

GRADE 3 STUDENT CHECKLIST

California Common Core Standards English Language Arts



Literature



READING STANDARDS: LITERATURE

<input type="checkbox"/>	Number	Standard						
Key Ideas and Details								
<input type="checkbox"/>	3RL 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						
<input type="checkbox"/>	3RL 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.						
<input type="checkbox"/>	3RL 3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.						
Craft and Structure								
<input type="checkbox"/>	3RL 4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <u>See grade 3 Language Standards 4-6 for additional expectations.</u>						
<input type="checkbox"/>	3RL 5.	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.						
<input type="checkbox"/>	3RL 6.	Distinguish their own point of view from that of the narrator or those of the characters.						
Integration of Knowledge and Ideas								
<input type="checkbox"/>	3RL 7.	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).						
<input type="checkbox"/>	3RL 8.	(Not applicable to literature)						
<input type="checkbox"/>	3RL 9.	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).						
Range of Reading and Level of Text Complexity								
<input type="checkbox"/>	3RL 10.	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.						

Informational Text



READING STANDARDS: INFORMATIONAL TEXT

<input type="checkbox"/>	Number	Standard						
Key Ideas and Details								
<input type="checkbox"/>	3RI 1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.						
<input type="checkbox"/>	3RI 2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.						
<input type="checkbox"/>	3RI 3.	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								
<input type="checkbox"/>	3RI 4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . <u>(See grade 3 Language standards 4-6 for additional expectations.)</u>						
<input type="checkbox"/>	3RI 5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.						
<input type="checkbox"/>	3RI 6.	Distinguish their own point of view from that of the author of a text.						
Integration of Knowledge and Ideas								
<input type="checkbox"/>	3RI 7.	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).						
<input type="checkbox"/>	3RI 8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						
<input type="checkbox"/>	3RI 9.	Compare and contrast the most important points and key details presented in two texts on the same topic.						
Range of Reading and Level of Text Complexity								
<input type="checkbox"/>	3RI 10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.						

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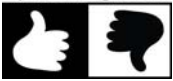
Foundational Skills



FOUNDATIONAL SKILLS STANDARDS

<input type="checkbox"/>	Number	Standard					
Phonics and Word Recognition							
<input type="checkbox"/>	3RF 3	Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text</u>					
<input type="checkbox"/>	3RF 3a.	Identify and know the meaning of the most common prefixes and derivational suffixes.					
<input type="checkbox"/>	3RF 3b.	Decode words with common Latin suffixes.					
<input type="checkbox"/>	3RF 3c.	Decode multisyllable words.					
<input type="checkbox"/>	3RF 3d.	Read grade-appropriate irregularly spelled words.					
Fluency							
<input type="checkbox"/>	3RF 4	Read with sufficient accuracy and fluency to support comprehension.					
<input type="checkbox"/>	3RF 4a.	Read on-level text with purpose and understanding.					
<input type="checkbox"/>	3RF 4b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression <u>on successive readings</u> .					
<input type="checkbox"/>	3RF 4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					

Opinion/Argument



WRITING STANDARDS: OPINION/ARGUMENT WRITING

Text Types and Purposes							
<input type="checkbox"/>	3W 1	Write opinion pieces on topics or texts, supporting a point of view with reasons.					
<input type="checkbox"/>	3W 1a.	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.					
<input type="checkbox"/>	3W 1b.	Provide reasons that support the opinion.					
<input type="checkbox"/>	3W 1c.	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.					
<input type="checkbox"/>	3W 1d.	Provide a concluding statement or section.					

Informative/Explanatory



WRITING STANDARDS: INFORMATIVE/EXPLANATORY WRITING

Text Types and Purposes							
<input type="checkbox"/>	3W 2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
<input type="checkbox"/>	3W 2a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.					
<input type="checkbox"/>	3W 2b.	Develop the topic with facts, definitions, and details.					
<input type="checkbox"/>	3W 2c.	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.					
<input type="checkbox"/>	3W 2d.	Provide a concluding statement or section					

Narrative



WRITING STANDARDS: NARRATIVE WRITING

Text Types and Purposes							
	3W 3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
<input type="checkbox"/>	3W 3a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.					
<input type="checkbox"/>	3W 3b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.					
<input type="checkbox"/>	3W 3c.	Use temporal words and phrases to signal event order.					
<input type="checkbox"/>	3W 3d.	Provide a sense of closure.					

