



Grade 3

Arkansas

English Language Arts Standards

2016

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Introduction

The Arkansas English Language Arts Standards for Grades K-12 have been developed to prepare students for success after high school. Students who are successful in college and careers have attained particular literacy capacities. These students

- 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;
- come to understand other perspectives and cultures.

The English classroom focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics. A separate document, the Arkansas Disciplinary Literacy Standards, has been created to address the unique literacy needs in other content areas.

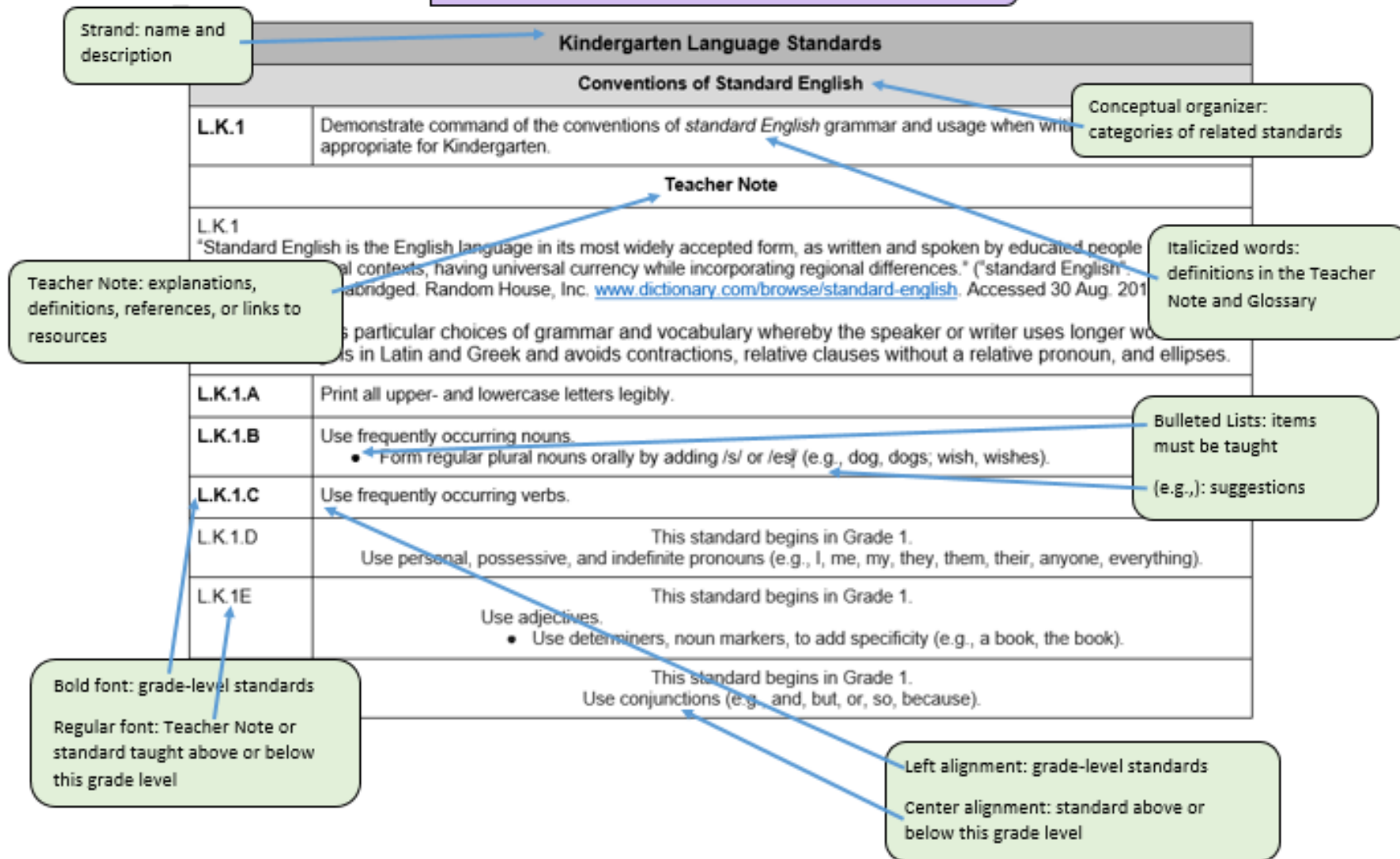
This document is organized around anchor standards and grade-level standards. The anchor standards address overarching knowledge and skills in reading, writing, speaking and listening, and language. Although the document is organized by strands, the standards should be integrated during instruction. The grade-level standards, which are aligned to the anchor standards, represent the progression of learning for Grades K-12. The grade-level standards include teacher notes that provide explanations, definitions, and links to resources to support teachers.

The document focuses on literacy skills rather than literary content. Teachers have the opportunity to select grade-appropriate literature and literary nonfiction texts to teach the standards. The texts must provide opportunities to teach all the strands at grade-level rigor. Three measures of text complexity should guide text selection: quantitative, qualitative, and reader and task. Teacher notes in the grade-level documents provide support for effective text selection.

Teachers are encouraged to become familiar with the standards above and below the grade level they teach. The standards below grade level will guide decisions for providing interventions for students who do not have all the grade-level skills in place, and the standards above grade level will guide decisions for extending students who are ready to move ahead. In addition, familiarity with the K-12 standards will support developing a smooth learning progression from kindergarten through high school.

