

Third Grade English Language Arts Standards: Reading (Literature)		
Grade-Level Standards	DLM Essential Element	Unpacked
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.	Concept: Stories have details. Skills: Answer who and what questions; recount events and details from the text; identify character's feeling. Big Idea: It is important to use key details to build understanding of stories. Essential Questions: Who is in the story? What happened in the story? What were the most important events? How did the characters feel?
RL.3.2 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.	EE.RL.3.2 Associate details with events in stories from diverse cultures.	
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	EE.RL.3.3 Identify the feelings of characters in a story.	
Craft and Structure		
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	EE.RL.3.4 Determine words and phrases that complete literal sentences in a text.	Concept: <i>The structure of a text supports understanding and influences point of view.</i> Skills: Identify key words to complete sentences; sequence beginning, middle, and end of a story; identify own personal point of view from a part of the story. Big Idea: Using the structure of a text and key words help us to comprehend the story and determine our own point of view. Essential Questions: What word do I need to complete this sentence? What happened first in this story? What happened next? What happened last? What do I think about the text?
RL.3.5 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.	EE.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.	
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	EE.RL.3.6 Identify personal point of view about a text.	
Integration of Knowledge and Ideas		
RL.3.7 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).	EE.RL.3.7 Identify parts of illustrations or factual information that depicts a particular setting, or event.	Concept: Texts can share story elements and have similar illustrations. Skills: Identify parts of illustrations or factual information that depicts a particular setting, or event; identify common elements in two stories (e.g., characters, setting, problem, solution) Big Idea: Illustrations or factual information depict story elements and those elements can be similar across two stories. Essential Questions: What parts of the illustration or factual information tell me about the setting or event? What is the same about the setting in the two stories? What is different?
RL.3.8 (Not applicable to literature)	EE.RL.3.8 (Not applicable to literature)	
RL.3.9 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).	EE.RL.3.9 Identify common elements in two stories in a series.	



Grade-Level Standards	DLM Essential Element	Unpacked
Range of Reading and Level of Text Complexity		
<p>RL.3.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>EE.RL.3.10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.</p>	<p>Concept: <i>Participating in shared reading is an active process.</i></p> <p>Skills: Read or listen to a text for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text.</p> <p>Big Idea: Engagement during group reading requires thinking and communicating.</p> <p>Essential Questions: What is my purpose for reading or listening? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?</p>

Third Grade English Language Arts Standards: Reading (Informational Text)		
Grade-Level Standards	DLM Essential Element	Unpacked
Key Ideas and Details		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.	Concept: <i>Texts provide the reader or listener with important information.</i>
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	EE.RI.3.2 Identify details in a text.	Skills: Answer who and what questions, identify details in a text, sequence two events from a text.
RI.3.3 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.	EE.RI.3.3 Order two events from a text as “first” and “next.”	Big Idea: It is important to use key details to build understanding of text.
		Essential Questions: Who or what is this text about? What information is important? What occurred first? What occurred next? If I don't understand the details, what can I do?
Grade-Level Standards	DLM Essential Element	Unpacked
Craft and Structure		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.	EE.RI.3.4 Determine words and phrases that complete literal sentences in a text.	Concept: <i>Texts have structures that make them easier to understand.</i>
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	EE.RI.3.5 With guidance and support, use text features including headings and key words to locate information in a text.	Skills: Identify key words to complete sentences; use text features including headings and key words to locate information in a text; identify own personal point of view.
RI.3.6 Distinguish their own point of view from that of the author of a text.	EE.RI.3.6 Identify personal point of view about a text.	Big Idea: Using the structure of a text and key words help us to comprehend the information and determine our own point of view.
		Essential Questions: What word do I need to complete this sentence? Which text features will help me find information in the text? What do I think about the text?
Grade-Level Standards	DLM Essential Element	Unpacked
Integration of Knowledge and Ideas		
RI.3.7 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).	EE.RI.3.7 Use information gained from visual elements and words in the text to answer explicit who and what questions.	Concept: <i>Comprehension is supported by connecting and comparing information within and across texts.</i>
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	EE.RI.3.8 Identify two related points the author makes in an informational text.	Skills: Answer questions about information in visuals and words; describe the connection between information in a text; identify similar details across two texts.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	EE.RI.3.9 Identify similarities between two texts on the same topic.	Big Idea: Comparing and connecting information in a text or between two texts supports comprehension.
		Essential Questions: What does the text tell me? What do the visual elements tell me? How are these two things related? How are these two texts that same?



