English Language Arts (B.E.S.T.) Standards

GRADE: 3

Strand: FOUNDATIONAL SKILLS	
Standard 1: Learning and Applying Foundational Reading Skills	
BENCHMARK CODE	**BENCHMARK**

ELA.3.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words.
	
	   a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)
	   b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).
	   c. Decode multisyllabic words.
	
	Clarifications:
	Clarification 1: See Common Greek and Latin Roots 3-5 and Affixes.
	
	Clarification 2: See Affixes and the Parts of Speech They Form.

	Related Access Point(s)
	ELA.3.F.1.AP.3a Decode words with common Greek and Latin roots and affixes (see 3.V.1.2). *Date Adopted or Revised*: 03/22
	ELA.3.F.1.AP.3b Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). *Date Adopted or Revised*: 03/22
	ELA.3.F.1.AP.3c Decode multisyllabic words. *Date Adopted or Revised*: 03/22
ELA.3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. *Clarifications*: *Clarification 1:* See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. *Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. *Clarification 3:* Grade-level texts, for the purposes of fluency, are those within the grade

	[band on quantitative text complexity measures](#) and appropriate in content and qualitative measures.
	Related Access Point(s)
	ELA.3.F.1.AP.4 Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication. _Date Adopted or Revised_: 03/22

Strand: READING

Standard 1: Reading Prose and Poetry

BENCHMARK CODE	BENCHMARK
ELA.3.R.1.1	Explain how one or more characters develop throughout the plot in a literary text. _Clarifications_: _Clarification 1:_ When explaining character development, students will include character traits, feelings, motivations, and responses to situations.
	Related Access Point(s)
	ELA.3.R.1.AP.1 Identify how a character develops throughout the plot in a literary text. _Date Adopted or Revised_: 03/22
ELA.3.R.1.2	Explain a theme and how it develops, using details, in a literary text.
	Related Access Point(s)
	ELA.3.R.1.AP.2 Identify a theme and how it develops, using details, in a literary text. _Date Adopted or Revised_: 03/22
ELA.3.R.1.3	Explain different characters' perspectives in a literary text. _Clarifications_: _Clarification 1:_ The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
	Related Access Point(s)
	ELA.3.R.1.AP.3 Identify different characters' perspectives in a literary text. _Date Adopted or Revised_: 03/22
ELA.3.R.1.4	Identify types of poems: free verse, rhymed verse, haiku, and limerick. _Clarifications_: _Clarification 1:_ For examples of these forms, see [Appendix B.](#)
	Related Access Point(s)
	ELA.3.R.1.AP.4 Identify poems with rhyme and poems without rhyme. _Date Adopted or Revised_: 03/22

Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
ELA.3.R.2.1	Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
	Related Access Point(s)
	ELA.3.R.2.AP.1 Identify the text structures of chronological order, comparison and cause/effect in texts. _Date Adopted or Revised_: 03/22
ELA.3.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.
	Related Access Point(s)

	ELA.3.R.2.AP.2 Identify the central idea and select relevant details that supports that idea in a text. *Date Adopted or Revised*: 03/22
ELA.3.R.2.3	Explain the development of an author's purpose in an informational text.
	Related Access Point(s)
	ELA.3.R.2.AP.3 Identify what evidence is included in an informational text that develops the author's purpose. *Date Adopted or Revised*: 03/22
ELA.3.R.2.4	Identify an author's claim and explain how an author uses evidence to support the claim.
	Related Access Point(s)
	ELA.3.R.2.AP.4 Identify an author's claim and evidence used to support the claim. *Date Adopted or Revised*: 03/22

Standard 3: Reading Across Genres

BENCHMARK CODE	BENCHMARK
ELA.3.R.3.1	Identify and explain metaphors, personification, and hyperbole in text(s). *Clarifications*: *Clarification 1:* In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. *Clarification 2:* See Elementary Figurative Language.
	Related Access Point(s)
	ELA.3.R.3.AP.1 Identify metaphors, personification and hyperbole in text(s). *Date Adopted or Revised*: 03/22

ELA.3.R.3.2	Summarize a text to enhance comprehension.
	
	    a. Include plot and theme for a literary text.
	    b. Use the central idea and relevant details for an informational text.
	
	Clarifications:
	Clarification 1: Most grade-level texts are appropriate for this benchmark.