The Arkansas Department of Education academic standards are intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. The standards are not intended to be a state-mandated curriculum.

How to Read the Standards Document



How the Standards are Labeled

L

K

1

A

The letter in the first position of the standard numbering system represents the strand:

Reading Literature (RL)
Reading Informational (RI)
Reading Foundational (RF)
Writing (W)
Speaking and Listening (SL)
Language (L)

The symbol in the second position of the standard numbering system represents the grade level.

The number in the third position represents the standard.

Some standards are broken into segments that are represented by a letter in the fourth position.

How to Label the Anchor Standards

R

CCR

1

The letter in the first position of the anchor standard numbering system represents the strand:

Reading (R)

Writing (W)

Speaking and Listening (SL)

Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

Arkansas Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Reading. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning; analyze how specific word choices shape meaning and/or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole.
6. Assess how point of view, perspective, and/or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats.
8. Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on Range and Content of Student Reading Grades K-5

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, and poems from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Grade 3 Reading Standards for Literature

The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	<i>Recount</i> 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.

Teacher Note

RL.3.2

Recount:

Formal written or oral ordering of narrative events including the following characteristics:

- clear sequence
- context
- first person or third person
- past tense
- closure (e.g., evaluates; summarizes; addresses message, lesson, moral)

The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. (Conrad-Curry, Dea. “Retell, Recount, Summarize? A Common Core Shift from Kindergarten to Fourth Grade.” Blog. Partner In Education, Feb. 2013, <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. Accessed 30 Aug. 2016.)

RL.3.3	Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.
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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.
Teacher Note	
<p>RL.3.4 Nonliteral phrases are not just idioms but also include figurative language such as personification, hyperbole, simile, and metaphor. The types of figurative language should be appropriate for the grade level and aligned across grades within a building and the district. See related standard L.3.5.A.</p>	
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.
Teacher Note	
<p>RL.3.5 In a novel, the early chapters often establish the setting and provide foundational descriptions of characters who develop across the following chapters. In a play, one scene follows another as the action unfolds. In a ballad, each stanza tells the next part of the story. When writing or discussing stories, dramas, and poems, students should refer to specific chapters, scenes, or stanzas when citing evidence to support their analysis.</p>	
RL.3.6	Distinguish their own <i>perspective</i> from that of the narrator or those of the characters, distinguishing the difference between first- and third-person <i>point-of-view</i> narrations.
Teacher Note	
<p>RL.3.6 It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality. (“perspective.” Cambridge Academic Dictionary. Cambridge UP, 2016, www.dictionary.cambridge.org/us/dictionary/English/perspective. Accessed 30 Aug. 2016.)</p> <p>In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed.</p>	

RL.3.6 (continued)

Point of view is the position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns.

For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.

A pair of texts that provide an example of first- and third-person narration is “The Three Little Pigs” and “The True Story of the Three Little Pigs” by Jon Scieszka. (The True Story of the Three Little Pigs is from the perspective of the wolf.)

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).

RL.3.8

RL.3.8 is not applicable to literature based on anchor standard R.CCR.8.
Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Teacher Note

RL.3.9

Theme is an idea or an underlying meaning of a literary work that may be stated directly or indirectly.

Range of Reading and Level of Text Complexity

RL.3.10

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.

Teacher Note

RL.3.10

Information about how to enrich comprehension through read-alouds and independent reading is available at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=27.

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 27, [Corestandards.org/assets/Appendix A. pdf#page=27](http://www.corestandards.org/assets/Appendix_A.pdf#page=27). Accessed 30 Aug. 2016.)

It is critical that children are reading on grade-level. "In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers." (Fiester, Leila. "Early Warning Confirmed." The Annie E. Casey Foundation, 2013, [aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11](http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11). Accessed 30 Aug. 2016.)

Grade 3 must build on the strong foundation of Grades K-2 for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 3 should be reading independently in the upper half of the grade-level Lexile range between 420L-820L. Students unable to read independently at the upper end of the range will need more support to reach the goal of reading independently on grade level by the end of Grade 3 and beyond. Note that the Lexile ranges overlap, recognizing that students can slip backward in reading achievement while they are not receiving reading support such as during summer break.

Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.

A detailed explanation of the three dimensions of text complexity may be found at the following link:

<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf>.

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Supplemental Information for Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf. Accessed 30 Aug. 2016.)

RL.3.10 (continued)

A chart with text complexity quantitative measures by grade band may be found at the following link:

<http://www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf#page=4>.

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Supplemental Information for Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 4, www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf. Accessed 30 Aug. 2016.)

Grade 3 Reading Standards for Informational Text

The grade-level standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

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.
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RI.3.2	Determine the main idea of a text; <i>recount</i> the key details and explain how they support the main idea.
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Teacher Note

RI.3.2

An example of how to identify the main idea and supporting key details is provided below:

The main idea of the text is that sharks have unique characteristics.

- “Sharks are actually a type of fish.”
- “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.”
- “One of the things particularly special about sharks is they have been around a long time.”

The first sentence of every paragraph in every text will not necessarily contain a key detail, but it is true for this text.

(“Shark Facts.” IRCMS-Third Grade Reading Passages. www.ncsu.edu/project/lancet/third.htm, 2016, https://www.ncsu.edu/project/lancet/third_grade/sharks3.pdf. Accessed 24 September 2016.)

Recount is a formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).

The following link provides a discussion of the differences among the terms “retell,” “recount,” and

“summarize”: <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>.

