3rd Grade ELA Essential Standards

The identified Essential Standards are targeted for emphasis, indicating that there could be a higher proportion of questions on those standards in the AASA. The state assessment will retain the same length and duration. **ALL STANDARDS remain valid and subject to inclusion in each year's AASA.**

It is essential to recognize that decisions to omit certain standards at the elementary level will have significant repercussions in the secondary grades. Foundational knowledge and skills developed through these standards are critical for ensuring students' success as they progress in their education.

The following document provides justification statements for each essential standard as well as suggested related standards:

<table>
<tr><th colspan="2">Reading Standards for Literature</th></tr>
<tr><th>Essential Standard</th><th>Justification and Related Standards</th></tr>
<tr><td colspan="2">Key Ideas and Details</td></tr>
<tr><td rowspan="3">3.RL.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td><td>Justification: This standard builds foundational skills across all grade levels. It requires students to interact with the text both explicitly and with inferences. It prepares for advanced literary demands.</td></tr>
<tr><td>3.RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td></tr>
<tr><td>3.RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td></tr>
<tr><td>3.RL.2
Recount and paraphrase stories, including</td><td>Justification: This standard provides students with the foundation skills needed to eventually be able to summarize, by recounting and paraphrasing</td></tr>
</table>

fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.	the most important pieces and synthesizing the central message. It allows the students to show mastery of identifying key details and unimportant information.
	3.RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**Justification:** This standard is pivotal for comprehension due to its strength in vocabulary, background knowledge, and semantics.
	3.RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
	3.RL.6 Assess how point of view or purpose shapes the content and style of a text
	3.L.3-3.L.6 Knowledge of Language Standards

Reading Standards for Informational Text	
Essential Standard	**Justification and Supporting Standards**
Key Ideas and Details	
	Justification: This is a cross curricular standard that is needed for lifelong learning. It is a necessary skill to quote and cite what the text says explicitly and in making inferences in later grades.

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**3.RI.3** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	3.RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	3.RI.8 Delineate 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.
3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.	**Justification:** This standard provides students with the foundation skills needed to eventually be able to summarize, by recounting and paraphrasing the most important pieces and synthesizing the main idea. It allows the students to show mastery of identifying key details and unimportant information.
	3.RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	3.RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	3.RI.8 Delineate 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.
Craft and Structure	
3.RI.4 Determine the meaning of general academic	**Justification:** This standard is pivotal for comprehension due to its strength in vocabulary, background knowledge, and semantics.

and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	**3.RI.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
	3.L.3-3.L.6 Knowledge of Language Standards
Integration of Knowledge and Ideas	
3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	**Justification:** The standard requires students to synthesize multiple sources and identify key details to develop their understanding.
	3.RI.6 Assess how point of view or purpose shapes the content and style of a text.
	3.RI.8 Delineate 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.
	3.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading Standards: Foundational Skills	
Essential Standard	**Justification and Supporting Standards**
Fluency	
3.RF.4 Read with sufficient accuracy and fluency to support comprehension.	**Justification**: This standard builds foundational skills across all grade levels and is a necessary and important component of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

	3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.

Writing Standards	
Essential Standard	**Justification and Supporting Standards**
Text Types and Purposes	
3.W.1 Write opinion pieces on topics or texts, using reasons to support one's point of view.	**Justification:** Assesses RI standards at the highest level. Application of informational elements within writing, such as technique, details, transitions, development of ideas
	3.RI.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
	3.W.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.
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**Justification:** Assesses RI standards at the highest level. Application of informational elements within writing, such as technique, details, transitions, development of ideas.
	3.RI.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.)

	3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic
	3.W.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.

Writing Standards: Foundational Skills	
Standard	**Justification and Supporting Standards**
Spelling	
3.WF.3 Know and apply spelling conventions and patterns.	**Justification**: This standard builds foundational writing skills across all grade levels. Foundational skills are not an end in and of themselves; rather, they are a necessary and important component of a comprehensive reading and writing program
	3.RF.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.
	3.WF.1 Demonstrate and apply handwriting skills.

Speaking and Listening Standards	
Standard	**Supporting Standards and Justification**

Comprehension and Collaboration	
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.	**Justification**: This standard requires students to develop a range of broad oral communication and interpersonal skills.
	3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
	3.RI.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).
	3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**Justification**: This standard requires students to develop a range of broad oral communication and interpersonal skills.
	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	3.RI.2 Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

Language Standards	
Standard	**Justification and Supporting Standards**
Conventions of Standard English	

3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	**Justification**: This standard has a focus on understanding words and phrases, their relationships and nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.
	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	**Justification**: This standard is demonstrating the essential "rules" of standard written and spoken English, approaching language as a matter of craft and informed choice.
	3.WF.3 Know and apply spelling conventions and patterns.
	3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)