

3rd Grade Writing, Speaking, Listening						
Writing	Writing	Writing	Language	Language	Language	Listening/Speaking
Texts, Types and Purposes	Production and Distribution	Research to Build and Present Knowledge	Conventions of Standard English	Vocabulary Acquisition and Use	Knowledge of Language	Comprehension and Collaboration
<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Provide reasons that support the opinion.</p> <p>Use linking words and phrases to connect opinion and reasons.</p> <p>Provide a</p>	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>With guidance and support from adults, use technology to produce and publish writing (using</p>	<p>Conduct short research projects that build knowledge about a topic.</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>Form and use regular and irregular plural nouns.</p> <p>Use abstract nouns (e.g., <i>childhood</i>)</p> <p>Form and use regular and irregular verbs.</p>	<p>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>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncom</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases for effect.</p>	<p>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.</p> <p>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>Follow agreed-upon</p>

<p>concluding statement or section.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, and details.</p> <p>Use linking words and phrases to connect ideas within categories of information.</p> <p>Provide a concluding statement or section.</p>	<p>keyboarding skills) as well as to interact and collaborate with others.</p>		<p>Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Use coordinating and subordinating conjunctions.</p> <p>Produce simple, compound, and complex sentences.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize appropriate</p>	<p><i>fortable</i>, <i>care/careless</i>, <i>heat/preheat</i>.</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>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).</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their own ideas and understanding in light of the discussion.</p> <p>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.</p> <p>Ask and answer questions about information from a</p>
--	--	--	---	---	---

<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Uses “beginning, middle, and end”</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Use temporal words and phrases to signal event order.</p>			<p>words in titles.</p> <p>Use commas in addresses.</p> <p>Use commas and quotation marks in dialogue.</p> <p>Form and use possessives.</p> <p>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>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., <i>After dinner that night we went looking for them</i>).</p>	<p>speaker, offering appropriate elaboration and detail.</p> <p>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>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.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
---	--	--	--	--	---

