

Willington Public Schools
Grade 3
End of Trimester 2
Language Arts Performance Expectations

<p>Reads Literature</p>	<p><i>Reads Literature Using Key Ideas and Details</i></p> <ul style="list-style-type: none"> ● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● 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. ● Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <p><i>Reads Literature Using craft and Craft and Structure</i></p> <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ● Distinguish their own point of view from that of the narrator or those of the characters. <p><i>Reads Literature Integrating Knowledge and Ideas</i></p> <ul style="list-style-type: none"> ● 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). ● 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). <p><i>Range of reading and level of text complexity</i></p> <ul style="list-style-type: none"> ● Scored trimester 3
<p>Reading Informational Text</p>	<p><i>Reads Informational Text Using Key Ideas and Details</i></p> <ul style="list-style-type: none"> ● Taught trimester 3 <p><i>Reads Informational Text Identifying Craft and Structure</i></p> <ul style="list-style-type: none"> ● Taught trimester 3 <p><i>Reads Informational Text Integrating Knowledge and Ideas</i></p>

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<p>Reading - Foundational Skills</p>	<p><i>Demonstrates Foundational Skills by Applying Phonics and Word Recognition</i></p> <ul style="list-style-type: none"> ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode multi-syllable words. ● Read grade-appropriate irregularly spelled words. <p><i>Demonstrates Foundational Skills with Sufficient Accuracy and Fluency in Grade Level Text</i></p> <ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. ● Read grade-level text with purpose and understanding. ● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>Writing</p>	<p><i>Uses Text Types for Various Purposes to Compose a Written Piece</i></p> <ul style="list-style-type: none"> ● Write opinion pieces on topics or texts, supporting a point of view with reasons. ● 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 linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● Provide a concluding statement or section. <p><i>Produces and Shares Multiple Writing Pieces Through a Variety of Tools</i></p> <ul style="list-style-type: none"> ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <p><i>Collects Research to Build and Present Knowledge Through Various Written Pieces</i></p>

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<p>Speaking and Listening</p>	<p><i>Uses Speaking and Listening Skills to Comprehend and Collaborate with Others</i></p> <ul style="list-style-type: none"> ● Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ● Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ● Explain own ideas and understanding in light of the discussion. ● 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. ● Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <p><i>Uses Speaking and Listening Skills to Present Knowledge and Ideas</i></p> <ul style="list-style-type: none"> ● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<p>Language</p>	<p><i>Demonstrates Understanding of Conventions in Standard English Grammar when Writing and Speaking</i></p> <ul style="list-style-type: none"> ● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. ● Capitalize appropriate words in titles. ● Form and use regular and irregular verbs. ● Form and use regular and irregular plural nouns. ● Use quotation marks in dialogue. ● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ● 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. ● Choose words and phrases for effect.

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| | <ul style="list-style-type: none">● Recognize and observe differences between the conventions of spoken and written Standard English.● Use abstract nouns (e.g., childhood).● Ensure subject-verb and pronoun –antecedent agreement.● Produce simple, compound and complex sentences. |
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Acquire and Use Grade Appropriate Vocabulary and Phrases

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| | <ul style="list-style-type: none">● 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.● Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).● Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
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