

3rd Grade ELA Placemat

Reading Literature									
<p>3.RL.1- Ask and answer questions and draw conclusions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>3.RL.2- Recount a story's beginning, middle, and end; explaining plot, characters and setting; including fables, folktales, myths, and dramas from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text (explain how past events impact future events).</p>	<p>3.RL.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their thoughts, words, and actions contribute to the sequence of events.</p>	<p>3.RL.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language; identify and describe language that creates a graphic visual experience and appeals to the senses.</p>	<p>3.RL.05 - Refer to parts of stories, dramas, and poems (identify forms of poetry and use examples of alliteration) when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>3.RL.06 - Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>3.RL.07 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</p>	<p>3.RL.08- NA</p>	<p>3.RL.09 - Compare and contrast the themes, settings, and plots in various types of fiction and text to world connections.</p>	<p>3.RL.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, producing evidence of reading.</p>

3.R.1.B.g/h - (WC Standard) Determine the meaning of the author's use of similes and metaphors to produce imagery, and discuss analogies

Reading Informational									
<p>3.RI.01 - Ask and answer questions to demonstrate understanding of a text.</p>	<p>3.RI.02 - Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>3.RI.03 - 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, cause/effect, and problem/solution.</p>	<p>3.RI.04 - Determine the meaning of general academic and domain-specific words and phrases in a text.</p>	<p>3.RI.05 - Use text features to make and verify predictions and search tools to locate information relevant to a given topic efficiently</p>	<p>3.RI.06 Distinguish their own point of view from that of the author of a text and explain the author's purpose.</p>	<p>3.RI.07 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>	<p>3.RI.08 - NA</p>	<p>3.RI.09 - Compare and contrast the most important points and key details presented in two-texts on the same topic and text to world connections</p>	<p>3.RI.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, producing evidence of reading.</p>

3.R.3.A.d - (WC Standard) Follow and explain a set of written multi-step directions

3.R.3.B.a.b - (WC Standard) Distinguish difference between biography and autobiography and fact and opinion.

Reading Foundations	
<p>3.RF.A Phonics</p> <p>3.RF.03 - Know and apply grade-level phonics and word analysis skills in decoding words 3.RF.03a - Identify and know the meaning of the most common prefixes and derivational suffixes 3.RF.03b - Decode words with common Latin suffixes 3.RF.03c - Decode multi-syllable words. 3.RF.03d - Read grade-appropriate irregularly spelled word</p>	<p>3.RF.B Fluency</p> <p>3.RF.04 - Read with sufficient accuracy and fluency to support comprehension 3.RF.04a - Read grade-level text with purpose and understanding 3.RF.04.b- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings 3.RF.04.c-use context confirm or self-correct word recognition and understanding, rereading as necessary</p>

Writing				
THESE STANDARDS WILL BE USED WITH EVERY TYPE OF WRITING				
Prewriting	Draft	Reread/Revise	Edit	Produce/Publish/Share
3.W.04 - Prewriting - Using a simple pre-writing strategy when given the purpose and the intended audience	*Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory *Supporting the topic sentences within each paragraph with facts and details *Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end *Addressing an appropriate audience	3.W.05 - with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing <ul style="list-style-type: none"> Main idea Sequence details Focus Beginning/middle/end Details/facts (from sources, when appropriate) Sentence structure Transitions Audience/purpose Voice 	Edit for language conventions 3.L.01- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 3.L.02 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	3.W.06 - 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
Opinion	Informative/Explanatory	Narrative	Research	Additional/ALL
3.W.01 - Write opinion pieces on topics or texts, supporting a point of view with reasons 3.W.01a - Introduce the topic or text they are writing about using connected sentences , state an opinion, and create an organizational structure that lists reasons. 3.W.01b - Provide reasons that support the opinion. 3.W.01c - Use linking words and phrases to connect opinion and reasons. 3.W.01d - Provide a beginning, middle , and a concluding statement or paragraph .	3.W.02 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3.W.02a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 3.W.02b - Develop the topic with facts, definitions, details, and explanations . 3.W.02c - Use linking words and phrases to connect ideas within categories of information 3.W.02d - Provide a concluding statement or paragraph	3.W.03 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences (BME). 3.W.03a - Establish setting , situation/ topic and introduce a narrator and/or characters.; organize an event sequence that unfold naturally. 3.W.03b - Use dialogue and descriptions of actions, thoughts, and feelings to deep experiences and events or show the response of characters to situations 3.W.03c - Use temporal/ transition words and phrases to signal event order 3.W.03d - Provide a sense of closure	3.W.7 - Conduct short research projects that build knowledge about a topic <ul style="list-style-type: none"> Generate a list of subject appropriate topics Create an individual question about a topic Decide what sources of information might be relevant to answer these questions 3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and short evidence into provided categories (reference texts, electronic resources, interviews, or visual sources) Determine the accuracy and relevance of the information related to a selected question Use quotation marks to denote direct quotations when recording specific words and sentences from a source Create a resource page from notes Present and evaluate the information in a report or annotated display, using previously established teacher/student criteria 	3.W.10 - Write routinely over extended time frame and shorter time frames for a range of discipline specific tasks, purposes, and audiences
3.W.2.A.c - (WC Standard) Use specific and accurate words that are related to the topic, audience, and purpose. 3.W.2.A.d (WC Standard) Contain information using student's original language, except when using direct quotation from a source 3.W.2.A.e - (WC Standard) Reference the name of the author(s) or name of the sources used for details or facts included in the text	3.W.2.B.c -(WC Standard) Use specific and accurate words that are related to the topic, audience, and purpose. 3.W.2.B.d -(WC Standard) Contain information using student's original language, except when using direct quotation from a source	3.W.2.C.e - (WC Standard) Use specific and accurate words that are related to the topic, audience, and purpose.		

