

3rd Grade PA English Language Arts Core Standards - Eligible Content Checklist

Appendix C-3

Teacher: \_\_\_\_\_

|                            |   | Introduced | Practiced | Assessed | Spiral Reviewed | Reassessed |
|----------------------------|---|------------|-----------|----------|-----------------|------------|
| <b>Foundational Skills</b> |   |            |           |          |                 |            |
| <b>1.1</b>                 | <b>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>   |            |           |          |                 |            |
|                            | <b>Book Handling</b>  |            |           |          |                 |            |
| CC.1.1.3.A                 | Intentionally Blank   |            |           |          |                 |            |
|                            | <b>Print Concepts</b>   |            |           |          |                 |            |
| CC.1.1.3.B                 | Intentionally Blank   |            |           |          |                 |            |
|                            | <b>Phonological Awareness</b>   |            |           |          |                 |            |
| CC.1.1.3.C                 | Demonstrate understanding of <b>spoken words, syllables, and sounds</b> (phonemes).   |            |           |          |                 |            |
|                            | <b>Phonics and Word Recognition</b>   |            |           |          |                 |            |
| CC.1.1.3.D                 | Know and apply grade-level <b>phonics and word analysis skills</b> in decoding words.   |            |           |          |                 |            |
|                            | • <b>Word families, Consonant blends and digraphs, silent letters.</b>  |            |           |          |                 |            |
|                            | • <b>CVC, CVCe patterns, R-controlled vowels, vowel diphthongs, digraphs.</b>   |            |           |          |                 |            |
|                            | • <b>Decode/encode</b> one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant –le, vowel-r |            |           |          |                 |            |
|                            | • Use understanding of the <b>root meanings</b> to comprehend new words.  |            |           |          |                 |            |
|                            | • Identify and know the meaning of the most common <b>prefixes and derivational suffixes</b> (re, pre, in, un, dis, mis, non, -ful, less, -ble, -ly, -or, -ness, -ment).                          |            |           |          |                 |            |
|                            | • Decode words with common <b>Greek and Latin suffixes</b> .  |            |           |          |                 |            |
|                            | • Decode <b>multisyllable words</b> .   |            |           |          |                 |            |
|                            | • Recognize grade appropriate phonemic and morphemic <b>spelling patterns</b> (e.g. eigh- weight, eight, port, portable, support)   |            |           |          |                 |            |
|                            | • Use “ <b>change y to i rule</b> ” (-er, -est)   |            |           |          |                 |            |
|                            | • Decode/encode <b>plurals, possessives, contractions and compound words</b>  |            |           |          |                 |            |
|                            | • Use correct <b>plural forms of words</b>  |            |           |          |                 |            |
|                            | • Decode/encode <b>regularly and irregularly spelled grade appropriate words</b>  |            |           |          |                 |            |
|                            | <b>Fluency</b>  |            |           |          |                 |            |
|                            | Read with accuracy and fluency to <b>support comprehension</b> .  |            |           |          |                 |            |

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| CC.1.1.3.E                                | • <b>Read on-level text</b> with purpose and understanding.   |            |           |          |                 |            |
|   | • <b>Read on-level text orally</b> with accuracy, appropriate rate, and expression on successive readings.  |            |           |          |                 |            |
|   | • <b>Use context</b> to confirm or self-correct word recognition and understanding, rereading as necessary.   |            |           |          |                 |            |
| <b>Informational Text</b>                 |   |            |           |          |                 |            |
| CC.1.2.3.A<br>E03.B-K.1.1.2               | <b>Determine the main idea</b> of a text; recount the key details and explain how they support the main idea. Distinguish between essential and nonessential information.   |            |           |          |                 |            |
| CC.1.2.3.B<br>E03.B-K.1.1.1               | <b>Ask and answer</b> questions about the text and make inferences from text; refer explicitly to text to support inferences about responses. <b>Make predictions and draw conclusions</b> about what will happen next in a story or process and justify.   |            |           |          |                 |            |
| CC.1.2.3.C<br>E03.B-K.1.1.3               | Explain how a <b>series of events, concepts, or steps in a procedure</b> is connected within a text, using language that pertains to time, sequence, and cause/effect. (historical events, scientific ideas or concepts, or steps in technical procedures)  |            |           |          |                 |            |
| <b>Craft &amp; Structure</b>              |   |            |           |          |                 |            |
| CC.1.2.3.D<br>E03.B-C.2.1.1               | Explain the <b>point of view</b> from which a text is written. Identify and distinguish between <b>fact and opinion</b> in a text.  |            |           |          |                 |            |
| CC.1.2.3.E<br>E03.B-C.2.1.2               | Use various <b>text features</b> (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate and interpret information relevant to a topic.   |            |           |          |                 |            |
| <b>Integration of Knowledge and Ideas</b> |   |            |           |          |                 |            |
| CC.1.2.3.G<br>E03.B-C.3.1.3               | <b>Use information</b> gained from text features to demonstrate understanding of a text. <b>Locate information</b> using appropriate sources and strategies. (illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text).  |            |           |          |                 |            |
| CC.1.2.3.H<br>E03.B-C.3.1.1               | Describe <b>how an author connects</b> sentences and paragraphs in a text to support particular points. (Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).   |            |           |          |                 |            |
| CC.1.2.3.I<br>E03.B-C.3.1.2               | <b>Compare and contrast</b> the most important points and key details presented in two texts on the same topic.   |            |           |          |                 |            |
| <b>Vocabulary Acquisition and Use</b>     |   |            |           |          |                 |            |
| CC.1.2.3.K<br>E03.B-V.4.1.1               | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b> based on grade- level reading and content, choosing flexibly from a range of strategies and tools. (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.) |            |           |          |                 |            |
|   | a. Use <b>context as a clue</b> to the meaning of a word or phrase.   |            |           |          |                 |            |
|   | b. Determine the meaning of the <b>new word formed when a known affix is added</b> to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).  |            |           |          |                 |            |

