

3rd Grade ELA Power Standards

Power Standards were chosen by grade level representatives June 2022 utilizing the [2020 Wisconsin Standards for English Language Arts](#).

Reading Foundations

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words that include all learned syllable patterns.
- d. Read grade-appropriate irregularly spelled words.
- e. Apply common encoding rules.
- f. Know when to drop the final e when adding endings.
- g. Know when to double the final consonant when adding a suffix.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text 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.

Reading

R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.

R.3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details.

R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations.

Writing

W.3.2: Write text in a variety of modes including opinion, informative and narrative.

- a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.

b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.

c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.

W.3.5: With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking & Listening

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.

a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.

b. Follow agreed-upon norms for discussions.

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.

SL.3.2: Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.

SL.3.4: Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.

Language

L.3.2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of new words when a suffix or prefix is added.
- c. Use resources to determine word meanings

L.3.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

- a. Irregular and regular nouns and verbs.
- b. Simple verb tenses.
- c. Subject-verb agreement.
- d. Simple and compound sentences.
- e. Easily confused words (e.g., to, too, two).

L.3.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English

Appropriately use and explain the intended purpose in conventions with:

- a. Titles.
- b. Quotation marks for speech.
- c. Possessives.
- d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- e. Use conventional spelling for high frequency words.
- f. Use conventional spelling for adding suffixes to basic words.
- g. Use learned syllable patterns and reference materials to solve and write unknown words.