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Range of Reading and Level of Text Complexity		
<p>RI.3.10 By the end of the year, read and comprehends 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.</p>	<p>EE.RI.3.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</p>	<p>Concept: Participating in shared reading is an active process.</p> <p>Skills: Read or listen to a text for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text.</p> <p>Big Idea: Engagement during group reading requires thinking and communicating.</p> <p>Essential Questions: Why are we reading this text? What should we listen for? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?</p>

Third Grade English Language Arts Standards: Reading (Foundational Skills)		
Grade-Level Standards	DLM Essential Element	Unpacked
Phonics and Word Recognition		
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	EE.RF.3.3 Use letter-sound knowledge to read words.	Concept: <i>Letters have sounds that can be combined to form words.</i>
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	a. In context, demonstrate basic knowledge of letter-sound correspondences.	Skills: Identify all letter-sound associations, decode single-syllable words, read 40 or more written words. Big Idea: Reading words involves knowing letter sounds, blending those sounds, and remembering whole words. Essential Questions: What letter has that sound? What are the sounds in this word? How do I blend those sounds together? Have I seen that spelling pattern before? What word do I know that will help me read this word? What connections can I make to this word to help me remember it?
b. Decode words with common Latin suffixes.	b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rimes).	
c. Decode multi-syllable words.	c. Not applicable.	
d. Read grade-appropriate irregularly spelled words.	d. Recognize 40 or more written words.	
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Fluency		
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	EE.RF.3.4 Read words in text.	Concept: <i>Reading words with accuracy supports comprehension.</i>
a. Read on-level text with purpose and understanding.	a. Read familiar text comprised of known words.	Skills: Read familiar text, use context to determine missing words in a text. Big Idea: Reading involves recognizing the words and understanding their meaning. Essential Questions: What is this word? What word would make sense in this sentence?
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	b. Not applicable.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	c. Use context to determine missing words in familiar texts.	

Third Grade English Language Arts Standards: Writing

*** Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.**

Grade-Level Standards	DLM Essential Element	Unpacked
Text Types and Purposes		
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	EE.W.3.1 Write opinions about topics or text.	<p>Concept: <i>Selecting a topic and additional information are important to the process of writing.</i></p> <p>Skills: Select a topics and texts; state an opinion about the topic or text; give a reason to support that opinion; write words to convey information; write a fact or detail related to the topic; write about events or personal experiences; Use the names of the people involved when writing about events or personal experiences.</p> <p>Big Idea: Deciding what to write about and what additional information to include are important steps in writing.</p>
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	a. Select a text and write an opinion about it.	
b. Provide reasons that support the opinion.	b. Write one reason to support an opinion about a text.	
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	c. Not applicable.	
d. Provide a concluding statement or section.	d. Not applicable.	<p>Essential Questions: What should I write about? What do I think about that? Why? What words are related to that topic? Who are the important people in the event or personal experience? What are the facts about this topic? Does what I wrote make sense? Will someone else understand it? When writing about something I did, what happened first? What did I do next?</p>
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	EE.W.3.2 Write to share information supported by details.	
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	a. Select a topic and write about it including one fact or detail.	
b. Develop the topic with facts, definitions, and details.	b. Not applicable.	
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	c. Not applicable.	
d. Provide a concluding statement or section.	d. Not applicable.	
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	EE.W.3.3 Write about events or personal experiences.	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	a. Select an event or personal experience and write about it including the names of people involved.	
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	b. Not applicable.	
c. Use temporal words and phrases to signal event order.	c. Not applicable.	
d. Provide a sense of closure.	d. Not applicable.	