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|                                | c. Determine the <b>meaning of general academic and domain-specific words</b> and phrases used in a text.   |            |           |          |                 |            |
|                                | d. Use a known <b>root word as a clue</b> to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).  |            |           |          |                 |            |
| CC.1.2.3.F<br>E03.B-V.4.1.2    | <b>Determine or clarify the meaning of words and phrases</b> as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. (Demonstrate understanding of word relationships and nuances in word meanings.)   |            |           |          |                 |            |
|                                | a. Distinguish the <b>literal and nonliteral meanings of words and phrases</b> in context (e.g., <i>take steps</i> ).   |            |           |          |                 |            |
|                                | b. Distinguish <b>shades of meaning</b> among related words (e.g., <i>knew, believed, suspected, heard, wondered</i> ).   |            |           |          |                 |            |
| CC.1.2.3.J                     | <b>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases</b> , including those that signal spatial and temporal relationships.   |            |           |          |                 |            |
|                                | Use common, grade-appropriate <b>Greek and Latin affixes and roots</b> as clues to the meaning of a word (e.g. graph)   |            |           |          |                 |            |
| CC.1.2.3.L                     | <b>Read and comprehend literary nonfiction and informational text</b> on grade level, reading independently and proficiently.   |            |           |          |                 |            |
| <b>Literature Text</b>         |   |            |           |          |                 |            |
| <b>Key Ideas &amp; Details</b> |   |            |           |          |                 |            |
| CC.1.3.3.A<br>E03A-K.1.1.2     | <b>Determine the central message, lesson, or moral</b> in literary text; explain how it is conveyed in text through key details. Determine sequence of events, cause/effect, problem/solution. (Poems, Fables, Folktales, Myths, Dramas) Identify the <b>structures in poetry</b> . (Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures) |            |           |          |                 |            |
| CC.1.3.3.B<br>E03.A-K.1.1.1    | <b>Ask and answer questions</b> about the text and make inferences from text; referring explicitly to text to support responses. Make predictions and draw conclusions about what will happen next in a story and justify.  |            |           |          |                 |            |
| CC.1.3.3.C<br>E03A-K.1.1.3     | <b>Describe characters</b> in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. (Note: "Story" means narration of events told through the text types of story, drama, or poem.)   |            |           |          |                 |            |
| <b>Craft &amp; Structure</b>   |   |            |           |          |                 |            |
| CC.1.3.3.D<br>E03.A-C.2.1.1    | Explain the <b>point of view of the author</b> . (Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations. *Note: "Story" means narration of events told through the text types of story, drama, or poem.   |            |           |          |                 |            |

