

Creve Coeur School District 76 English Language Arts

Grade 3

English Language Arts (ELA) Practices

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.



Reading for Literature

Sight Words – Test first week of school. Drop if they know them. Master by conferences.

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Text Structure: Story Elements, <i>ILS10 RL.3.7; ILS10 RL.3.9</i>	3.RL.1	Identify theme, setting, and plot	I	M		
Text Structure: Organization Text/Text Features, <i>RL.3.5</i>	3.RL.2	Refer to parts of stories, dramas, poems when speaking or writing about text	M			
	3.RL.3	Use terms such as chapter, scene, stanza when speaking or writing about a text	M			
	3.RL.4	Describe how each successive part of a story, drama, or poem builds on earlier sections	I	M		
Text Analysis : Compare/Contrast, <i>ILS10 RL.3.9</i>	3.RL.5	Compare and contrast the themes, settings, and plots in stories written by the same author about the same or similar characters (e.g., in books from a series)		I	M	
Text Analysis: Summarizing <i>ILS10 RL.3.2</i>	3.RL.6	Summarize stories, including fables, folktales, and myths from diverse cultures			I	M
Text Analysis: Inference <i>ILS10 RL.3.3 ILS10 RL.3.7</i>	3.RL.7	Describe a character's feelings and emotions based on the information in the text	M			
	3.RL.8	Infer a character's traits and motivations	M			
	3.RL.9	Infer a character's feelings and/or emotions	M			
	3.RL.10	Interpret how a character's traits/motivations/feelings lead to actions	M			
	3.RL.11	Explain how a character's actions contribute to the sequence of events	M			
Text Analysis: Theme/Central Message <i>ILS10 RL.3.2; ILS10 RL.3.9</i>	3.RL.12	Determine the central message, lesson, or moral of stories, including fables, folktales, and myths from diverse cultures				M
	3.RL.13	Explain how the central message, lesson or moral of a fable, lesson, or folktale is conveyed through key details in the text				M
Text Analysis: Text Evidence (Support/Details) <i>ILS10 RL.3.1; ILS10 RL.3.2</i>	3.RL.14	Refer explicitly to the text to answer questions	M			
	3.RL.15	Explain how the central message, lesson or moral is conveyed through key details in the text	M			M
Text Analysis: Making Connections <i>ILS10 RL.3.7</i>	3.RL.16	Identify aspects of a text's illustrations	M			
	3.RL.17	Explain how aspects of illustrations contribute to the words in a story, how text illustrations create the mood of story, and how text illustrations emphasize a character and the setting	M			
Text Analysis: Questioning <i>ILS10 RL.3.1</i>	3.RL.18	Ask and answer questions to understand text		M		
	3.RL.19	Based on the text, formulate questions to demonstrate the understanding of a text		M		
	3.RL.20	Infer or interpret text to answer questions	I			M
Text Analysis: Point of View, <i>ILS10 RL.3.6</i>	3.RL.21	Identify the narrator's point of view and the character's point of view	I		M	
	3.RL.22	Compare/contrast own point of view to the narrator's or the character's point of view	I		M	
Vocabulary <i>ILS10 RL.3.4</i>	3.RL.23	Identify literal and non-literal words and phrases in a text (similes, metaphors, personification, alliteration)	I	M		
	3.RL.24	Determine the meaning of literal and non-literal words and phrases as they are used in a text	I		M	
Text Diversity Genre <i>ILS10 RL.3.9 ILS10 RL.3.10</i>	3.RL.25	Summarize stories, fables, folktales, and myths from diverse cultures		I		M
	3.RL.26	Determine the moral of a fable, lesson of a folktale, and central message of a myth				M
	3.RL.27	Explain how the central message, lesson or moral of a fable, lesson, or folktale is conveyed through key details in the text				M

