

Washington English Language Arts

# 3rd Grade

## Reading

**Reading3rd.** Students read, comprehend, interpret, use, analyze, and appreciate fiction, poetry, nonfiction, and multimodal texts from a broad range of genres, cultures, and media in the context of grade-level content to understand themselves, others, and the world. [WA.ELA-LITERACY.READING3RD](#)

### Print Environment and Foundational Skills

- 1 Students interact with and explore texts in a language-rich environment. [WA.ELA-LITERACY.R3RD.1](#)
  - a Select texts that interest them and/or that are recommended by peers and adults. [WA.ELA-LITERACY.R3RD.1.A](#)
  - b Spend time exploring, viewing, reading and/or listening to texts. [WA.ELA-LITERACY.R3RD.1.B](#)
  - c Make connections, tell stories and/or explain information based on imagination, images, and/or words they recognize in texts. [WA.ELA-LITERACY.R3RD.1.C](#)
- 2 Students know and apply the basic features of print and how it is organized. [WA.ELA-LITERACY.R3RD.2](#)
  - a Recognize the distinguishing features of a paragraph (e.g., indentation, capitalization, spacing, punctuation). [WA.ELA-LITERACY.R3RD.2.A](#)
  - b Recognize the distinguishing visual features of fiction and poetry. [WA.ELA-LITERACY.R3RD.2.B](#)
- 3 Students apply concepts of how sounds, syllables, words, and silence function in speech (phonological awareness) with automaticity. [WA.ELA-LITERACY.R3RD.3](#)
- 4 Students decode words with accuracy and fluency using grade-level word analysis skills. [WA.ELA-LITERACY.R3RD.4](#)
  - a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology to read multisyllabic words accurately in context and out of context. [WA.ELA-LITERACY.R3RD.4.A](#)
  - b Decode, identify, and know the meaning of the most common prefixes and suffixes. [WA.ELA-LITERACY.R3RD.4.B](#)
  - c Decode and recognize homonyms and other frequently confused words correctly. [WA.ELA-LITERACY.R3RD.4.C](#)
  - d Read paragraphs within a text with increasing accuracy and fluency. [WA.ELA-LITERACY.R3RD.4.D](#)

### Comprehending and Interpreting Texts

- 5 Students comprehend and interpret texts using a variety of strategies. [WA.ELA-LITERACY.R3RD.5](#)
  - a Reflect on their purpose for reading. [WA.ELA-LITERACY.R3RD.5.A](#)

- b** Preview the text by noting author, illustrator, topic, genre, images, and text structures. [WA.ELA-LITERACY.R3RD.5.B](#)
- c** Use personal connections and content knowledge to visualize and make sense of the text. [WA.ELA-LITERACY.R3RD.5.C](#)
- d** Make predictions and check them against what's in the text. [WA.ELA-LITERACY.R3RD.5.D](#)
- e** Use a variety of strategies that encourage and maintain motivation to engage with a text. [WA.ELA-LITERACY.R3RD.5.E](#)
- f** Re-connect when the flow of reading is interrupted using a variety of strategies. [WA.ELA-LITERACY.R3RD.5.F](#)
- g** Explain how the visual elements in a text represent and/or add to its meaning. [WA.ELA-LITERACY.R3RD.5.G](#)
- h** Ask and answer questions about a text, referring to key details in the text. [WA.ELA-LITERACY.R3RD.5.H](#)
- i** Describe a story's structure, setting, major events, narrators, and characters, including their point of view and how their actions contribute to the events. [WA.ELA-LITERACY.R3RD.5.I](#)
- j** Retell a story in their own words and/or say what they learned from a text. [WA.ELA-LITERACY.R3RD.5.J](#)