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| CC.1.3.3.E                                | Refer to <b>parts of texts</b> when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections. Identify the <b>structures in drama</b> : Dialogue, Story enactment, Acts, Scenes  |            |           |          |                 |            |
| CC.1.3.3.G                                | Explain how specific aspects of a <b>text's illustrations</b> contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).   |            |           |          |                 |            |
| <b>Integration of Knowledge and Ideas</b> |  |            |           |          |                 |            |
| CC.1.3.3.H<br>E03.A-C.3.1.1               | <b>Compare and contrast</b> 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). Note: "Stories" means narration of events told through the text types of stories, dramas, or poems   |            |           |          |                 |            |
| <b>Vocabulary Acquisition and Use</b>     |  |            |           |          |                 |            |
| CC.1.3.3.I<br>E03.A-V.4.1.1               | Determine or clarify the <b>meaning of unknown and multiple-meaning words and phrases</b> based on grade- level reading and content, choosing flexibly from a range of strategies and tools. (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.)                        |            |           |          |                 |            |
|   | a. <b>Use context</b> as a clue to the meaning of a word or phrase.  |            |           |          |                 |            |
|   | b. <b>Determine the meaning of the new word</b> formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).   |            |           |          |                 |            |
|   | c. <b>Use a known root word as a clue</b> to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).   |            |           |          |                 |            |
| CC.1.3.3.F<br>E03.A-V.4.1.2               | <b>Determine the meaning of words and phrases</b> as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words. Identify <b>literary devices</b> in stories: <b>rhyme/rhythm, personification, alliteration, simile/metaphor</b> . (Demonstrate understanding of word relationships and nuances in word meanings.) |            |           |          |                 |            |
|   | a. Distinguish the <b>literal and nonliteral meanings of words and phrases</b> in context (e.g., <i>take steps</i> ).  |            |           |          |                 |            |
|   | b. Distinguish <b>shades of meaning</b> among related words (e.g., knew, believed, suspected, heard, wondered).  |            |           |          |                 |            |
| CC.1.3.3.J                                | Acquire and use accurately <b>grade-appropriate conversational, general academic, and domain-specific words and phrases</b> , including those that signal spatial and temporal relationships.  |            |           |          |                 |            |
| CC.1.3.3.K                                | <b>Read and comprehend literature on grade level</b> , reading independently and proficiently.   |            |           |          |                 |            |
| <b>Writing</b>                            |  |            |           |          |                 |            |

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| CC.1.4.3.H<br>E03.C.1.1.1  | <b>Introduce the topic and state an opinion</b> on the topic. (for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.)   |            |           |          |                 |            |
| CC.1.4.3.I<br>E03.C.1.1.2  | <b>Support an opinion</b> with reasons  |            |           |          |                 |            |
| CC.1.4.3.J<br>E03.C.1.1.3<br>E03.C.1.1.4                               | <b>Create an organizational structure</b> that includes reasons linked in a logical order with a concluding statement or section. (Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.)   |            |           |          |                 |            |
| CC.1.4.3.B<br>E03.C.1.2.1  | <b>Identify and introduce the topic</b> for the intended audience, and group related information together to support the writer's purpose.  |            |           |          |                 |            |
| CC.1.4.3.C<br>E03.C.1.2.2  | <b>Develop the topic</b> with facts, definitions, details, and illustrations, as appropriate.   |            |           |          |                 |            |
| CC.1.4.3.D<br>E03.C.1.2.3<br>E03.C.1.2.4<br>E04.E.1.1.3                | <b>Create an organizational structure</b> that includes information grouped and connected logically with a concluding statement or section. (Use linking words and phrases (e.g., also, another, for example, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section related to the analysis presented.)  |            |           |          |                 |            |
| CC.1.4.3.N   | Establish a situation and <b>introduce a narrator and/or characters.</b>  |            |           |          |                 |            |
| CC.1.4.3.O<br>E03.C.1.3.2  | <b>Use dialogue and descriptions</b> of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.   |            |           |          |                 |            |
| CC.1.4.3.P<br>E03.C.1.3.1<br>E03.C.1.3.3<br>E03.C.1.3.4                | <b>Organize an event sequence that unfolds naturally</b> , using temporal words and phrases to signal event order; provide a sense of closure. (Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.)   |            |           |          |                 |            |
| <b>Language</b>  |   |            |           |          |                 |            |
| CC.1.4.3.F<br>E03.D.1.1.1<br>E03.D.1.1.9<br>E03.D.1.2.1<br>E03.D.1.2.6 | <b>For all types of writing:</b> Demonstrate a <b>grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b> <u>Eligible Content includes:</u> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular/ irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). 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. 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., sitting). Use spelling patterns and generalizations (Detailed list of skills in Curriculum) |            |           |          |                 |            |
| CC.1.4.3.L   |   |            |           |          |                 |            |
| CC.1.4.3.R   |   |            |           |          |                 |            |

