

## Summary of Changes Document 2010 AZ English Language Arts Standards

### Grade 3 Reading Standards for Literature

AZ Strand, Concept, PO	ELA Cluster	Movement
	<b>Key Ideas and Details</b>	
	3.RL.1: n/a	
R04.S2C1.03: Identify the moral of literary selections (e.g., fables, folktales, fairytales, legends). R05.S2C1.02: Identify the theme (moral, lesson, meaning, message, view or comment of life) of a literary selection.	3.RL.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.	From G4 to G3 From G5 to G3
R02.S2C1.01: Describe literary elements of text including characters, plot,(specific events, problem and solution), and setting. R04.S1C2.05: Describe a character’s traits using textual evidence (e.g., dialogue, actions, narrations, illustrations). R05.S1C2.04: Analyze how a character’s traits influence that character’s actions.	3.RL.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	From G2 to G3 From G4 to G3 From G5 to G3
	<b>Craft and Structure</b>	
R04.S1C4.02: Use context to determine the relevant meaning of a word. R04.S1C4.03: Determine the difference between figurative language and literal language. R04.S1C4.04: Identify figurative language, including similes, personification, and idioms.	3.RL.4: Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.	From G4 to G3
R04.S2C1.09: Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry. R04.S2C1.10: Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	3.RL.5: Refer to parts of stories, drama, 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.	From G4 to G3
R05.S2C1.05: Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	3.RL.6: Distinguish their own point of view from that of the narrator or those of the characters.	From G5 to G3
	<b>Integration of Knowledge and Ideas</b>	
R04.S1C6.01: Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words). R04.S2C1.05: Describe a character’s traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	3.RL.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).	From G4 to G3 From G5 to G3
	3.RL.8-9: n/a	
	<b>Range of Reading and Level of Text Complexity</b>	
	3.RL.10: n/a	

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**Grade 3 Reading Standards for Informational Text**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Key Ideas and Details</b>	
	3.RI.1-2: n/a	
R04.S1C6.06: Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text. R04.S3C1.07: Distinguish cause and effect. R04.S3C2.07: Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	3.RI.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.	From G4 to G3
	<b>Craft and Structure</b>	
	3.RI.4-5: n/a	
R04.S3C1.08: Draw valid conclusions based on information gathered from expository text. R04.S3C3.01: Determine the author’s position regarding a particular idea, subject, concept, or object.	3.RI.6: Distinguish their own point of view from that of the author of a text.	From G4 to G3
	<b>Integration of Knowledge and Ideas</b>	
	3.RI.7-10: n/a	
<b>Grade 3 Reading Standards for Reading Foundations</b>		
<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
	<b>Print Concepts</b>	
	3.RF.1: n/a	
	<b>Phonological Awareness</b>	
	3.RF.2: n/a	
	<b>Phonics and Word Recognition</b>	
	3.RF.3: n/a	
	<b>Fluency</b>	
R04.S1C4.021: Use context to determine the relevant meaning of a word.	3.RF.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	From G4 to G3

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### Grade 3 Writing Standards

AZ Strand, Concept, PO	ELA Cluster	Movement
	<b>Text Types and Purposes</b>	
	3.W.1-3: n/a	
	<b>Production or Distribution of Writing</b>	
	3.W.4-6: n/a	
	<b>Research to Build and Present Knowledge</b>	
	3W.7-9: n/a	
	<b>Range of Writing</b>	
	3.W.10: n/a	

### Grade 3 Speaking & Listening Standards

	Comprehension and Collaboration	
LS.R5: Participate in group discussions.	3.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>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).</li> <li>c. Ask questions to check understating of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>	From GK to G3
LS.R4: Listen and respond to stories, poems and nonfiction. (does not explicitly address main idea, details, or diverse media)	3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	From GK to G3
LS.E3: Interpret and respond to questions and evaluate responses both as interviewer and interviewee.	3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	From G4-8 to G3
	Presentation of Knowledge and Ideas	
LS.R1: Tell or retell a personal experience or creative story in a logical sequence. LS.R3: Share ideas, information, opinions and questions	3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	From GK to G3
VP.R3: Create visual representations of personal experiences through media such as drawing, painting, acting and puppetry.	3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	From GK to G3
	3.SL.6: n/a	

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**Grade 3 Language Standards**

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<p>W04.S2C6.12: Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> <li>a. nouns</li> <li>b. action verbs</li> <li>c. personal pronouns</li> <li>d. adjectives</li> <li>e. conjunctions</li> </ul> <p>W04.S2C6.13: Use subject/verb agreement in simple and compound sentences.</p> <p>W04.S2C6.11: Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> <li>a. nouns</li> <li>b. action verbs</li> <li>c. personal pronouns</li> <li>d. adjectives</li> <li>e. conjunctions</li> </ul> <p>R02.S1C3.03: Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p>	<p align="center"><b>Conventions of Standard English</b></p> <p>3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., childhood).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> </ul> <p>AZ.3.L.1</p> <ul style="list-style-type: none"> <li>j. Write and organize a paragraph that groups sentences about a topic.</li> </ul>	<p>From G4 to G3 From G2 to G3</p>
	<p>3.L.2-3: n/a</p>	
<p>R04.S1C4.01: Use knowledge of root words and affixes to determine the meaning of unknown words.</p> <p>R04.S1C4.02: Use context to determine the relevant meaning of a word.</p>	<p align="center"><b>Vocabulary Acquisition and Use</b></p> <p>3.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>From G4 to G3</p>

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**Grade 3 Language Standards continued**

<b>AZ Strand, Concept, PO</b>	<b>ELA Cluster</b>	<b>Movement</b>
R04.S1C4.03: Determine the difference between figurative language and literal language.	<p align="center"><b>Vocabulary Acquisition and Use continued</b></p> 3.L.5: Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul>	From G4 to G3
	3.L.6: n/a	

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