



## ELA PRIORITY AND SUPPORTING STANDARDS GRADE 3

List of Priority Standards as Shown on Report Card	Notes on Supporting Standards
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Reading: Literature			
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3.RL.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.		
3.RL.3	Describe characters in a story and explain how their actions contribute to the sequence of events.		
		3.RL.4	<i>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language supports standard 3.RL.1</i>
		3.RL.5	<i>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 supports standard 3.RL.1</i>
3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.		
		3.RL.7	<i>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) supports standard 3.RL.1</i>
3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		
		3.RL.10	<i>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently supports ALL standards.</i>
Reading: Informational Text			
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.		
		3.RI.3	<i>Describe the relationship between a series of historical events, scientific ideas or concepts, or</i>



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			<i>steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect supports standard 3.RI.1</i>
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text.		
		3.RI.5	<i>Use text features and to a given topic efficiently supports standard 3.RI.7</i>
3.RI.6	Distinguish their own point of view from that of the author of a text.		
3.RI.7	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.		
		3.RI.9	<i>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) supports standard 3.RI.1</i>
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.		
		3.RI.10	<i>By the end of the year, read and comprehend informational texts, including history search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant /social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently supports ALL standards</i>
<b>Reading: Foundational Skills</b>			
3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
3.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
<b>Writing</b>			
3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		



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3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
		3.W.4	<i>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.) supports standards 3.W.1, 3.W.2, and 3.W.3</i>
		3.W.5	<i>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 standards 1–3 up to and including grade 3.) supports standards 3.W.1, 3.W.2, and 3.W.3</i>
		3.W.6	<i>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 supports standards 3.W.1, 3.W.2, and 3.W.3</i>
		3.W.7	<i>Conduct short research projects that build knowledge about a topic supports standards 3.W.1 and 3.W.2</i>
3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
		3.W.10	<i>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 supports standards 3.W.1, 3.W.2, and 3.W.3</i>
Speaking and Listening			
3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.		



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3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.		
		3.SL.3	<i>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail supports standard 3.SL.2</i>
3.SL.4	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.		
		3.SL.5	<i>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 supports standard 3.SL.4</i>
		3.SL.6	<i>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 3 Language standards 1 and 3 for specific expectations.) supports standard 3.SL.4</i>

### Language

3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		3.L.3	<i>Use knowledge of language and its conventions when writing, speaking, reading, or listening supports standard 3.L.1 and 3.L.2</i>
3.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.		
		3.L.5	<i>Demonstrate understanding of word relationships and nuances in word meanings supports standard 3.L.4</i>
		3.L.6	<i>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) supports standard 3.L.4</i>