

Missouri English Language Arts

# Grade 3

Adopted 2016

## Reading R

### 1. Develop and apply skills to the reading process. R.1

#### A. Comprehension R.1.A

##### A. Develop and demonstrate reading skills in response to text by: 3.R.1.A

- a. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. 3.R.1.A.A
- b. Draw conclusions and support with textual evidence. 3.R.1.A.B
- c. Summarizing a story's beginning, middle, and end, determining their central message, lesson or moral. 3.R.1.A.C
- d. Monitoring comprehension and making corrections and adjustments when understanding breaks down. 3.R.1.A.D

#### B. Vocabulary R.1.B

##### B. Develop an understanding of vocabulary by: 3.R.1.B

- a. Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words. 3.R.1.B.A
- b. Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words. 3.R.1.B.B
- c. Using homographs and homophones. 3.R.1.B.C
- d. Distinguishing the literal and non-literal meanings of words and phrases in context. 3.R.1.B.D
- e. Determine the meaning of the new word formed when a known affix is added to a known base word. 3.R.1.B.E
- f. Using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words. 3.R.1.B.F
- g. Discussing analogies. 3.R.1.B.G
- h. Determining the meaning of the author's use of similes and metaphors to produce imagery. 3.R.1.B.H
- i. Using conversational, general academic, and domain specific words and phrases. 3.R.1.B.I

#### C. Making Connections R.1.C

##### C. Explain relevant connections between: 3.R.1.C

- a. Text to text (ideas and information in various fiction and nonfiction works, compare and contrast). 3.R.1.C.A
- b. Text to world (text ideas to experiences in the world). 3.R.1.C.B

#### D. Independent Text R.1.D

##### D. Read independently for multiple purposes over sustained periods of time by: 3.R.1.D

- a. Reading text that is developmentally appropriate. 3.R.1.D.A
- b. Producing evidence of reading. 3.R.1.D.B

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**2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. R.2**

**A. Fiction R.2.A**

**A. Read, infer, analyze, and draw conclusions to: 3.R.2.A**

- a. Summarize and sequence the events/plot and explain past events impact future events. 3.R.2.A.A**
- b. Describe the personality traits of characters from the thoughts, words, and actions. 3.R.2.A.B**
- c. Describe the interaction of characters including relationships and how they change. 3.R.2.A.C**
- d. Paraphrase the big idea/themes and supporting details of texts. 3.R.2.A.D**
- e. Compare and contrast the key elements in various types of fiction. 3.R.2.A.E**
- f. Explain cause and effect relationships. 3.R.2.A.F**
- g. Distinguish their own point of view from that of the narrator or those of the characters. 3.R.2.A.G**

**B. Poetry R.2.B**

**B. Read, infer and draw conclusions to: 3.R.2.B**

- a. Use examples of alliteration. 3.R.2.B.A**
- b. Identify basic forms of poetry. 3.R.2.B.B**

**C. Drama R.2.C**

**C. Read, infer and draw conclusions to: 3.R.2.C**

- a. Explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed. 3.R.2.C.A**
- b. Identify and describe language that creates a graphic visual experience and appeals to the senses. 3.R.2.C.B**

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- 3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. R.3**
- A. Text Features R.3.A**
- A.** Read, infer and draw conclusions to: **3.R.3.A**
- a.** Explain the author's purpose. **3.R.3.A.A**
  - b.** Explain using details or facts that support the main idea. **3.R.3.A.B**
  - c.** Use text features and graphic features to locate information and to make and verify predictions. **3.R.3.A.C**
  - d.** Follow and explain a set of written multi-step directions. **3.R.3.A.D**
  - e.** Describe relationship between events, ideas, concepts or steps. **3.R.3.A.E**
- B. Literary Techniques R.3.B**
- B.** Read, infer and draw conclusions to: **3.R.3.B**
- a.** Distinguish difference between biography and autobiography. **3.R.3.B.A**
  - b.** Distinguish fact from opinion. **3.R.3.B.B**
  - c.** Distinguish point of view to what the author is trying to persuade the reader to think or do. **3.R.3.B.C**
  - d.** Explain examples of sound devices, literal and nonliteral meanings, and figurative language. **3.R.3.B.D**
- C. Text Structures R.3.C**
- C.** Read, infer and draw conclusions to: **3.R.3.C**
- a.** Describe relationships among events, ideas, concepts, and cause and effect in texts. **3.R.3.C.A**
  - b.** Describe and explain the relationship between problems and solutions. **3.R.3.C.B**
  - c.** Use information gained from illustrations and words to demonstrate understanding of the text. **3.R.3.C.C**
  - d.** Explain author's purpose. **3.R.3.C.D**
  - e.** Compare and contrast the most important points and key details presented in texts on the same topic. **3.R.3.C.E**

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**4. Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** R.4