Language					
<p>3.L.01 – Demonstrate command of the conventions of expectation English grammar and usage when writing or speaking</p> <p>3.L.01a – Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences</p> <p>3.L.01b – Form and use regular and irregular plural nouns</p> <p>3.L.01c – NA</p> <p>3.L.01d – Form and use regular, irregular, and helping verbs</p> <p>3.L.01e – Form and use the simple verb tenses</p> <p>3.L.01f – Ensure subject-verb and pronoun antecedent agreement</p> <p>3.L.01g – Form and use comparative, demonstrative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</p> <p>3.L.01h –NA</p> <p>3.L.01i – Produce simple, compound, and complex sentences(all 4 types)</p>	<p>3.L.02 – Demonstrate command of conventions of standard English–capitalization, punctuation, and spelling when writing</p> <p>3.L.02a – Capitalize appropriate words in titles of books, stories and songs</p> <p>3.L.02b – Use commas in addresses.</p> <p>3.L.02c – Use commas and quotation marks in dialogue, and correctly capitalize</p> <p>3.L.02d – Form and use possessives</p> <p>3.L.02e – Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. (double the consonant and change y to ies)</p> <p>3.L.02f – Use spelling patterns and generalization (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word part, compound words) in writing words</p> <p>3.L.02g – Consult reference materials, including beginning dictionaries, as needed to check and correct spelling</p>	<p>3.L.03 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3.L.03a – choose words and phrases for effect</p> <p>3.L.03b – NA</p>	<p>3.L.04 – 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.</p> <p>3.L.04a–Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.L.04b – Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>3.L.04c – Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>3.L.04.d – Use glossaries or beginning dictionaries, both print and digital to determine or clarify the precise meaning of key words and phrases, syllabifications, and pronunciation.</p> <p><u>*3.RL.04 and 3.RI.04 fall under vocabulary too</u></p>	<p>3.L.05–demonstrate the understanding of word relationships and nuances in word meanings.</p> <p>3.L.05.a – Distinguish the literal and nonliteral meanings of words and phrases, from figurative language and sound devices in context.</p> <p>3.L.05b –NA</p> <p>3.L.05c – NA</p>	<p>3.L.06 – Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.</p>
<p>3.L.1.A.g –(WC Standard) Use 1st, 2nd, and 3rd person pronouns and their antecedents</p> <p>3.R.1.B.c – (WC Standard) Using the meaning of homographs and homophone</p>	<p>3.L.1.B.a – (WC Standard) Write legibly (print and cursive)</p> <p>3.L.1.B.f – (WC Standard) Capitalize names of places</p> <p>3.L.1.B.l – (WC Standard) Arrange words in alphabetical order, to the third letter</p>		<p>3.R.4.A.a – (WC Standard) Understanding how communication changes when moving from one genre of media to another</p> <p>3.R.4.A.b – (WC Standard) Explaining how various design techniques used in media influence the message</p> <p>3.R.4.A.c – (WC Standard) Comparing various written conventions used for digital media</p> <p>3.R.4.A.d – (WC Standard) Identifying text structures and graphics features of a web page</p>		
Speaking and Listening					
<p>3.SL.01 – Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on other’s ideas and expressing their own clearly.</p> <p>3.SL.01a – 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</p> <p>3.SL.01b – Followed agreed-upon rules for discussions</p> <p>3.SL.01c – Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others</p> <p>3.SL.01d – Explain own ideas and understanding in light of the discussion</p>	<p>3.SL.02 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>3.SL.03 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail</p>	<p>3.SL.04 – 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</p>	<p>3.SL.05 – Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>3.SL.06 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>3.SL.1.A.c – Follow three-step instructions, according to classroom expectations</p>					

BOLD – Priority Standards Blue – New wording coming from the NEW MLS Red – Completely NEW standard from MLS

Green – In the CCSS but not in MLS, BUT we are still going to teach it