

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 3**

READING: LITERATURE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	1. READING: Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Demonstrate understanding of text by referring explicitly to the text for answers. (3.1.1.1)	(None)	
3	1. READING: Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Retell stories, including fables and folktales, and myths from diverse cultures (3.1.2.2) <ul style="list-style-type: none"> • Determine the central message, lesson, or moral • Explain how it is conveyed through key details in the text. 	<ul style="list-style-type: none"> • Recount means retell. 	

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READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	1. READING: Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3.1.3.3)	<ul style="list-style-type: none"> • Items may address characterization in a poem as well as a story. • Items may address basic and/or complex characterization. • When assessing characterization, items may include evaluation of: <ul style="list-style-type: none"> - character traits (emotions, motivations, attitudes, intentions) - methods of characterization (behavior/actions, dialogue/speech, thoughts) - characters' influence or affect on story/plot development (sequence of events, setting—time and place—and /or theme) - comparison/contrast of characters - conflict within, between, and/or among characters - impact of setting on characters - prediction of characters' likely action in the future • Items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot. • Items may assess literary elements as stand-alone features (e.g., students may be required to identify the events that comprise the main plot, or students may be required to identify the setting of a story). 	

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READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	2. READING: Literature	(Continued)	(Continued)	(Continued) <ul style="list-style-type: none"> • Items may assess literary elements in relationship to one another (e.g., students may be required to understand how setting impacts conflict, or how the sequence of events shapes the resolution, etc.). • In the case of first person point-of-view where the narrator is a character in the passage, items may assess literary point-of-view. 	
3	1. READING: Literature	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text. (3.1.4.4) • Distinguish literal from nonliteral language, including figurative language such as similes. (3.1.4.4) 	(None)	
3	1. READING: Literature	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.	<ul style="list-style-type: none"> • Refer to parts of stories, dramas, and poems when writing or speaking about a text. (3.1.5.5) • Use terms such as chapter, scene, and stanza to describe how each successive part builds on earlier sections. (3.1.5.5) 	<ul style="list-style-type: none"> • Items may assess distinguishing features of fiction, drama, or poetry. • Writing and speaking will be assessed at the classroom level only. 	

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READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	1. READING: Literature	6. Assess how point of view or purpose shapes the content and style of a text.	Distinguish their own point of view from that of the narrator or those of the characters. (3.1.6.6)	<ul style="list-style-type: none"> • The term their own refers to the students taking the assessment. • Items may assess a character’s point-of-view/perspective. 	
3	1. READING: Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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). (3.1.7.7)	(Assessed at classroom level only.)	
3	1. READING: Literature	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.	(Not applicable to literature)	(None)	
3	1. READING: Literature	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.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3.1.9.9)	(Assessed at classroom level only.)	

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READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	1. READING: Literature	10. Read and comprehend complex literary and information texts independently and proficiently.	By the end of the year (3.1.10.10) <ul style="list-style-type: none"> • Select, read and comprehend literature and other texts including stories, dramas, and poetry independently and proficiently. The literature should be at the high end of the grades 2-3 text complexity band. • Self-select texts for personal enjoyment, interest, and academic tasks. 	(None)	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
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READING: INFORMATIONAL TEXT

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	2. READING: Informational Text	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Demonstrate understanding of text by referring explicitly to the text for answers. (3.2.1.1)	(None)	
3	2. READING: Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> • Determine the main idea of a text. (3.2.2.2) • Re-count the key details. (3.2.2.2) • Explain how they support the main idea. (3.2.2.2) 	<ul style="list-style-type: none"> • Recount means retell. 	

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READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	2. READING: Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Using language pertaining to time, sequence, and cause and effect, describe the relationship between (3.2.3.3) <ul style="list-style-type: none"> • a series of historical events • scientific ideas or concepts • steps in technical procedures. 	<ul style="list-style-type: none"> • Items do not exclusively assess historical, scientific, or technical texts. • The term concept refers to big ideas (e.g., perceptions, thoughts, theories, or models). • Technical procedures in a text may refer to, but are not limited to, a how-to text, a list of procedures, directions, etc. • Items include, but are not limited to, understanding sequence of events and their effect on individuals; cause and effect; impact of setting on individuals (e.g., inventors) and process (e.g., the weather's impact on commercial fishing); and prediction. • Items may include analysis of the motivation of individuals—real people—and/or interpretation of their actions based on events. • In the case of literary nonfiction presented as a narrative, such as a memoir, introduction of real people or characters and/or events and their development may be assessed via plot technique (i.e., exposition, rising action), etc. 	

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READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	2. READING: Informational Text	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of general academic and subject-specific words and phrases in a text relevant to a grade 3 topic or subject area. (3.2.4.4)	(None)	
3	2. READING: Informational Text	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.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (3.2.5.5)	<ul style="list-style-type: none"> • Use means refer to or recognize the impact of. • Items may address author’s method of organization for nonfiction text; problem/solution; cause/effect; compare/contrast; chronological order; classification; description. 	

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READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	2. READING: Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	Distinguish/determine their own point of view from that of the author of a text. (3.2.6.6)	<ul style="list-style-type: none"> • The term their own refers to the students taking the assessment. • When assessing the point-of-view of the author, items may use the terms author’s point-of-view and author’s perspective. These terms are interchangeable solely as they relate to the author’s purpose. • When assessing literary nonfiction, items may address literary point-of-view (i.e., the method of narration). • The terms author’s point-of-view and author’s perspective, solely as they relate to the author’s purpose, may be used. (In literary nonfiction, the author and the narrator may be—but are not necessarily—one and the same.) 	

