

3rd Grade ELA Competencies and Learning Targets:

1. Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.

- I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency (i.e. fluency increases with successive readings).

Aligned Standards: RF.3.3(a-d), RF.3.4, RL.3.10, RI.3.10

2. Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to support interpretations and analysis.

- I can interpret the narrator's point of view and summarize key events.
- I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible.
- I can compare and contrast literary elements or themes/central messages across two or more literary texts, by analyzing text evidence.

Aligned Standards: RL.3.2, RL.3.4, RL.3.6

3. Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to support interpretations and analyses.

- I can determine the central idea of a text and explain how key details and text structure/organization support the focus.
- I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning.
- I can analyze different accounts of the same event or topic, and note differences in information presented, authors' points of view, with a variety of texts.

Aligned Standards: RI.3.3, RI.3.5, RI.3.6, RI.3.7, RI.3.8

4. Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms (e.g., stories, legends, plays, poems).

- I can develop a sequence of events using transition words and sensory details that unfold logically and maintain my focus or message throughout the text.
- I can develop characters, using dialogue and descriptions that engage my readers (e.g., help readers to picture what is happening).
- I can write a believable conclusion that completes my text.
- With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, visuals).

Aligned Standards: W.3.3, W.3.3.a, W.3.3b, W.3.3c, W.3.3.d, W.3.4, W.3.5, W.3.6

5. Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus.

- I can clearly introduce a focus for my topic and provide a concluding section that summarizes my main idea.
- I can develop my ideas using sources to gather concrete details, facts, quotes, and other information related to my focus.
- I can organize my ideas and details into paragraphs and sections, using linking words and phrases to convey meaning leading up to a believable conclusion.
- With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, and relevant visuals).

Aligned Standards: W.3.3.2, W.3.3.2.b, W.3.3.2.c, W.3.3.2.d, W.3.4, W.3.5, W.3.6

6. Students will analyze a topic or text(s) and apply organizational strategies and evidence to support an opinion for varied audiences.

- I can state an opinion that answers a question about a topic or text.
- I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason.
- I can connect reasons and facts with linking words and provide a conclusion that restates my opinion.
- With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, and relevant visuals).

Aligned Standards: W.3.1, W.3.1a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.4, W.3.5, W.3.6

7. Students will speak effectively to express ideas for a variety of purposes and audiences. Students will listen, view, and interpret information from a variety of sources and formats, in order to make meaning and respond effectively.

- I can use grade-appropriate grammar, mechanics, and vocabulary to clarify a message appropriate to the purpose and audience when speaking.
- I can gather and organize information, and orally deliver short and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.
- I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas.

Aligned Standards: SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.3

8. Students will engage in group and individual research/inquiry to investigate topics of individual or shared interest and to analyze, integrate, and present information.

- I can conduct short research projects to investigate different aspects of a broader topic, event, or concept.
- I can locate, organize by sorting into provided categories, and analyze information from print and non-print sources to support my development of central ideas and subtopics.
- With support, I can edit and revise my work for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, relevant visuals).

Aligned Standards: W.3.4, W.3.5, W.3.6, W.3.7, W.3.8