#### Analyzing, Evaluating and Using Texts

- 6** Students describe how the author, illustrator, and/or creator shape meaning and affect a reader's experience of the text. [WA.ELA-LITERACY.R3RD.6](#)
  - a** Describe what the text makes them feel, think, and/or want to do and why. [WA.ELA-LITERACY.R3RD.6.A](#)
  - b** Explain the impact of images and specific words on the reader's understanding. [WA.ELA-LITERACY.R3RD.6.B](#)
  - c** Describe text features used in a genre and explain what they help the reader do or know. [WA.ELA-LITERACY.R3RD.6.C](#)
  - d** Compare and contrast the ideas, characters, settings, and plots of stories written by the same or different authors. [WA.ELA-LITERACY.R3RD.6.D](#)
- 7** Students evaluate texts. [WA.ELA-LITERACY.R3RD.7](#)
  - a** Explain what they may or may not like about a topic, character, or event and why. [WA.ELA-LITERACY.R3RD.7.A](#)
  - b** Explain how the author, narrator, and/or character's point of view is the same as or different from their own. [WA.ELA-LITERACY.R3RD.7.B](#)
- 8** Students use texts they have read for purposes relevant to them. [WA.ELA-LITERACY.R3RD.8](#)

- a To better understand themselves and others, explore characters' thoughts and feelings. [WA.ELA-LITERACY.R3RD.8.A](#)
  - b To develop imagination and understanding of others, say what they would think, feel, or do in situations similar to those in texts. [WA.ELA-LITERACY.R3RD.8.B](#)
  - c Use information or examples from texts for discussions and projects. [See W3rd.3 and SLDF3rd.3.] [WA.ELA-LITERACY.R3RD.8.C](#)
  - d Use choices made by authors, illustrators, and creators as ideas for their own multimodal compositions. [See W3rd.4b.] [WA.ELA-LITERACY.R3RD.8.D](#)
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## Writing

### **Writing3rd. Students compose multimodal texts in a variety of genres in the context of grade-level content.** WA.ELA-LITERACY.WRITING3RD

#### Writing Purposes and Products

- 1 Students compose to process and reflect, respond to reading and learning, explore and develop ideas, record observations, experiment with language, and make sense of the world, events, and experiences. [Not all products from W3rd.1 must be taken through W3rd.2 – W3rd.10.] WA.ELA-LITERACY.W3RD.1
- 2 Students compose multimodal texts in a variety of genres to communicate with others. WA.ELA-LITERACY.W3RD.2
  - a Describe experiences, ideas, and imaginings, using sensory details. WA.ELA-LITERACY.W3RD.2.A
  - b Inform others about their observations and explanations of the world. WA.ELA-LITERACY.W3RD.2.B
  - c Express their opinions and/or preferences. WA.ELA-LITERACY.W3RD.2.C
  - d Persuade others to consider new options, resolve conflicts, and create and strengthen communities. WA.ELA-LITERACY.W3RD.2.D
  - e Tell stories and narratives. WA.ELA-LITERACY.W3RD.2.E

#### Plan and Generate Ideas

- 3 Students plan and complete writing projects. WA.ELA-LITERACY.W3RD.3
  - a Connect the prompt to their interests, perspectives, and/or experiences. WA.ELA-LITERACY.W3RD.3.A
  - b Determine the process or steps needed to complete the project. WA.ELA-LITERACY.W3RD.3.B
- 4 Students generate and gather ideas, including appropriate use of tools. WA.ELA-LITERACY.W3RD.4
  - a Generate topics from experience, imagination, reading, research (see RML3.4) media, conversations, products from W3rd.1, and/or desire to communicate. WA.ELA-LITERACY.W3RD.4.A
  - b Determine which features and/or genre conventions to follow or adapt from mentor texts. WA.ELA-LITERACY.W3RD.4.B
  - c Answer questions about what the writer knows that the audience does not. WA.ELA-LITERACY.W3RD.4.C
  - d Choose material from research (see RML3rd.4), images, and/or other media that illustrate and support their ideas, identifying when and how it's fair to use the creative work of others. WA.ELA-LITERACY.W3RD.4.D

