

C. Form and use comparative and superlative adjectives when speaking and writing.

D. Form and use regular and irregular verbs when speaking and writing.

E. Use subject-verb agreement in simple sentences.

F. Eliminate double negatives when speaking and writing.

|  |
| --- |
| **3.LU.1 Grammar**  |
| * In third grade, students must use the conventions of Standard English when speaking and writing. This includes recognizing when to use formal English and when informal discourse may be more appropriate. These concepts are essential to speaking and writing effectively as students improve clarity and sophistication of communication.
* Third grade students will continue to produce and expand simple and compound sentences when speaking and writing (See 2.LU.1) Third grade students should be able to rearrange simple and compound sentences.
* Third grade students will continue to apply their understanding of complete sentences and sentence structures to distinguish between complete and incomplete sentences. Third graders will be able to recognize incomplete sentences, explain how they know a sentence is incomplete, and revise it to become a complete sentence.
* Third graders will properly form and use comparative and superlative adjectives in both their writing and speech.
	+ Comparative adjectives contain the suffix *–er* or is proceeded by the word *more*.
	+ Superlative adjectives contain the suffix *–est* or is proceeded by the word *most*.
* Third grade students will continue to practice forming and using regular and irregular verbs in both their speaking and writing. Students will understand how changing the tense of a verb, whether regular or irregular, will impact its spelling.
* Third graders should know that sentences’ subjects and verbs must agree in number to provide clarity to listeners/readers. Students must be able to identify subjects and verbs of sentences and determine if the subject is singular or plural. Third grade students will focus on using and correcting subject-verb agreement in simple sentences.
* Students in third grade will understand that avoiding or removing double negatives are necessary to ensure clarity of the information being presented.
 |

### 3.LU.2 Mechanics

A. Use commas in series, dates, addresses, and in greetings and closings of letters.

B. Use apostrophes to form contractions and frequently occurring possessions in writing.

C. Capitalize holidays, names, and places.

D. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge.

E. Consult reference materials, including beginning dictionaries to check and correct spelling.

|  |
| --- |
| **3.LU.2 Mechanics**  |
| * Third grade students will understand that apostrophes are used in contractions in place of omitted letters (i.e., *cannot* becomes *can’t*).
	+ Students should understand that contractions are often used in informal discourse and writing.
	+ Students must be able to determine when an apostrophe is used within a contraction and its uncontracted form to determine correctness.
	+ Students should be careful when using contractions to avoid over-usage and double negatives, which could negatively impact the clarity of the intended message.
* Third graders will learn that apostrophes are also used with possessive nouns. In this case, the apostrophe and an –s are used to signify that something belongs to or is owned by something else.
	+ Students must distinguish between plural nouns, which end in an –s, and possessives, which in addition to the –s ending include an apostrophe. Additionally, third grade students should know the placement of this apostrophe will tell the reader how many owners the item has – one or more than one.
* In third grade, students will identify proper nouns (people, places, holidays, etc.) and follow capitalization rules when writing proper nouns.
* In third grade, students should consistently spell frequently used words correctly (See 3.WF.2) in order to enhance their writing and eliminate misunderstandings.
* Students may consult digital and print reference materials (e.g., dictionary, thesaurus, etc.) to check and/or correct their spelling. Accurate and automatic spelling supports writing because it allows the writer to focus on the communication of ideas. (LETRS Vol. 2, pg. 259)
 |

## Communication and Multimodal Literacies

**3.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.**

### 3.C.1 Communication, Listening, and Collaboration

1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:
2. Listening actively and speaking using agreed-upon discussion rules.
3. Respectfully building on others’ ideas and expressing their own clearly.
4. Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others.
5. Actively engaging throughout the collaboration.