Grade-Level Standards	DLM Essential Element	Unpacked
Production and Distribution of Writing		
W.3.4 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.)	EE.W.3.4 With guidance and support, produce writing that expresses more than one idea.	Concept: <i>Writing is a way to communicate with others.</i>
W.3.5 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 on pages 28 and 29.)	EE.W.3.5 With guidance and support from adults and peers, revise own writing.	Skills: Identify purpose for writing; write about more than one idea; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing; interacting with others to collaborate about writing.
W.3.6 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.	EE.W.3.6 With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.	Big Idea: Writing can be strengthened by working with others, revising, and using digital tools to support production and publication.
		Essential Questions: Why am I writing this? Does it make sense? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? What else can I write to make it easier for someone to understand? What did my teacher or classmate say about my writing? What do they want me to change or add? How can I produce and publish writing with this tool?
Research to Build and Present Knowledge		
W.3.7 Conduct short research projects that build knowledge about a topic.	EE.W.3.7 Identify information about a topic for a research project.	Concept: <i>Information can be acquired from multiple sources and organized in different ways.</i>
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.	EE.W.3.8 Sort information on a topic or personal experience into two provided categories and write about each one.	Skills: Identify a topic; identify sources that will give information about the topic; identify information from the source; sort the information into given categories; write about each piece of information.
W.3.9 (Begins in grade 4)	EE.W.3.9 (Begins in grade 4)	Big Idea: Books, internet, people, and media are all sources of information that can be sorted to support understanding about a topic.
		Essential Questions: What do I want to know about? Where can I find information on this topic? Which book will give me information on that topic? Who could I ask about the topic? How can I sort the information into the categories? What information do I want to include in my writing?
Range of Writing		
W.3.10 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.	EE.W.3.10 Write routinely for a variety of tasks, purposes, and audiences.	Concept: <i>There are many reasons to write.</i> Skills: Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. Big Idea: To become a good writer you have to write every day for many different reasons. Essential Questions: What am I going to write about? Why am I writing it? Who will read it? Did I write enough?

Third Grade English Language Arts Standards: Speaking and Listening		
<i>*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.</i>		
Grade-Level Standards	DLM Essential Element	Unpacked
Comprehension and Collaboration		
SL.3.1 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.	EE.SL.3.1 Engage in collaborative discussions.	Concept: <i>Communication occurs between two or more people for a variety of purposes.</i>
a. 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.	a. Engage in collaborative interactions about texts.	Skills: Communicate to convey message, respond to partner; ask questions, clarify a message, answer questions; identify details in a text read aloud; ask or answers questions regarding details.
b. 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).	b. Listen to others' ideas before responding.	Big Idea: Back and forth communication exchanges provide opportunities to build more complete understandings, clarify messages, and demonstrate knowledge more completely than single question-answer exchanges.
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	c. Indicate confusion or lack of understanding about information presented.	Essential Questions: Who do I want to talk to? What do I want to say? What can I add to that? What do I want to know more about? Who can I ask? How can I make my message more clear? What do I know about this text? What is important to remember? What do I do if I don't remember? What words describe details from the text? What word(s) answers the question? What important information came from this text?
d. Explain their own ideas and understanding in light of the discussion.	d. Express ideas clearly.	
SL.3.2 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.	EE.SL.3.2 Identify details in a text read aloud or information presented orally or through other media.	
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	EE.SL.3.3 Ask or answer questions about the details provided by the speaker.	
Grade-Level Standards	DLM Essential Element	Unpacked
Presentation of Knowledge and Ideas		
SL.3.4 Report on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	EE.SL.3.4 Recount a personal experience, story, or topic including details.	Concept: <i>Language and other representations can be used to communicate and make your message clear.</i>
SL.3.5 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.	EE.SL.3.5 Create a multimedia presentation of a story or poem.	Skills: Recount a personal experience, story or topic. Create a multimedia presentation of a story or poem. Combine words to clarify thoughts, feelings, and ideas in various contexts.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	EE.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.	Big Idea: Experiences, thoughts, and feelings can be recounted and shared through words and other representations.
		Essential Questions: What can I share about this experience, story, or topic? What multimedia will I choose to represent my story or poem? Can I pick a picture or some music that tells about this? Can I draw something that tells about this? Is my message clear? Do I need to say more? What words can I use to clearly communicate a message?