(Conrad-Curry, Dea. “Retell, Recount, Summarize? A Common Core Shift from Kindergarten to Fourth Grade.” Blog. Partner In Education, Feb. 2013, <http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade>. Accessed 30 Aug. 2016.)

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.
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Teacher Note

RI.3.3

Historical events are by their very nature grounded in time. However, time can be expressed moving forward or backward.

An example of describing a sequence of events using language that pertains to time:

World War II took place in the 1940's. Earlier in United States History, we engaged in the Civil War. More recently, our soldiers engaged in Operation Desert Storm. The use of the terms "earlier" and "more recently" show the relationship of these events in time; however, the events are not presented sequentially.

An example of describing a sequence:

When baking a cake, it is important to combine the ingredients in a particular order. The following is one example of a sequence for combining the ingredients of a cake. First mix the dry ingredients together. Then mix the wet ingredients together in a separate container. Finally, add the dry ingredients gradually to the wet ingredients, mixing constantly to make a smooth batter.

A list of time and sequencing words may be found at the following link: https://lincs.ed.gov/readingprofiles/Signal_Words.pdf ("Signal Words." Literacy Information and Communication system. US Department of Education, Office of Career, Technical, and Adult Education, 2016. https://lincs.ed.gov/readingprofiles/Signal_Words.pdf. Accessed 30 August 2016.)

Examples describing cause and effect:

It is helpful to note that cause and effect relationships can be viewed from cause to effect or from effect to cause.

1. The effect of lumpy cake batter can be caused by improperly mixing wet and dry ingredients.
2. Engaging in a war or conflict can result in many effects such as lost lives, strained financial resources within the government, and increased financial resources within the defense industry.
3. The effect of fatigue could result from one or more causes such as lack of sleep, improper diet, medication, and physical exertion.

Craft and Structure

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.

Teacher Note

RI.3.4

These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck's work. General academic words refers to words that can be used across the disciplines. Domain-specific words are terms that are used within a particular discipline.

RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Teacher Note	
<p>RI.3.5 Text features should be presented in a systematic way within an aligned curriculum.</p>	
RI.3.6	Distinguish their own <i>perspective</i> from that of the author of a text.
Teacher Note	
<p>RI.3.6 It is important to clarify the terms “point of view” and “perspective” for students.</p> <p>Point of view is the position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative. In a way, the point of view can allow or deny the reader access into deeper understanding of the story. Two of the most common point of view techniques are the first person, in which the story is told by the narrator from his or her standpoint and the third person in which the narrator is outside of the story and tells the story by referring to all characters and places in the third person with third person pronouns and proper nouns.</p> <p>Perspective is a particular way of viewing things that depends on one’s experience and personality. (“perspective.” Cambridge Academic Dictionary. Cambridge UP, 2016. www.dictionary.cambridge.org/us/dictionary/English/perspective. Accessed 30 Aug. 2016.)</p> <p>In these standards and in an English class, the term “point of view” is used when referring specifically to first person, third person, omniscient, limited, etc., and perspective is used when referring to a particular way of viewing things that depends on one’s experience and personality. When analyzing literature, both terms are needed.</p> <p>For further clarification, students need to know that it is common practice for disciplines other than English to use the terms “point of view” and “perspective” interchangeably to mean what English teachers define as perspective.</p>	

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).
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).
Teacher Note	
<p>RI.3.8 Students could look for words that signal cause/effect or sequence in texts they are studying. Students can improve their reading comprehension of informational texts, by combining their knowledge of the signal words with their knowledge of text structures such as comparison, cause/effect, first/second/third in a sequence. They can predict the type of information that will come next because they are able to identify the logical connection between sentences and paragraphs in a text.</p> <p>Some examples of signal words may be found at the following link: A list of time and sequencing words may be found at the following link: https://lincs.ed.gov/readingprofiles/Signal_Words.pdf (“Signal Words.” www.lincs.ed.gov. Literacy Information and Communication system. US Department of Education, Office of Career, Technical, and Adult Education, 2016. https://lincs.ed.gov/readingprofiles/Signal_Words.pdf. Accessed 30 August 2016.).</p> <p>Examples of text structures associated with particular signal words may be found at the following link: https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf (“20 Strategies to Teach Text Structure.” English Language Arts Shift Kit. Center for the Advancement and Support of Educational Initiatives. University of Illinois, 2016. https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf. Accessed 30 Aug. 2016.).</p>	
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
RI.3.10	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.

Teacher Note

RI.3.10

Information about how to enrich comprehension through read-alouds and independent reading is available at the following link:

http://www.corestandards.org/assets/Appendix_A.pdf#page=27

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 27. Corestandards.org/assets/Appendix A. pdf#page=27. Accessed 30 Aug. 2016.)

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RI.3.10 (continued)

A chart with text complexity quantitative measures by grade band may be found at the following link:

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(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Supplemental Information for Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. p. 4. www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity.pdf. Accessed 30 Aug. 2016.)

Grade 3 Reading Standards for Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts

RF.3.1

This standard is taught in Grades K-1 and should be reinforced as needed.
Demonstrate understanding of the organization and basic features of print.

RF.3.1.A

This standard is taught in Grade 2 and should be reinforced as needed.
Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.

RF.3.1.B

This standard is taught in Kindergarten and should be reinforced as needed.
Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.

RF.3.1.C

This standard is taught in Kindergarten and should be reinforced as needed.
Understand that words are separated by spaces in print.