|  |
| --- |
| **3.C.1 Communication, Listening, and Collaboration**  |
| * Effective oral communication and collaborative skills are important in building a community of learners that are able to process, understand, and interpret subject matter as a group. In third grade, students should continue to develop oral communication and collaboration skills as they work within their community of learners, processing, understanding, and interpreting content.  This type of collaborative work will foster important skills needed for teamwork, critical thinking, and collective problem-solving. This means students should regularly engage in sustained collaborative discussions with peers about grade level texts and topics.
* When discussions follow clear guidelines that are agreed upon by the group, all students can contribute comfortably and know that their ideas will be heard as they work toward meeting the goals of the conversation.  Students should listen actively through both verbal and nonverbal communication, including paying attention, contributing ideas, and showing respect.
* When students participate in respectful discussions and collaborative work, they listen to each other with the intent to understand, show value for other students’ ideas, and ask questions to clarify meaning.  Students should be able to paraphrase and summarize ideas being discussed and support those ideas with evidence, examples, and details.
	+ This will ensure that students maintain focus on the topic and encourage depth of conversation and analysis. Students can communicate agreement and tactful disagreement with ideas, using carefully constructed responses.
* Students will learn to communicate agreement and disagreement respectfully, as it allows them to explore alternative viewpoints and encourages continued contributions, and builds understanding.

  |

### 3.C.2 Speaking and Presentation of Ideas

1. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:
2. Using descriptive details and appropriate facts to support themes or central ideas.
3. Speaking audibly with appropriate pacing, prosody, and voice level.
4. Using language (formal or informal) and style as appropriate to audience, topic, and purpose.

|  |
| --- |
| **3.C.2 Speaking and Presentation of Ideas**  |
| * Effective speaking and the presentation of ideas are skills that are paramount in enabling a person to communicate successfully.  In third grade, students should report orally on a topic.
* In order to clearly communicate information, students should present in an organized and concise manner, providing evidence to support their main ideas. Being able to communicate information clearly and logically allows students to ensure that their audience is engaged and understands their presentation.
* In order to select vocabulary, language, and style that is appropriate, students should consider the audience, topic and purpose of oral presentations. Selecting appropriate language ensures effective communication and enhances audience engagement.
* Students should use verbal communications, such as appropriate volume, tone, and enunciation to support their presentation. Attention to verbal communication will ensure that a student’s message is heard clearly by the audience, increasing understanding and engagement. This sets the foundation for expressing their ideas in a clear and organized way when written and connects to 3.W.2.
 |

### 3.C.3 Integrating Multimodal Literacies

1. Create a simple presentation using multimodal tools that enhance the topic and/or presentation.

|  |
| --- |
| **3.C.3 Integrating Multimodal Literacies**  |
| * Students should use their media and visual literacy skills to create multimodal content that clearly communicates the purpose of the presentation.
 |

## Research

**3.R The student will conduct research and read or listen to a series of conceptually related texts on selected topics to build knowledge on grade-three content and texts, solve problems and support cross-curricular learning.**

### 3.R.1 Evaluation and Synthesis of Information

1. Identify a topic and generate questions that explore the topic.
2. Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources.
3. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others.
4. Organize and share information orally, in writing, or through visual display.
5. Avoid plagiarism, giving credit to sources of information (title and author when available).

|  |
| --- |
| **3.R.1 Evaluation and Synthesis of Information**   |
| * In third grade, students should conduct research, and read a series of conceptually related texts on a topic, allowing them to build background knowledge on grade level content and texts, solve problems, and support cross-curricular learning.  To do this, students need to develop questions, gather information, organize and synthesize information, and cite sources.
* Third grade students should construct and formulate research questions related to the topic. When students craft effective research questions, they are more able to focus their research and to determine the success of their information gathering, refocusing when needed.
* As students organize and share their findings, they learn to effectively present their research in various formats (e.g., multimodal presentations, reports, informal discussions). Being able to clearly present ideas and findings is a communication skill necessary for different academic and personal endeavors.
* Third grade students should avoid plagiarism by giving credit for another person’s work or quoted information using standard citations (title and author when available).
 |