Third Grade English Language Arts Standards: Language		
Grade-Level Standards	DLM Essential Element	Unpacked
Conventions of Standard English		
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	EE.L.3.1 Demonstrate standard English grammar and usage when communicating.	<p>Concept: <i>The meaning of the message depends on the words used.</i></p> <p>Skills: Use noun + verb, noun + adjective, and subject + verb + object in combinations in communication; use regular plural nouns, present and past tense verbs, common adjectives, in communication; capitalize first letter of familiar names; use periods at the end of a sentence; use resources to spell common high-frequency words; use spelling patterns to spell new words with the same pattern; use environmental print to support reading and spelling.</p> <p>Big Idea: Communication involves choosing the right words and using the right letters to spell those words.</p> <p>Essential Questions: What do I call that person, place or thing? What is the person or thing doing? How can I describe it? What if there is more than one? How do I tell what happened? How do I tell what I did? How do I tell what is happening now? How do I tell what I am doing now? Who is doing something? What is that person doing? If I don't know how to write a word, what resources can I use?</p>
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.	
b. Form and use regular and irregular plural nouns.	b. Use regular plural nouns in communication.	
c. Use abstract nouns (e.g., childhood).	c. Not applicable.	
d. Form and use regular and irregular verbs.	d. Use present and past tense verbs.	
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	e. Not applicable.	
f. Ensure subject-verb and pronoun-antecedent agreement.	f. Not applicable.	
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	g. Use common adjectives.	
h. Use coordinating and subordinating conjunctions.	h. Not applicable (see EE.L.3.1.a)	
i. Produce simple, compound, and complex sentences.	i. Ask simple questions.	
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EE.L.3.2 Demonstrate understanding of conventions of standard English.	
a. Capitalize appropriate words in titles.	a. Capitalize the first letter of familiar names.	
b. Use commas in addresses.	b. During shared writing, indicate the need to add a period at the end of a sentence.	
c. Use commas and quotation marks in dialogue.	c. Not applicable.	
d. Form and use possessives.	d. Not applicable.	
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	e. Use resources as needed to spell common high-frequency words accurately.	
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.	
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	g. Consult print in the environment to support reading and spelling.	

Grade-Level Standards	DLM Essential Element	Unpacked
Knowledge of Language		
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	EE.L.3.3 Use language to achieve desired outcomes when communicating.	Concept: <i>Language is an effective means of communication.</i>
a. Choose words and phrases for effect.*	a. Use language to make simple requests, comment, or share information.	Skills: Use words, signs, or symbols to: make requests, share information, or comment.
b. Recognize and observe differences between the conventions of spoken and written standard English.	b. Not applicable.	Big Idea: Words, signs, and symbols all provide a way to use language to make requests, comment, or share information.
		Essential Questions: What do I want to say? What words, signs or symbols can I use to say that? What do I know about that? What do I think about that?
Vocabulary Acquisition and Use		
L.3.4 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.	EE.L.3.4 Demonstrate knowledge of word meanings.	Concept: <i>Words have meaning across context and in relation to one another.</i>
a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.	Skills: Use the context of a sentence to determine a missing word; use the verb to identify if something has happened in the past or is happening now; use words in context; use newly acquired words across contexts; identify words that describe emotions; use words that describe spatial relationships; use words that describe time-based relationships; identify real-life connections between words and their use.
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	b. With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.	Big Idea: Words are learned by relating them to other words in and across contexts. Words provide information about time, location, and emotion.
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	c. Not applicable.	Essential Questions: What word fits in that sentence? What word do I know that makes sense here? When did that happen? What does this word mean? What word describes how I feel? What word do I know that I could use here? Where is that? When will that happen? How can I use that word in my life?
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and	d. Not applicable.	
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	EE.L.3.5 Demonstrate understanding of word relationships and use.	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	a. Determine the literal meaning of words and phrases in context.	
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	b. Identify real-life connections between words and their use (e.g., happy: "I am happy.").	
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	c. Identify words that describe personal emotional states.	
L.3.6 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., After dinner that night we went looking for them).	EE.L.3.6 Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	