RF.3.1.D

This standard is taught in Kindergarten and should be reinforced as needed.
Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.3.2

This standard is taught in Grade 1 and should be reinforced as needed.
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.3.2.A

This standard is taught in Grade 2 and should be reinforced as needed.
Distinguish vowels (long, short, variant) in spoken single-syllable words.

RF.3.2.B	This standard is taught in Grade 2 and should be reinforced as needed. Delete phonemes in the initial, medial, and final positions of spoken words including blends.
RF.3.2.C	This standard is taught in Grade 1 and should be reinforced as needed. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.3.2.D	This standard is taught in Grade 1 and should be reinforced as needed. Segmenting spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.3.2.E	This standard is taught in Grade 1 and should be reinforced as needed. Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).
RF.3.2.F	This standard is taught in Grade 1 and should be reinforced as needed. Add or substitute individual sounds (phonemes) in simple spoken words to make new words.
RF.3.2.G	This standard is taught in Grade 1 and should be reinforced as needed. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/.
Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Teacher Note	
RF.3.3	Each district will choose or create a phonics curriculum that is systematic and explicit, which aligns to the known research and uses evidence-based strategies. Guidance for selecting or developing a phonics program may be found on pages 20-22 and 37 at the following link: http://www.corestandards.org/assets/Appendix_A.pdf#page=20 (National Governors Association Center for Best Practices, Council of Chief State School Officers. “Appendix A.” <u>Common Core State Standards</u> . National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 20. Corestandards.org/assets/Appendix A. pdf#page=20. Accessed 30 Aug. 2016.)
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.

Teacher Note

RF.3.3.A

A suffix is a group of letters placed at the end of a word to make a new word. A suffix can make a new word in one of two ways:

1. inflectional (grammatical): for example, changing singular to plural (dog → dogs), or changing present tense to past tense (walk → walked). In this case, the basic meaning of the word does not change.
2. derivational (the new word has a new meaning, "derived" from the original word): for example, teach → teacher or care → careful

An explanation and examples of derivational suffixes can be found at the following link:

(http://www.corestandards.org/assets/Appendix_A.pdf#page=22).

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 22, www.corestandards.org/assets/Appendix_A.pdf. Accessed 30 Aug. 2016.)

A chart with common discipline-specific roots may be found at the following

link: <http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf>

("Common Content Area Roots and Affixes." ILA/NCTE, 2016. <http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf>. Accessed 30 August 2016.)

RF.3.3.B

Decode words with common Latin suffixes.

RF.3.3.C

Decode multi syllable words.

RF.3.3.D

Read *grade-appropriate* irregularly spelled words.

Teacher Note

RF.3.3.D

Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.

Irregular words - "[Words that] cannot be decoded by sounding out": [permanently irregular words have] one or more sound/spellings in the word that are unique to that word or a few words and therefore are never introduced; [temporarily irregular words have] one or more sound/spellings in the word that have not yet been introduced." (Honig, Bill, Linda Diamond, and Linda Gutlohn. "Irregular Word Reading." Teaching Reading Sourcebook. 2nd ed., Arena P, 2008. p. 243.)

Not all words found on sight word and high-frequency word lists are irregular.

RF.3.3.E	<p>This standard is taught in Grade 2 and should be reinforced as needed. Decode words that follow the six syllable types.</p> <ul style="list-style-type: none">● closed syllable● open syllable● vowel-consonant-e● vowel teams● r-controlled vowel● consonant-le
RF.3.3.F	<p>This standard is taught in Grade 2 and should be reinforced as needed. Decode regularly-spelled two-syllable words with long vowels.</p>

Fluency

RF.3.4

Read grade-level text with sufficient accuracy and *fluency* to support comprehension.

Teacher Note

RF.3.4

Fluency is the ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension.

Students' fluency should be measured qualitatively by how well they demonstrate their ability to read grade-level texts accurately, quickly, expressively, with good phrasing, and with good comprehension.

Timothy Rasinski has studied and written extensively on the topic of reading fluency. The article cited below provides detailed guidance and includes rubrics for reading fluency. Rasinski provides the following warning about the proper use of fluency assessments:

“Reading rate appears to reflect students’ ongoing development of automaticity in their decoding, which can be developed through practiced and assisted readings (see Kuhn & Stahl, 2000; Osborn & Lehr, 2003). If teachers provide the kind of instruction in fluency that works, then fluency, comprehension, and rate will improve. If teachers choose instead to focus primarily on developing students’ reading rate at the expense of reading with expression, meaning, and comprehension, students may read fast but with insufficient comprehension. Their goal may be to get from one point in the text to another as fast as possible, without understanding the nuances of meaning in the text. This would be a grave misinterpretation of the research related to reading fluency development and a disservice to the students. Similarly, teachers need to be cautious in using reading rate to assess English language learners (ELLs). Many ELLs can be deceptively fast and accurate in their reading, yet demonstrate little understanding of the text. Teachers cannot assume that such students are progressing well in reading based solely on their reading rate. Other issues such as vocabulary and language proficiency may impede the students’ growth in reading and require instructional intervention.” (Rasinski, Timothy. “Assessing Reading Fluency.” PREL, 2004, p 15.

<http://files.eric.ed.gov/fulltext/ED483166.pdf>. Accessed 30 August 2016.)

