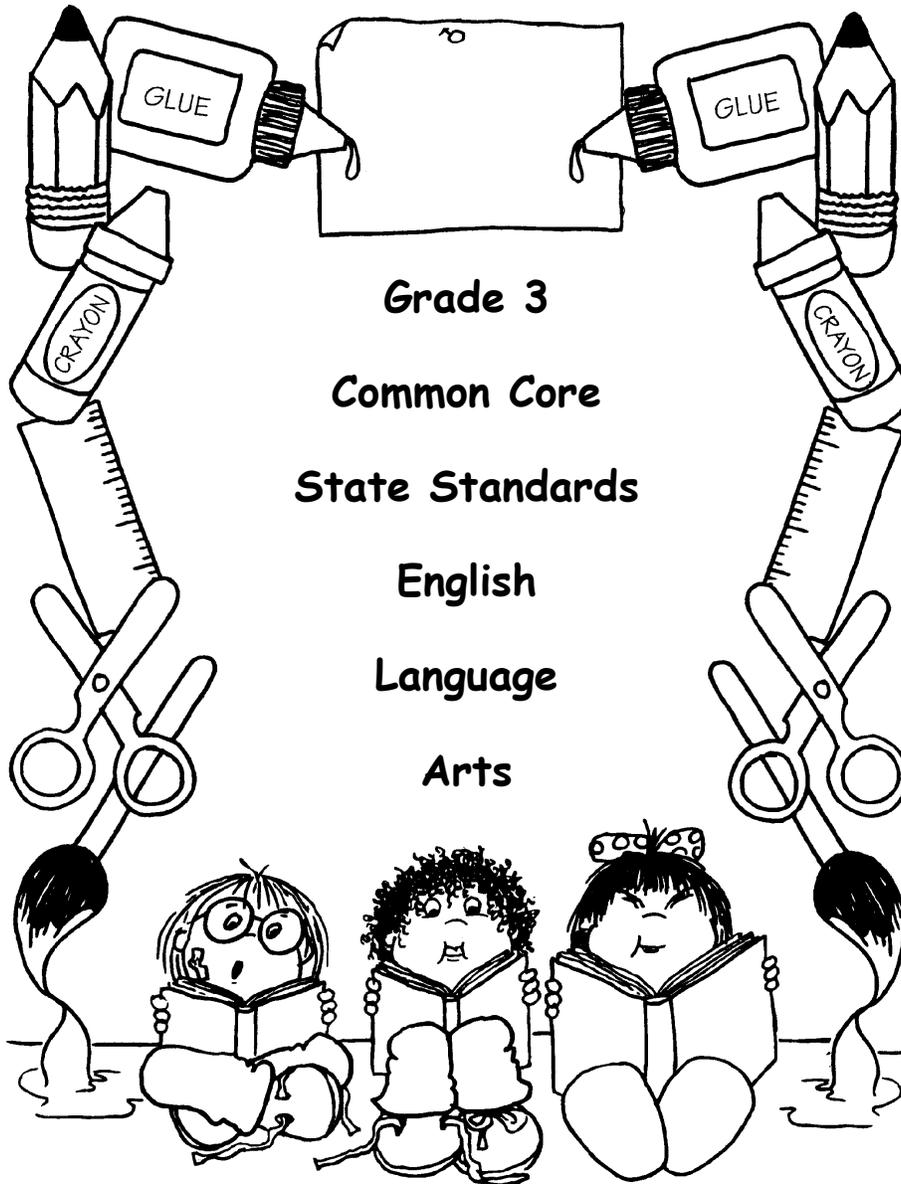




# Huntington Beach City School District



Grade 3

Common Core

State Standards

English

Language

Arts

A Straight Forward Guide To Understanding

The Common Core State Standards

# Third Grade English Language Arts Foundational Skills



## Phonics and Word Recognition

- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multi-syllable words.
- Read grade-appropriate irregularly spelled words.

## Fluency

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Third Grade English Language Arts Literature



## Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.
- Describe characters in a story and explain how their actions contribute to the sequence of events.

## Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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.
- Distinguish their own point of view from that of the narrator or those of the characters.

