

*Sheridan County School District #3*  
*2019-2020*

*3<sup>RD</sup> GRADE ELA Priority Standards*

*(09/17/19)*

<b>Third Grade</b>	
<b>Reading: Informational Text</b> <span style="float: right;"><b>3.RI</b></span>	
<b>Key Ideas and Details</b>	
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>Craft and Structure</b>	
3.RI.5	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>Integration of Knowledge and Ideas</b>	
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>Reading: Literature</b> <span style="float: right;"><b>3.RL</b></span>	
<b>Key Ideas and Details</b>	
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
3.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Craft and Structure</b>	
3.RL.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.

<b>Integration of Knowledge and Ideas</b>	
3.RL.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).
<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>Writing</b> <span style="float: right;">3.W</span>	
<b>Text Types and Purposes</b>	
3.W.1 a-d	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section
3.W.2 a-d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
<b>Speaking and Listening</b> <span style="float: right;">3.SL</span>	
<b>Comprehension and Collaboration</b>	
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>Language</b> <span style="float: right;">3.L</span>	
<b>Conventions of Standard English</b>	
3.L.1 a-i	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood).

	<p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>
<p>3.L.2 a-g</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>