

***GRADE 3 ENGLISH
LANGUAGE ARTS (ELA)
GLEs Color Coded***

GLE content to be taught and *tested* in Grade 3 ELA in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text	Aligned CCSS #
ELA.3.1	Decode words using knowledge of base words, root words, and common prefixes and suffixes	RF.3.3
ELA.3.2	Decode similar words (e.g., <i>supper</i> vs. <i>super</i>) using knowledge of basic syllabication rules	RF.3.3
ELA.3.3	Identify and explain words with multiple meanings using contextual clues	L.3.4
ELA.3.4	Demonstrate knowledge of the meanings of common prefixes and suffixes	L.3.4 RF.3.3
ELA.3.5	Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations	L.3.4
ELA.3.6	Determine meanings of unfamiliar words using a variety of strategies, including: <ul style="list-style-type: none"> • knowledge of common antonyms, synonyms, homonyms, and homographs • use of context clues • identification of base words and root words 	RL.3.4 L.3.4 L.3.5
ELA.3.8	Identify story elements including: <ul style="list-style-type: none"> • theme • conflict • character traits, feelings, and motivation 	RL.2.3 RL.3.2 RL.3.3
ELA.3.10	Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses	RL.3.2
ELA.3.12	Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression	RF.3.4
ELA.3.13	Read texts, chapter books, and informational materials silently at independent reading level	RL.3.10 RI.3.10
ELA.3.14	Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses	RL.3.9

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ELA.3.17	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> • sequencing events • making predictions using information from texts • making simple inferences and drawing conclusions about information in texts • comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts • distinguishing between a main idea and a summary • identifying main ideas of texts 	RI.K.3 RI.1.9 RI.2.9 RL.3.1 RL.3.6 RL.3.9 RI.3.1 RI.3.2 RI.3.7 RI.3.9
ELA.3.20	Explain the author's viewpoint using information from the text	RI.3.6
ELA.3.22	Write compositions of two or more paragraphs that are organized with the following: <ul style="list-style-type: none"> • a central idea • a logical, sequential order • supporting details that develop ideas • transitional words within and between paragraphs 	W.3.4 W.3.2
ELA.3.23	Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose	L.3.3
ELA.3.24	Develop compositions of two or more paragraphs using writing processes such as the following: <ul style="list-style-type: none"> • selecting a topic • prewriting using strategies such as brainstorming, locating information, and generating graphic organizers • drafting • conferencing with teachers • revising and proofreading • creating a final draft for publication 	W.3.5
ELA.3.25	Develop organized one- and two-paragraph compositions using description and narration	W.3.3
ELA.3.26	Use a variety of literary devices, including idioms and personification, in written responses and compositions	W.3.3
ELA.3.27	Write for various purposes, including: <ul style="list-style-type: none"> • informal letters using appropriate letter format • book reports and informational compositions that include main ideas and significant details from the text 	W.3.2 W.3.4
ELA.3.29	Use standard English punctuation, including: <ul style="list-style-type: none"> • commas to separate phrases in a series • commas to separate parts of addresses 	L.3.2
ELA.3.30	Capitalize the first word in direct quotations and proper adjectives (e.g., <i>American flag</i> , <i>Mexican food</i>)	L.3.2

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ELA.3.31	Write using standard English structure and usage, including: <ul style="list-style-type: none"> • avoiding run-on sentences • using verbs in the future tense • making subjects and verbs agree in sentences with simple and compound subjects and predicates 	L.3.1
ELA.3.32	Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> • using standard future verb tenses • using a variety of conjunctions, such as <i>although, since, until, and while</i>, in constructing sentences • using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions • identifying and using irregular plural nouns correctly • using first-, second-, and third-person pronouns correctly • selecting and using adverbs that modify according to time, place, manner, and degree • identifying and using irregular verb tenses 	L.3.1
ELA.3.33	Spell grade-appropriate words, including: <ul style="list-style-type: none"> • multisyllabic words made up of both base words and roots and common prefixes and suffixes • compound words • common homophones 	L.3.2
ELA.3.34	Follow common spelling generalizations, including <i>qu-</i> , consonant doubling, and changing <i>-y</i> to <i>-i</i>	L.3.2
ELA.3.36	Use a variety of resources, including online and print dictionaries and spell checkers to check spelling	L.3.2
ELA.3.45	Locate information using organizational features of a variety of resources, including: <ul style="list-style-type: none"> • electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features • printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings • the Dewey Decimal system • electronic and online catalogs 	RI.3.5
ELA.3.46	Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs	W.3.8
ELA.3.48	Use keywords to take notes from written sources	W.3.8
ELA.3.49	Complete simple outlines with main topics and subtopics that reflect the information gathered	W.3.8
ELA.3.50	Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects	W.3.6 W.3.7

CCSS, extended CCSS content (highlighted), and GLEs to be taught but *not tested* in 2012-13 and 2013-14

GLE #	Grade-Level Expectation Text	
ELA.3.37	Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking	
ELA.3.39	Tell a complex story that includes the following: <ul style="list-style-type: none"> • a central idea • ideas and details organized chronologically 	
ELA.3.40	Give rehearsed oral presentations that include the following: <ul style="list-style-type: none"> • expression of an opinion about a text, topic, or idea • relevant facts and details from multiple sources 	
ELA.3.41	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts)	
ELA.3.42	Use active listening strategies, including: <ul style="list-style-type: none"> • asking questions and responding to ideas/opinions • giving oral responses, such as explanations of written and/or spoken texts 	
ELA.3.44	Assume the role of discussion leader, contributor, and active listener	
CCSS #	Common Core State Standard Text	Year to be Implemented
RF.3.4	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expressions on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.¹ 	2012-13
RI.3.2	Determine the main idea of a text, recount the key details and explain how they support the main idea.	2012-13
RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>).	2012-13
RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	2012-13
RL.3.1 RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	2012-13
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2012-13

¹ The highlighted CCSS match GLEs, but the highlighted CCSS content goes beyond the GLEs and will be added to the curriculum in the year shown.

CCSS, extended CCSS content (highlighted), and GLEs to be taught but *not tested* in 2012-13 and 2013-14

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	2012-13
RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	2012-13
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).	2012-13
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. d. Provide a concluding statement or section.	2012-13
W.3.7	Conduct short research projects that build knowledge about a topic.	2012-13
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	2013-14
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	2013-14
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	2013-14
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.	2013-14
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	2013-14
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).	2013-14
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	2013-14
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	2013-14

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W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	2013-14
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.	2013-14
W.3.10	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 discipline-specific tasks, purposes, and audiences.	2013-14

Reading and Responding – 31%

Standard 1: Read, Comprehend and Respond – 21% (GLEs 1,2, 3, 4, 5, 6, 8, 10, 12, 13)

Standard 6: Read, Analyze, Respond to Literature – 0% (GLE 14)

Standard 7: Apply Reasoning and Problem Solving Skills – 10% (GLEs 17, 20)

Standard 2: Write Competently – 16% (GLEs 22, 23, 24, 25, 26, 27)

Standard 3: Use Conventions of Language – 44% (GLEs 29, 30, 31, 32, 33, 34, 36)

Standard 5: Locate, Select, Synthesize Information – 7% (GLEs 45, 46, 48, 49, 50)

NOT CURRENTLY ASSESSED

2012 – 2013 and 2013 – 2014 Third Grade ELA Transitional Curriculum Map