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WRITING STANDARDS: ALL GENRES

<input type="checkbox"/>	Number	Standard					
Production and Distribution of Writing							
<input type="checkbox"/>	3W 4.	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.)					
<input type="checkbox"/>	3W 5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <u>Editing from conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.</u>					
<input type="checkbox"/>	3W 6.	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							
<input type="checkbox"/>	3W 7.	Conduct short research projects that build knowledge about a topic.					
<input type="checkbox"/>	3W 8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.					
<input type="checkbox"/>	3W 9.	(Begins in grade 4)					
Range of Writing							
<input type="checkbox"/>	3W 10.	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.					

Speaking & Listening



SPEAKING AND LISTENING STANDARDS

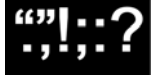
<input type="checkbox"/>	Number	Standard					
Comprehension and Collaboration							
<input type="checkbox"/>	3SL 1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.					
<input type="checkbox"/>	3SL 1a.	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.					
<input type="checkbox"/>	3SL 1b.	Follow agreed-upon rules for discussions (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).					
<input type="checkbox"/>	3SL 1c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.					
<input type="checkbox"/>	3SL 1d.	Explain their own ideas and understanding in light of the discussion.					
<input type="checkbox"/>	3SL 2.	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.					
<input type="checkbox"/>	3SL 3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.					
Presentation of Knowledge and Ideas							
<input type="checkbox"/>	3SL 4.a	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. <u>Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.</u>					
<input type="checkbox"/>	3SL 5.	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.					
<input type="checkbox"/>	3SL 6.	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.					

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Language



LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY

<input type="checkbox"/>	Number	Standard						
Conventions of Standard English								
	3L 1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
<input type="checkbox"/>	3L 1a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.						
<input type="checkbox"/>	3L 1b.	Form and use regular and irregular plural nouns.						
<input type="checkbox"/>	3L 1c.	Use abstract nouns (e.g., <i>childhood</i>).						
<input type="checkbox"/>	3L 1d.	Form and use regular and irregular verbs.						
<input type="checkbox"/>	3L 1e.	Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.						
<input type="checkbox"/>	3L 1f.	Ensure subject-verb and pronoun-antecedent agreement.						
<input type="checkbox"/>	3L 1g.	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.						
<input type="checkbox"/>	3L 1h.	Use coordinating and subordinating conjunctions.						
<input type="checkbox"/>	3L 1i.	Produce simple, compound, and complex sentences.						
<input type="checkbox"/>	3L 1j.	<u>Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.</u>						
<input type="checkbox"/>	3L 1k.	<u>Use reciprocal pronouns correctly.</u>						
	3L 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
<input type="checkbox"/>	3L 2a.	Capitalize appropriate words in titles.						
<input type="checkbox"/>	3L 2b.	Use commas in addresses.						
<input type="checkbox"/>	3L 2c.	Use commas and quotation marks in dialogue.						
<input type="checkbox"/>	3L 2d.	Form and use possessives.						
<input type="checkbox"/>	3L 2e.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).						
<input type="checkbox"/>	3L 2f.	Use spelling patterns and generalizations (e.g., <i>word families</i> , <i>position-based spellings</i> , <i>syllable patterns</i> , <i>ending rules</i> , <i>meaningful word parts</i>) in writing words.						
<input type="checkbox"/>	3L 2g.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.						
Knowledge of Language								
<input type="checkbox"/>	3L 3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
<input type="checkbox"/>	3L 3a.	Choose words and phrases for effect.						
<input type="checkbox"/>	3L 3b.	Recognize and observe differences between the conventions of spoken and written standard English.						
Vocabulary Acquisition and Use								
<input type="checkbox"/>	3L 4	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.						
<input type="checkbox"/>	3L 4a.	Use sentence-level context as a clue to the meaning of a word or phrase.						
<input type="checkbox"/>	3L 4b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).						
<input type="checkbox"/>	3L 4c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).						
<input type="checkbox"/>	3L 4d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases <u>in all content areas</u> .						
<input type="checkbox"/>	3L 5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.						
<input type="checkbox"/>	3L 5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).						
<input type="checkbox"/>	3L 5b.	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).						
<input type="checkbox"/>	3L 5c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).						
<input type="checkbox"/>	3L 6.	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., <i>After dinner that night we went looking for them</i>).						