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| CC.1.4.3.A | <b>Write informative /explanatory texts</b> to examine a topic and convey ideas and information clearly.   |            |           |          |                 |            |
| CC.1.4.3.B | <b>Identify and introduce the topic.</b>   |            |           |          |                 |            |
| CC.1.4.3.C | <b>Develop the topic</b> with facts, definitions, details, and illustrations, as appropriate.  |            |           |          |                 |            |
| CC.1.4.3.D | <b>Create an organizational structure</b> that includes information grouped and connected logically with linking words such as <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> . Include a concluding statement or section. |            |           |          |                 |            |
| CC.1.4.3.E | <b>Choose words and phrases</b> for effect.  |            |           |          |                 |            |
| CC.1.4.3.G | <b>Write opinion pieces</b> on familiar topics or texts.   |            |           |          |                 |            |
| CC.1.4.3.H | <b>Introduce the topic and state an opinion</b> on the topic.  |            |           |          |                 |            |
| CC.1.4.3.I | <b>Support an opinion</b> with reasons.  |            |           |          |                 |            |
| CC.1.4.3.J | <b>Create an organizational structure</b> that includes reasons linked in a logical order with words or phrases to connect opinions and reasons (e.g. because, therefore, since, for example). Include a concluding statement or section.        |            |           |          |                 |            |
| CC.1.4.3.K | Use a <b>variety of words and sentence</b> types to appeal to the audience.  |            |           |          |                 |            |
| CC.1.4.3.M | <b>Write narratives</b> to develop real or imagined experiences or events.   |            |           |          |                 |            |
| CC.1.4.3.N | Establish a situation and introduce a <b>narrator and/or characters</b> .  |            |           |          |                 |            |
| CC.1.4.3.O | <b>Use dialogue and descriptions</b> of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  |            |           |          |                 |            |
| CC.1.4.3.P | <b>Organize an event sequence</b> that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.  |            |           |          |                 |            |
| CC.1.4.3.Q | <b>Choose words and phrases</b> for effect.  |            |           |          |                 |            |
|            | <b>Include illustrations</b> when appropriate  |            |           |          |                 |            |
|            | Develop <b>audience awareness</b> .  |            |           |          |                 |            |
| CC.1.4.3.S | <b>Draw evidence from literary or informational texts</b> to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.  |            |           |          |                 |            |
| CC.1.4.3.T | With guidance and support from adults and peers, <b>develop and strengthen writing</b> as needed by planning, revising, and editing.   |            |           |          |                 |            |
| CC.1.4.3.V | <b>Conduct short research projects</b> that build knowledge about a topic. Gather, organize, and present information related to a main idea.   |            |           |          |                 |            |
| CC.1.4.3.W | <b>Recall information from experiences or gather information from print and digital sources</b> ; take brief notes on sources and sort evidence into provided categories.  |            |           |          |                 |            |

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| CC.1.4.3.X                    | <b>Write routinely over extended time frames</b> (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.                            |            |           |          |                 |            |
| CC.1.4.3.U                    | With guidance and support, <b>use technology to produce and publish writing</b> (using keyboarding skills) as well as to interact and collaborate with others.  |            |           |          |                 |            |
|                               | <b>Practice Manuscript handwriting; Learn and practice Cursive letters</b> (both upper and lower case A-Z).   |            |           |          |                 |            |
| <b>Speaking and Listening</b> |   |            |           |          |                 |            |
| CC.1.5.3.A                    | <b>Engage effectively in a range of collaborative discussions</b> on grade-level topics and texts, building on others' ideas and expressing their own clearly.  |            |           |          |                 |            |
| CC.1.5.3.B                    | Determine the <b>main ideas and supporting details of a text read aloud</b> or information presented in diverse media formats, including visually, quantitatively, and orally. Listen to a variety of types of literature (fiction and/or non-fiction). |            |           |          |                 |            |
| CC.1.5.3.C                    | <b>Ask and answer questions</b> about information from a speaker, offering appropriate detail.  |            |           |          |                 |            |
| CC.1.5.3.D                    | <b>Report on a topic or text, tell a story, or recount an experience</b> with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.                                     |            |           |          |                 |            |
| CC.1.5.3.E                    | <b>Speak in complete sentences</b> when appropriate to task and situation in order to provide requested detail or clarification.  |            |           |          |                 |            |
| CC.1.5.3.F                    | <b>Create engaging audio recordings</b> 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.  |            |           |          |                 |            |
| CC.1.5.3.G                    | <b>Demonstrate command of the conventions of standard English when speaking</b> , based on Grade 3 and content.   |            |           |          |                 |            |