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

Creve Coeur School District 76 English Language Arts

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Text Diversity: Text Complexity; <i>ILS10 RL.3.10</i>	3.RL.28	Identify/understand in literary text: key ideas and details craft and structure integration of knowledge and ideas at appropriate complexity as seen in 1-9	I			M
	3.RL.29	Comprehend in literary text: key ideas and details craft and structure integration of knowledge and ideas at appropriate complexity as seen in 1-9 independently and proficiently	I			M
Text Structure Organization of the Text/Text Features <i>ILS10 RI.3.3</i> <i>ILS10 RI.3.5</i> <i>ILS10 RI.3.7</i> <i>ILS10 RI.3.8</i>	3.RI.1	Define and use terms pertaining to time, sequence, relationship, comparison/contrast, and cause/ effect		I		M
	3.RI.2	Identify structure(s) of paragraphs (e.g., comparison/contrast, cause/effect, first/second/third in a sequence)		I		M
	3.RI.3	Identify the organization and structure(s) of a text (e.g., time, sequence, and cause/effect)		I		M
	3.RI.4	Identify text features and search tools (e.g., key words, sidebars, hyperlinks)				M
	3.RI.5	Explain how readers use search tools such as keywords, sidebars, hyperlinks	M			
	3.RI.6	Use various text features to locate key facts or information in a text				M
	3.RI.7	Use search tools to locate key facts or information in a text				M
	3.RI.8	Identify visuals in a text (e.g., illustrations, maps, photographs)	M			
Text Analysis : Compare/Contrast, <i>ILS10 RI.3.6</i> <i>ILS10 RI.3.9</i>	3.RI.9	Compare/contrast own point of view to author's point of view	I			M
	3.RI.10	Compare and contrast most important points and key details in two different texts on the same topic	I			M
Text Analysis: Summarizing, <i>ILS10 RI.3.2</i>	3.RI.11	Determine the main idea of a text and recount the key details		M		
Text Analysis: Inference <i>ILS10</i>	3.RI.12	Inferencing is not explicitly listed in this grade's RI standards, although students will need to use some inferencing skills to understand texts and how the graphics in an informational text support the words in a text.	I		M	
Text Analysis: Main Idea/Central Idea <i>ILS10 RI.3.2</i>	3.RI.13	Distinguish between key details and important points (main ideas)	I	M		
	3.RI.14	Determine the main idea of a text	I	M		
	3.RI.15	Recount key details of a text	I	M		
	3.RI.16	Explain how the key details support the main idea of a text	I	M		
Text Analysis: Text evidence (Support/Details) <i>ILS10 RI.3.1, ILS10 RI.3.2</i>	3.RI.17	Refer explicitly to the text to answer questions	I	M		
	3.RI.18	Explain how the key details of the text support the main idea	I	M		
Text Analysis: Making Connections, <i>ILS10 RI.3.3</i> <i>ILS10 RI.3.7</i>	3.RI.19	Identify time, sequence, and cause/effect relationships within text	I		M	
	3.RI.20	Describe the relationship that occurs in a text between historical events, scientific ideas or concepts, or the steps in a technical procedure (e.g., how to texts) using language that pertains to time, sequence, and cause/effect		I	M	
	3.RI.21	Demonstrate an understanding of text using information from visuals (e.g., illustrations, maps, photographs) and the words in a text (e.g., where, when, why, and how key events occur)	M			
	3.RI.22	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)	I		M	
	3.RI.23	Ask and answer questions to understand text	M			
Text Analysis: Questioning <i>ILS10 RI.3.1</i>	3.RI.24	Formulate questions (based on the text)		M		
	3.RI.25	Refer explicitly to the text to answer questions	M			
	3.RI.26	Recognize own point of view	I	M		
Text Analysis: Author's Purpose/Point of View <i>ILS10 RI.3.6</i>	3.RI.27	Identify the author's point of view		M		
	3.RI.28	Compare/contrast own point of view to author's point of view		M		
	3.RI.29	Identify words and phrases in a text relevant to a grade 3 topic or subject area (general academic and domain-specific)	M			
Vocabulary <i>ILS10 RI.3.4</i>	3.RI.30	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area (general academic and domain-specific)	M			
	3.RI.31	Identify the most important points and key details in two texts on the same topic	I			M
Text Diversity : Multiple Sources, <i>ILS10 RI.3.9</i>	3.RI.32	Compare and contrast the most important points and key details presented in two texts on the same topic	I			M
	3.RI.33	Identify key ideas and details, craft and structure, integration of knowledge and ideas in an informational text				M
Text Diversity: Text Complexity, <i>ILS10 RI.3.10</i>	3.RI.34	Comprehend independently key ideas and details, craft and structure, integration of knowledge and ideas in an informational text				M
	3.RF.1	Know and apply grade level phonics and word analysis skills in decoding words	I			M
Phonics and Word Recognition <i>ILS10 RF.3.3</i>	3.RF.2	Identify and know the meaning of the common prefixes and the meaning of the most common derivational suffixes	I			M