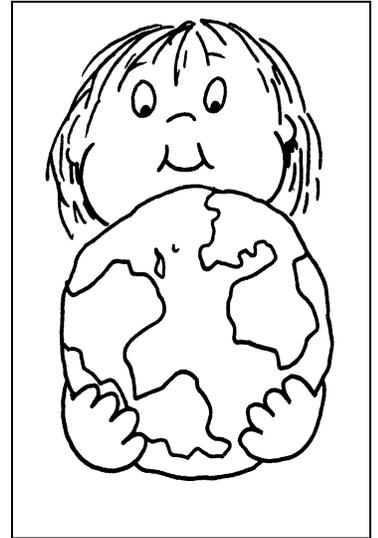
## Integration of Knowledge and Ideas

- 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).
- 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).

# Third Grade

## English Language Arts

### Informational Text



#### Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text.
- Recount the key details and explain how they 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 time sequence, and cause/effect.

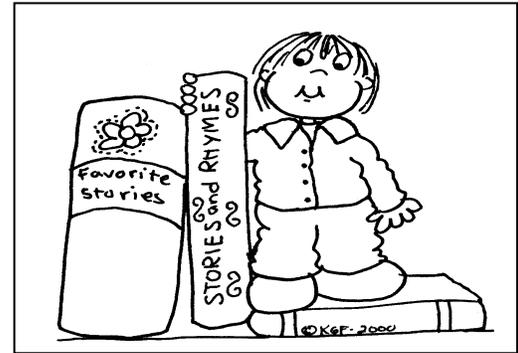
#### Craft and Structure

- Determine the meaning of general academic domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas

- 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).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

# Third Grade English Language Arts Writing



## Text Types and Purposes

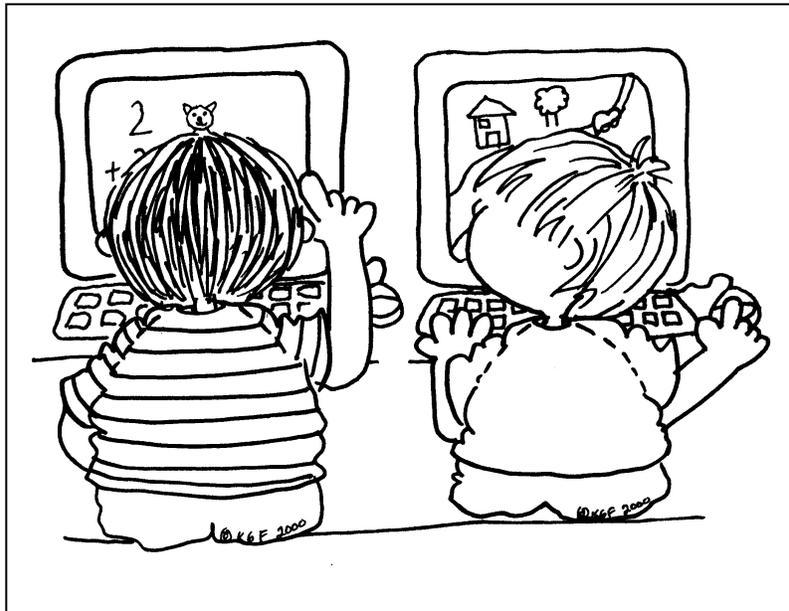
- Write opinion pieces on topics or texts, supporting a point of view with reason.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases to connect opinion and reasons.
- Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together.
- Include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases to connect ideas within categories of information.
- Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters.
- Organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

## Production and Distribution of Writing

- 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 peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.

## Research to Build and Present Knowledge

- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.



# Third Grade English Language Arts Language



## Conventions of Standard English

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use simple verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- Use spelling patterns and generalizations in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## **Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written standard English.

## **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Determine the meaning of a new word formed when a known affix is added to a known word.
- Use known root word as a clue to the meaning of an unknown word with the same root.
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context.
- Identify real-life connections between words and their use.
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

# Third Grade

## English Language Arts

### Speaking and Listening



#### Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions 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 discussions.
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- 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.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Presentation of Knowledge and Ideas

- 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.
- 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.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