RF.3.4.A	Read grade-level text with purpose and understanding.
Teacher Note	
RF.3.4.A	<p>It is critical that children are reading on grade-level. “In 2011, sociologist Donald Hernandez reported that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers.” (Fiester, Leila. “Early Warning Confirmed.” The Annie E. Casey Foundation, 2013, aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf#page=11. Accessed 30 Aug. 2016.)</p> <p>Grade 3 must build on the strong foundation of Grades K-2 for students to read on grade level at the end of Grade 3 and beyond. Students in Grade 3 should be reading independently in the upper half of the grade-level Lexile range between 420L-820L. Students unable to read independently at the upper end of the range will need more support to reach the goal of reading independently on grade level by the end of Grade 3 and beyond. Note that the Lexile ranges overlap, recognizing that students can slip backward in reading achievement while they are not receiving reading support such as during summer break.</p> <p>Districts choose instructional materials for reading instruction. Text complexity is described in curricular materials using numbers or letters to indicate a learning progression for reading. It is important that the district compare the text complexity of the chosen curriculum against the grade-level Lexile range to ensure that the texts students are expected to read are on grade level. To maintain consistency in rigor and to allow for measuring growth, it will be helpful if a district maintains the same system for measuring text complexity over time and across the grades for accurate comparability.</p>
RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.3.4.C	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.

Arkansas Anchor Standards for Writing

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond to the Arkansas Anchor Standards for Writing by number. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims when analyzing substantive topics or texts using valid reasoning and relevant, sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

Range of Writing

10. 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 tasks, purposes, and audiences.

Note on Range and Content of Student Writing Grades K-5

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 3 Writing Standards

The following standards offer a focus for writing instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected in the standards.

Text Types and Purposes

W.3.1	Write opinion pieces on topics or texts, supporting the opinion with reasons.
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Teacher Note

W.3.1

An opinion is a view, judgment, or appraisal formed in the mind about a particular matter; belief stronger than impression and less strong than positive knowledge. ("opinion." Merriam-Webster Inc., 2015. merriam-webster.com/dictionary/opinion. Accessed 30 August 2016.)

Note the learning progression: opinion writing is the foundation and precursor to persuasive writing; persuasive writing, based almost entirely on emotion and credibility, is a precursor to logically based argumentative writing.

W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
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W.3.1.B	Provide reasons that support the opinion.
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W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
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W.3.1.D	This standard begins in Grade 6. Establish and maintain a formal style.
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W.3.1.E	Provide a concluding statement or section.
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W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Teacher Note	
<p>W.3.2 For detailed information about text types see the following resource: (National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." <u>Common Core State Standards</u>. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010. Corestandards.org/assets/Appendix A. pdf. Accessed 30 Aug. 2016.)</p>	
W.3.2.A	Introduce a topic and group related information; include illustrations when useful to aiding comprehension.
W.3.2.B	Develop the topic with facts, definitions, and details.
W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
W.3.2.D	<p>This standard begins in Grade 4. Use precise language and domain-specific words to inform about or explain the topic.</p>
W.3.2.E	<p>This standard begins in Grade 6. Establish and maintain a formal style.</p>
W.3.2.F	Provide a concluding statement or section.
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3.B	Use narrative techniques, such as dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
Teacher Note	
<p>W.3.3.B Common narrative techniques relevant to style, or the language chosen to tell a story, include metaphors, similes, personification, imagery, hyperbole, and alliteration. Common techniques relevant to plot sequence the events that make up a narrative and include backstory, flashback, flash-forward, and foreshadowing. Common techniques relevant to narrative perspective, or who is telling the story, include first person, second person, third person, and third-person omniscient.</p>	

W.3.3.C	Use <i>temporal</i> words and phrases to signal event order.
Teacher Note	
W.3.3.C	Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).
W.3.3.D	This standard begins in Grade 4 Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.3.3.E	Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Teacher Note	
W.3.4 See W.3.1, W.3.2, and W.3.3 for specific language expectations for Grade 3 students when writing.	
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Teacher Note	
W.3.5 Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.	
W.3.6	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.
Teacher Note	
W.3.6 Students should be given an opportunity to write using digital tools, but not all writing has to be produced digitally.	

Research to Build and Present Knowledge	
W.3.7	Conduct short research projects that build knowledge about a topic.
W.3.8	Recall information from experiences or gather information from print and digital sources. <ul style="list-style-type: none"> • Take brief notes on sources. • Sort evidence into provided categories.
W.3.9	This standard begins in Grade 4. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.3.9.A	This standard begins in Grade 4. Apply Grade 4 Reading standards to literature.
W.3.9.B	This standard begins in Grade 4. Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).
Range of Writing	
W.3.10	Write routinely over extended time frames, time for <ul style="list-style-type: none"> • research • reflection • revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Arkansas Anchor Standards for Speaking and Listening

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Speaking and Listening. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media such as visual, quantitative, and oral.
3. Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence with organization, development, and style appropriate to task, purpose, and audience so that listeners can follow the line of reasoning.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on Range and Content of Student Speaking and Listening Grades K-5

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations--as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 3 Speaking and Listening Standards

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond to the Arkansas Anchor Standards for Speaking and Listening by number. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

SL.3.1	Engage effectively in a range of <i>collaborative conversations/discussions</i> <ul style="list-style-type: none">• one-on-one• in groups• teacher-led with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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Teacher Notes

SL.3.1

For information about oral language development see Appendix A, page 26, paragraphs 3 and 4 at the following link:

http://www.corestandards.org/assets/Appendix_A.pdf#page=26

(National Governors Association Center for Best Practices, Council of Chief State School Officers. "Appendix A." Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010, p. 26. Corestandards.org/assets/Appendix A. pdf#page=26. Accessed 30 Aug. 2016.).