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

Creve Coeur School District 76 English Language Arts

Content	District Code	Essential Skill	Instructional Mastery				
			1	2	3	4	
	3.RF.3	Decode words with common Latin suffixes				M	
	3.RF.4	Identify syllables in words	M				
	3.RF.5	Read multisyllabic words	M				
	3.RF.6	Recognize irregularly spelled words	I			M	
	3.RF.7	Apply grade level phonics and word analysis skills in decoding words	I			M	
	3.RF.8	Read grade-appropriate irregularly spelled words	I			M	
	Fluency ILS10 RF.3.4	3.RF.9	Determine the purpose for reading on-level text	M			
		3.RF.10	Read orally with accuracy, or appropriate rate, and expression on successive readings			M	
3.RF.11		Reread, when necessary, as a strategy when confirming or self correcting words in text	M				
3.RF.12		Understand how context can help to confirm or self-correct word recognition	M				
3.RF.13		Confirm or self-correct word recognition and understanding by using context	M				
3.RF.14		Apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings	M				
3.RF.15		Read on-level text fluently and accurately with understanding			M		
Opinion/Argument Writing ILS10 W.3.1	3.W.1	Introduce the topic or text and state an opinion	M				
	3.W.2	Create an organizational structure that lists reasons	M				
	3.W.3	Provide reasons that support the opinion		M			
	3.W.4	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons		M			
	3.W.5	Provide a concluding statement or section	M				
	3.W.6	Write opinion pieces on topics or texts, supporting a point of view with reasons. The product should include an introduction statement, a stated opinion, reasons to support the opinion, linking words and phrases to connect opinion and reasons, and a concluding statement or section			M		
Informative/ Explanatory Writing, ILS10 W.3.2	3.W.7	Introduce a topic	M				
	3.W.8	Group related information together	M				
	3.W.9	Include illustrations when useful to aiding comprehension	M				
	3.W.10	Develop a topic with facts, definitions, and details		M			
	3.W.11	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information		M			
	3.W.12	Develop a concluding statement or section	M				
	3.W.13	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. The finished product should include an introduction statement; information grouped together; illustrations when appropriate; facts, definitions, and/or details to develop the topic; linking words and phrases to connect ideas within categories of information; and a concluding statement or section			M		
Narrative Writing ILS10 W.3.3	3.W.14	Establish a situation and introduce a narrator and/or characters	M				
	3.W.15	Organize an event sequence that unfolds naturally		M			
	3.W.16	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events				M	
	3.W.17	Use dialogue and descriptions of actions, thoughts, and feelings to show the response of characters to situations				M	
	3.W.18	Use temporal words and phrases to signal event order		M			
	3.W.19	Establish a situation in writing and introduce a narrator and/or characters	M				
	3.W.20	Provide a sense of closure		M			
3.W.21	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence. The finished product should include an established situation; a narrator and/or characters; dialogue, actions, thoughts, and/or feelings to develop events, characters, and situations; temporal words; and a sense of closure	I			M		
Writing Process ILS10 W.3.4 ILS10 W.3.5 ILS10 W.3.6	3.W.22	With guidance and support from adults, analyze the reason for writing a piece to decide on task and purpose	M				
	3.W.23	With guidance and support from adults, determine suitable idea development strategies and organization appropriate to task and purpose	M				
	3.W.24	Edit for conventions of writing (see Language standards grades 1-3)	M				
	3.W.25	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	I			M	
	3.W.26	With guidance and support, use technology to produce and publish writing (using keyboarding skills)		I		M	
	3.W.27	With guidance and support, use technology to interact and collaborate with others		I		M	

