

Grade 3 - Kansas ELA Standards 2017

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

Writing

Text Types and Purposes

dates ---->

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

dates ---->

a. Know the difference between fact and opinion

dates ---->

b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons

dates ---->

c. Provide reasons that support the opinion

dates ---->

d. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons

dates ---->

e. Provide a concluding statement or section

dates ---->

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

dates ---->

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

dates ---->

b. Develop the topic with facts, definitions, and details.

dates ---->

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

dates ---->

d. Provide a concluding statement or section.

dates ---->

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

dates ---->

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

dates ---->

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

dates ---->

c. Use temporal words and phrases to signal event order.

dates ---->

d. Provide a sense of closure.														
dates ---->														
Production and Distribution of Writing														
W.3.4	<i>With guidance and support from adults</i> , produce writing in which the development and organization are appropriate to task and purpose.													
dates ---->														
W.3.5	<i>With guidance and support from adults and peers</i> , develop and strengthen writing as needed by planning, revising, and editing.													
dates ---->														
W.3.6	<i>With guidance and support from adults</i> , use technology to produce and publish writing (using keyboarding skills) as well as to													
dates ---->														
interact and collaborate with others.														
Research to Build and Present Knowledge														
W.3.7	Conduct short research projects that build knowledge about a topic.													
dates ---->														
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.													
dates ---->														
W.3.9	(Begins in grade 4)													
dates ---->														
Language in Writing														
W.3.10	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.													
dates ---->														
	W.3.10.a	Choose words and phrases for effect.												
dates ---->														
W.3.10.b	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.													
dates ---->														
W.3.10.c	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.													
dates ---->														
W.3.10.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).													
dates ---->														
W.3.10.e	Ensure subject-verb and pronoun-antecedent agreement when writing.													
dates ---->														
W.3.10.f	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.													
dates ---->														
W.3.10.g	Use coordinating and subordinating conjunctions.													
dates ---->														
W.3.10.h	Produce simple, compound, and complex sentences.													
dates ---->														

W.3.11	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														
dates ---->															
	W.3.11.a	Capitalize appropriate words in titles.													
dates ---->															
	W.3.11.b	Use commas in addresses.													
dates ---->															
	W.3.11.c	Use commas and quotation marks in dialogue.													
dates ---->															
	W.3.11.d	Form and use possessives.													
dates ---->															
	W.3.11.e	Use conventional spelling for high-frequency and other studied words and													
	for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).														
dates ---->															
	W.3.11.f	Use spelling patterns and generalizations when writing words.													
dates ---->															
	W.3.11.g	Consult reference materials, including beginning dictionaries, as needed													
	to check and correct spellings.														
dates ---->															
Range of Writing															
W.3.12	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.														
dates ---->															
Speaking and Listening															
Comprehension and Collaboration															
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.														
dates ---->															
SL.3.1.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.														
dates ---->															
SL.3.1.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).														
dates ---->															
SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.														
dates ---->															
SL.3.1.d	Explain their ideas and understanding in light of the discussion.														
dates ---->															

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.													
dates ---->														
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.													
dates ---->														
Presentation of Knowledge and Ideas														
SL.3.4	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.													
dates ---->														
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.													
dates ---->														
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.													
dates ---->														
Language in Speaking and Listening														
SL.3.7	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.													
dates ---->														
SL.3.7.a	Choose words and phrases for effect.													
dates ---->														
SL.3.7.b	Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.													
dates ---->														
SL.3.7.c	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.													
dates ---->														
SL.3.7.d	Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).													
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SL.3.7.e	Ensure subject-verb and pronoun-antecedent agreement when speaking.													
dates ---->														
SL.3.7.f	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.													
dates ---->														
SL.3.7.g	Use coordinating and subordinating conjunctions.													
dates ---->														
SL.3.7.h	Produce simple, compound, and complex sentences.													
dates ---->														
SL.3.8	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.													
dates ---->														

Reading: Foundational										
Print Concepts										
dates ---->										
RF.3.1	Not applicable to Grade 3									
dates ---->										
Phonological Awareness										
RF.3.2	Not applicable to Grade 3									
dates ---->										
Phonics and Word Recognition										
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.									
dates ---->										
RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., in-field, wonderful).									
dates ---->										
RF.3.3.b	Decode words with common Latin suffixes (e.g., -able, -ation, -ible).									
dates ---->										
RF.3.3.c	Decode multisyllabic words.									
dates ---->										
RF.3.3.d	Read grade-appropriate irregularly spelled words.									
dates ---->										
Fluency										
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.									
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RF.3.4.a	Read on-level text with purpose and understanding.									
dates ---->										
RF.3.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.									
dates ---->										
RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.									
dates ---->										
Reading: Literature										
Key Ideas and Details										
dates ---->										
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.									
dates ---->										
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.									
dates ---->										

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.										
dates ---->											
Craft and Structure											
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.										
dates ---->											
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.										
dates ---->											
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.										
dates ---->											
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).										
dates ---->											
RL.3.8	(Not applicable for literature)										
dates ---->											
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).										
dates ---->											
Language in Reading: Literature											
dates ---->											
RL.3.10	Use knowledge of language and its conventions when reading.										
dates ---->											
RL.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.										
dates ---->											
RL.3.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i> , choosing flexibly from a range of strategies.										
dates ---->											
	RL.3.11.a	Use sentence-level context as a clue to the meaning of a word or phrase.									
dates ---->											
	RL.3.11.b	Determine the meaning of the new word formed when a known affix is									
dates ---->											
		added to a known word.									
dates ---->											
	RL.3.11.c	Use a known root word as a clue to the meaning of an unknown word with									
dates ---->											
		the same root (e.g., company, companion).									
dates ---->											

RL.3.11.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.												
dates ---->													
RL.3.12	Demonstrate understanding of word relationships and nuances in word meanings.												
dates ---->													
RL.3.12.a	Distinguish the literal and figurative meanings of words and phrases in context.												
dates ---->													
RL.3.12.b	Identify real-life connections between words and their uses.												
dates ---->													
RL.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.												
dates ---->													
Range of Reading and Level of Text													
RL.3.13	Read and comprehend high quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.												
dates ---->													
Reading: Informational													
dates ---->													
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.												
dates ---->													
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.												
dates ---->													
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.												
dates ---->													
Craft and Structure													
dates ---->													
RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.												
dates ---->													
RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.												
dates ---->													
RI.3.6	Distinguish their own point of view from that of the author of a text.												
dates ---->													
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).												
dates ---->													

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).											
dates ---->												
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.											
dates ---->												
Language in Reading: Informational												
RI.3.10	Use knowledge of language and its conventions when reading.											
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RI.3.10.a	Recognize and observe differences between the conventions of spoken and written standard English.											
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	RI.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word.										
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	RI.3.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).										
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	RI.3.12.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.										
dates ---->												
Range of Reading and Level of Text												
RI.3.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.											
dates ---->												