

Frankfort School District 157c
English Language Arts Curricular Expectations
Grade: 3

• **Skills students should know and be able to do by the end of 3rd grade**

Reading Foundation	Reading for Literature	Reading for Information	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> • Know grade level phonics and word analysis skills in decoding words. • Apply grade level phonics and word analysis skills in decoding words. • Read grade appropriate irregularly spelled words. • Read with sufficient accuracy and fluency to support comprehension. • Read on level text with purpose and understanding. • Read grade level poetry orally with accuracy, appropriate rate, and expression. • Use context to self correct word recognition and understanding, rereading as necessary. • Identify and know the meaning of the most common prefixes. • Identify and know the meaning of suffixes from other languages. • Decode multisyllabic 	<ul style="list-style-type: none"> • Answer questions to demonstrate understanding of a text by referring to the text. • Distinguish own point of view from those of the characters. • Compare/contrast settings of stories written by the same author about the same or similar characters (e.g., in books from a series). • Recount stories, including fables, folktales, and myths from diverse cultures in order to determine the central message, lesson, or moral. • Recount stories, including fables, folktales, and myths from diverse cultures in order to explain how the central message, lesson, or moral is conveyed through key details in the text. • Describe character traits, motivations, and feelings in the story. • Explain how specific aspects of a text's illustrations contribute what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • Explain how character traits, motivations, and feelings contribute to the sequence of events. • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, by referring to the text. • Determine the main idea of a text. • Recount and explain how key details support the main idea. • 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 cause/effect. • Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area. • Use text features to locate information relevant to a given topic efficiently. • Use search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • Distinguish own point of view from that of the author of the text. • Use information gained from illustrations (e.g., maps, photographs) to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • Describe the logical connection between particular sentences in a text (e.g., comparison, cause/effect, sequence). • By the end of the year, 	<ul style="list-style-type: none"> • Provide a concluding statement or paragraph. • Write informative texts to examine a topic, convey ideas and information clearly. • Write explanatory texts to examine a topic, convey ideas and information clearly. • Provide a concluding statement or paragraph. • Write narratives to develop real or imagined experiences or events using effective strategies, descriptive details, and clear event sequences. • Create a plot that introduces a narrator and/or characters while organizing an event sequence that flows naturally. • Use dialogue, descriptions, thoughts, and feelings to develop experiences and events. • Use dialogue, descriptions, thoughts, and feelings to show how characters respond to situations. • Use time order words and phrases to show event order. • Provide a sense of closure. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • Conduct short research projects that build knowledge about a topic. • Recall or gather information from experiences, print, and digital sources. • Write regularly over extended time frames for a range of content specific tasks, purposes, and audiences. • Write regularly over shorter time frames for a range of content specific tasks, purposes, and audiences. • Write opinion pieces on familiar topics and texts, supporting a point of view with reasons. 	<ul style="list-style-type: none"> • 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 discussion (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 own ideas and understanding in light of the discussion. • Demonstrate command of conventions of standard English grammar and usage when writing. • Demonstrate command of conventions of Standard English grammar and usage when speaking. • Speak in complete sentences when appropriate to task in order to provide requested detail or clarification. • Speak in complete sentences when appropriate to situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Explain the functions of nouns, pronouns, verbs, adverbs, and adjectives in general and identifying them in a sentence. 1b. Create regular and irregular plural nouns and use them in a sentence. • Create regular and irregular verbs and use them in a sentence. • Create simple verb tenses and use them in sentence. • Use correct subject verb agreement and pronoun-antecedent agreement. (exp. The girls play. They play.) • Create simple, compound, and complex (has a dependent and independent clause - exp. After I came home, I made dinner.) sentences. • Utilize conventions of capitalization, punctuation, and spelling when writing. • Capitalize appropriate words in titles. • Use commas in addresses. • Utilize conventional spelling for high frequency words, studied words, and when adding suffixes to base words. • Use spelling patterns and generalizations in writing words. (exp. Word families, position-based spelling, syllable patterns, ending rules, and meaningful word parts.) • Consult reference materials, including beginning dictionaries as needed to check and correct spellings. • Use knowledge of language and conventions when writing, speaking, listening, and reading. • Recognize and observe the differences between the conventions of spoken and written standard English (exp. commands, questions, statements, and exclamations) • Determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading. 4a. Use context clues within a sentence to find the meaning of an unknown

<p>words and words with common Latin suffixes.</p> <ul style="list-style-type: none"> • Use context to confirm word recognition and understanding, rereading as necessary. 	<ul style="list-style-type: none"> • Refer to parts of stories when writing or speaking about a text using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections. • Refer to parts of dramas when writing or speaking about a text using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections. • Distinguish own point of view from that of the narrator. • Compare/contrast themes of stories written by the same or similar characters (e.g., in books from a series). • By the end of the year, read literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently. • Refer to parts of poems when writing or speaking about a text using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections. 	<p>read and comprehend informational text (e.g., history/social studies, science, and technical texts) at the high end of grades 2-3 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> • 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. • Compare/contrast the most important points presented in two texts in the same topic. 	<ul style="list-style-type: none"> • Introduce the topic or text they are writing about and state an opinion. • Create an organizational structure that lists reasons that support the opinion. • Use linking words and phrases to connect opinions and reasons. • Write informative texts to examine a topic, convey ideas and information clearly. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • Write opinion pieces on familiar topics and texts, supporting a point of view with reasons. • Introduce a topic grouping related information together while including illustrations when useful to aid in comprehension. • Develop the topics with facts, definitions, and details. • Use linking words and phrases to connect ideas within categories of information. • With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. • With guidance and support from adults use technology to produce and publish writing. With guidance and support from adults use technology to work together to produce writing. 	<ul style="list-style-type: none"> • 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. • Report on a topic or text, tell a story, or recount an experience with appropriate facts, speaking clearly at an understandable pace. • Report on a topic or text, tell a story, or recount an experience with relevant, descriptive details, speaking clearly at an understandable pace. • Ask questions about information from a speaker, offering appropriate elaboration and detail. • Answer questions about information from a speaker, offering appropriate elaboration and detail. • Determine the main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Determine the supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 	<p>word or phrase.</p> <ul style="list-style-type: none"> • Use glossaries or beginning dictionaries in print or online, to determine or clarify the precise meaning of words and phrases • Demonstrate understanding of word relationships. • Identify real life connections between words and their use. (exp. Describe people who are friendly or helpful.) • Acquire and accurately use grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. (exp. After dinner that night we went looking for them.) • Use context clues within a sentence to find the meaning of an unknown word or phrase. • Use abstract nouns in everyday writing. (exp. childhood). • Create comparative and superlative adjectives and adverbs and use them in a sentence. (exp. Your car is faster than mine. He is the tallest in the class.) • Use coordinating (as, or) and subordinating (after, although, because, since, once, than) adjectives in a sentence. • Use commas and quotation marks in dialogue. • Choose words and phrases for effect. • Use prefixes and suffixes to determine the meaning of an unknown word. • Use root/base words as a clue to determine the meaning of an unknown word. • Distinguish the literal and nonliteral meanings of words and phrases in context. (exp. take steps) • Distinguish meanings among related words that describe states of mind. (exp. knew, believed, suspected, heard, wondered)
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