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READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	2. READING: Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Use information gained from illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding (e.g., where, when, why, and how key events occur). (3.2.7.7)	(Assessed at classroom level only.)	
3	2. READING: Informational Text	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.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3.2.8.8)	<ul style="list-style-type: none"> • Items may assess adequacy, accuracy and appropriateness of author’s evidence and credibility of sources. • Items may assess the identification of author’s use of fact versus opinion or the appropriateness of author’s defense of facts or opinions. • Items may examine cause-and-effect relationships. 	
3	2. READING: Informational Text	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.	Compare and contrast the most important points and key details presented in two texts on the same topic. (3.2.9.9)	(Assessed at classroom level only.)	

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READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	MCA III Test Specifications	Notes
3	2. READING: Informational Text	10. Read and comprehend complex literary and information texts independently and proficiently.	By the end of the year (3.2.10.10) <ul style="list-style-type: none"> • Read and comprehend informational texts, including history/social studies, science, and technical texts independently and proficiently. The literature should be within the high end of the grades 2-3 text complexity band. • Self-select texts for personal enjoyment, interest, and academic tasks. 	(None)	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
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READING: FOUNDATIONAL SKILLS

L e v e l	Strand/Sub- strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	3. READING: Foundational Skills	0. No related anchor standard	<p>Know and apply grade-level phonics and word analysis skills in decoding words: (3.3.0.3)</p> <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode word with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words, including high-frequency words. 	
3	3. READING: Foundational Skills	0. No related anchor standard	<p>Read with sufficient accuracy and fluency to support comprehension: (3.3.0.4)</p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	

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WRITING

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons. (<i>e.g. persuasive writing or book review</i>) (3.6.1.1)</p> <ul style="list-style-type: none"> • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use transition words and phrases (<i>e.g., because, therefore, since, for example</i>) to connect opinion and reasons. • Provide a concluding statement or section. 	
3	6. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (<i>e.g. non-fiction research, how to, biography</i>) (3.6.2.2)</p> <ul style="list-style-type: none"> • Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. • Develop the topic with facts, definitions, and details. • Use transition words and phrases (<i>e.g., also, another, and, more, but</i>) to connect ideas within categories of information. • Provide a concluding statement or section. 	
3	6. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (<i>e.g. descriptive stories, response to literature, formal letter, and poetry</i>) (3.6.3.3)</p> <ul style="list-style-type: none"> • Establish a situation, introduce a narrator and/or characters, and organize an event sequence. • Use dialogue, actions, thoughts, and feelings to develop story events. • Use transitional words and phrases to signal event order. • Provide a sense of closure. 	

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WRITING (continued)

	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (3.6.4.4)	
3	6. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) (3.6.5.5) <ul style="list-style-type: none"> • Follow the guidelines of the Six Traits of Writing Model as appropriate: <ul style="list-style-type: none"> - Ideas - Organization - Word Choice - Fluency - Voice - Conventions 	
3	6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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. (3.6.6.6)	
3	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects that build knowledge about a topic. <i>Benchmark 7 can be embedded into Benchmark 2.</i> (3.6.7.7)	

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WRITING (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	6. WRITING	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.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3.6.8.8)	
3	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	(Begins in grade 4)	
3	6. WRITING	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (3.6.10.10) <ul style="list-style-type: none"> • Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. 	

**2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

L e v e l	Strand/Sub- strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<p>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. (3.8.1.1)</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore idea under discussion. • Follow agreed-upon rules for discussions for example: <ul style="list-style-type: none"> - Gain the floor in respectful ways. - Actively listen to others with care. - Speak one at a time about the topics and texts under discussion. - Use voice level appropriate for language situation • Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others. • Explain own ideas and understanding in light of the discussion. • Cooperate and compromise as appropriate for productive group discussion. • Follow multi-step oral directions. 	
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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. (3.8.2.2)	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3.8.3.3)	
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Report on a topic/text. (3.8.4.4) <ul style="list-style-type: none"> • Avoid plagiarism by identifying sources. • Speak clearly at an understandable pace. Tell a story, or recount an experience. (3.8.4.4) <ul style="list-style-type: none"> • Use appropriate facts. • Use relevant, descriptive details. • Speak clearly at an understandable pace. 	
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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. (3.8.5.5)	
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	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.) (3.8.6.6)	

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SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	<p>Distinguish among, understand, and use different types of print, digital, and multimodal media. (3.8.7.7)</p> <ul style="list-style-type: none"> • Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). • Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used. • Check for accuracy in pictures and images. • Recognize safe practices in personal media communications. 	
3	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	<p>With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) (3.8.8.8)</p> <ul style="list-style-type: none"> • With prompting and support, critique each found image under consideration for use in a multimedia project. <ul style="list-style-type: none"> - Evaluate for its appropriateness to purpose. - Evaluate its effectiveness in conveying the message. - Evaluate its effect on the intended audience and justify its use in the project. • Share the work with an audience. 	

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LANGUAGE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (3.10.1.1)</p> <ul style="list-style-type: none"> • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns (e.g., <i>childhood</i>). • Form and use regular and irregular verbs. • Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. • Ensure subject-verb and pronoun-antecedent agreement. • Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. • Use coordinating and subordinating conjunctions. • Produce simple, compound, and complex sentences. 	
3	10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3.10.2.2)</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use commas in addresses. • Use commas and quotation marks in dialogue. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	

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LANGUAGE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. (3.10.3.3)</p> <ul style="list-style-type: none"> • Choose words and phrases for effect. • Recognize and observe differences between the conventions of spoken and written standard English. 	
3	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials, as appropriate.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (3.10.4.4)</p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	

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LANGUAGE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 3 Benchmark	Notes
3	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<p>Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. (3.10.5.5)</p> <ul style="list-style-type: none"> • Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). • Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). 	
3	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (3.10.6.6)</p>	