

Third Grade Kansas College & Career Readiness Standards for ELA

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

LITERATURE - Key Ideas and Details																			
RL1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.																		
dates ---->																			
RL2	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.																		
dates ---->																			
RL3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.																		
dates ---->																			
LITERATURE - Craft and Structure																			
RL4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.																		
dates ---->																			
RL5	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.																		
dates ---->																			
RL6	Distinguish their own point of view from that of the narrator or those of the characters.																		
dates ---->																			
LITERATURE - Integration of Knowledge and Ideas																			
RL7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story																		
dates ---->																			
RL9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters																		
dates ---->																			
RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.																		
dates ---->																			
INFORMATIONAL TEXT - Key Ideas and Details																			
RI1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.																		
dates ---->																			
RI2	Determine the main idea of a text; recount the key details and explain how they support the main idea.																		
dates ---->																			
RI3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using																		
dates ---->																			
INFORMATIONAL TEXT - Craft and Structure																			
RI4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.																		
dates ---->																			
RI5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.																		
dates ---->																			

RI6	Distinguish their own point of view from that of the author of a text.
dates ---->	
INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
RI7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text
dates ---->	
RI8	Describe the logical connection between particular sentences and paragraphs in a text
dates ---->	
RI9	Compare and contrast the most important points and key details presented in two texts on the same topic.
dates ---->	
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
RI10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end
dates ---->	
FOUNDATIONAL SKILLS - Phonics and Word Recognition	
RF3	Know and apply grade-level phonics and word analysis skills in decoding words.
dates ---->	
RF3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
dates ---->	
RF3b	Decode words with common Latin suffixes.
dates ---->	
RF3c	Decode multisyllable words.
dates ---->	
RF3d	Read grade-appropriate irregularly spelled words.
dates ---->	
FOUNDATIONAL SKILLS - Fluency	
RF4	Read with sufficient accuracy and fluency to support comprehension.
dates ---->	
RF4a	Read on-level text with purpose and understanding.
dates ---->	
RF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
dates ---->	
RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
dates ---->	
WRITING - Text Types and Purposes	
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
dates ---->	
W1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
dates ---->	
W1b	Provide reasons that support the opinion.
dates ---->	

W1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
dates ---->	
W1d	Provide a concluding statement or section.
dates ---->	
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
dates ---->	
W2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
dates ---->	
W2b	Develop the topic with facts, definitions, and details.
dates ---->	
W2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
dates ---->	
W2d	Provide a concluding statement or section.
dates ---->	
W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
dates ---->	
W3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
dates ---->	
W3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to
dates ---->	
W3c	Use temporal words and phrases to signal event order.
dates ---->	
W3d	Provide a sense of closure.
dates ---->	
WRITING - Production and Distribution of Writing	
W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
dates ---->	
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
dates ---->	
W6	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.
dates ---->	
WRITING - Research to Build and Present Knowledge	
W7	Conduct short research projects that build knowledge about a topic.
dates ---->	
W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into
dates ---->	
WRITING - Range of Writing	
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or
dates ---->	

<i>SPEAKING & LISTENING - Comprehension & Collaboration</i>																									
SL1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.																								
dates ---->																									
SL1a	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.																								
dates ---->																									
SL1b	Follow agreed-upon rules for discussions																								
dates ---->																									
SL1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.																								
dates ---->																									
SL1d	Explain their own ideas and understanding in light of the discussion.																								
dates ---->																									
SL2	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.																								
dates ---->																									
SL3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.																								
dates ---->																									
<i>SPEAKING & LISTENING - Presentation of Knowledge and Ideas</i>																									
SL4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an																								
dates ---->																									
SL5	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.																								
dates ---->																									
SL6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.																								
dates ---->																									
<i>LANGUAGE - Conventions of Standard English</i>																									
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																								
dates ---->																									
L1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.																								
dates ---->																									
L1b	Form and use regular and irregular plural nouns.																								
dates ---->																									
L1c	Use abstract nouns (e.g., childhood).																								
dates ---->																									
L1d	Form and use regular and irregular verbs.																								
dates ---->																									
L1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.																								
dates ---->																									
L1f	Ensure subject-verb and pronoun-antecedent agreement.																								
dates ---->																									

	L1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
dates ---->		
	L1h	Use coordinating and subordinating conjunctions.
dates ---->		
	L1i	Produce simple, compound, and complex sentences.
dates ---->		
	L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
dates ---->		
	L2a	Capitalize appropriate words in titles.
dates ---->		
	L2b	Use commas in addresses
dates ---->		
	L2c	Use commas and quotation marks in dialogue.
dates ---->		
	L2d	Form and use possessives.
dates ---->		
	L2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
dates ---->		
	L2f	Use spelling patterns and generalizations in writing words.
dates ---->		
	L2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
dates ---->		
LANGUAGE - Knowledge of Language		
	L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
dates ---->		
	L3a	Choose words and phrases for effect.
dates ---->		
	L3b	Recognize and observe differences between the conventions of spoken and written standard English.
dates ---->		
LANGUAGE - Vocabulary Acquisition and Use		
	L4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
dates ---->		
	L4a	Use sentence-level context as a clue to the meaning of a word or phrase.
dates ---->		
	L4b	Determine the meaning of the new word formed when a known affix is added to a known word
dates ---->		
	L4c	Use a known root word as a clue to the meaning of an unknown word with the same root
dates ---->		
	L4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
dates ---->		
	L5	Demonstrate understanding of word relationships and nuances in word meanings.
dates ---->		

	L5a Distinguish the literal and nonliteral meanings of words and phrases in context
dates ---->	
	L5b Identify real-life connections between words and their use
dates ---->	
	L5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty
dates ---->	
L6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships
dates ---->	

KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)

LITERACY LEARNING

LL1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
dates ---->	
LL2	Use meta-cognitive strategies to monitor literacy learning progress.
dates ---->	
LL3	Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
dates ---->	
LL4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
dates ---->	
LL5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
dates ---->	

READING

R11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
dates ---->	
R12	Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate
dates ---->	

WRITING

W11	Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined in writing anchor standards 1, 2, and 3.
dates ---->	
W12	Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of the 6-trait model.
dates ---->	