

Grade 3 ELA Promise Standards and Essential Learning Targets

Domain	Promise Standard	Essential Learning Targets
Language	<p>L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of new words when a suffix or prefix is added. c. Use resources to determine word meanings</p>	<ul style="list-style-type: none"> ➤ I can use context clues to help understand the meaning of new words. ➤ I can use resources to help understand the meaning of new words.
Language	<p>L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:</p> <p>a. Irregular and regular nouns and verbs. b. Simple verb tenses. c. Subject-verb agreement. d. Simple and compound sentences. e. Easily confused words (e.g., to, too, two).</p>	<ul style="list-style-type: none"> ➤ I can use regular and irregular nouns when writing or speaking. ➤ I can use regular and irregular verbs when writing or speaking. ➤ I can use correct verb tenses when writing or speaking. ➤ I can use the correct subject and verb when writing or speaking. ➤ I can compose simple sentences with a subject and predicate. ➤ I can compose compound sentences using conjunctions. ➤ I can use the correct form of easily confused words (such as to, too, and two).
Language	<p>L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:</p> <p>a. Titles. b. Quotation marks for speech. c. Possessives. d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. e. Use conventional spelling for high frequency words. f. Use conventional spelling for adding suffixes to basic words. g. Use learned syllable patterns and reference materials to solve and write unknown words</p>	<ul style="list-style-type: none"> ➤ I can capitalize appropriate words in titles. ➤ I can use quotation marks for speech. ➤ I can form and use possessives. ➤ I can use spelling patterns to write words. ➤ I can spell high frequency words. ➤ I can add suffixes to base words. ➤ I can use a variety of resources to solve and write unknown words.
Reading	<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets). d. Read grade-appropriate irregularly spelled words. e. Apply common encoding rules: f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word). g. Know when to double the final consonant when adding a suffix</p>	<ul style="list-style-type: none"> ➤ I can identify and know the meaning of prefixes in a word. ➤ I can read multisyllabic words with prefixes. ➤ I can identify and know the meaning of suffixes in a word. ➤ I can read multisyllabic words with suffixes. ➤ I can use my understanding of syllable patterns to read multisyllabic words. ➤ I can read grade level words that do not follow the regular phonics patterns. ➤ I can use phonics rules to spell words. (For example, when to drop the final e before or double the last letter when before adding an ending).

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Reading	RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ➤ I can read and understand grade level text. ➤ I can read grade level text for different purposes. ➤ I can read aloud at an appropriate rate. ➤ I can read aloud with expression. ➤ I can use multiple strategies to accurately read aloud.
Reading	R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.	<ul style="list-style-type: none"> ➤ I can ask and answer questions to show understanding of a text. ➤ I can answer questions using evidence from text. ➤ I can make an inference using evidence from the text.
Reading	R.3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details.	<ul style="list-style-type: none"> ➤ I can summarize portions of a text. ➤ I can determine the theme of a text. ➤ I can explain how the theme is supported by key details. ➤ I can determine the central idea of an informational text. ➤ I can explain how the central idea is supported by key details.
Reading	R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)	<ul style="list-style-type: none"> ➤ I can describe a character's traits. ➤ I can describe what causes a character to take certain actions. ➤ I can identify the feelings of a character. ➤ I can describe how the sequence of events in a text are related. ➤ I can identify examples of cause and effect relationships in a text.
Reading	R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text.	<ul style="list-style-type: none"> ➤ I can determine the meaning of words and phrases within a text. ➤ I can understand shades of meaning among words. ➤ I can distinguish between literal and nonliteral language. ➤ I can determine the meaning of figurative language within a text. ➤ I can determine the meaning of content-specific words within a text. ➤ combined with L.3.4
Reading	R.3.6 Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)	<ul style="list-style-type: none"> ➤ I can identify point of view. ➤ I can compare my point of view or perspective with that of the author, narrator, or character.
Speaking and Listening	SL.3.4 Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.	<ul style="list-style-type: none"> ➤ I can report the facts and details about a topic or text. ➤ I can tell a story with appropriate facts and details about a topic or text. ➤ I can recount an experience with appropriate facts and details about a topic or text ➤ I can speak clearly at an understandable pace.

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Writing	<p>W.3.2 Write text in a variety of modes:</p> <p>a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.</p>	<ul style="list-style-type: none"> ➤ I can write an opinion piece in which: ➤ a. I state an opinion. ➤ b. I list reasons that support the opinion. ➤ c. I can use linking words and phrases to connect my ideas within my writing. ➤ d. I can write a concluding statement.
Writing	<p>W.3.2 Write text in a variety of modes:</p> <p>b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.</p>	<ul style="list-style-type: none"> ➤ I can write an informative text in which: ➤ a. I introduce the topic. ➤ b. I use facts, definitions, and details to develop points. ➤ c. I can use transitional words and phrases. ➤ d. I can write a concluding statement.
Writing	<p>W.3.2 Write text in a variety of modes:</p> <p>c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.</p>	<ul style="list-style-type: none"> ➤ I can write a narrative or short story in which: ➤ a. I write about real or imagined events. ➤ b. I introduce a narrator and characters. ➤ c. I organize events that happen naturally. ➤ d. I can develop experiences and events using descriptive language. ➤ e. I can use dialogue to show responses of characters. ➤ f. I can use transitional words and phrases.
Writing	<p>W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.</p>	<ul style="list-style-type: none"> ➤ I can improve my writing by planning. ➤ I can improve my writing by revising. ➤ I can improve my writing by editing.
Writing	<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<ul style="list-style-type: none"> ➤ I can recall information from a variety of resources. ➤ I can take notes on information from different sources. ➤ I can sort information into categories.