**A. Digital and Media Literacy** R.4.A

- A.** Read to develop an understanding of media and its components by: 3.R.4.A
- a.** Understanding how communication changes when moving from one genre of media to another. 3.R.4.A.A
  - b.** Explaining how various design techniques used in media influence the message. 3.R.4.A.B
  - c.** Comparing various written conventions used for digital media. 3.R.4.A.C
  - d.** Identifying text structures and graphics features of a web page. 3.R.4.A.D
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**Reading Foundations** RF

**1. Understand how English is written and read.** RF.1

**A. Print Awareness** RF.1.A

- A.** No expectations for grade 3. 3.RF.1.A
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**2. Understand how English is written and read.** RF.2

**A. Phonemic Awareness** RF.2.A

- A.** No expectations for grade 3. 3.RF.2.A
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**3. Understand how English is written and read.** RF.3

**A. Phonics** RF.3.A

- A.** Develop phonics in the reading process by: 3.RF.3.A
- a.** Decoding multisyllabic words in context by applying common spelling patterns. 3.RF.3.A.A
  - b.** Decoding words that double final consonants when adding an ending. 3.RF.3.A.B
  - c.** Using the meaning of common prefixes and suffixes. 3.RF.3.A.C
  - d.** Using the meaning of homophones. 3.RF.3.A.D
  - e.** Decoding known and unknown words by spelling patterns. 3.RF.3.A.E
  - f.** Reading irregularly spelled high frequency words. 3.RF.3.A.F
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**4. Understand how English is written and read.** RF.4

**A. Fluency** RF.4.A

- A.** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. 3.RF.4.A
- a.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 3.RF.4.A.A
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## Writing W

### 1. Apply writing process to develop a text for audience and purpose. W.1

#### A. Prewriting W.1.A

##### A. Follow a writing process to plan a first draft by: 3.W.1.A

- a. Using a simple pre-writing strategy when given the purpose and the intended audience. 3.W.1.A.A

#### B. Draft W.1.B

##### B. Appropriate to genre type, develop a draft from prewriting by: 3.W.1.B

- a. Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory. 3.W.1.B.A
- b. Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate). 3.W.1.B.B
- c. Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end. 3.W.1.B.C
- d. Addressing an appropriate audience. 3.W.1.B.D

#### C. Revise/Edit W.1.C

##### C. Reread, revise and edit drafts with assistance from adults/peers, to: 3.W.1.C

- a. Develop and strengthen writing by revising
  - <li>main idea</li>
  - <li>sequence (ideas)</li>
  - <li>focus</li>
  - <li>beginning/middle/end</li>
  - <li>details/facts (from sources, when appropriate)</li>
  - <li>word choice (related to the topic)</li>
  - <li>sentence structure</li>
  - <li>transitions</li>
  - <li>audience/purpose</li>
  - <li>voice</li>. 3.W.1.C.A
- b. Edit for language conventions. 3.W.1.C.B

#### D. Produce/Publish and Share Writing W.1.D

##### D. With assistance from adults/peers: 3.W.1.D

- a. Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others. 3.W.1.D.A

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## 2. Compose well-developed writing texts for audience and purpose. W.2

### A. Opinion/Argumentative W.2.A

#### A. Write opinion texts that: 3.W.2.A

- a. Introduce a topic or text being studied, using connected sentences. 3.W.2.A.A
- b. State an opinion or establish a position and provide reasons for the opinion/position. 3.W.2.A.B
- c. Use specific and accurate words that are related to the topic, audience, and purpose. 3.W.2.A.C
- d. Contain information using student's original language, except when using direct quotation from a source. 3.W.2.A.D
- e. Reference the name of the author(s) or name of the source used for details or facts included in the text. 3.W.2.A.E
- f. Use transitions to connect opinion and reason. 3.W.2.A.F
- g. Provide clear evidence of a beginning, middle and a concluding statement or paragraph. 3.W.2.A.G

### B. Informative/Explanatory W.2.B

#### B. Write informative/explanatory texts that: 3.W.2.B

- a. Introduce a topic or text being studied. 3.W.2.B.A
- b. Develop the topic with simple facts, definitions, details, and explanations. 3.W.2.B.B
- c. Use specific and relevant words that are related to the topic, audience and purpose. 3.W.2.B.C
- d. Uses the student's original language, except when quoting from a source. 3.W.2.B.D
- e. Use transition words to connect ideas within categories of information. 3.W.2.B.E
- f. Create a concluding statement or paragraph. 3.W.2.B.F

### C. Narrative/Literary W.2.C

#### C. Write fiction or non-fiction narratives and poems that: 3.W.2.C

- a. Establish a setting, situation/topic and introduce a narrator and/or characters. 3.W.2.C.A
- b. Use narrative techniques, such as dialogue and descriptions. 3.W.2.C.B
- c. Organize an event sequence to establish a beginning/middle/end. 3.W.2.C.C
- d. Use transition words and phrases to signal event order. 3.W.2.C.D
- e. Use specific and relevant words that are related to the topic, audience, and purpose. 3.W.2.C.E