Collaborative conversations/discussions take place when students talk jointly with others especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, and teacher-led class discussion).

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.
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).
SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
SL.3.1.D	Explain their own ideas and understanding in light of the discussion.

SL.3.2	Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).
SL.3.3	Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	
SL.3.4	Report on a topic or text, tell a story, or <i>recount</i> an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Teacher Note	
<p>SL.3.4 Recount: Formal written or oral ordering of narrative events including the following characteristics:</p> <ul style="list-style-type: none"> • clear sequence • context • first person or third person • past tense • closure (e.g., evaluates; summarizes; addresses message, lesson, moral) <p>The following link provides a discussion of the differences among the terms “retell,” “recount,” and “summarize”: http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade.</p> <p>(Conrad-Curry, Dea. “Retell, Recount, Summarize? A Common Core Shift from Kindergarten to Fourth Grade.” Blog. Partner In Education, Feb. 2013, http://partnerinedu.com/2013/01/29/retell-or-recount-the-common-core-shift-from-1st-grade-to-2nd-grade Accessed 30 Aug. 2016.)</p>	
SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add <i>visual displays</i> when appropriate to emphasize or enhance certain facts or details.
Teacher Note	
<p>SL.3.5 A visual display is a presentation of information that can be seen.</p>	

SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Teacher Note	
SL.3.6 See L.3.1 and L.3.3 for specific language expectations for Grade 3 students when speaking and writing.	

Arkansas Anchor Standards for Language

The standards on the following pages define what students should understand and be able to do by the end of the grade or grade span. The grade-specific standards correspond by number to the Arkansas Anchor Standards for Language. The Arkansas Anchor Standards and grade-specific standards are necessary complements--the former providing broad standards, the latter providing additional specificity--that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on Range and Content of Student Language Use Grades K-5

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 3 Language Standards

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Conventions of Standard English

L.3.1	Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 3 when writing or speaking.
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Teacher Note

L.3.1

Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. ("standard English." [Dictionary.com Unabridged](http://www.dictionary.com). Random House, Inc., 2016. www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.)

Formal English is particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.

L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, prepositions, and adverbs in general and their functions in particular sentences.
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L.3.1.B	Form and use regular and irregular plural nouns. <ul style="list-style-type: none">• Use abstract nouns (e.g., childhood).
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L.3.1.C	Form and use the simple verb tenses (e.g., I walk; I walked; I will walk). <ul style="list-style-type: none">• Form and use the past tense of frequently occurring irregular verbs.
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L.3.1.D	Ensure subject-verb and pronoun-antecedent agreement.
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L.3.1.E	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
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L.3.1.F	Use coordinating conjunctions appropriately.
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L.3.1.G	Explain the function of prepositions.
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L.3.1.H	Demonstrate command of simple sentences and produce compound sentences.
L.3.1.I	This standard begins in Grade 4. Use <i>modal auxiliaries</i> (e.g., can, may, must) to convey various conditions.
L.3.1.J	This standard is taught in Kindergarten and should be reinforced as needed. Understand and use question words, interrogatives, (e.g., who, what, when, where, why, how).
L.3.1.K	Form all upper- and lowercase letters to write words legibly in cursive.
L.3.2	Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.
Teacher Note	
<p>L.3.2 Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” <u>Dictionary.com Unabridged</u>. Random House, Inc., 2016. www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.)</p> <p>Formal English is particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.</p>	
L.3.2.A	Capitalize appropriate words in titles.
L.3.2.B	Form and use possessives with and without apostrophes, as appropriate (e.g., girl’s, boy’s, her, his, their, its, students’).
L.3.2.C	Use commas according to the conventions of <i>standard English</i> . <ul style="list-style-type: none"> ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue.
L.3.2.D	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <ul style="list-style-type: none"> ● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Teacher Note

L.3.2.D

Systematic instruction in spelling is important because spelling impacts comprehension of text.

One source that provides research supporting the need for systematic spelling instruction, beyond simply assigning and assessing spelling words, is cited here: (Templeton, Shane. "Vocabulary—Spelling Connection: Orthographic Development and Morphological Knowledge at the Intermediate Grades and Beyond." Research to Practice. Ed James F. Baumann and Edward J. Kame'enui. Guilford P, 2004, pp. 118-138.). Two quotes and a scope and sequence document from this article are cited below:

"Morphemes, or meaning elements in words, tend to be spelled consistently (Chomsky, 1970); Cummings, 1988; Venezky, 1999), and there is a growing body of research that suggests that systematic attention to this aspect of spelling--how the system visually cues word meaning and the semantic relationships among words--also supports students' vocabulary growth and understanding (e.g., Leong, 2000; Smith, 1998)."

"Words that are related in meaning are often related in spelling as well, despite changes in sound" (1991, p. 194).

Table 8.1 "Spelling and Vocabulary: General Scope and Sequence, Intermediate Grades and Beyond" on page 124 of the Baumann and Kame'enui text provides general guidance for developing aligned system of spelling instruction.

Another helpful resource is Kathy Ganske's text, Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction. The text provides the Developmental Spelling Assessment and vocabulary activities to move students through the learning continuum for spelling. (Ganske, Kathy. Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction. Guilford P, 2000.)

These suggested resources are offered to support districts but are not mandated.