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

Creve Coeur School District 76 English Language Arts

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
Research to Write <i>ILS10 W.3.7</i> <i>ILS10 W.3.8</i>	3.W.28	Conduct short research projects to gain knowledge of a specific topic		I		M
	3.W.29	Take brief notes on information recalled from experiences or information gathered from print and digital sources		I		M
	3.W.30	Sort evidence into provided categories		I		M
Range of Writing <i>ILS10 W.3.10</i>	3.W.31	Identify the various purposes for writing	M			
	3.W.32	Identify and understand the various organizational structures related to different genres or purposes for writing			M	
	3.W.33	Determine when to write for short or extended time frames for a range of discipline-specific tasks, purposes, and audiences	M			
	3.W.34	Determine the appropriate organizational structure needed for specific audiences and purposes				M
	3.W.35	Write over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences				M
	3.W.36	Write over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	I			M
Comprehension/ Collaboration <i>SL.3.1; SL.3.2; SL.3.3</i>	3.SL.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	M			
	3.SL.2	Build on other's ideas	I	M		
	3.SL.3	Express own ideas clearly	M			
	3.SL.4	Come to discussions prepared, having read or studied required material	M			
	3.SL.5	Use prepared material and other information known about the topic during discussion	M			
	3.SL.6	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)				M
	3.SL.7	Ask questions to check understanding of information presented	M			
	3.SL.8	Stay on topic during discussion	M			
	3.SL.9	Determine the main idea of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and discussion		M		
	3.SL.10	Determine supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and discussion		M		
	3.SL.11	Ask detailed questions about information from a speaker		M		
	3.SL.12	Answer questions about information from a speaker, offering appropriate elaboration and detail		M		
Presentation <i>SL.3.4; SL.3.5; SL.3.6</i>	3.SL.13	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details			M	
	3.SL.14	Identify clearly pronounced and enunciated words and an understandable pace				M
	3.SL.15	Determine appropriate supportive facts and relevant descriptive details		M		
	3.SL.16	Speak clearly at an understandable pace while reporting on topic or text, telling a story, and recounting an experience with appropriate facts and relevant, descriptive details			M	
	3.SL.17	Create engaging audio recording of stories or poems that demonstrate fluid reading at an understandable pace				M
	3.SL.18	Add visual displays when appropriate to emphasize/enhance facts or details			M	
	3.SL.19	Identify when a situation calls for speaking in complete sentences	M			
	3.SL.20	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	M			
Conventions <i>L.3.1</i> <i>L.3.2</i>	3.L.1	Explain function of nouns, pronouns, verbs, adjectives, and adverbs in general and particular sentences	I		M	
	3.L.2	Form and use regular and irregular plural nouns		M		
	3.L.3	Use abstract nouns (e.g., childhood)				M
	3.L.4	Identify agreement of subject-verb and pronoun-antecedent			M	
	3.L.5	Use subject-verb agreement when writing and speaking		M		
	3.L.6	Use pronoun-antecedent agreement when writing and speaking		M		
	3.L.7	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk)	M			
	3.L.8	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified			M	
	3.L.9	Use coordinating and subordinating conjunctions		M		
	3.L.10	Produce simple, compound, and complex sentences				M

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

Creve Coeur School District 76 English Language Arts

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
	3.L.11	Demonstrate command of the conventions of standard English grammar and usage when writing	I			M
	3.L.12	Apply correct capitalization, punctuation, and spelling when writing	I			M
	3.L.13	Capitalize appropriate words and titles			M	
	3.L.14	Use commas in addresses		M		
	3.L.15	Use commas and quotation marks in dialogue				M
	3.L.16	Form and use possessives			M	
	3.L.17	Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)	I			M
	3.L.18	Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words	I			M
	3.L.19	Consult reference materials, including dictionaries, as needed to check and correct spellings	I			M
Knowledge of Language L.3.3	3.L.20	Recognize the conventions of language for writing, speaking, reading, and listening	I			M
	3.L.21	Identify types of words and phrases that create effect	I			M
	3.L.22	Use words and phrases that create effect	I			M
	3.L.23	Recognize and observe differences between the conventions of spoken and written standard English (e.g., accent, tone, style, body language)	I			M
Vocabulary L.3.4 L.3.5 L.3.6	3.L.24	Use context clues to help determine the meaning of unknown or multiple-meaning words		M		
	3.L.25	Identify and define root words			M	
	3.L.26	Identify and define affixes			M	
	3.L.27	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)				M
	3.L.28	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)				M
	3.L.29	Find words in dictionaries and glossaries	M			
	3.L.30	Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases	M			
	3.L.31	Identify the meaning of an unknown or multiple-meaning word or phrase by flexibly using a range of vocabulary strategies			M	
	3.L.32	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)	I			M
	3.L.33	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)			M	
3.L.34	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)			M		
3.L.35	Define grade appropriate conversation, general academic, and domain-specific words and phrases including those that signal spatial relationships and temporal relationships	I			M	
3.L.36	Use accurately grade appropriate conversation, general academic and domain-specific words and phrases including those that signal spatial relationships and temporal relationships (e.g., After dinner that night we went looking for them.)	I			M	

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.

Note: Instructional Mastery indicates the quarter in which the student is to have mastered the skill.