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**3. Gather, analyze, evaluate and use information from a variety of sources. W.3**

**A. Research Process W.3.A**

**A. Apply research process to: 3.W.3.A**

- a.** Generate a list of subject appropriate topics. 3.W.3.A.A
  - b.** Create an individual question about a topic. 3.W.3.A.B
  - c.** Decide what sources of information might be relevant to answer these questions. 3.W.3.A.C
  - d.** Locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts. 3.W.3.A.D
  - e.** Determine the accuracy and relevance of the information related to a selected question. 3.W.3.A.E
  - f.** Take simple notes in own words and sort evidence into provided categories or organizer. 3.W.3.A.F
  - g.** Use quotation marks to denote direct quotations when recording specific words and sentences from a source. 3.W.3.A.G
  - h.** Create a resource page from notes. 3.W.3.A.H
  - i.** Present and evaluate the information in a report or annotated display, using previously established teacher/student criteria. 3.W.3.A.I
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## Language L

### 1. Communicate using conventions of English language. L.1

#### A. Grammar L.1.A

- A. In speech and written form, apply standard English grammar to: 3.L.1.A
- a. Use regular and irregular verbs and simple verb tenses. 3.L.1.A.A
  - b. Use helping verbs with irregular verbs. 3.L.1.A.B
  - c. Use complete subject and complete predicate in a sentence. 3.L.1.A.C
  - d. Use comparative, demonstrative and superlative adjectives and adverbs. 3.L.1.A.D
  - e. Use subject/verb agreement in sentences. 3.L.1.A.E
  - f. Produce simple and compound imperative, exclamatory, declarative, interrogative sentences. 3.L.1.A.F
  - g. Use 1st, 2nd, and 3rd person pronouns and their antecedents. 3.L.1.A.G

#### B. Punctuation, Capitalization, Spelling L.1.B

- B. In written text: 3.L.1.B
- a. Write legibly (print and cursive). 3.L.1.B.A
  - b. Use an apostrophe to form possessives. 3.L.1.B.B
  - c. Demonstrate and use commas and quotation marks in dialogue. 3.L.1.B.C
  - d. Capitalize dialogue correctly. 3.L.1.B.D
  - e. Use commas for greeting and closing of a friendly letter. 3.L.1.B.E
  - f. Capitalize names of places. 3.L.1.B.F
  - g. Capitalize titles of books, stories, and songs. 3.L.1.B.G
  - h. Use spelling patterns and generalizations to spell compound words. 3.L.1.B.H
  - i. Spell words that double the consonant. 3.L.1.B.I
  - j. Spell plural words that change 'y' to 'ies'. 3.L.1.B.J
  - k. Consult reference materials to check and correct spellings. 3.L.1.B.K
  - l. Arrange words in alphabetical order, to the third letter. 3.L.1.B.L
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## Speaking/Listening SL

### 1. Listen for a purpose. SL.1

#### A. Purpose SL.1.A

- A. Develop and apply effective listening skills and strategies in formal and informal settings by: 3.SL.1.A
    - a. Following classroom listening rules. 3.SL.1.A.A
    - b. Ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others. 3.SL.1.A.B
    - c. Following three-step instructions, according to classroom expectations. 3.SL.1.A.C
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### 2. Listen for entertainment. SL.2

#### A. Entertainment SL.2.A

- A. Develop and apply effective listening skills and strategies in formal and informal settings by: 3.SL.2.A
    - a. Demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations. 3.SL.2.A.A
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### 3. Speak effectively in collaborative discussions. SL.3

#### A. Collaborative Discussions SL.3.A

- A. Speak clearly and to the point, using conventions of language when presenting individually or with a group by: 3.SL.3.A
    - a. Come to discussions prepared having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 3.SL.3.A.A
    - b. Responding appropriately to discussion in a variety of settings, according to classroom expectations. 3.SL.3.A.B
    - c. Expressing opinion of read-alouds and independent reading topics. 3.SL.3.A.C
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### 4. Speak effectively when presenting. SL.4

#### A. Presenting SL.4.A

- A. Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: 3.SL.4.A
  - a. Using presentation skills and/or appropriate technology. 3.SL.4.A.A
  - b. Presenting information with clear ideas and details speaking clearly at an understandable pace. 3.SL.4.A.B
  - c. Giving an informal presentation, using a variety of media. 3.SL.4.A.C
  - d. Using academic language and conventions. 3.SL.4.A.D
  - e. Choosing words and phrases for effect (adjectives, action verbs, figurative language). 3.SL.4.A.E