Knowledge of Language	
L.3.3	Use knowledge of language and its conventions as appropriate for Grade 3 when writing, speaking, reading, or listening.
L.3.3.A	Choose words and phrases for effect.
L.3.3.B	Recognize and observe differences between the conventions of spoken and written <i>standard English</i> .
Teacher Note	
<p>L.3.3.B Standard English is the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences. (“standard English.” <u>Dictionary.com Unabridged</u>. Random House, Inc., 2016. www.dictionary.com/browse/standard-english. Accessed 30 Aug. 2016.)</p> <p>Formal English is particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses.</p>	

Vocabulary Acquisition and Use	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.
Teacher Note	
L.3.4 Jeff Anderson's text <i>Mechanically Inclined</i> is a resource for language standards that is recommended by the English Language Arts Revision Committee.	
L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4.B	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).
Teacher Note	
L.3.4.B A chart with common discipline-specific roots may be found at the following link: http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf ("Common Content Area Roots and Affixes." www.readwritethink.org . ILA/NCTE, 2016. http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf . Accessed 30 August 2016.).	
L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
Teacher Note	
L.3.4.C A chart with common discipline-specific roots may be found at the following link: http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf ("Common Content Area Roots and Affixes." www.readwritethink.org . ILA/NCTE, 2016. http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf . Accessed 30 August 2016.)	
L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrate understanding of figurative language, word relationships and <i>nuances</i> in word meanings, as appropriate for the grade level.

Teacher Note

L.3.5

When aligning curriculum across the grades, figurative language and literary elements should be taken into consideration. Texts should be selected not only for their grade-appropriate complexity but also for the figurative language and literary elements that should be addressed at each grade level. The progression for instruction of figurative language and literary elements should be determined at the building or district level.

Nuance is a subtle difference or distinction in expression or meaning. A single word choice can convey a nuanced meaning: The girl was _____ (e.g., petite, little, slight, skinny, emaciated, thin, bony, lean, lanky, fragile).

L.3.5.A

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Teacher Note

L.3.5.A

Nonliteral language could include idioms, but may also include figurative language such as hyperbole, simile, metaphor, and personification, which should be taught as appropriate for the grade level.

See related standard RL.3.4.

L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Teacher Note

L.3.5.B

One way to provide students with real-life connections between words and their use is through video. The teacher might show a video clip of a person walking across the street that could be described as ambling. The teacher might show another clip that shows a person striding across the street. The teacher could ask students to discuss the difference in the two words and what the word choice makes them think about the people who are walking in those particular ways.

L.3.5.C

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.5.D

This standard is taught in Grade 1 and should be reinforced as needed.
Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.3.6	Acquire and use accurately <i>grade-appropriate</i> conversational, <i>general academic</i> , and <i>domain-specific words</i> and phrases, including those that signal spatial and <i>temporal</i> relationships (e.g., After dinner that night we went looking for them).
Teacher Note	
<p>L.3.6 Grade-appropriate refers to texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands.</p> <p>Grade-appropriate is tied to text complexity. A wide selection of words will be found in texts that align to the three text complexity measures: quantitative, qualitative, and reader and task for the grade-level text complexity band. The texts should also be selected to include words for appropriate phonics, word study, and spelling development and should have content and literary merit. The text must be rigorous enough to engage students in grade-level concepts across all four strands of the English Language Arts standards. Text selection should be a priority consideration when developing a rigorous grade-appropriate curriculum.</p> <p>These standards refer to two types of vocabulary words. The terminology is based in Isabel Beck’s work. General academic words refers to words that can be used across the disciplines. Domain-specific words are terms that are used within a particular discipline.</p> <p>Spatial means of or relating to space (e.g., beside, nearby, adjacent to, left, right, above, below, between).</p> <p>Temporal means of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as).</p>	

Glossary
Arkansas English Language Arts Standards Grades K-12

Collaborative conversation/discussion	Talking jointly with others, especially in an intellectual endeavor (e.g., Think Pair Share, Reciprocal Teaching, teacher-led class discussion)
Collegial discussion	Talking about ideas, some of them contentious, with mutual respect for peers even when disagreeing
Dialect	A variety of a language that is distinguished from other varieties of the same language by features of phonology, grammar, and vocabulary, and by its use by a group of speakers who are set off from others geographically or socially (“dialect.” Dictionary.com.Unabridged . www.dictionary.com/browse/dialect?s=t . Accessed 17 September 2016.)
Domain-specific words	Terms that are used within a particular discipline
Fluency (Reading)	The ability to read accurately, quickly, expressively, with good phrasing, and with good comprehension
Formal English	Particular choices of grammar and vocabulary whereby the speaker or writer uses longer words or words with origins in Latin and Greek and avoids contractions, relative clauses without a relative pronoun, and ellipses
General academic words	General academic words refers to words that can be used across all disciplines
Grade-appropriate	Texts, materials, resources, and activities that are rigorous enough to engage students in grade-level content and concepts across all strands
High-frequency words	Regular and irregular words that appear often in printed text (Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook . Arena, 2008, p. 243.)
Modal auxiliary	An auxiliary verb characteristically used with other verbs to express mood, aspect, or tense (e.g., can, could, may, might, must, ought, shall, should, will, would) (“modal auxiliary.” American Heritage® Dictionary of the English Language, Fifth Edition . Houghton Mifflin Harcourt, 2011, www.thefreedictionary.com/modal+auxiliary . Accessed 17 Sep. 2016.)
Multimedia	A technique in which several media are employed such as the combining of sound, video, and text for expressing ideas
Nuance	A subtle difference or distinction in expression or meaning
Objective summary	A shortened version of an original text that is unbiased and based on facts and does not include personal feelings, interpretations, or prejudice
Perspective	A particular way of viewing things that depends on one’s experience and personality (“perspective.” Cambridge Academic Dictionary . Cambridge UP, 2016, www.dictionary.cambridge.org/us/dictionary/English/perspective . Accessed 30 Aug. 2016.)
Point of view	The position of the narrator in relation to the story (e.g., first person, third person) which is instrumental in manipulating the reader’s understanding of the narrative
Precise language	Specific language that spells out relationships between ideas, leading readers to a desired conclusion