#### Draft and Establish Voice

- 5 Students draft content within the genre to develop ideas, express voice, and engage the audience. [WA.ELA-LITERACY.W3RD.5](#)
  - a Develop points and ideas with facts, definitions, concrete details, examples, and/or quotations, using linking words to connect ideas. [WA.ELA-LITERACY.W3RD.5.A](#)
  - b Support an opinion with reasons, using linking words. [WA.ELA-LITERACY.W3RD.5.B](#)
  - c Develop an event sequence for stories, using details to elaborate a single string of events and describe actions, thoughts, and feelings, using dialogue when appropriate, showing characters' response to events, and using temporal words to signal order. [WA.ELA-LITERACY.W3RD.5.C](#)
  - d Determine which features and/or formatting to follow or adapt from mentor texts such as titles, labels, illustrations, greetings, the formatting of dialogue, etc. [WA.ELA-LITERACY.W3RD.5.D](#)
  - e Identify who deserves credit for information or media used from a source. [WA.ELA-LITERACY.W3RD.5.E](#)
- 6 Students compose introductions and conclusions within the genre to express voice, engage the audience, and support the development of content in the text. [WA.ELA-LITERACY.W3RD.6](#)
  - a Introduce topics and opinions. [WA.ELA-LITERACY.W3RD.6.A](#)
  - b Establish a situation for stories and introduce a narrator and/or characters. [WA.ELA-LITERACY.W3RD.6.B](#)
  - c Provide a sense of closure for stories. [WA.ELA-LITERACY.W3RD.6.C](#)
  - d Compose a concluding statement or section for informational texts and opinions. [WA.ELA-LITERACY.W3RD.6.D](#)
- 7 Students organize content by using or adapting the genre's structure. [WA.ELA-LITERACY.W3RD.7](#)

#### Revise and Edit

- 8 Students evaluate their drafts. [WA.ELA-LITERACY.W3RD.8](#)
  - a Re-read to determine whether the draft says what they want it to say. [WA.ELA-LITERACY.W3RD.8.A](#)
  - b Describe what their composition means and/or represents to an adult or peer. [WA.ELA-LITERACY.W3RD.8.B](#)
  - c Gather feedback and determine whether it improves readers' understanding and/or experience. [WA.ELA-LITERACY.W3RD.8.C](#)
- 9 Students revise and edit their compositions. [WA.ELA-LITERACY.W3RD.9](#)
  - a Use what they learned from re-reading and feedback to revise. [WA.ELA-LITERACY.W3RD.9.A](#)

- b** Edit for conventions and consistency of text features.  
[Demonstrate command of Language standards K–3.] **WA.ELA-LITERACY.W.3RD.9.B**

#### Share and Publish

- 10** Students share and publish compositions in person and/or on digital or non-digital platforms for known and trusted audiences in ways that reinforce the communicative purposes of writing. **WA.ELA-LITERACY.W.3RD.10**
    - a** who might be able to access compositions and how it might make them feel. **WA.ELA-LITERACY.W.3RD.10.A**
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## Speaking, Listening, and Digital Forums

**SpeakingListeningDigitalForums3rd.** Students comprehend, engage in, and learn from collaborative discussions and presentations in a variety of genres in the context of grade-level content, in person and/or through teachermoderated digital forums. WA.ELA-

LITERACY.SPEAKINGLISTENINGDIGITALFORUMS3RD

### Discussion

- 1 Students listen, respond respectfully, and contribute during discussions. WA.ELA-LITERACY.SLDF3RD.1
  - a Discuss expectations and roles within the community, changing them when needed. WA.ELA-LITERACY.SLDF3RD.1.A
  - b Review previous conversations when continuing a discussion. WA.ELA-LITERACY.SLDF3RD.1.B
  - c Ask questions about the topic and others' observations and opinions. WA.ELA-LITERACY.SLDF3RD.1.C
  - d Draw on experience, prior knowledge, and/or research to contribute. WA.ELA-LITERACY.SLDF3RD.1.D
  - e Explain what they understood from others' contributions and ask for clarification or more information to build common understanding. WA.ELA-LITERACY.SLDF3RD.1.E
  - f Connect statements to others' contributions to build community and propel conversation. WA.ELA-LITERACY.SLDF3RD.1.F
  - g Identify points of agreement or disagreement. WA.ELA-LITERACY.SLDF3RD.1.G
  - h Respond to feedback about how others interpret their communication by reflecting on how and why others might experience their communication differently than intended. WA.ELA-LITERACY.SLDF3RD.1.H
  - i Identify when and how opinions or understandings have changed. WA.ELA-

LITERACY.SLDF3RD.1.I

- j Review memorable and/or important moments or ideas. WA.ELA-

LITERACY.SLDF3RD.1.J

- 2 Students prepare for planned discussions by thinking, reading, and/or researching the topic. WA.ELA-LITERACY.SLDF3RD.2

