

2021-2022 English Language Arts Assessment Guide
Tennessee Academic Standards
Grade 3

| Quarter | 1 | 2 | 3 | 4 |
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| READING STANDARDS | | | | |
| Key Ideas and Details—Standard #1 | | | | |
| 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. | A | A | A | |
| 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. | | A | A | |
| Key Ideas and Details—Standard #2 | | | | |
| 3.RL.KID.2 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. | | | A | |
| 3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | A | A | A | |
| Key Ideas and Details—Standard #3 | | | | |
| 3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. | A | A | A | |
| 3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text , using language that pertains to time, sequence, and cause/effect . compare/contrast | A | AA | AA | A |
| Craft and Structure—Standard #4 | | | | |
| 3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). | A | A | A | |
| 3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. | A | A | A | |
| Craft and Structure—Standard #5 | | | | |
| 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections. | | A | A | |
| 3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. | | | A | |
| Craft and Structure—Standard #6 | | | | |
| 3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. | | A | A | |
| 3.RI.CS.6 Distinguish reader point of view from that of an author of a text. | | | A | |
| Integration of Knowledge and Ideas—Standard #7 | | | | |

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| 3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. | | | A | A | |
| 3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. | | | A | A | |
| Integration of Knowledge and Ideas—Standard #8 | | | | | |
| 3.RI.IKI.8 Explain how reasons support specific points an author makes in a text. | | | | A | |
| Integration of Knowledge and Ideas—Standard #9 | | | | | |
| 3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. | | | | A | |
| 3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. | | | | A | |
| Range of Reading and Level of Text Complexity—Standard #10 | | | | | |
| 3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently. | * | * | * | * | * |
| 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. | * | * | * | * | * |
| FOUNDATIONAL LITERACY STANDARDS | | | | | |
| Phonics and Word Recognition—Standard #3 | | | | | |
| 3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. | | | | | |
| a. Identify and define the meaning of the most common prefixes and derivational suffixes. | | | | A | |
| b. Decode words with common Latin suffixes, such as -ly, -less, and -ful. | | | | | A |
| c. Decode multi-syllable words. | A | A | A | A | |
| d. Read grade-appropriate irregularly spelled words. | | | A | A | |
| Word Composition—Standard #4 | | | | | |
| 3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. | | | | | |
| a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. | | | A | A | |
| b. Use conventional spelling for high frequency words, including irregular words. | | | A | A | |
| c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. | | | | A | |
| d. Write legibly in manuscript; write all lower and uppercase cursive letters. | * | * | * | * | * |
| Fluency—Standard #5 | | | | | |
| 3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. | | | | | |
| a. Read grade-level text with purpose and understanding. | * | * | * | * | * |

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| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | * | * | * | * |
| c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. | * | * | * | * |
| Sentence Composition—Standard #6 | | | | |
| 3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. | | | | |
| a. Explain the function of nouns , pronouns , verbs , adjectives , and adverbs as used in general and in particular sentences. | A | A | A | |
| b. Form and use regular and irregular plural nouns. | A | A | | |
| c. Use abstract nouns. | A | | | |
| d. Form and use regular and irregular verbs. | A | | | |
| e. Form and use simple verb tenses. | | A | | |
| f. Ensure subject-verb and pronoun-antecedent agreement. | A | A | | |
| g. Form and use comparative and superlative adjectives and adverbs correctly. | | | A | |
| h. Use coordinating and subordinating conjunctions. | | A | A | |
| i. Produce simple , compound , and complex sentences. | | A | A | |
| j. Capitalize appropriate words in titles. | | | A | |
| k. Use commas in addresses. | | | A | |
| l. Use commas and quotation marks in dialogue. | | A | | |
| m. Form and use possessives. | | A | | |
| n. Write a cohesive paragraph with a main idea and detailed structure. | * | * | * | * |
| Vocabulary Acquisition—Standard #7 | | | | |
| 3.FL.VA.7a 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. | | | | |
| i. Use sentence-level context as a clue to the meaning of a word or phrase. | A | | | |
| ii. Determine the meaning of the new word formed when a known affix is added to a known word. | | | A | |
| iii. Use a known root word as a clue to the meaning of an unknown word with the same root. | | | A | |
| iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | | | A | |
| 3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. | | | | |
| i. Distinguish the literal and nonliteral meanings of words and phrases in context. | A | | | |
| ii. Identify real-life connections between words and their use. | | | A | |
| iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. | | A | | |

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| 3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. | * | * | * | * |
| WRITING STANDARDS | | | | |
| Text Types and Protocol—Standard #1 | | | | |
| 3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. | | | A | |
| a. Introduce a topic or text. | | | A | |
| b. Develop an opinion with reasons that support the opinion. | | | A | |
| c. Create an organizational structure that lists supporting reasons. | | | A | |
| d. Provide a concluding statement or section. | | | A | |
| e. Use linking words and phrases to connect opinion and reasons. | | | A | |
| f. Apply language standards addressed in the Foundational Literacy standards. | | | A | |
| Text Types and Protocol—Standard #2 | | | | |
| 3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. | A | | | |
| a. Introduce a topic. | A | | | |
| b. Group related information together, including illustrations when needed to provide clarity to the reader. | A | | | |
| c. Develop the topic with facts, definitions, and details. | A | | | |
| d. Provide a conclusion. | A | | | |
| e. Use linking words and phrases to connect ideas within categories of information. | A | | | |
| f. Use precise language to inform about or explain the topic. | A | | | |
| g. Apply language standards addressed in the Foundational Literacy standards. | A | | | |
| Text Types and Protocol—Standard #3 | | | | |
| 3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. | | A | | |
| a. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. | | A | | |
| b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. | | A | | |
| c. Use temporal words and phrases to signal event order. | | A | | |
| d. Provide a sense of closure. | | A | | |
| e. Apply language standards addressed in the Foundational Literacy standards. | | A | | |
| Production and Distribution of Writing—Standard #4 | | | | |
| 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for | * | * | * | * |

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| writing types are defined in standards 1-3 above.) | | | | |
| Production and Distribution of Writing—Standard #5 | | | | |
| 3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | * | * | * | * |
| Production and Distribution of Writing—Standard #6 | | | | |
| 3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3. | * | * | * | * |
| Research to Build and Present Knowledge—Standard #7 | | | | |
| 3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic. | * | * | * | * |
| Research to Build and Present Knowledge—Standard #8 | | | | |
| 3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories. | * | * | * | * |
| Research to Build and Present Knowledge—Standard #9 | | | | |
| 3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. | * | * | * | * |
| Range of Writing- Standard #10 | | | | |
| 3.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. | * | * | * | * |
| SPEAKING AND LISTENING STANDARDS | | | | |
| Comprehension and Collaboration—Standard #1 | | | | |
| 3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others’ ideas and expressing their own ideas clearly. | * | * | * | * |
| Comprehension and Collaboration—Standard #2 | | | | |
| 3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. | * | * | * | * |
| Comprehension and Collaboration—Standard #3 | | | | |
| 3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | * | * | * | * |
| Presentation of Knowledge and Ideas—Standard #4 | | | | |
| 3.SL.PKI.4 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. | * | * | * | * |
| Presentation of Knowledge and Ideas—Standard #5 | | | | |

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| 3.SL.PKI.5 Add audio or visual elements when appropriate to emphasize or enhance certain facts or details. | * | * | * | * |
| Presentation of Knowledge and Ideas—Standard #6 | | | | |
| 3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | * | * | * | * |

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| KEY: A = Assessed * = Ongoing |
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