	Related Access Point(s)
	ELA.3.R.3.AP.2a Identify the plot for a literary text using the student's mode of communication. *Date Adopted or Revised*: 03/22
	ELA.3.R.3.AP.2b Identify the central idea and relevant details for an informational text using the student's mode of communication. *Date Adopted or Revised*: 03/22
ELA.3.R.3.3	Compare and contrast how two authors present information on the same topic or theme.
	Related Access Point(s)
	ELA.3.R.3.AP.3 Compare and contrast important information presented by two authors on the same topic or theme. *Date Adopted or Revised*: 03/22

Strand: COMMUNICATION

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.3.C.1.1	Write in cursive all upper- and lowercase letters.
	Related Access Point(s)
	ELA.3.C.1.AP.1 Write cursive letters with a model. *Date Adopted or Revised*: 03/22
ELA.3.C.1.2	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending. *Clarifications*: *Clarification 1:* See Writing Types.
	Related Access Point(s)
	ELA.3.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending. *Date Adopted or Revised*: 03/22
ELA.3.C.1.3	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion. *Clarifications*: *Clarification 1:* See Writing Types.
	Related Access Point(s)
	ELA.3.C.1.AP.3 Write an opinion about a topic with one supporting reason and a conclusion. *Date Adopted or Revised*: 03/22
ELA.3.C.1.4	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. *Clarifications*: *Clarification 1:* See Writing Types and Elaborative Techniques.
	Related Access Point(s)
	ELA.3.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion. *Date Adopted or Revised*: 03/22
ELA.3.C.1.5	Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. *Clarifications*: *Clarification 1:* As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.
	Related Access Point(s)
	ELA.3.C.1.AP.5 Improve writing as needed by planning, revising and editing with guidance, support and modeling from adults and feedback from peers. *Date Adopted or Revised*: 03/22

Standard 2: Communicating Orally

BENCHMARK CODE	BENCHMARK
ELA.3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

<table>
<tr><td rowspan="2"></td><td>Clarifications:
Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.

Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.</td></tr>
<tr><td>Related Access Point(s)
ELA.3.C.2.AP.1
Express information in a logical sequence, using nonverbal cues, using the student's mode of communication.
Date Adopted or Revised: 03/22</td></tr>
</table>

Standard 3: Following Conventions

BENCHMARK CODE	BENCHMARK
ELA.3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: Clarification 1: Skills to be mastered at this grade level are as follows: - Conjugate regular and irregular verb tenses. - Form and use regular and frequently occurring irregular plural nouns. - Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs. - Form and use irregular plural nouns. - Form and use the progressive and perfect verb tenses. - Use simple modifiers. - Use prepositions and prepositional phrases. - Form and use compound sentences. - Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address. Skills to be implemented but not yet mastered are as follows: - Use subject-verb agreement with intervening clauses and phrases. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. - Use conjunctions. - Use principal modals to indicate the mood of a verb. - Use appositives, main clauses, and subordinate clauses. Clarification 2: See Convention Progression by Grade Level for more information.

<table>
<tr><td></td><td>Related Access Point(s)
ELA.3.C.3.AP.1
Follow the rules of standard English grammar, punctuation, capitalization and spelling.

Use interjections.
Use apostrophes to form contractions.
Identify quotation marks with dialogue and direct quotations.</td></tr>
</table>

	Identify prepositions and prepositional phrases. *Date Adopted or Revised*: 03/22

Standard 4: Researching

BENCHMARK CODE	BENCHMARK
ELA.3.C.4.1	Conduct research to answer a question, organizing information about the topic from multiple sources. *Clarifications*: *Clarification 1:* While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
	Related Access Point(s)
	ELA.3.C.4.AP.1 Participate in research to answer a question, organizing information about the topic from multiple sources. *Date Adopted or Revised*: 03/22

Standard 5: Creating and Collaborating

BENCHMARK CODE	BENCHMARK
ELA.3.C.5.1	Use two or more multimedia elements to enhance oral or written tasks. *Clarifications*: *Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.
	Related Access Point(s)
	ELA.3.C.5.AP.1 Identify one or more multimedia elements to enhance oral and written tasks. *Date Adopted or Revised*: 03/22
ELA.3.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
	Related Access Point(s)
	ELA.3.C.5.AP.2 Use digital writing tools individually or collaboratively to draft writing with support from adults. *Date Adopted or Revised*: 03/22

Strand: VOCABULARY

Standard 1: Finding Meaning

BENCHMARK CODE	BENCHMARK
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. *Clarifications*: *Clarification 1:* Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
	Related Access Point(s)

	ELA.3.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of communication. *Date Adopted or Revised*: 03/22
ELA.3.V.1.2	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. *Clarifications*: *Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes.
	Related Access Point(s)
	ELA.3.V.1.AP.2 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. *Date Adopted or Revised*: 03/22
ELA.3.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. *Clarifications*: *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2:* See Context Clues and Word Relationships. *Clarification 3:* See ELA.3.R.3.1 and Elementary Figurative Language.
	Related Access Point(s)
	ELA.3.V.1.AP.3 Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words in appropriate to grade-level content at the student's ability level. *Date Adopted or Revised*: 03/22