#### Collaboration

- 3 Students collaborate on projects or tasks. WA.ELA-LITERACY.SLDF3RD.3
  - a Discuss expectations, roles, and timelines, changing them when needed. WA.ELA-LITERACY.SLDF3RD.3.A
  - b Connect the project or prompt to their interests, experiences, and/or community needs. WA.ELA-LITERACY.SLDF3RD.3.B
  - c Prepare for meetings by completing portions of the project as agreed. WA.ELA-LITERACY.SLDF3RD.3.C
  - d Review progress and discuss what needs to happen next. WA.ELA-LITERACY.SLDF3RD.3.D

#### Public Speaking and Presentations

- 4 Students present experience, positions, ideas, findings, and creative work such that listeners are engaged and/or can follow the line of reasoning. WA.ELA-LITERACY.SLDF3RD.4
  - a Identify topics from the situation, experience, imagination, reading, research (see RML3rd.4) media, conversations, and/or products from W3rd.1. WA.ELA-LITERACY.SLDF3RD.4.A
  - b Develop content by considering what they want to communicate within the situation and what the audience already knows. WA.ELA-LITERACY.SLDF3RD.4.B
  - c Use images, media, and artifacts in presentations to clarify content and support the audience's engagement. WA.ELA-LITERACY.SLDF3RD.4.C

## Voice

- 5 Students determine how to present themselves and their ideas. **WA.ELA-LITERACY.SLDF3RD.5**
    - a Express voice by building on strengths, experiences, and personality. **WA.ELA-LITERACY.SLDF3RD.5.A**
    - b Determine how to respond to others given the expectations of the community, their role, and how they wish to express themselves and their ideas. **WA.ELA-LITERACY.SLDF3RD.5.B**
    - c Determine which language and/or languages support their purpose. **WA.ELA-LITERACY.SLDF3RD.5.C**
    - d Determine what they want or do not want to share and why. **WA.ELA-LITERACY.SLDF3RD.5.D**
  - 6 Students use an audible voice, gesture, and pacing to illuminate the content and engage the audience. **WA.ELA-LITERACY.SLDF3RD.6**
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## Language

**Language3rd.** Students demonstrate command of the English language to speak and write clearly, and to comprehend more fully when reading, listening, or viewing. [WA.ELA-LITERACY.LANGUAGE3RD](#)

### Knowledge of Language

- 1 Students notice when and why language is used differently according to the setting. [WA.ELA-LITERACY.L3RD.1](#)
  - a Compare formal and informal uses of language and the contexts in which they occur. [WA.ELA-LITERACY.L3RD.1.A](#)
  - b Distinguish literal, figurative and colloquial meanings of words and phrases. [WA.ELA-LITERACY.L3RD.1.B](#)
- 2 Students read and recite grade-level poetry and prose orally with purpose, understanding, and accuracy, improving speed and expression on successive readings. [WA.ELA-LITERACY.L3RD.2](#)
  - a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [WA.ELA-LITERACY.L3RD.2.A](#)

### Structure and Function of English

- 3 Students produce and expand sentences in group and individual activities in the context of conversations and writing about experiences, events, and third grade content. [WA.ELA-LITERACY.L3RD.3](#)
  - a Produce, expand, and combine simple, compound, and complex sentences using coordinating and subordinating conjunctions with appropriate punctuation. [WA.ELA-LITERACY.L3RD.3.A](#)
  - b Give more detail or enhance descriptions by using comparative and superlative adjectives and adverbs. [WA.ELA-LITERACY.L3RD.3.B](#)
  - c Form and use simple verb tenses with subject-verb and pronoun-antecedent agreement. [WA.ELA-LITERACY.L3RD.3.C](#)
  - d Capitalize the appropriate words in titles. [WA.ELA-LITERACY.L3RD.3.D](#)
  - e Use commas in addresses. [WA.ELA-LITERACY.L3RD.3.E](#)
  - f Use commas and quotation marks in dialogue. [WA.ELA-LITERACY.L3RD.3.F](#)
- 4 Students determine the meaning of and use words and phrases acquired through conversations, reading, and being read to. [WA.ELA-LITERACY.L3RD.4](#)
  - a Determine or clarify the meaning of new and multiple-meaning words and phrases. [WA.ELA-LITERACY.L3RD.4.A](#)
  - b Identify and use abstract and concrete nouns and the words that describe them. [WA.ELA-LITERACY.L3RD.4.B](#)