Recount	Formal written or oral ordering of narrative events including the following characteristics: clear sequence, context, first or third person point of view, past tense, and closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
Register	The level of formality of language that a speaker uses in a particular social context
Retell	Informal written or oral ordering of narrative events which does not necessarily include the following: clear sequence, context, first or third person, past tense, or closure (e.g., evaluates; summarizes; addresses message, lesson, moral).
Standard English	The English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts, having universal currency while incorporating regional differences (“standard English.” Dictionary.com Unabridged . Random House, 2016, www.dictionary.com/browse/standard-english . Accessed 30 Aug. 2016.)
Summary	A shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original (Kissner, Emily. <u>Summarizing, Paraphrasing, and Retelling Skills for Better Reading, Writing, and Test Taking</u> . Heinemann, 2006, p. 8.)
Temporal	Of or relating to time (e.g., first, last, before, after, next, then, prior to, afterward, as soon as)
Theme	A main idea or an underlying meaning of a literary work that may be stated directly or indirectly
Tone	The author’s attitude toward the subject, characters, or situation (e.g., amused, sad, angry)
Visual display	A presentation of information that can be seen

Contributors

The following people contributed to the development of this document:

Carrie Appleberry - Dumas Public Schools	Kyla Lawrence - North Little Rock School District
Amy Becker - Hamburg School District	Vernita E. Lee - Pine Bluff School District
Vickie Beene - Nashville School District	Gerri McCann - Manila Public Schools
Debra Brown - eStem Public Charter Schools	Kelly McLaughlin - Guy Perkins School District
Tonisha R. Burton - Emerson-Taylor-Bradley School District	Kelle Meeker - Siloam Springs School District
Eric Christensen - Russellville School District	Rachel Mosier - Southside School District
Susan Coles - Sheridan School District	Sandra Newton - Texarkana Arkansas School District
Lisa Collins - Dover School District	Tara Nutt - Bentonville School District
Meredith Cox - Springdale Public Schools	Lynn Parker - Crossett School District
Cori Curtis - Salem School District	Rebecca Perrin - Valley View Public Schools
Tracy Dean - Pulaski County Special School District	Regina Poteete - Nemo Vista School District
Claire Dearing - Forrest City School District	Kathy Powers - Conway Public Schools
Angela Donner - Marion School District	Elizabeth Reece - Clinton Public Schools
Donnielle Embry - Waldron Public Schools	Carolyn Rhinehart - Scranton School District
Dianna Flippo - Virtual Arkansas	Paula Richardson - Harrison School District
Carol Foster - Nevada School District	Dedra Riggs - Hoxie Public Schools
Ikela Frazier - Camden Fairview School District	Kelsey Riley - Helena-West Helena School District
Julya Gandy - Cabot Public Schools	Kathryn Robinson - Fort Smith Public Schools
Elizabeth Gehring – Brinkley Public Schools	Marsha Saul – Stuttgart School District

Mamye Gill - Hamburg School District	Tammy Schulz - Harrisburg School District
Jennifer Glover - McGehee Public Schools	Krystal Shipp - Monticello School District
C. Jordan Goodwin - El Dorado Public Schools	Tiffany Shumpert - West Memphis District
Carie Hogan Green - Junction City Schools	Steve Snow - Searcy Public Schools
Natalie Trower Greenfield - Batesville School District	Valerie Stavey - North Little Rock School District
Dr. Roger Guevara - Southern Arkansas University	Jill Stephens - Jasper School District
Janet Hagood - Pocahontas Public Schools	Sarah Sullivan - Fayetteville Public Schools
Keri Hamilton - Magnolia Public School District	Jessi Thompson - Prescott Public Schools
Karen Harris - Fouke School District	Heidi Tolin - Smackover School District
Michelle Hastings - Benton School District	Stephanie VanHouten - Hazen School District
Stefanie Hatcher - Paragould School District	Alex Vernon - Hendrix College
Kiley Henderson - Hot Springs School District	DeeDee Walker - Star City School District
Teresa Holsclaw - Henderson State University	Michael Warren - Prairie Grove School District
Ashley Hughes - Bismarck School District	Crystal Watson - Fayetteville Public Schools
Britt Humphries - Fort Smith Public Schools	Jennifer White - Little Rock School District
Gary Dwayne Inzer - Hermitage Public School District	Becky Whitley - Harmony Grove School District
Jeremy Kennedy - Greenbrier Public Schools	Mindy Williams - Mountain Home Public Schools
Suzanne Kesterson - Cossatot River School District	Trina Williams - Bryant School District
Jennifer Kirkland - Rogers Public Schools	Tonya Williams - Division of Child Care and Early Childhood Education