- 5 Students explore word relationships and distinguish shades of meaning in the context of third grade conversations and reading. [WA.ELA-LITERACY.L3RD.5](#)
- a Use root words, prefixes, and suffixes as clues to the meaning of an unknown word. [WA.ELA-LITERACY.L3RD.5.A](#)
  - b Use sentence-level context as a clue to the meaning of a word or phrase. [WA.ELA-LITERACY.L3RD.5.B](#)
  - c Distinguish shades of meaning among words that describe states of mind or degrees of certainty. [WA.ELA-LITERACY.L3RD.5.C](#)
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**Research and Media  
Literacy**

**Research3rd . Students ask questions, seek answers using relevant tools and techniques to select and access sources, and use their learning.** [WA.ELA-LITERACY.RESEARCH3RD](#)

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**MediaLiteracy3rd. Students identify the effects, purposes, and parts of media messages, people who provide information, and options for engaging with media messages. WA.ELA-**

LITERACY.MEDIALITERACY3RD

Research and Inquiry

- 1 Students ask questions about things that make them curious and refine their questions as they learn new things about a topic. WA.ELA-LITERACY.RML3RD.1
- 2 Students seek answers from information sources. WA.ELA-LITERACY.RML3RD.2
  - a Generate ideas for where they might find information based on what they and/or others know about the topic. WA.ELA-LITERACY.RML3RD.2.A
  - b Select and access a variety of relevant print and digital information sources, including by navigating libraries. WA.ELA-LITERACY.RML3RD.2.B
  - c Use different technologies and different search terms to generate different results when using teacher-moderated digital search tools. WA.ELA-LITERACY.RML3RD.2.C
  - d Talk with adults or peers with relevant experience or knowledge. WA.ELA-LITERACY.RML3RD.2.D
- 3 Students gather relevant information using a variety of strategies. WA.ELA-LITERACY.RML3RD.3
- 4 Students use and/or share new learning. WA.ELA-LITERACY.RML3RD.4

Media Literacy and Critical Thinking

- 5 Students identify the effects of media messages. WA.ELA-LITERACY.RML3RD.5
  - a Identify how media messages make them feel and what these emotions may make them want to say or do. WA.ELA-LITERACY.RML3RD.5.A
  - b Identify reasons people are more or less likely to change their minds about something when they encounter a media message. WA.ELA-LITERACY.RML3RD.5.B
- 6 Students identify the purposes of media messages and how those purposes are achieved. WA.ELA-LITERACY.RML3RD.6
  - a Determine whether a media message is mainly helping people learn new things, trying to change people's minds, selling something, or just for fun. WA.ELA-LITERACY.RML3RD.6.A
- 7 Students compare different parts of media messages. WA.ELA-LITERACY.RML3RD.7

- a Determine whether statements in media messages express an opinion or can be verified as true or false. [WA.ELA-LITERACY.RML3RD.7.A](#)
  - b Compare and contrast information on the same topic in two or more media messages from different sources. [WA.ELA-LITERACY.RML3RD.7.B](#)
  - c Describe how changing an image or the words used to describe an image can change the meaning of a media message. [WA.ELA-LITERACY.RML3RD.7.C](#)
- 8 Students identify people who provide information. [WA.ELA-LITERACY.RML3RD.8](#)
  - a Determine whether an individual, an organization, or both can be considered responsible for the content of an information source. [WA.ELA-LITERACY.RML3RD.8.A](#)
  - b Identify individuals or organizations made up of people who are experts on a particular topic and could provide information about it. [WA.ELA-LITERACY.RML3RD.8.B](#)
- 9 Students make informed choices about how they will engage with media messages based on their personal and community experiences and goals. [WA.ELA-LITERACY.RML3RD.9](#)
  - a Identify how a media message might influence them to say or do things that could have real-life effects for themselves and/or their communities. [WA.ELA-LITERACY.RML3RD.9.A](#)
  - b Identify how media messages capture their attention, so people or organizations benefit. [WA.ELA-LITERACY.RML3RD.9.B](#)